

**UNIT 9: CITIES OF THE WORLD**  
**Lesson 1: Getting Started – What nice photos!**

**I. Objectives:**

By the end of the lesson sts can; use the lexical items related to the topic ‘Cities of the World’; use the vocabulary and structures to describe cities and landmarks.

**II. Language contents:**

1. *Vocabulary*: the lexical items related to the topic “Cities of the world”.
2. *Grammar*: The present perfect tense

**III. Methods:** Communicative approach

**IV. Teaching aids:** Text book, picture, tape, cassette, board, chalk.

**V. Procedures:**

Teacher’s activities	Students’ activities	Contents
<p><b><u>I. Warm-up:(5’)</u></b>                      - Have sts write these verbs in to past form                      Go; play; do; speak; write; read                      Visit; watch; be; take; start; eat                      have</p> <p><b><u>II. Presentation</u></b>                      - Ask ss to look at the picture and answer the questions  <i>?What are they?</i>  <i>?Do you know which cities they are ?</i>                      - Ask ss to listen and answer                      True or False ?                      1. The photos are nice                      2. Rio de Janeiro isn’t an exciting city                      3. Sydney isn’t so hot                      4. The beaches in Sydney are the cleanest and the most beautiful.</p>	<p>- Go to the board and write                      Go- went; Play – played                      Do – did; speak -spoke                      write – wrote; read - read                      Visit - visited                      watch – watched                      be – was/were                      take- took; start - started                      eat – ate; have - had                      - Listen and answer                      -<i>They are cities of the world</i>                      -<i>They are Sydney, Big Ben.....</i>                      - Listen and answer</p> <p style="text-align: center;">1. T                      2. F                      3. F                      4. T                      5. F</p>	<p>Go- went; Play – played                      Do – did; speak –spoke; write – wrote; read - read                      Visit - visited                      watch – watched                      be – was/were; eat – ate; have - had                      take- took; start – started;</p> <p><b>9: CITIES OF THE WORLD</b>  <b>1. Listen and read.</b>                      * <i>Vocabulary</i>:                      - exciting(a) [ik'saitɪŋ]: lý thú                      - clean(a) [kli:n]:sạch                      - bad(a) [bæd] : xấu                      - beautiful(a) ['bju:tɪfʊl]:đẹp                      - modern(a) ['mɒdən]:hiện đại                      - eggs-shaped(a)[eg-'feɪpt]: hình bầu dục                      * <i>Answer key</i>:                      1. The photos are nice                      2. Rio de Janeiro isn’t an exciting city                      3. Sydney isn’t so hot                      4. The beaches in Sydney are the cleanest and the most beautiful.</p>

<p>5. There aren't also modern buildings, like this egg- shaped building</p> <p><b>III. Practice</b></p> <ul style="list-style-type: none"> <li>- Ask sts look at exercise 2.</li> <li>- Have sts reread the dialogue and do exercise 2.</li> <li>- Allow sts to share answers before discussing as a class</li> <li>- Ask sts to support their answer</li> <li>- Have sts look at the map</li> <li>- Ask ss</li> </ul> <p><i>?How many continents are there in the world?</i></p> <p><i>?What are they?</i></p> <ul style="list-style-type: none"> <li>- Ask ss to look at the pictures and names the continents</li> <li>- Ask them to translation these names in Vietnamese</li> </ul> <p><b>IV. Further- practise</b></p> <ul style="list-style-type: none"> <li>- Write 'Asia, Viet nam, Hue, Ha Noi, Thong Nhat Palace' on the board.</li> <li>- Ask sts</li> </ul> <p><i>? Which is the continent?</i></p> <p><i>? Which is the country/ city/ capital?</i></p> <p><i>? Which is the place of interest?</i></p> <ul style="list-style-type: none"> <li>- Ask ss to read all words and match</li> </ul> <p><b>V. Production</b></p> <ul style="list-style-type: none"> <li>- Have sts play a game " Around the world"</li> <li>- Divide sts into 2 big groups</li> <li>- Give sts more questions in addition to those in the book</li> </ul> <p><i>? Which continent is it in?</i></p> <p><i>? What is its capital?</i></p> <p><i>? What are its major cities?</i></p>	<ul style="list-style-type: none"> <li>- Look at the exercise 2 reread the dialogue and do exercise 2.</li> <li>- Share answers before discussing as a class</li> <li>- Support their answer</li> <li>- Look at the map</li> <li>- Listen and answer</li> <li>- <i>There are 6</i></li> <li>- <i>Asia, Africa, Australia, Antarctica, America, Europe,</i></li> <li>- Look at the pictures and names the continents</li> <li>- Translation these names in Vietnamese</li> <li>- Look at the board</li> </ul> <ul style="list-style-type: none"> <li>- Answer</li> <li>- <i>Asia, Africa</i></li> <li>- <i>Sweden/ Nha Trang/ Ha Noi</i></li> <li>- <i>Ben Thanh market</i></li> <li>- Read all words then work in pairs to match the words to the names of the places</li> <li>- Play a game</li> </ul>	<p>5. There aren't also modern buildings, like this egg- shaped building</p> <table border="1" data-bbox="1084 321 1539 415"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>T</td> <td>F</td> <td>F</td> <td>T</td> <td>F</td> </tr> </table> <p><b>2. Read the conversation again. Then write True/ False</b></p> <ol style="list-style-type: none"> <li>1. F (They are looking at photos on the computer.)</li> <li>2. F (Tom has been to most of the cities.)</li> <li>3. T</li> <li>4. F (There are modern buildings in London as well.)</li> <li>5. F(Tom has never been to New York. The photo is from his brother.)</li> </ol> <p><b>3. Name the continents</b></p> <ol style="list-style-type: none"> <li>1. Asia</li> <li>2. Europe</li> <li>3. Africa</li> <li>4. North America</li> <li>5. South America</li> <li>6. Australia</li> <li>7. Antarctica</li> </ol> <p><b>4. Match the words in the blue box to the names of the places.</b></p> <p><b>* Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- continent (n)['kɒntinənt]: lục địa, châu âu</li> <li>a. continent: Asia,Africa</li> <li>b. Country: Sweden, the USA</li> <li>c. City: Nha Trang, Amsterdam, Liverpool, Ha Noi</li> <li>d. capital: Amsterdam, Ha Noi</li> <li>e. Place of interest: Ben Thanh market, the Louvre</li> </ul> <p><b>5. Game: "Around the world"</b></p>	1	2	3	4	5	T	F	F	T	F
1	2	3	4	5								
T	F	F	T	F								

<p>? What is it famous for?</p> <p><b>VI. Homework:</b></p> <p>- Learn by heart new words.</p> <p>- Prepare A closer look 1.</p>		<p><b>*Homework</b></p>
--	--	-------------------------

Experiments:

.....

.....

.....

.....

.....

.....

.....

Week: 25  
Period: 70

Date of planning:  
...../...../.....

Date of teaching: ...../...../.....

**UNIT 9: CITIES OF THE WORLD**  
**Lesson 2: A Closer Look 1**

**I. Objective:**

By the end of the lesson sts can pronounce the sounds /əʊ/ and /aɪ/ correctly in isolation and in context; use the lexical items related to the topic “ ‘Cities of the World’ ”.

**II. Language contents:**

1. *Vocabulary:* the lexical items related to the topic “Cities of the world”.
2. *Grammar:* The Past Simple

**III. Methods:** Communicative approach

**IV. Teaching aids:** Text book, picture, tape, cassette, board, chalk.

**V. Procedures:**

Teacher’s activities	Students’ activities	Contents
<p><b>I. Warm-up:(5’)</b></p> <p>- Ask ss some questions.</p> <p>? Do you remember about Mai and Tom?</p> <p>? Which cities did Mai and Tom talk about at the beginning of the unit?</p>	<p>- Listen and answer.</p> <p>- Yes/ no</p> <p>- Rio de Janeiro, Sydney, and new York</p> <p>- Rio de Janeiro is exciting, it’s very hot.</p>	

<p>? How did Tom describe the three cities?</p> <p>? What did he talk about?</p> <p>? Which adjectives did he use?</p> <p>- Introduce the lesson.</p> <p><b>II. Presentation:(10')</b></p> <p>- Ask ss to read all the words and work in groups to do matching in 1.</p> <p>- Ask ss to go to the board and match.</p> <p>- Have other sts check.</p> <p>- Ask sts to read the words again.</p> <p>- Give feedback.</p> <p>- If have time ask sts to use the adjectives to describe the three cities that Mai and Tom talked about.</p> <p><b>III. Practice:(15')</b></p> <p>- Ask sts look all the words and guide ss how to do exercise</p> <p>? Which words can you use to describe "city" ?</p> <p>Food?</p> <p>People?</p> <p>Building?</p> <p>Weather?</p> <p>- Have sts work in groups.</p> <p>- Tell them can use the words in 1- encourage sts to add other adjectives.</p> <p>- Give feedback.</p> <p>- Point out that some adjs can't go with particular nouns. We can not say</p>	<p>Sydney isn't so hot, the beaches in Sydney are clean and beautiful.</p> <p>London has bad weather, there are also modern buildings.</p> <p>- The weather, the beaches and the buildings.</p> <p>- exciting, hot, clean, beautiful, bad, modern</p> <p>- Listen and write.</p> <p>- Read all the words and match the words in A with their opposites in B.</p> <p>- Go to the board and match.</p> <p>- Check</p> <p>- Read again</p> <p>- Write</p> <p>- Use the adj to describe the three that Mai and Tom talked about.</p> <p>- Listen and remember listen and answer</p> <p>Beautiful, old... Delicious, cheap.. Beautiful... Modern, historic... Cold, hot.....</p> <p>- Work in groups.</p> <p>- use the words in 1 to add other adjectives.</p> <p>- Takenote.</p> <p>- Listen and note.</p>	<p style="text-align: center;"><b>Unit 9: (Continued)</b> <b>Lesson1: A closer look 1</b> <b>* VOCABULARY</b></p> <p><b>1. Match the words in A with their opposites in B. Some words may have more than one opposite.</b></p> <ol style="list-style-type: none"> <li>old – new</li> <li>dangerous – safe</li> <li>quiet – noisy</li> <li>dry – wet</li> <li>boring – exciting</li> <li>clean – dirty</li> <li>historic – modern</li> <li>cheap – expensive</li> <li>cold – hot</li> </ol> <p><b>Ex:</b></p> <p>- The beaches in Sydney are <u>clean</u> and <u>beautiful</u>.</p> <p>- London has <u>bad</u> weather.</p> <p><b>2. Created the webs</b></p> <ol style="list-style-type: none"> <li><b>City:</b> beautiful, peaceful, exciting, modern, big, polluted, safe,....</li> <li><b>People:</b> nice, friendly, unfriendly, open, noisy, interesting,...</li> <li><b>Food:</b> delicious, awful, good, tasty,....</li> <li><b>Weather:</b> bad, rainy, hot, cold, wet,...</li> </ol>
---	--	---

<p>Ex: long/ short city Rainy people</p> <ul style="list-style-type: none"> <li>- Have practise the /əʊ/ and /ai/sound together in 3.</li> <li>- Model the two sounds with <i>cold</i> and <i>sky</i>.</li> <li>- Let sts see how the sounds are formed.</li> <li>- Ask sts to give words that have these two sounds.</li> <li>- Play the recording and ask sts to listen and fill in the suitable column.</li> <li>- Play the recording again and have sts give the answer.</li> </ul> <p><b>IV. Further- practise: 14'</b></p> <ul style="list-style-type: none"> <li>- Ask ss to listen and repeat</li> </ul> <p><b>* GRAMMAR</b></p> <ul style="list-style-type: none"> <li>- Ask ss to look at all the pictures.</li> <li>- Give example</li> <li>- Ask sts to work individually to complete the fact sheet, using one of the pictures provided</li> <li>- Have sts work in pairs compare the answer.</li> <li>- Ask them to discuss whether they agree with each other's answers (if they don't not agree the answers, encourage them to give reasons. Don't give corrective feedback at this stage)</li> <li>- Have sts ask and answer questions about the fact using Most + adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Read all the sentences</li> <li>- Listen</li> <li>- See how the sounds are formed.</li> <li>- Give words that have these two sounds.</li> <li>- Listen and fill in the suitable column.</li> <li>- Give the answer</li> <li>- Write and repeat.</li> <li>- Read all the sentences</li> <li>- Look at all the pictures.</li> <li>- Listen and write</li> <li>- Work individually to complete the fact sheet, using one of the pictures provided</li> <li>- Work individually to complete the fact sheet, using one of the pictures provided</li> <li>- Work in pairs compare the answer.</li> <li>- Discuss whether they agree with each other's answers</li> <li>- Look at their earlier answer.</li> </ul>	<p><b>5. Building:</b> old, modern, tall, new,...</p> <p><b>* PRONUNCIATION</b> <i>/əʊ/ and /ai/</i></p> <p><b>3. Listen and write the words you hear in the appropriate column. Then read the words aloud.</b></p> <table border="1" data-bbox="1013 674 1515 951"> <thead> <tr> <th data-bbox="1013 674 1273 720"><i>/əʊ/</i></th> <th data-bbox="1273 674 1515 720"><i>/ai/</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1013 720 1273 766">Cold</td> <td data-bbox="1273 720 1515 766">Sky</td> </tr> <tr> <td data-bbox="1013 766 1273 812">Snow</td> <td data-bbox="1273 766 1515 812">Exciting</td> </tr> <tr> <td data-bbox="1013 812 1273 858">Old</td> <td data-bbox="1273 812 1515 858">High</td> </tr> <tr> <td data-bbox="1013 858 1273 905">Clothes</td> <td data-bbox="1273 858 1515 905">Fine</td> </tr> <tr> <td data-bbox="1013 905 1273 951">Hold</td> <td data-bbox="1273 905 1515 951">Flight</td> </tr> </tbody> </table> <p><b>4. Listen and repeat</b></p> <p><b>* GRAMMAR</b></p> <p><b>Comparative</b></p> <p><b>a. Short adjectives</b> Lan is <b>taller</b> than Hoa This book is <b>thinner</b> than that book</p> <p><b>b. Long adj</b> She is <b>more beautiful</b> than her sister Car is <b>more comfortable</b> than bus</p> <p><b>- Superlative</b></p> <p><b>a. Long adj</b> The red bag is <b>the most expensive</b> than the black bag Hoa is <b>the most beautiful</b> in her class</p>	<i>/əʊ/</i>	<i>/ai/</i>	Cold	Sky	Snow	Exciting	Old	High	Clothes	Fine	Hold	Flight
<i>/əʊ/</i>	<i>/ai/</i>													
Cold	Sky													
Snow	Exciting													
Old	High													
Clothes	Fine													
Hold	Flight													

<p>- Encourage sts to expand the fact sheet by adding information like: <b>Ex:</b> <i>The most famous woman in Britain</i> <i>The most well-known novel/ movie.</i> <i>The most famous footballer/ actor/ actress.</i> <i>The most popular sports,...</i></p> <p>- Ask sts to remember how the comparatives of long adjectives are formed. - Write the form of the superlatives of long adjectives on the board.</p> <p><b>V. Homework: (1')</b> - Practise the sound /əʊ/ and /ai/ - Prepare A closer look 2.</p>	<p>- Ask and answer questions about the fact using most + adjectives. <i>Ex: Sydney is the most exciting city.</i> <i>There are the most beautiful beaches.</i></p> <p>- Remember how the comparatives of long adjectives are formed. - Write the form of the superlatives of long adjectives S + the + most + adj <i>There are the most beautiful beaches.</i> - Find the superlatives in the text in 6</p>	<p><b>5. Complete the fact sheet by choosing one picture. Compare your fact sheet with a classmate. Do you agree with his/ her answer?</b> <b>* Key:</b> 1. London    2. Oxford University 3. Shakespear    4. fish and chips 5. tea            5. watching TV</p> <p><b>6. Read this article about Britain. Then, look at your fact sheet. Did you have correct answers?-</b> <b>*Homework</b> - Practise the sound /əʊ/ and /ai/ - Prepare A closer look 2.</p>
--	--	---