

Week: 25  
Period: 71

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

**UNIT 9: CITIES OF THE WORLD**  
**Lesson 3: A Closer Look 2**

**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><u>I. Warm-up:(5')</u></b></p> <ul style="list-style-type: none"> <li>- Check vocabulary in A closer look 1</li> <li>- Ask ss to go to the board and write the adjectives.</li> <li>- Check and have them repeat these words</li> </ul> <p><b><u>II. Presentation:(10')</u></b></p> <ul style="list-style-type: none"> <li>- Ask sts to recall what Tom told Mai about in the conversation in Getting started.</li> <li>- Ask sts to underline all the verbs in the present perfect tense.</li> <li>- Use the Grammar box to help you explain that present perfect is used to show that one has had or has never had this experience.</li> <li>- Provide the form of the present perfect.</li> <li>- Notice the past participle.</li> </ul>	<ul style="list-style-type: none"> <li>- Go to the board and write</li> <li>- Check and repeat</li> <li>- Recall what Tom told Mai about in the conversation in Getting started.</li> <li>- Underline all the verbs in the present perfect tense.</li> <li>- Read the Grammar box</li> <li>- Write</li> <li>- Listen and remember</li> </ul>	<p><b>Unit 9: (Continued)</b> Lesson 3: A closer look 2</p> <p><b>Listen again to part of the conversation.</b></p> <p><b>Pay attention to the present perfect.</b></p> <p><b>* GRAMMAR:</b></p> <table style="width: 100%;"> <tr> <td>Go</td> <td>watch</td> </tr> <tr> <td>See</td> <td>be</td> </tr> <tr> <td>Do</td> <td>take</td> </tr> <tr> <td>Speak</td> <td>start</td> </tr> <tr> <td>Write</td> <td>eat</td> </tr> <tr> <td>read</td> <td>have</td> </tr> <tr> <td>Visit</td> <td>take</td> </tr> </table> <p><b>* The present perfect tense.</b></p> <p><b>Use :</b> We use the present perfect to describe our experiences</p> <p><b>Formation:</b> S + has/have + past participle</p> <p><b>Ex:</b></p> <p>(+) I have seen that movie ten times She has watched TV for 30 minutes</p> <p>(-) I haven't seen that movie She hasn't watched TV</p>	Go	watch	See	be	Do	take	Speak	start	Write	eat	read	have	Visit	take
Go	watch															
See	be															
Do	take															
Speak	start															
Write	eat															
read	have															
Visit	take															

<p>- Ask sts to look for the original verb of the past participles in the conversation.</p> <p>- Notice the use of “never” and “ever”.</p> <p>- Have sts play a game: Write the list of verbs on the board. Divided sts into two groups and get them to the board and write the past participles of the verbs.</p> <p>- Check and give mark for each team</p> <p>- Have them repeat the verbs</p> <p><b><u>III. Practice:(18’)</u></b></p> <p>- Ask ss to read all the sentences and work in pairs to do exercise</p> <p>- Ask ss to give the answer</p> <p>- Ask ss to read all the sentences and work in pairs to do exercise</p> <p>- Ask ss to give the answer</p> <p><b><u>IV. Further- practise: 5’</u></b></p> <p>- Ask ss to look at the picture and answer <i>? Can you tell me what he does in the picture?</i></p> <p>- Ask ss to tell what Tom has done this week</p> <p>- Ask ss to give the answer</p> <p>- Use all the question in 5 to ask ss to find out one thing that everyone has done and one thing no one has done</p>	<p>- Look for the original verb of the past participles in the conversation.</p> <p>- Listen and remember</p> <p>- Play a game</p> <p>- Go to the board and write the past participles of verbs.</p> <p>- Listen</p> <p>- Repeat.</p> <p>- Read all the sentences</p> <p>- Go to the board and write the answer</p> <p>- Read all the sentences</p> <p>- Go to the board and write the answer</p> <p>- Look at the picture and answer</p> <p>- <i>reading book</i></p> <p>- <i>having breakfast</i></p> <p>- <i>getting good grade</i></p> <p>- <i>playing football</i></p> <p>- Listen and answer</p>	<p>(?) Have you ever seen that movie? Has she gone to HN?</p> <p><b>2. Put the verbs in the brackets in to the present perfect.</b></p> <ol style="list-style-type: none"> <li>has been</li> <li>has been</li> <li>has visited</li> <li>has been</li> <li>hasn’t been</li> </ol> <p><b>3. Put the verbs in the brackets in the correct for</b></p> <ol style="list-style-type: none"> <li>have you seen....I have seen...</li> <li>go</li> <li>have never been</li> <li>clean</li> <li>takes</li> <li>has eaten</li> </ol> <p><b>4. Look at Tom’s webpage. Tell a partner what has he done this week</b></p> <ol style="list-style-type: none"> <li>He has read a book.</li> <li>He has eaten “pho”.</li> <li>He has played football.</li> <li>He has got an A+.</li> <li>He has <u>washed</u> his dog.</li> </ol> <p><b>5. Class survey</b></p>
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<p>- If sts don't know their names in English, allow sts to use Vietnamese.          ? What do you know about them?          1. Is Merlion in Singapore?          2. Where is Big Ben?          3. Was the Temple of Literature built in 1070?          4. Where is Sydney Opera House?          5. Is Eiffel Tower in Paris?</p> <p>- Give the English names and ask sts to match them with the photos          - Ask students to work in pairs and match.</p> <p><b>III. Practice:(18')</b></p> <p>- Ask ss to look at part 2. Then introduce new words.          - Ask ss to read new words.          - Ask ss to work in pairs and match words with the meaning          - Ask ss to read the texts in the book and guess which landmark from 1 they are.          - Have ss some ss read and give answer.          - Ask ss to read the texts again and then do exercise: <i>write true or false</i>.          - Ask some students to give answer.</p> <p><b>IV. Further- practise: 5'</b></p> <p>- Ask ss to to play game.          ( 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?</p>	<p><i>They are Big Ben, Eiffel tower, Sydney Opera House...</i>  <i>Yes/</i>  <i>It's in England</i>  <i>Yes</i>  <i>It's in Australia</i>  <i>Yes</i></p> <p>- Work in pairs and match.</p> <p>- Listen and match</p> <p>- Work in pairs</p> <p>- Listen and repeat then write          - Read individual.          - Work in pairs and match words with the meaning.          - Work in pairs and read.          - Read and give answer.          - Read the texts again and do exercise.          - Give answer.          - Play game in group          thinks of a city, a country, or a landmark and give clues to other guess.</p>	<p>- UNESCO[ju:ˈneskou] World Heritage (n): (United Nations Educational, Scientific and Cultural Organization): tổ chức GD, KH và VH của Liên hợp quốc.</p> <p><b>1. Match the words in the box with the landmarks. Which cities are they in? What do you know about them?</b></p> <p>a. Merlion [<i>mə:liən</i>]          b. Big Ben          c. The Temple of Literature          d. Sydney Opera House          e. Eiffel Tower[<i>ˈtauə</i>]</p> <p><b>2. Read about the landmarks. Can you guess which landmark from 1 they are?</b></p> <p>- describe [<i>dis'kraib</i>](v):miêu tả          - head[<i>hed</i>](n): cái đầu</p> <p><b>which landmark from 1 they are?</b></p> <p>1. Big Ben          2. Sydney Opera House          3. Temple of Literature          4. Eiffel          5. Merlion</p> <p><b>3. Write true (T) or false (F)</b></p> <p>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)</p> <p><b>4. Think of a city, a country, or a landmark. Give clues.</b>          Example:</p>
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<p>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!  <b><u>V. Homework(1')</u></b>                  Ask ss to write home work</p>	<p>Listen and write</p>	<p>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!  <b>*Homework</b>                  - Learn by heart all the new words.                  - Do exercises (in workbook).                  Prepare skills 1.</p>
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## UNIT 9: CITIES OF THE WORLD

### Lesson 5: Skill 1

#### I. Objectives:

By the end of this lesson, students will able to read for specific and general information in texts, including postcards, use the present perfect to talk about experiences.

#### II. Language contents:

1. *Vocabulary*: the lexical items related to the topic "Cities of the world".

2. *Grammar*: Comparatives of adjectives, Possessive case

#### III. Methods: Communicative approach

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

#### V. Procedures:

Teacher's activities	Sts' activities	Contents
<p>I. Warm up (5')</p> <ul style="list-style-type: none"> <li>- Have sts look at the postcard in 1 in the book.</li> <li>- Ask some questions.</li> </ul> <ol style="list-style-type: none"> <li>1. What is the picture on the postcard of?</li> <li>2. What do you think is written on this postcard?</li> <li>3. What is the purpose of writing and sending postcards while you are on holiday?</li> </ol>	<ul style="list-style-type: none"> <li>- look at the postcard in the book.</li> <li>- Answer</li> </ul> <ol style="list-style-type: none"> <li>1. Stockholm, Sweden.</li> <li>2. about his/ her stay in city.</li> </ol>	<p>Unit 9: (continued)                  Lesson 5: Skills 1.                  * <b>READING</b>: Love from Sweden.</p> <ol style="list-style-type: none"> <li>1. Look at the postcard.</li> </ol> <p>- Answer:</p> <ol style="list-style-type: none"> <li>1. The photo is of Stockholm, Sweden.</li> <li>2. The sender writer about his/ her stay in the city.</li> <li>3. We send postcards to tell our family or friends that we are having a good time, but we still miss them and want</li> </ol>

<p>II. Presentation: (10')</p> <ul style="list-style-type: none"> <li>- Teach vocabulary.</li> <li>- Have sts read chorus.</li> <li>- Have sts look at the questions in 2 and underline the key words in the questions</li> </ul> <p>- Ask sts to read the paragraph and answer the questions</p> <ul style="list-style-type: none"> <li>- Check and correct</li> </ul> <p>III. Practice:(18')</p> <ul style="list-style-type: none"> <li>- Ask ss to read the texts again and then do exercise 3</li> <li>- Ask sts to match the heading with the text.</li> <li>- Call their attention to how a postcard is organized.</li> <li>- Check and correct</li> </ul> <p>IV. Further- practise: 6'</p> <ul style="list-style-type: none"> <li>- Ask ss to look at the questions in 4 and choose one city they've learn and then answer</li> <li>- Ask them to work in groups sts can not use full sentence.</li> <li>- Have them practise in a class.</li> <li>- Ask sts to use the notes to work in pairs and tell each other about the city they choose in 5.</li> <li>- Make sure they speak in full sentences.</li> </ul>	<p>3. to tell our family or friends that we have a good time</p> <ul style="list-style-type: none"> <li>- Listen and write</li> <li>- Read</li> <li>- Look at the questions and underline the key words in the questions</li> <li>- Work in pairs</li> <li>- Takenote</li> <li>- read the texts again and then do exercise 3</li> <li>- Work in pairs and match the heading withb the text.</li> <li>- Call their attention to how a postcard is organized.</li> <li>- Takenote</li> <li>- Read and choose the city they want</li> <li>- work in groups sts can not use full sentence.</li> <li>- Give answer.</li> <li>- Use the notes to work in pairs and tell each other about the city they choose in 5</li> <li>- Speak in full sentences.</li> </ul>	<p>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.</p> <p>* <i>Vocabulary</i>:</p> <ul style="list-style-type: none"> <li>- perfect ['pə:fɪkt](a): hoàn toàn, đầy đủ</li> <li>- palace ['pælɪs](n): cung điện</li> <li>- amazing [ə'meɪzɪŋ](a): ngạc nhiên</li> <li>- rent [rent](v): thuê</li> <li>- discover [dɪs'kʌvə](v): khám phá</li> <li>- postcard ['pəʊstkɑ:d](n): bưu thiếp</li> </ul> <p>2. Read the postcard and answer the questions.</p> <ol style="list-style-type: none"> <li>1. Mai is in Stockholm.</li> <li>2. She is there with her family (mum, Dad and her brother Phuc)</li> <li>3. The weather has been perfect. It is sunny.</li> <li>4. mai is staying in a hotel.</li> <li>5. She has visited the Royal palace and had 'fika' in a café in the Old Town.</li> <li>6. 'Fika' (a Sweden word) means a leisure break when one drinks tea/ coffee and perhaps has some biscuits with friends and family.</li> <li>7. She will cycle to discover the city.</li> <li>8. Mai is feeling happy. She used the words such as "fantastic", "perfect", "amazing", "too beautiful for words".</li> </ol> <p>3. Read the text again and amtch the heading with the numbers.</p> <p>1. i    2. c    3. h    4. b    5. d 6. g    7. f    8. e    9. A</p> <p>* <b>SPEAKING.</b></p> <p>4. Choose a city. Imagine you have just arrived in that city and want to tell your friends about it. Make notes below.</p>
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