

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><u>I. Warm-up:(5’)</u> - Have sts write these verbs in to past form Go; play; do; speak; write; read Visit; watch; be; take; start; eat have</p> <p><u>II. Presentation</u> - 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. 5. There aren’t also modern buildings, like this egg- shaped building</p> <p><u>III. Practice</u></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> <ol style="list-style-type: none"> 1. T 2. F 3. F 4. T 5. F <p>- Look at the exercise 2</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>9: CITIES OF THE WORLD</p> <p>1. Listen and read.</p> <p>* Vocabulary: - 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-ʃeɪpt]: hình bầu dục</p> <p>* Answer key: 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. 5. There aren’t also modern buildings, like this egg- shaped building</p>

<ul style="list-style-type: none"> - Ask sts look at exercise 2. - Have sts reread the dialogue and do exercise 2. - Allow sts to share answers before discussing as a class - Ask sts to support their answer - Have sts look at the map - Ask ss <i>?How many continents are there in the world?</i> <i>?What are they?</i> - Ask ss to look at the pictures and names the continents - Ask them to translation these names in Vietnamese <u>IV. Further- practise</u> - Write ‘Asia, Viet nam, Hue, Ha Noi, Thong Nhat Palace’ on the board. - Ask sts <i>? Which is the continent?</i> <i>? Which is the country/ city/ capital?</i> <i>? Which is the place of interest?</i> - Ask ss to read all words and match <u>V. Production</u> - Have sts play a game “ Around the world” - Divide sts into 2 big groups - Give sts more questions in addition to those in the book <i>? Which continent is it in?</i> <i>? What is its capital?</i> <i>? What are its major cities?</i> <i>? What is it famous for?</i> <u>VI. Homework:</u> - Learn by heart new words. - Prepare A closer look 1. 	<p>reread the dialogue and do exercise 2.</p> <ul style="list-style-type: none"> - Share answers before discussing as a class - Support their answer - Look at the map - Listen and answer - <i>There are 6</i> - <i>Asia, Africa, Australia, Antarctica, America, Europe,</i> - Look at the pictures and names the continents - Translation these names in Vietnamese - Look at the board <ul style="list-style-type: none"> - Answer - <i>Asia, Africa</i> - <i>Sweden/ Nha Trang/ Ha Noi</i> - <i>Ben Thanh market</i> - Read all words then work in pairs to match the words to the names of the places - Play a game 	<table border="1" style="width: 100%; text-align: center;"> <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>2. Read the conversation again. Then write True/ False</p> <ol style="list-style-type: none"> 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.) <p>3. Name the continents</p> <ol style="list-style-type: none"> 1. Asia 2. Europe 3. Africa 4. North America 5. South America 6. Australia 7. Antarctica <p>4. Match the words in the blue box to the names of the places.</p> <p>* Vocabulary:</p> <ul style="list-style-type: none"> - continent (n) [ˈkɒntɪnənt]: lục địa, châu âu 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 <p>5. Game: “Around the world”</p> <p>*Homework</p>	1	2	3	4	5	T	F	F	T	F
1	2	3	4	5								
T	F	F	T	F								

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><u>I. Warm-up:(5’)</u> - Ask ss some questions. <i>? Do you remember about Mai and Tom?</i> <i>? Which cities did Mai and Tom talk about at the begining of the unit?</i> <i>? How did Tom describe the three cities?</i> <i>? What did he talk about?</i> <i>? Which adjectives did he use?</i> - Introduce the lesson.</p> <p><u>II. Presentation:(10’)</u></p>	<p>- Listen and answer. - Yes/ no - Rio de Janeiro, Sydney, and new York - Rio de Janeiro is exciting, it’s very hot. Sydney isn’t so hot, the beaches in Sydney are clean and beautiful. London has bad weather, there are also modern buildings. - The weather, the beaches and the buildings.</p>	<p>Unit 9: (Continued) Lesson1: A closer look 1 * VOCABULARY</p>

<ul style="list-style-type: none"> - Ask ss to read all the words and work in groups to do matching in 1. - Ask ss to go to the board and match. - Have other sts check. - Ask sts to read the words again. - Give feedback. - If have time ask sts to use the adjectives to describe the three cities that Mai and Tom talked about. <p>III. Practice:(15')</p> <ul style="list-style-type: none"> - Ask sts look all the words and guide ss how to do exercise <i>? Which words can you use to describe "city" ?</i> <i>Food?</i> <i>People?</i> <i>Building?</i> <i>Weather?</i> - Have sts work in groups. - Tell them can use the words in 1- encourage sts to add other adjectives. - Give feedback. - Point out that some adjs can't go with particular nouns. We can not say Ex: long/ short city Rainy people - Have practise the /əʊ/ and /ai/sound together in 3. - Model the two sounds with <i>cold</i> and <i>sky</i>. - Let sts see how the sounds are formed. - Ask sts to give words that have these two sounds. 	<ul style="list-style-type: none"> - <i>exciting, hot, clean, beautiful, bad, modern</i> - Listen and write. - Read all the words and match the words in A with their opposites in B. - Go to the board and match. - Check - Read again - Write - Use the adj to describe the three that Mai and Tom talked about. - Listen and remember listen and answer <i>Beautiful, old...</i> <i>Delicious,cheap..</i> <i>Beautiful...</i> <i>Modern, historic...</i> <i>Cold, hot.....</i> - Work in groups. - use the words in 1to add other adjectives. - Takenote. - Listen and note. - Read all the sentences - Listen - See how the sounds are formed. - Give words that have these two sounds. 	<p>1. Match the words in A with their opposites in B. Some words may have more than one opposite.</p> <ol style="list-style-type: none"> 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 <p>Ex:</p> <ul style="list-style-type: none"> - The beaches in Sydney are <u>clean</u> and <u>beautiful</u>. - London has <u>bad</u> weather. <p>2. Created the webs</p> <ol style="list-style-type: none"> 1. City: beautiful, peaceful, exciting, modern, big, poluuted, safe,.... 2. People: nice, friendly, unfriendly, open, noisy, interesting,... 3. Food: delicious, awful, good, tasty,.... 4. Weather: bad, rainy, hot, cold, wet,... 5. Building: old, modern, tall, new,... <p>* PRONUNCIATION <i>/əʊ/ and /ai/</i></p> <p>3. Listen and write the words you hear in the appropriate column. Then read the words aloud.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><i>/əʊ/</i></td> <td style="width: 50%; text-align: center;"><i>/ai/</i></td> </tr> <tr> <td style="text-align: center;">Cold</td> <td style="text-align: center;">Sky</td> </tr> </table>	<i>/əʊ/</i>	<i>/ai/</i>	Cold	Sky
<i>/əʊ/</i>	<i>/ai/</i>					
Cold	Sky					

<p>- Play the recording and ask sts to listen and fill in the suitable column.</p> <p>- Play the recording again and have sts give the answer.</p> <p>IV. Further- practise: 14'</p> <p>- Ask ss to listen and repeat</p> <p>* GRAMMAR</p> <p>- Ask ss to look at all the pictures.</p> <p>- Give example</p> <p>- Ask sts to work individually to complete the fact sheet, using one of the pictures provided</p> <p>- Have sts work in pairs compare the answer.</p> <p>- Ask them to discuss whether they agree with each other's answers (if they don't agree the answers, encourage them to give reasons. Don't give corrective feedback at this stage)</p> <p>- Have sts ask and answer questions about the fact using Most + adjectives.</p> <p>- Encourage sts to expand the fact sheet by adding information like:</p> <p>Ex: <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.</p>	<p>- Listen and fill in the suitable column.</p> <p>- Give the answer</p> <p>- Write and repeat.</p> <p>- Read all the sentences</p> <p>- Look at all the pictures.</p> <p>- Listen and write</p> <p>- Work individually to complete the fact sheet, using one of the pictures provided</p> <p>work individually to complete the fact sheet, using one of the pictures provided</p> <p>- Work in pairs compare the answer.</p> <p>- Discuss whether they agree with each other's answers</p> <p>- Look at their earlier answer.</p> <p>- Ask and answer questions about the fact using most + adjectives.</p> <p><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.</p>	<table border="1"> <tr> <td>Snow</td> <td>Exciting</td> </tr> <tr> <td>Old</td> <td>High</td> </tr> <tr> <td>Clothes</td> <td>Fine</td> </tr> <tr> <td>Hold</td> <td>Flight</td> </tr> </table>	Snow	Exciting	Old	High	Clothes	Fine	Hold	Flight
Snow	Exciting									
Old	High									
Clothes	Fine									
Hold	Flight									
		<p>4. Listen and repeat</p> <p>* GRAMMAR</p> <p>Comparative</p> <p>a. Short adjectives</p> <p>Lan is taller than Hoa</p> <p>This book is thinner than that book</p> <p>b. Long adj</p> <p>She is more beautiful than her sister</p> <p>Car is more comfortable than bus</p> <p>- Superlative</p> <p>a. Long adj</p> <p>The red bag is the most expensive than the black bag</p> <p>Hoa is the most beautiful in her class</p> <p>5. Complete the fact sheet by choosing one picture. Compare your fact sheet with a classmate. Do you agree with his/ her answer?</p> <p>* Key:</p> <p>1. London 2. Oxford University 3. Shakespear 4. fish and chips 5. tea 5. watching TV</p> <p>6. Read this article about Britain. Then, look at your fact sheet. Did you have correct answers?-</p> <p>*Homework</p>								

<p>- Write the form of the superlatives of long adjectives on the board.</p> <p>V. Homework: (1')</p> <p>- Practise the sound /əʊ/ and /ai/</p> <p>- Prepare A closer look 2.</p>	<p>- Write the form of the superlatives of long adjectives</p> <p>S + the + most + adj</p> <p><i>There are the most beautiful beaches.</i></p> <p>- Find the superlatives in the text in 6</p>	<p>- Practise the sound /əʊ/ and /ai/</p> <p>- Prepare A closer look 2.</p>
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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><u>I. Warm-up:(5’)</u> - Check vocabulary in A closer look 1 - Ask ss to go to the board and write the adjectives. - Check and have them repeat these words</p> <p><u>II. Presentation:(10’)</u> - Ask sts to recall what Tom told Mai about in the conversation in Getting started. - Ask sts to underline all the verbs in the present perfect tense. - 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. - Provide the form of the present perfect. - Notice the past participle. - Ask sts to look for the original verb of the past participles in the conversation.</p>	<p>- Go to the board and write - Check and repeat</p> <p>- Recall what Tom told Mai about in the conversation in Getting started. - Underline all the verbs in the present perfect tense. - Read the Grammar box</p> <p>- Write</p> <p>- Listen and remember - Look for the original verb of the</p>	<p style="text-align: center;">Unit 9: (Continued) Lesson 3: A closer look 2</p> <p>sten 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</p> <p>* 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?</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>III. Practice:(18’)</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>IV. Further- practise: 5’</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>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>2. Put the verbs in the brackets in to the present perfect.</p> <ol style="list-style-type: none"> has been has been has visited has been hasn’t been <p>3. Put the verbs in the brackets in the correct form</p> <ol style="list-style-type: none"> have you seen....I have seen... go have never been clean takes has eaten <p>4. Look at Tom’s webpage. Tell a partner what has he done this week</p> <ol style="list-style-type: none"> He has read a book. He has eaten “pho”. He has played football. He has got an A+. He has <u>washed</u> his dog. <p>5. Class survey</p> <p>*Homework</p> <p>- Complete the exercises into notebooks</p> <p>- Prepare Communication.</p>
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UNIT 9: CITIES OF THE WORLD
Lesson 4: Communication

I. Objectives:

By the end of this lesson, students will be able to identify landmarks in cities around the world and compare features of cities around the world.

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><u>I. Warm up (5’)</u> - Have sts play “Matching”</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <thead> <tr> <th style="width: 50%;">A</th> <th style="width: 50%;">B</th> </tr> </thead> <tbody> <tr> <td>Design</td> <td>Di sản VHTG</td> </tr> <tr> <td>Symbol</td> <td>Thiết kế</td> </tr> <tr> <td>Landmark</td> <td>Biểu tượng</td> </tr> <tr> <td>Creature</td> <td>Danh thắng</td> </tr> <tr> <td>UNESCO</td> <td>S V, tạo vật</td> </tr> <tr> <td>World</td> <td></td> </tr> <tr> <td>Heritage</td> <td></td> </tr> </tbody> </table> <p><u>II. Presentation: (10’)</u> - Teach vocabulary. - Have sts read chorus. - Show the pictures of the five landmarks and ask sts <i>? What are they?</i> - If sts don’t know their names in English, allow sts to use Vietnamese. <i>? What do you know about them?</i> 1. <i>Is Merlion in Singapore?</i> 2. <i>Where is Big Ben?</i> 3. <i>Was the Temple of Literature built in 1070?</i> 4. <i>Where is Sydney Opera House?</i> 5. <i>Is Eiffel Tower in Paris?</i></p>	A	B	Design	Di sản VHTG	Symbol	Thiết kế	Landmark	Biểu tượng	Creature	Danh thắng	UNESCO	S V, tạo vật	World		Heritage		<p>- Play “matching” game.</p> <p>- Listen and write - Read - Look at the pictures and answer <i>They are Big Ben, Eiffel tower, Sydney Opera House... Yes/ It’s in England Yes It’s in Australia Yes</i> - Work in pairs and match. - Listen and match</p>	<p style="text-align: center;">Unit 9: (continued) Lesson 4: Communication.</p> <p>- Answer:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <thead> <tr> <th style="width: 50%;">A</th> <th style="width: 50%;">B</th> </tr> </thead> <tbody> <tr> <td>Design</td> <td>Thiết kế</td> </tr> <tr> <td>Symbol</td> <td>Biểu tượng</td> </tr> <tr> <td>Landmark</td> <td>Danh thắng</td> </tr> <tr> <td>Creature</td> <td>S V, tạo vật</td> </tr> <tr> <td>UNESCO</td> <td>Di sản VHTG</td> </tr> <tr> <td>World</td> <td></td> </tr> <tr> <td>Heritage</td> <td></td> </tr> </tbody> </table> <p>* Vocabulary: - design [di'zain](v): Thiết kế - Symbol (n) - Landmark ['lændmɑ:k](n): Danh thắng - Creature ['kri:tʃə](n): Sinh vật - 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>1. Match the words in the box with the landmarks. Which cities are they in? What do you know about them? a. Merlion [mə:liən] b. Big Ben</p>	A	B	Design	Thiết kế	Symbol	Biểu tượng	Landmark	Danh thắng	Creature	S V, tạo vật	UNESCO	Di sản VHTG	World		Heritage	
A	B																																	
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World																																		
Heritage																																		

<p>- Give the English names and ask sts to match them with the photos</p> <p>- Ask students to work in pairs and match.</p> <p>III. Practice:(18')</p> <p>- Ask ss to look at part 2. Then introduce new words.</p> <p>- Ask ss to read new words.</p> <p>- Ask ss to work in pairs and match words with the meaning</p> <p>- Ask ss to read the texts in the book and guess which landmark from 1 they are.</p> <p>- Have ss some ss read and give answer.</p> <p>- Ask ss to read the texts again and then do exercise: <i>write true or false.</i></p> <p>- Ask some students to give answer.</p> <p>IV. Further- practise: 5'</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? 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!</p> <p>V. Homework(1')</p> <p>Ask ss to write home work</p>	<p>- Work in pairs</p> <p>- Listen and repeat then write</p> <p>- Read individual.</p> <p>- Work in pairs and match words with the meaning.</p> <p>- Work in pairs and read.</p> <p>- Read and give answer.</p> <p>- Read the texts again and do exercise.</p> <p>- Give answer.</p> <p>- Play game in group</p> <p>thinks of a city, a country, or a landmark and give clues to other guess.</p> <p>Listen and write</p>	<p>c. The Temple of Literature</p> <p>d. Sydney Opera House</p> <p>e. Eiffel Tower[`tauə]</p> <p>2. Read about the landmarks. Can you guess which landmark from 1 they are?</p> <p>- describe [dis`kraib](v):miêu tả</p> <p>- head[hed](n): cái đầu</p> <p>which landmark from 1 they are?</p> <ol style="list-style-type: none"> 1. Big Ben 2. Sydney Opera House 3. Temple of Literature 4. Eiffel 5. Merlion <p>3. Write true (T) or false (F)</p> <ol style="list-style-type: none"> 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>4. Think of a city, a country, or a landmark. Give clues.</p> <p>Example:</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!</p> <p>*Homework</p> <p>- Learn by heart all the new words.</p> <p>- Do exercises (in workbook).</p> <p>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 be 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"> - Have sts look at the postcard in 1 in the book. - Ask some questions. <ol style="list-style-type: none"> 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? <p>II. Presentation: (10')</p> <ul style="list-style-type: none"> - Teach vocabulary. - Have sts read chorus. - Have sts look at the questions in 2 and underline the key words in the questions <ul style="list-style-type: none"> - Ask sts to read the paragraph and answer the questions - Check and correct <p>III. Practice:(18')</p> <ul style="list-style-type: none"> - Ask ss to read the texts again and then do exercise 3 	<ul style="list-style-type: none"> - look at the postcard in the book. - Answer <ol style="list-style-type: none"> 1. Stockholm, Sweden. 2. about his/ her stay in city. 3. to tell our family or friends that we have a good time <ul style="list-style-type: none"> - Listen and write - Read - Look at the questions and underline the key words in the questions - Work in pairs - Takenote - read the texts again and then do exercise 3 	<p>Unit 9: (continued)</p> <p>Lesson 5: Skills 1.</p> <p>* READING: Love from Sweden.</p> <ol style="list-style-type: none"> 1. Look at the postcard. <ul style="list-style-type: none"> - Answer: <ol style="list-style-type: none"> 1. The photo is of Stockholm, Sweden. 2. The sender writes 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 and 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. <p>* <i>Vocabulary</i>:</p> <ul style="list-style-type: none"> - perfect ['pə:fɪkt](a): hoàn toàn, đầy đủ - palace ['pælɪs](n): cung điện - amazing [ə'meɪzɪŋ](a): ngạc nhiên - rent [rent](v): thuê - discover [dɪs'kʌvə](v): khám phá - postcard ['pəʊstkɑ:d](n): bưu thiếp <ol style="list-style-type: none"> 2. Read the postcard and answer the questions. <ol style="list-style-type: none"> 1. Mai is in Stockholm.

<ul style="list-style-type: none"> - Ask sts to match the heading with the text. - Call their attention to how a postcard is organized. - Check and correct <p>IV. Further- practise: 6'</p> <ul style="list-style-type: none"> - Ask ss to look at the questions in 4 and choose one city they've learn and then answer - Ask them to work in groups sts can not use full sentence. - Have them practise in a class. - Ask sts to use the notes to work in pairs and tell each other about the city they choose in 5. - Make sure they speak in full sentences. 	<ul style="list-style-type: none"> - Work in pairs and match the heading withb the text. - Call their attention to how a postcard is organized. - Takenote - Read and choose the city they want - work in groups sts can not use full sentence. - Give answer. - Use the notes to work in pairs and tell each other about the city they choose in 5 - Speak in full sentences. 	<p>2. She is there with her family (mum, Dad and her brother Phuc)</p> <p>3. The weather has been perfect. It is sunny.</p> <p>4. mai is staying in a hotel.</p> <p>5. She has visited the Royal palace and had 'fika' in a café in the Old Town.</p> <p>6. 'Fika' (a Sweden word) means a leisure break when one drinks tea/ coffee and perhaps has some biscuits with friends and family.</p> <p>7. She will cycle to discover the city.</p> <p>8. Mai is feeling happy. She used the words such as "fantastic", "perfect", "amazing", "too beautiful for words".</p> <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>* SPEAKING.</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> <p>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.</p> <p>*Homework</p> <ul style="list-style-type: none"> - Learn by heart all the new words. - Do exercises (in workbook). <p>Prepare skills 2.</p>
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UNIT 9: CITIES OF THE WORLD

Lesson 6: Skill 2

I. Objectives:

By the end of this lesson, students will be able to listen for specific details including facts and figures; write a holiday postcard.

II. Language contents:

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

2. *Grammar*: Exclamation sentence.

III. Methods: Communicative approach

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

V. Procedures:

Teacher's activities	Sts' activities	Contents
<p><u>I. Warm up (5')</u></p> <p>- Ask ss to look at the pictures in 1 and tell what they see ? <i>What do you see in picture 1?</i></p> <p>? <i>Do you know about Nobel and the Nobel Prize?</i> ? <i>Can you talk this in Vietnamese?</i></p> <p>- Play the recording and ask them to listen. ? <i>How Nobel Prizes are awarded every year in Stockholm?</i></p> <p><u>II. Presentation: (10')</u></p> <p>- Ask ss to read all the sentences in 2 and guess T or F</p> <p>- Explain the new words</p> <p>- Ask ss to listen to the stereo again and answer true or false</p> <p>- Have sts correct the false sentences.</p>	<p>P1: Royal Palace P2: Nobel Prize P3: museum, café, restaurants, shops,.. P4: island</p> <p>- Yes/ no - Yes/ no</p> <p>- Listen to the recording</p> <p>-</p> <p>- Read all the sentences and guess T or F</p> <p>- Listen and write</p> <p>- Listen to the stereo again and give the answer</p> <p>read all the sentences</p>	<p style="text-align: center;">Unit 9: (Continued) Lesson 6: Skills 2</p> <p>1. Look at the pictures. What do you see?</p> <p>* <i>Vocabulary</i>:</p> <p>- award[ə'wɔ:d](v): thưởng, tặng (n): phần thưởng</p> <p>2. Listen and write True or False?</p> <p>* <i>Vocabulary</i>:</p> <p>- prize [praiz] (n): giải, giải thưởng</p> <p>- Nobel peace prize (n): giải Nobel hòa bình</p> <p>- present ['preznt] (a): hiện diện [pri'zent](v): đặt ra</p> <p>- prime [praɪm] (n): đầu tiên (a): ưu tú, xuất sắc</p> <p>- minister ['ministə] (n): Bộ trưởng</p> <p>1. T</p>

<p>- Check and correct.</p> <p>III. Practice:(10')</p> <p>- Ask ss to read all the sentences in 3</p> <p>- Explain to sts that this time they need to listen for the exact details in the recording.</p> <p>- Ask them to identify the kind of information they have to find out: years, amount of money, number of people, date,...</p> <p>- Play the recording</p> <p>- Ask ss to listen to the stereo again and give the answer</p> <p>- Check and correct.</p> <p>IV. Further- practise: 14'</p> <p>- Write 5 Ws and 1H on the board</p> <p>- Ask sts to give examples</p> <p><u>Ex:</u> How is the Stockholm? What is the weather like?</p> <p>- Ask ss to read all the words in 4 and put them in the correct order to make sentences</p> <p>- Ask sts to use the notes they have made in Speaking 4 to write a postcard to their family or friends:</p> <p>- Ask ss</p> <p><i>Have you ever been to Ha Long bay?</i></p> <p><i>If you have never been to , let imagine and write a post card</i></p> <p><i>Follow these questions</i></p> <p><i>Who do you write the post card for?</i></p> <p><i>When did you arrive?</i></p> <p><i>Who are you with ?</i></p> <p><i>Where are you staying?</i></p> <p><i>What have you done?</i></p>	<p>- Listen to the stereo again correct the false sentences.</p> <p>- Takenote</p> <p>- Read all the sentences in 3</p> <p>- Listen</p> <p>- Identify the kind of information they have to find out: years, amount of money, number of people, date,...</p> <p>- Listen</p> <p>- Listen again and fill in the gaps</p> <p>- Takenote</p> <p>- Who/ What/ When/ Where/ Why/ How</p> <p>- Give examples</p> <p>- Read all the words</p> <p>- Make sentences</p> <p>- Listen</p> <p>- Answer</p>	<p>2. F (The oldest, not the biggest, part of Stockholm is the Old Town)</p> <p>3. F (Today, the Old Town is a place with cafes, restaurants, shops and museum)</p> <p>4. F (All Nobel prizes, except for the Nobel Peace Prize, are awarded in Stockholm)</p> <p>5. F (It is presented by the Swedish [ˈswiːdi] King) Vua Thụy Điển.</p> <p>3. Listen again to the talk and fill in the gaps.</p> <p>* Vocabulary:</p> <p>- cover [ˈkʌvə] (v): che, phủ, bao gồm</p> <p>- prizewinner (n): người được giải</p> <p>- consist [kənˈsɪst] (v): gồm có</p> <p>- diploma [diˈplɒmə](n): văn bằng, chứng chỉ, bằng TN</p> <p>- medal [ˈmedl] (n): huân chương</p> <p>- crown [kraun] (n): vòng hoa, mũ niệm</p> <p>1. 14</p> <p>2. 700</p> <p>3. 3,000</p> <p>4. 10 December</p> <p>5. 10 million</p> <p>Writing</p> <p>4. Rearrange the words to make sentences.</p> <p>1. Stockholm is fantastic!</p> <p>2. We're in Da Lat!</p> <p>3. We're having a good time here!</p> <p>4. I love Disneyland!</p> <p>5. You must come!</p> <p>6. I wish you were here!</p> <p>5. Write a postcard . Use the notes about the city you have chosen in speaking 4, page 28</p>
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What are you doing tomorrow?
How are you feeling?

Home work

- Complete the exercise 5 into notebooks
- Prepare Looking back.

UNIT 9: CITIES OF THE WORLD

Lesson 7: Looking back

I. Objectives:

By the end of this lesson, students can review some vocabulary and grammar they've learn in unit 9.

II. Language contents:

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

III. Methods: Communicative approach

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

V. Procedures:

Teacher's activities	Ss' activities	Language contents										
<p><u>I. Warm up (5')</u></p> <ul style="list-style-type: none"> - Ask ss some free questions - Ask ss to go to the board and complete the sentences <ol style="list-style-type: none"> 1. She (watch) Tv for haft an hour 2. They (not go) to HCM city yet 3. You ever (play) that game? 	<ul style="list-style-type: none"> - Listen and answer - Go to the board and complete the sentences 	<ol style="list-style-type: none"> 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? <p style="text-align: center;">Unit 9: (Continued) Lesson 6: Looking back</p> <p>1. Choose the best options</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">a,b</td> <td style="text-align: center;">a,c</td> <td style="text-align: center;">a,c</td> <td style="text-align: center;">a,b</td> <td style="text-align: center;">b,c</td> </tr> </table>	1	2	3	4	5	a,b	a,c	a,c	a,b	b,c
1	2	3	4	5								
a,b	a,c	a,c	a,b	b,c								
<p><u>II. Presentation: (10')</u></p> <p>VOCABULARY</p> <p>1. Choose the best options</p> <ul style="list-style-type: none"> - Ask ss to read all the sentences and choose the best answer <p>GRAMMAR</p> <p>2. Put the verb in the brackets into the present perfect .</p> <ul style="list-style-type: none"> - Ask ss to read the dialogue in pairs then put the verb in the brackets into the present perfect 	<ul style="list-style-type: none"> - Read all the sentences and choose the best answer <ul style="list-style-type: none"> - Work in pairs <ol style="list-style-type: none"> 1. Have...eaten 2. Have...been? 3. have been.... 4. have been 5. Have...visited? 6. have seen 	<p>GRAMMAR</p> <p>2. Put the verb in the brackets into the present perfect .</p> <ol style="list-style-type: none"> 1. Have.....eaten.... 2. Have.....been? 3. have been.... 4. have been 5. Have....visited.....? 6. have seen 										

<p>III. Practice:(10')</p> <p>3. In pairs, complete this fact sheet about Viet Nam.</p> <p>- Ask ss some questions about Viet Nam</p> <p><i>Do you like our country?</i></p> <p><i>Which is the biggest city in Viet Nam?</i></p> <p><i>Which is the oldest university in Viet Nam?</i></p> <p><i>Who is the most popular Vietnamese writer?</i></p> <p><i>What is the most popular food in Viet Nam?</i></p> <p><i>What is the most popular drink in Viet Nam?</i></p> <p><i>What is the most common activity in Viet Nam?</i></p> <p>IV. Further- practise: 14'</p> <p>4. Using the information from your fact sheet , write a short paragraph (7-8 sentences) about Viet Nam.</p> <p>- Ask ss to use the information from 3 to write a short paragraph about Viet Nam</p> <p>COMMUNICATION</p> <p>5. Game: Yes I have</p> <p>V. Home work(1')</p> <p>- Complete the exercises into notebooks</p> <p>- Prepare Review</p>	<p>- Try to answer</p> <p>- <i>Yes, I do</i></p> <p>- <i>HCM city</i></p> <p>- <i>Quoc Tu Giam</i></p> <p>- <i>Nam Cao</i></p> <p>- <i>nem</i></p> <p>- <i>tea, coffee</i></p> <p>- <i>watching TV</i></p> <p>- write a short paragraph about Viet Nam</p>	<p>3. In pairs, complete this fact sheet about Viet Nam.</p> <p>COUNTRY: VIET NAM</p> <p><i>Biggest city:</i> HCM city</p> <p><i>Oldest university:</i> Quoc Tu Giam, Thang Long – Ha Noi (1076)</p> <p><i>Most popular Vietnamese writer:</i> Nguyen Du, Nam Cao</p> <p><i>Most popular food:</i> spring roll(nem), noodles(phở)</p> <p><i>Most popular drink:</i> tea, coffee</p> <p><i>Most common activity:</i> watching TV, football</p> <p>4. Using the information from your fact sheet , write a short paragraph (7-8 sentences) about Viet Nam.</p> <p>COMMUNICATION</p> <p>5. Game: Yes I have</p>
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