Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 10: CITIES AROUND THE WORLD**

**Lesson 2 - Part 1 (Page 81) – Vocabulary and Reading**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- compare features of cities around the world

- describe cities around the world or their cities

- get someone’s attention into reading passage and decide whether the information is true or false

**2. Ability**

- improve the four-English skills (main skills: Listening and Speaking; sub-skills: Reading and Writing)

- develop communication, collaboration, and self-study skills

- describe and compare features of cities around the world

**3. Quality**

**-** have positive attitude in English language learning and actively participate in all classroom activities related to the topic “Cities around the world”

**II. TEACHING AIDS AND LEARNING MATERIALS.**

Lesson plan, PPT slides, Student’s book, workbook, notebook, personal computer (if any), projector/ TV, speakers, DCR & DHA on Eduhome, CD player, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** To review and introduce what needs to learn in the lesson

To develop Ss’ collaboration and communication skills

**b) Content:** introduce new words about the topic “Cities around the world”

**c) Product:** understand and compare features of cities around the world in their speaking

**d) Competence**: Collaboration, guessing

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - give Ss some vocabularies in the lesson- ask Ss to work in groups of 4 and choose suitable words and descriptive adjectives to describe cities- ask Ss to find other words related to the topic- lead to the new topic - Unit 10: **Cities around the world. – Lesson 2.** |  - work in groups of 4 to choose the suitable words and descriptive adjectives describe cities**Expected answers**:+ Things: shop, shopping mall, supermarket, building, park, …+ descriptive adjectives: crowded, noisy, modern, peaceful, beautiful, exciting, …- find other words relating the topic |

**B. New lesson (30’)**

* **Activities 1: Introduce new language (8’)**

**a) Objective:** To identify and use the vocabulary in real-life contexts

To develop their critical thinking skills (guessing/ reasoning)

**b) Content:**

**-** Learn and use language materials (Section: New words page 81)

**-** Numbering: Listening exercise depends on the definitions

**c) Products:** describe and compare features of cities around the world

**d) Competence**: Communication, collaboration, presentation, and imagination

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) Fill in the blanks. Listen and repeat.** - ask Ss to look at their books and fill in the blanks with ***shopping mall, building, amusement park.*** - have Ss check their answers with their partners- check answers as a whole.- T plays audio and has Ss listen and repeat. - Check some Ss.**b) Circle the correct definitions for the underlined words. Listen and repeat.**- have Ss circle the correct definitions of the underlined words in the sentences- Check answers as a whole- play audio and have Ss listen and repeat- Check some Ss. | - look at their books and fill in the blanks with ***shopping mall, building, amusement park.*** - share their answers with partners.**Expected answers**:- listen to audio and repeat- say out loud the words/phrases.- circle the correct definitions of the underlined words in the sentences- share their answers with partners**Expected answers:**1. A, 2.A, 3.B, 4.B- listen and repeat the words- say out loud the words |

* **Activity 2: Speaking Skill (7’)**

**a) Objective:** To use the new vocabulary items in communicative situations and develop communication.

**b) Content:** Listen, think, read and practice new language in the situations.

**c) Products:** describe cities and where they live.

**d) Competence**: Collaboration, communication, and imagination

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **- Describe cities and where they live**.+ Option 1: - A small game- Who is the quickest?- ask Ss to exploit words relating to cities as much as possible- divide the class into two groups- ask Ss to check vocabularies and choose the winners.+ Option 2:- divide the class into pairs- have pairs of students describe the cities they love or where they live- have Ss use the adjectives in Task b to talk about where they live or cities- encourage students to give more ideas/reasons- have some pairs share their ideas with the class- check some pairs, gives comments and corrects | - exploit words relating to cities as much as possible- write on the board, the students have many words in the shortest time are the winners- check vocabularies and choose the winners- work in pairs- look at T and listen carefully as an example- share their ideas with the class- present in front of the class |

* **Activity 3: Reading Skill (15’)**

**a) Objective:** To improve their reading skills with the kind of questions – True or False

To develop critical thinking skills and communication

**b) Content:**  discuss and perform well with the questions, make sentences/ dialogues

practice reading comprehension

**c) Products:** improve the reading skills (reading for main and specific ideas)

**d) Competence**: Collaboration, and communication

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| ***Reading:*****+ Option 1:****Read the article comparing Singapore and Kuala Lumpur and decide whether the statements are true or false.**- ask Ss to read the article individually- have read the article as a whole class- have Ss answer the question by writing True or False- check answer as a whole class- ask Ss to present the reasons why their answer is Yes- give feedback**+ Option 2:****Talk about the city you like the most, Singapore or Kuala Lumpur?** (Using the information in the article and add more reasons) - divide the class into pairs- have pairs describe the cities they love- have Ss use the information in the article to talk- encourage Ss to give more ideas/reasons- have some pairs share their ideas with the class- check some pairs, gives comments and corrects | **a. Read the article about homes in the future. Is Professor Rendall excited about the future?**- read the text individually- read the text as a whole class.- share their answer with the partner- check answers as a whole class**Expected answer:** **Talk about the city you like the most, Singapore or Kuala Lumpur?** (Using the information in the article and add more reasons) - work in pairs, - look at T and listen carefully as an example- share their ideas with the class- present in front of the class  |

**Homework (5’)**

- Learn new words about **Cities around the world**. (Lesson 2)

- Write a short paragraph to describe where you live.

- Do exercises A. New Words in the workbook

- Prepare for the new lesson – Grammar