

LESSON PLAN

TIẾNG ANH 9 FRIENDS PLUS

UNIT 7: ON THE STREETS

VOCABULARY: CITY FEATURES

I. OBJECTIVES

By the end of this lesson, students will be able to:

1. Knowledge

- Understand and utilize vocabulary pertaining to city improvement projects.
- Comprehend passages and key phrases about current situations in an urban area.
- Discuss how to improve their neighbourhoods.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be aware of respecting and conserving the surroundings.
- Actively join in class activities

II. MATERIALS

- Grade 9 textbook, Unit 7, Vocabulary
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 7- lesson 1

Language analysis

Form	Pronunciation	Meaning
1. ancient ruin	/ˈeɪnfənt ˈruːn/	the parts of a building in the past that remain after it has been destroyed or severely damaged
2. industrial site	/ɪnˈdʌstriəl saɪt/	a piece of land that is situated within an industrial infrastructure

3. music venue	/'mju:zɪk 'venju:/	a location used for a concert or musical performance
4. open- air cinema	/,əʊpən 'eə(r) 'sɪnəmə/	an outdoor cinema
5. pedestrian walkway	/pə'destriən 'wɔ:kweɪ/	a separated walkway from the roadway
6. railway line	/'reɪlweɪ laɪn/	a line of transportation made up by rail exclusively for the use of railway vehicles.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experiences about the topic.	- Encourage students to work in groups so that they can help each other. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. Activity 1: WARM-UP: (5 mins)

a. Objectives:

- Introduce the new lesson and set the scene for Ss to acquire new language.
- Get students' attention at the beginning of the class.
- Activate students' background knowledge.

b. Content:

- Mini game: Thumb up/ Thumb down.
- **THINK!** What do you like and dislike about where you live?

c. Products:

- Students contribute as a class.
- Students do the task successfully

d. Procedure:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENT
Mini game: THUMB UP/THUMB DOWN (5 mins)		
- There are 4 groups of students.	- Follow teacher's instruction.	Question:

- There are photos and questions about if you like them or not. - Show THUMB UP for like or THUMB DOWN for dislike and explain the reason. - Teacher randomly calls a student from every group to answer. The best answer gets 1 point. The team with the most points wins the game. - Elicit some answers. - Lead to the THINK! part and lesson.		Do you like or dislike “Đờn ca tài tử”? Why or why not? <i>Suggested answer:</i> (Thumb up) I like it very much because it is a traditional type of music in Vietnam. The music is soothing and lyrical. (Thumb down) I hate that kind of music because the music is so boring, and it isn’t trendy.
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e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 2: PRESENTATION (15 mins)

a. Objectives:

- Students learn the form, pronunciation and when to use vocabulary related to the topic.

b. Content:

- Pre- teach vocabulary
- Exercises 1 and 2.

c. Products:

- Students discuss with their friends, do exercises in the book, and say aloud the new vocabulary items.

d. Organization

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENT
Vocabulary pre-teaching (5 mins)		
- Teacher gives the meaning of the new words and asks students to guess the words. - Students listen to the teacher’s explanation and guess the words.	- Follow teacher’s instructions.	New words: 1. ancient ruin 2. industrial site

- Teacher explains more by showing pictures or giving explanations. - Teacher asks students to give the Vietnamese meanings of the words.		3. music venue 4. open- air cinema 5. pedestrian walkway 6. railway line
Exercise 1 Read about the city improvement projects. Which project does not exist yet? (5 mins)		
- Read out the title of the texts and check that students understand it. Ask: What kinds of things can improve a city? - Students read about the projects and answer the question. Check the answer in pairs. - Teacher checks answers as a class.	- Follow teacher's instructions.	Answer key: Projects 1 and 3
Exercise 2 Complete city features 1–12 with one word from the text. Which project would you most like to see in your city? (5 mins)		
- Students read the texts again to find words to complete the city features. This could be done as a race to make it fun. - Check answers, and check those students understand all the words. Ask: Which projects would you most like to see in your city? Why? - Check answers as a class.	- Follow teacher's instructions.	Answer key: 1 skatepark 2 railway line 3 pedestrian walkway(s) 4 amusement park 5 leisure facilities 6 ancient ruins 7 open-air cinema 8 botanical gardens 9 heavy traffic 10 industrial site 11 green space 12 music venues

e. Assessment

- Teacher observes students' writing of vocabulary on their notebooks.

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 3: PRACTICE (15 mins)

a. Objectives:

- Students get exposed to new words in the context provided through spoken English.

b. Content:

- Exercises 3 and 4.

c. Products:

- Ss understand new words and do the tasks successfully.

d. Organization

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENT
Exercise 3: Watch or listen. What problems do the people talk about? (8 mins)		
- Explain to students that they will watch or listen to four people talking about where they live. Read out the question and explain that each person talks about a different problem. - Play video or audio. Students watch or listen and note down the problem each person talks about. - Check answers as a class.	- Follow teacher's instructions.	Answer key: Theo: A peaceful neighbourhood lacking in leisure facilities for teenagers. Olivia: A lack of public transport to the city centre Sam: Too many old, abandoned buildings with graffiti, not enough green spaces. Kaitlin: Noise from the stadium, too much heavy traffic
Exercise 4: Watch or listen again. Which of the key phrases do you hear? (7 mins)		
- Read through the key phrases with the class and check that students understand them all. Play the video or audio again for students to notice the key phrases they hear. - Check answers. With stronger classes, ask students to complete some of the phrases with their own ideas. - Elicit some examples from the class.	- Follow teacher's instructions.	Answer key: ● There isn't / aren't enough ... ● There's a lack of ... ● There's too much / too little ... ● There are too many / too few ... ● I think my town needs ...

- Check answers as a class.		
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e. Assessment

- Teacher observation on students' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 4: PRODUCTION (8 mins)

a. Objectives:

- To help students practise talking about one project to improve the neighborhood.

b. Content:

- Exercise 5.

c. Products:

- Students can understand the lesson and do the tasks successfully.

d. Organization

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENT
Exercise 5. USE IT! Work in groups. Use the key phrases and the ideas in the box to talk about one project to improve your neighborhood. (8 mins)		
- Students work in small groups to discuss their neighbourhood and discuss a project to improve it. Tell students they can use ideas from the projects in this lesson, or their own ideas. Remind them to use the key phrases. - Monitor and help while they are working. - Ask a few students to share their answers with the class.	- Follow teacher's instructions.	Sample speech: There is too much traffic and pollution in Ho Chi Minh city. The exhaust fumes from vehicles are affecting people's health. I think our city needs more green spaces and less vehicles. I wish we could encourage people to use bicycles or public transport for travelling.

e. Assessment

- Teacher observation on students' performance.

- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (2 mins)

a. Wrap-up

- If the teacher is using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Teacher asks students: What have you learned today? What can you do now? and elicit answers: I can talk about the city improvement projects using vocabulary about buildings and archaeology. I can use key phrases correctly.

b. Homework

- Prepare for the next lesson.