

Date of planning: .../.../20... Date of teaching: .../.../20... WEEK:	UNIT 2: CITY LIFE Period 9 - Lesson 1: GETTING STARTED
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I. OBJECTIVES

1. Knowledge

- Introduce the topic City Life through the Getting Started conversation.
- Recognise and use key lexical items related to features of city life, means of transport, urban problems, and solutions.
- Listen and read for the main idea and selected details.

2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

Digital Competence

- 1.1.TC1c; 2.1.TC1a: Find relevant digital information and join a teacher-guided project channel safely.

3. Qualities

- Develop responsible citizenship and willingness to improve urban life; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise and say at least four words: congested, downtown, sky train, tram, with teacher support.
- identify the main topic and two details from the conversation by choosing or pointing.
- use one short sentence frame to talk about the unit topic.

II. TEACHING AIDS

- Teacher: Grade 9 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

1. WARM-UP AND INTRODUCTION (5')	
Aims: activate background knowledge and lead into the unit Content: topic pictures and prediction questions Outcome: students name familiar ideas and predict the conversation Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Warm-up: Picture prediction • T projects three pictures connected with city life and asks what students can see. • Ss think individually, compare in pairs, and share one prediction. • T records key words on the board and introduces the unit title and learning goals.	UNIT 2: CITY LIFE • Student's Book pp. 18-19 • Suggested words: congested, downtown, sky train, tram

2. PRESENTATION - GETTING STARTED (12')

Aims: set the context and teach essential vocabulary

Content: listen and read; identify speakers, setting, and topic

Outcome: students understand the main idea and key vocabulary

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read NLS: 1.1.TC1c HS mở Google Hình ảnh tìm hình thật cho các từ/cụm từ: congested, downtown, sky train, tram; chọn hình phù hợp để kiểm chứng nghĩa. - T sets the context, introduces the characters, and pre-teaches selected words through pictures, gestures, or short definitions. - Ss scan the picture, predict the topic, then listen and follow the conversation in the book. - T plays the recording twice; Ss underline topic words and compare their predictions. - Pairs practise selected lines; T checks meaning and pronunciation.	Vocabulary in context - congested - downtown - sky train - tram - rush hour - traffic jam

3. PRACTICE (20')

Aims: develop listening-reading comprehension and consolidate topic vocabulary

Content: textbook comprehension and word/picture tasks

Outcome: students identify details and use new words accurately

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Tasks 2-4: Comprehension and vocabulary - T asks Ss to complete the textbook comprehension task independently before rereading. - Ss locate evidence in the conversation, compare answers, and correct false or incomplete statements. - Ss complete the word/picture or categorising task; T checks answers and elicits additional examples. - T provides reduced choices and visual support for students who need it.	Suggested focus - Main topic and setting - Two or three evidence-based details - Active vocabulary: congested, downtown, sky train, tram, rush hour, traffic jam, get around, carry out

4. APPLICATION AND PROJECT LAUNCH (6')

Aims: personalise unit language and introduce the unit project

Content: short pair exchange and project workflow

Outcome: students produce a short response and understand the seven-lesson project plan

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Pair talk and project launch NLS: 3.1.TC1a; 2.1.TC1a HS xem sản phẩm số mẫu, thống nhất công cụ và phân công nhiệm vụ trên kênh lớp do GV hướng dẫn; không chia sẻ thông tin cá nhân. • Pairs use one teacher-provided question frame to talk about the topic. • T introduces the project 'A CITY IN THE FUTURE' and shows a short sample or mock-up. • Groups of four choose roles: language editor, researcher, designer/editor, and presenter. • T explains the workflow: brainstorm (Lessons 1-2), script (3-4), research/rehearse (5), create/submit (6), present/evaluate (7).	A CITY IN THE FUTURE • a digital poster presenting housing, transport, schools, and entertainment in an imagined future city • Homework: review the conversation and collect two initial ideas.

Date of planning: .../.../20... Date of teaching: .../.../20... WEEK:	UNIT 2: CITY LIFE Period 10 - Lesson 2: A CLOSER LOOK 1
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I. OBJECTIVES

1. Knowledge

- Use words and phrases related to features of city life, means of transport, urban problems, and solutions.
- Pronounce revision of diphthongs /aʊ/, /əʊ/, and /eə/ correctly in familiar words and sentences.
- Apply the new vocabulary in controlled and communicative tasks.

2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

Digital Competence

- 1.1.TC1c; 3.1.TC1a: Use digital dictionaries/audio and create a short voice recording for self-correction.

3. Qualities

- Develop responsible citizenship and willingness to improve urban life; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- match three familiar words or phrases, including congested, downtown, sky train, with pictures or meanings.
- repeat two words illustrating revision of diphthongs /aʊ/, /əʊ/, and /eə/ after the teacher or recording.
- complete two supported vocabulary items and say one short model sentence.

II. TEACHING AIDS

- Teacher: Grade 9 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

1. WARM-UP (5')	
Aims: review and activate unit vocabulary Content: digital or paper word race Outcome: students recall familiar words and collocations Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary race • T shows pictures or definitions one at a time; teams write the matching word or phrase. • Ss explain one connection between the words and the unit topic.	Review words • congested • downtown • sky train • tram • rush hour

2. VOCABULARY PRESENTATION (12')
Aims: present and organise topic vocabulary

Content: word meanings, collocations, and categories Outcome: students match, classify, and pronounce new items Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Tasks 1-2: Build a word bank NLS: 1.1.TC1c HS sử dụng Google Hình ảnh hoặc từ điển số để tra cứu future city, smart transport, urban problem, city life advantages and drawbacks; đối chiếu hình, nghĩa và cách dùng trước khi ghi vào bảng từ. - T models the first matching/classifying item and checks the task instructions. - Ss work individually, compare in pairs, and explain the clue used for each answer. - T confirms collocations and asks Ss to add one familiar example to each category.	Core vocabulary - congested - downtown - sky train - tram - rush hour - traffic jam - get around - carry out

3. PRONUNCIATION PRACTICE (18')	
Aims: identify and pronounce revision of diphthongs /aʊ/, /əʊ/, and /eə/ Content: listen, sort, repeat, and use target sounds/stress Outcome: students recognise the feature and pronounce words in context Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Pronunciation tasks NLS: 1.1.TC1c; 3.1.TC1a HS nghe mẫu trên Sachmem.vn/từ điển số, ghi âm 4 từ hoặc 2 câu, nghe lại và so sánh với mẫu để tự sửa. - T plays the recording; Ss listen and notice the target sounds or stress pattern. - Ss sort the sample words, repeat chorally and individually, and mark the target feature. - Pairs practise textbook sentences; T gives focused feedback on mouth position, final sound, or stress.	Revision of diphthongs /aʊ/, /əʊ/, and /eə/ - crowded - downtown - road - show - square - air - Practice in short sentences.

4. APPLICATION AND HOMEWORK (8')
Aims: use vocabulary and pronunciation communicatively Content: mini dialogue or one-minute challenge Outcome: students produce accurate topic sentences Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Mini production • Pairs choose four new words and create two meaningful sentences or a short exchange. • Selected pairs perform; classmates listen for vocabulary and pronunciation targets. • T gives feedback and assigns workbook practice.	Expected output • Two correct topic sentences • One accurately pronounced target word in each sentence • Project: collect copyright-appropriate images and record their sources.

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I. OBJECTIVES

1. Knowledge

- Understand the form and use of Double comparatives; phrasal verbs (2).
- Complete controlled grammar exercises and explain the choice in familiar contexts.
- Use the target structure to produce short meaningful sentences.

2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

Digital Competence

- 3.1.TC1a; 2.1.TC1a: Create and share short digital language content and respond to feedback.

3. Qualities

- Develop responsible citizenship and willingness to improve urban life; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise the model for double comparatives; phrasal verbs (2) with colour or symbol support.
- complete three simple items using a word bank or two choices.
- arrange or copy two correct sentences and read one aloud.

II. TEACHING AIDS

- Teacher: Grade 9 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

1. WARM-UP AND NOTICING (5')	
Aims: recall examples and identify the target grammar Content: sentence comparison Outcome: students notice form and meaning Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Grammar noticing • T displays three model sentences from the unit context and highlights the target forms. • Ss compare the examples, identify similarities, and predict the grammar rule.	Double comparatives; phrasal verbs (2) • The more crowded the city is, the less comfortable people feel. • The sooner we leave, the earlier we arrive.

2. GRAMMAR PRESENTATION (12')
Aims: clarify form, use, and common errors Content: rule, formula, examples, and checking questions Outcome: students understand when and how to use the structure

Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Form and use - T elicits the rule, presents the formula, and uses a short timeline/diagram or colour coding when appropriate. - Ss copy the formula, analyse the examples, and answer concept-checking questions. - T contrasts correct and common incorrect forms.	Grammar formula - The + comparative ..., the + comparative Phrasal verbs combine a verb with a particle to create a specific meaning. - The more crowded the city is, the less comfortable people feel. - The sooner we leave, the earlier we arrive. - The city will carry out a new transport plan.

3. CONTROLLED PRACTICE (20')

Aims: develop accuracy through textbook tasks Content: multiple choice, gap-fill, rearranging, or sentence transformation Outcome: students choose correct forms and explain their choices Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Textbook grammar tasks NLS: 3.1.TC1a HS hoàn thành bài tập Google Forms/Quizizz do GV cung cấp, đọc phản hồi tự động, sửa lỗi và ghi lại một quy tắc cần nhớ. - Ss complete the first task individually and compare with a partner. - Pairs locate the clue for each answer; T checks and clarifies errors. - Ss complete a second task and correct one deliberately incorrect example.	Student's Book p. 21 - Suggested checking: form - meaning - word order - punctuation - The more crowded the city is, the less comfortable people feel. - The sooner we leave, the earlier we arrive. - The city will carry out a new transport plan.

4. APPLICATION AND PROJECT SCRIPT (8')

Aims: use grammar to create meaningful content Content: shared sentence creation and script drafting Outcome: students create and improve project sentences Organisation: Teacher's instructions and monitored individual/pair/group work.	
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TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Sentence workshop NLS: 2.1.TC1a; 3.1.TC1a Mỗi nhóm nhập một câu lên Padlet/Google Slides dùng chung, góp ý lịch sự và chỉnh sửa câu theo phản hồi. • Groups draft four sentences for the project 'A CITY IN THE FUTURE' using the target grammar. • Each group posts one sentence to the shared class slide/Padlet and comments on another group's sentence. • Groups revise their sentences and save the corrected version for the project script.	Project language check • The + comparative ..., the + comparative Phrasal verbs combine a verb with a particle to create a specific meaning. • Homework: expand the four sentences into a short script.

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I. OBJECTIVES

1. Knowledge

- Use everyday English for offering help and responding.
- Ask and answer topic-related questions in pairs or groups.
- Organise ideas collected from a short interview or discussion.

2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

Digital Competence

- 3.1.TC1a; 3.2.TC1a: Transform interview data into a structured digital storyboard.

3. Qualities

- Develop responsible citizenship and willingness to improve urban life; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise one functional-language question and answer from a model dialogue.
- take one supported turn in a short pair exchange.
- record two short answers and place them in the correct storyboard box.

II. TEACHING AIDS

- Teacher: Grade 9 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

1. WARM-UP (5')	
Aims: review topic language and create a communicative need Content: quick questions and responses Outcome: students respond using familiar language Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Quick conversation • T asks two personal/topic questions; Ss answer briefly, then compare with a partner. • T introduces the functional-language goal.	Offering help and responding • A: Would you like me to give you a ride home? B: Thank you. That's so kind of you.

2. EVERYDAY ENGLISH (12')
Aims: practise offering help and responding Content: model dialogue, noticing, substitution, and role-play Outcome: students use the functional expressions appropriately Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Listen, notice, and practise - T plays or reads the model dialogue; Ss underline the functional expressions. - Pairs practise the dialogue, then replace underlined information with their own ideas. - T checks intonation, politeness, and appropriacy.	Model - A: Would you like me to give you a ride home? B: Thank you. That's so kind of you. - Useful response: ask one follow-up question.

3. COMMUNICATION TASK (20')

Aims: develop interaction and topic knowledge

Content: information exchange, interview, or cultural task

Outcome: students collect, compare, and report information

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Interview and report NLS: 1.1.TC1c HS tra cứu một thông tin ngắn về future city, smart transport, urban problem, city life advantages and drawbacks; chọn nguồn phù hợp và ghi lại tên trang/nguồn hình. - T sets the task: discussing city problems and their solutions. - Ss prepare three short questions and note their own answers. - Pairs interview each other, record keywords, and report one similarity or difference. - T monitors target language and supports students with sentence frames.	Speaking frame - Question - short answer - reason/example - Topic vocabulary: congested, downtown, sky train, tram, rush hour, traffic jam

4. DIGITAL STORYBOARD (8')

Aims: transform oral data into a project plan

Content: storyboard with text, visuals, audio, and sources

Outcome: students organise a logical digital product

Organisation: Teacher's instructions and monitored individual/pair/group work.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Project planning NLS: 3.1.TC1a; 3.2.TC1a HS chuyển dữ liệu phỏng vấn thành storyboard, dự kiến văn bản-hình ảnh-lời thoại và chuẩn bị nhập vào Canva/CapCut/Google Slides. - Groups select the most useful interview/research information. - Ss place information into five storyboard sections: title, key information, examples/details, message, and sources. - T checks the storyboard for sequence, language, source notes, and role allocation.	A CITY IN THE FUTURE - a digital poster presenting housing, transport, schools, and entertainment in an imagined future city - Homework: complete the storyboard and prepare media files at home.

Date of planning: .../.../20... Date of teaching: .../.../20... WEEK:	UNIT 2: CITY LIFE Period 13 - Lesson 5: SKILLS 1 - READING AND SPEAKING
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I. OBJECTIVES

1. Knowledge

- Read for general and specific information in an announcement about a competition to find solutions to city problems.
- Use context to identify meanings of selected words.
- Develop speaking skills by discussing city problems and their solutions.

2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

Digital Competence

- 1.1.TC1c; 3.1.TC1a: Search and select relevant information, then record a short oral product.

3. Qualities

- Develop responsible citizenship and willingness to improve urban life; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise four reading keywords: competition, urban problem, solution, proposal.
- find two specific details in the text with highlighted clues.
- give one or two prepared sentences in the speaking task.

II. TEACHING AIDS

- Teacher: Grade 9 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

1. PRE-READING (5')	
Aims: activate knowledge and predict text content Content: picture, title, and guiding questions Outcome: students make reasonable predictions Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Predict the reading • T shows the title/picture connected with an announcement about a competition to find solutions to city problems and asks two guiding questions. • Ss discuss in pairs and note two predictions.	Reading topic • an announcement about a competition to find solutions to city problems • Keywords: competition, urban problem, solution, proposal

2. WHILE-READING 1 (12')
Aims: read for gist and infer word meaning

Content: skimming and vocabulary-in-context task Outcome: students identify the main idea and meanings from context Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Skim and match NLS: 1.1.TC1c HS tìm một hình ảnh/thông tin nền về future city, smart transport, urban problem, city life advantages and drawbacks, so sánh với bài đọc và chỉ giữ thông tin liên quan từ nguồn rõ ràng. - Ss skim the text under a time limit and choose the best main idea. - Ss locate each target word, read the surrounding sentence, and match it with a meaning. - Pairs justify answers with a clue from the text.	Reading strategy - Skim headings/first sentences; ignore difficult details on the first reading. - competition - urban problem - solution - proposal

3. WHILE-READING 2 (15')

Aims: scan for specific information and evidence Content: detail questions, completion, or True/False task Outcome: students locate and cite textual evidence Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Scan for details - Ss underline key words in the questions and scan for matching ideas. - Ss answer independently, compare in pairs, and underline evidence. - T confirms answers and corrects unsupported guesses.	Key content - A competition announcement states the problem, task, deadline, and expected product. - City problems can affect transport, housing, safety, and the environment. - Useful solutions should be practical and clearly explained.

4. SPEAKING AND PROJECT REHEARSAL (13')

Aims: use reading language in a personal spoken response Content: pair/group speaking with notes Outcome: students present a clear short response Organisation: Teacher's instructions and monitored individual/pair/group work.	
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TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Speak from notes NLS: 3.1.TC1a HS dùng thiết bị nhóm ghi âm phần trình bày 30-45 giây, nghe lại và tự đánh giá nội dung, độ rõ, phát âm trước khi chọn bản tốt nhất. • Ss prepare and answer two questions for discussing city problems and their solutions. • Pairs listen and give one content comment and one language comment. • Groups record a 30-45 second rehearsal for the project and select the clearest version.	Speaking checklist • Answer the question directly • Give one reason or example • Use unit vocabulary and clear pronunciation

Date of planning: .../.../20... Date of teaching: .../.../20... WEEK:	UNIT 2: CITY LIFE Period 14 - Lesson 6: SKILLS 2 - LISTENING AND WRITING
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I. OBJECTIVES

1. Knowledge

- Listen for specific information in an interview about life in different cities.
- Plan and write a paragraph about what one likes or dislikes about city life.
- Edit a short text for content, target language, spelling, and punctuation.

2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

Digital Competence

- 1.1.TC1c; 3.1.TC1a; 3.2.TC1a: Control digital audio and integrate text, images, and sound in a group product.

3. Qualities

- Develop responsible citizenship and willingness to improve urban life; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- identify the listening topic and complete two or three selected details from a word bank.
- complete a planning frame with three short notes.
- write or copy three to four sentences using sentence starters.

II. TEACHING AIDS

- Teacher: Grade 9 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

1. PRE-LISTENING (5')	
Aims: prepare for the listening context and vocabulary Content: picture/title prediction and key-word review Outcome: students predict likely information Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Prediction • T introduces the listening topic: an interview about life in different cities. • Ss study the task, underline key words, and predict possible answers or answer types.	Listening strategy • Predict whether each gap needs a name, number, noun, verb, or adjective.

2. WHILE-LISTENING (18')
Aims: listen for general and specific information Content: first listening for gist; second/third listening for details Outcome: students complete selected information accurately

Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Listen and check NLS: 1.1.TC1c HS sử dụng học liệu số/Sachmem.vn với thao tác phát-tạm dừng-nghe lại để thu thập từ khóa, sau đó đối chiếu với bạn. • T plays the recording once for the main idea; Ss compare their prediction. • T plays it again; Ss complete the textbook task and compare in pairs. • A final listening is used to check difficult items and identify the evidence phrase.	Student's Book pp. 25-26 • Topic: an interview about life in different cities • Check spelling, numbers, and word limit.

3. PRE-WRITING (10')	
Aims: generate and organise writing ideas Content: notes, outline, and language checklist Outcome: students prepare a logical plan Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Plan the writing • T clarifies the writing task: a paragraph about what one likes or dislikes about city life. • Ss complete a planning frame with topic sentence, two or three supporting details, and closing sentence. • Pairs check whether the notes answer the task and use target vocabulary/grammar.	Writing plan • Topic sentence • Supporting idea 1 + example • Supporting idea 2 + example • Closing sentence

4. WHILE-WRITING AND DIGITAL CREATION (12')	
Aims: write, edit, and integrate the project script Content: individual paragraph and group digital product Outcome: students produce an edited paragraph and a near-final project Organisation: Teacher's instructions and monitored individual/pair/group work.	

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Write, peer-edit, and create NLS: 3.1.TC1a; 3.2.TC1a; 2.1.TC1a HS tích hợp chữ-hình ảnh-âm thanh bằng Canva/CapCut/Google Slides, ghi nguồn hình và nộp file/link qua kênh do GV quy định. • Ss write about 70 words from their notes and use the checklist for self-correction. • Pairs exchange work and mark one strength and one point to revise. • Groups select corrected sentences for the project, integrate media, and test audio/readability. • Groups submit the file or link through the channel specified by the teacher before Lesson 7.	Writing checklist • Content complete and logically ordered • Target vocabulary and grammar accurate • Capital letters, punctuation, and spelling checked • a digital poster presenting housing, transport, schools, and entertainment in an imagined future city

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I. OBJECTIVES

1. Knowledge

- Review the vocabulary, pronunciation, and grammar of the unit.
- Apply unit language in an integrated digital project.
- Present, evaluate, and improve a group product using a clear rubric.

2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

Digital Competence

- 2.1.TC1a; 3.2.TC1a: Share, present, and evaluate digital products safely and respectfully.

3. Qualities

- Develop responsible citizenship and willingness to improve urban life; cooperate respectfully and complete assigned roles.

OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recall at least four familiar words from the unit with picture support.
- complete three selected review items with teacher support.
- show one picture or slide and say one or two prepared sentences with the group.

II. TEACHING AIDS

- Teacher: Grade 9 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

1. WARM-UP AND REVIEW (5')	
Aims: activate unit language and identify areas for review Content: quick retrieval game Outcome: students recall vocabulary and grammar Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Unit challenge - Teams identify words from pictures/definitions and make one correct sentence for each point. - T notes common errors to address during Looking Back.	Review focus - features of city life, means of transport, urban problems, and solutions - Double comparatives; phrasal verbs (2)

2. LOOKING BACK - VOCABULARY (12')
Aims: consolidate lexical items and collocations Content: textbook vocabulary review

Outcome: students use vocabulary accurately Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary review - Ss complete the textbook task independently and compare answers. - Pairs explain one clue or collocation for each answer. - T checks and asks Ss to add one new example to the unit word bank.	Core vocabulary - congested - downtown - sky train - tram - rush hour - traffic jam - get around - carry out

3. LOOKING BACK - GRAMMAR (13')

Aims: consolidate the target grammar Content: completion, transformation, and sentence creation Outcome: students correct errors and use the structure meaningfully Organisation: Teacher's instructions and monitored individual/pair/group work.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Grammar review NLS: 3.1.TC1a HS hoàn thành phiếu tự đánh giá số ngắn, xác định một nội dung đã làm tốt và một nội dung cần luyện thêm. - Ss complete the grammar tasks and cross-check in pairs. - T displays common errors; groups correct and explain them. - Each student writes one true sentence using the target structure.	Double comparatives; phrasal verbs (2) - The + comparative ..., the + comparative Phrasal verbs combine a verb with a particle to create a specific meaning. - The more crowded the city is, the less comfortable people feel. - The sooner we leave, the earlier we arrive.

4. PROJECT - DIGITAL GALLERY WALK (15')

Aims: present and evaluate integrated digital products Content: group presentation and peer feedback Outcome: students demonstrate language, digital creation, collaboration, and safe sharing Organisation: Teacher's instructions and monitored individual/pair/group work.	
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TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Present, evaluate, and improve NLS: 3.2.TC1a; 2.1.TC1a HS trình chiếu sản phẩm số, phản hồi lịch sự theo rubric, sử dụng tư liệu phù hợp và ghi nguồn hình/âm thanh khi cần. • T opens submitted products for the project 'A CITY IN THE FUTURE' and confirms presentation order. • Each group presents for 2-3 minutes; all members take an appropriate role. • Peers use the rubric to score language, content, digital design, collaboration, and source/safety practice. • Groups receive feedback and state one improvement they would make.	A CITY IN THE FUTURE • a digital poster presenting housing, transport, schools, and entertainment in an imagined future city • Rubric: language 4 - content 4 - digital design 4 - collaboration/safety 4 • Homework: complete the self-assessment and prepare the next unit.

PROJECT PLANNING SHEET - UNIT 2: CITY LIFE

A CITY IN THE FUTURE

Expected product: a digital poster presenting housing, transport, schools, and entertainment in an imagined future city

Group name and class	
Members and roles	
Selected tool	Canva / CapCut / Google Slides / other: _____

STORYBOARD

Scene	Visuals and source	Text / voiceover	Digital feature / person responsible
1. Title			
2. Key idea			
3. Details			
4. Message			
5. Sources & credits			

PROJECT RUBRIC (16 POINTS)

Criterion	4 - Excellent	3 - Good	2 - Developing	1 - Beginning
Language	Accurate and varied	Minor errors	Several errors	Needs strong support
Content	Complete, clear, logical	Mostly complete	Some missing ideas	Very limited
Digital design	Text-media integrated effectively	Clear and appropriate	Basic or uneven	Hard to follow
Collaboration & safety	All roles; sources credited; safe sharing	Most roles and sources clear	Uneven roles or source notes	Little evidence