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| **Date of planning**: 1/3/2022  **Date of teaching:** 2/3/2022  **Period 72,73 : UNIT 9 : CITIES OF THE WORLD**  **Lesson 3: A CLOSER LOOK 2** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Cities and landmarks  **Pronunciation:**  - Sounds: / *әu* / and / *au* /  **Grammar**  - Possessive adjectives.  - Possessive pronouns. | **Skills:**  - Reading about a holiday postcard.  - Talking about a city  - Listening to a description of a city.  - Writing a holiday postcard  **Everyday English**  Expressing exclaimations with *What.* |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To teach Possessive adjectives and possessive pronouns.

+ Vocabulary: use the words related to cities and landmarks. *old, friendly, delicious, exciting,….*

- To practise the sounds / *әu* / and / *au* / correctly;

+ Grammar:- use possesive adjectives; - use possesive pronouns

**2. Competence:** Students will be able to know more adjectives describing a city.

**3. Quality/ behavior :-**The loveof the cities and beautiful spots in your countries or in the world. Having serious attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T\_Ss , group works; individual ……

**C. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’ – 5’)** | |
| **Aim: Lead in the new lesson**  **\* Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Output:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revion on the old lesson**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ T \_ Ss**  - Students **(Ss)** listen and learn how to do. |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aims: To help Ss revise the use of possessive adjective.**  **\* Content:** Revise / teach the use of possessive adjective. Do the matching.  **\* Output:** Ss can learn how to form and use of possessive adjective.  **\* Organisation :** Follow teacher’s instructions.  **Grammar**  **Possessive adjectives**  \* Remember:  Possessive adjective is used only when there is a noun following it.  Example: I have a pen 🡪 This is my pen     |  |  |  | | --- | --- | --- | | **Pronouns** | **Possessive adjectives** | **Possessive pronouns** | | I | my | mine | | you | your | yours | | he | his | his | | she | her | hers | | it | its | its | | we | our | ours | | you | your | yours | | they | their | theirs | | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the sentences with the pictures, paying attention to underlined part in each sentence.**  - Ask Ss to read the sentences first. Tell them to pay attention to the underlined phrases containing the possessive adjectives.  - Have Ss do the matching.  - Check Ss' answers as a class.  - Then draw Ss' attention to the underlined parts of the sentences. Ask them to circle the subjects of the sentences.  Write on the board the subjects and the possessive adjectives in pairs. (E.g. Sue -> her, Billy -> his, The cat -> its, We -> our, They -> their) Don't erase them from the board.  - Give the comments. | **1. Match the sentences with the pictures, paying attention to underlined part in each sentence.**  **- T \_ Ss**    + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  **Key:** 1. d 2.e 3. b 4. a 5. c |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aims:** **To give Ss opportunities to use possessive adjective correctly in context.**  **\* Content:** Complete the correct possessive adjective in context.  **\* Output:** Ss can complete the sentences with correct possessive adjective.  **\* Organisation :** Teacher’s instruction… | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Complete the sentences with the correct possessive adjective.**  - Allow Ss to do the task individually or in pairs.  - Ss to read the pair of sentences carefully and find the subject in the first sentence which will determine the possessive adjective to be used to complete the second sentence (e.g. *I* -> *my, The lion* -> *its*).  - Ss to swap their answers and have a discussion.  - Checks Ss' answers as a class. | **2. Complete the sentences with the correct possessive adjective.**  - Listen carefully and learn how to do.  - **Ss work individually**  - Follow the teacher’s instructions  - Give the answers  **\* Key*:***  1. My 2. your 3. Its 4. Her 5. Our |
| ACTIVITY 3: **Possessive pronouns**  Aims:  - To help Ss determine the correct possessive pronoun representing a phrase.  \* Remember:  Possessive pronoun is used alone without a noun following it.  Example: This is my book, not your book.  🡪This book is mine, not yours.  **\* Content:**  **\* Output:**  **\* Organisation :** Teacher’s instruction… | |
| **3.Complete the sentences with the correct possessive pronouns.**  - Use arrows that point my book to mine and your book to yours so that Ss can see how the phrase of a possessive adjective + noun is replaced by a possessive pronoun.  - Ask Ss to read the first sentence of each question carefully and underline the words / phrases which determine the possessive pronoun for the second sentence. Then complete the second sentence.  - Allow Ss to swap their answers.  - Call on some Ss to read aloud their answers.  - Check Ss' answers as a class.  - Comment on their performance. | **3.Complete the sentences with the correct possessive pronouns.**  **- T \_ Ss**  - Listen to the instructions clearly  - Learn how to do it  - Ss to work in pairs  - Ss do themselves.  - Copy them  **Key:**  1. mine 2. theirs 3. yours 4. his 5. ours |
| ACTIVITY 4:  Aims:To help Ss distinguish and use the correctly possessive adjectives and possessive pronouns  **\* Content:**  **\* Output:**  **\* Organisation :** Teacher’s instruction… | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Underlined the correct word in brackets to complete each sentence.**  - This activity mixes the use of possessive adjectives and possessive pronouns.  - Have Ss do the task individually.  - CheckSs'answersasaclass.  **Note:** T may give Ss some tips for this exercise. If there is a noun following, it's the place for a possessive adjective. If not, it's the place for a possessive pronoun. | **4. Underlined the correct word in brackets to complete each sentence.**  - Listen carefully  **- T \_ Ss**  **\* Audio script:**  **Key** :  1. its 2. yours 3. his 4. Our 5. their. |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim:To give Ss a more difficult task to describe what possessive pronoun/ possessive adjective to use for each sentence.**  **\* Content:**  **\* Output:**  **\* Organisation :** Teacher’s instruction… | |
| **5. Choose the correct word to complete the sentence**  - Ask Ss to work individually or in pairs. Ask them to read the sentences carefully and choose the correct answers.  - Check thei ranswers as a class.  - Comment on their pronunciation of the finals. | **5. Choose the correct word to complete the sentence**  **- T \_ Ss**  **-** Listen to the instructions carefully then do the tasks.  - Do the tasks  **Key :** 1. B 2. A 3. B 4. B 5. B |
| **5. WRAP-UP & HOME WORK ( 2’)**  \* Summarise the main grammar points of the lesson.  - Say aloud sentences containing genitive cases and possessive adjectives (e.g. Hoa's hat, our class, etc.) and Ss respond with possessive pronouns.  E.g.  **T:** This is *Tan's book.*  **Ss**: That book is *his.*  **\* HOME WORK**  - Remember the use of possessive adj and possessive pronouns.  - Do more exercises in workbook.  - Prepare new lesson. | |

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