

UNIT 2 : CITY LIFE
Lesson 2 : A CLOSER LOOK 1 + LOOKING BACK 1,2
Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill:*

Speaking: pronounce the sounds /eə/, /əu/ and /au/ correctly in sentences

- *Sub-skill:*

Listening: listen for the sounds /eə/, /əu/ and /au/

b. Language:

Vocabulary: name some vocabulary about life in the city

2. Competence

Students can pronounce the sounds /eə/, /əu/ and /au/ correctly in sentences and tell everyone about their classmate's community.

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 9, p.p.t file, pictures of city life

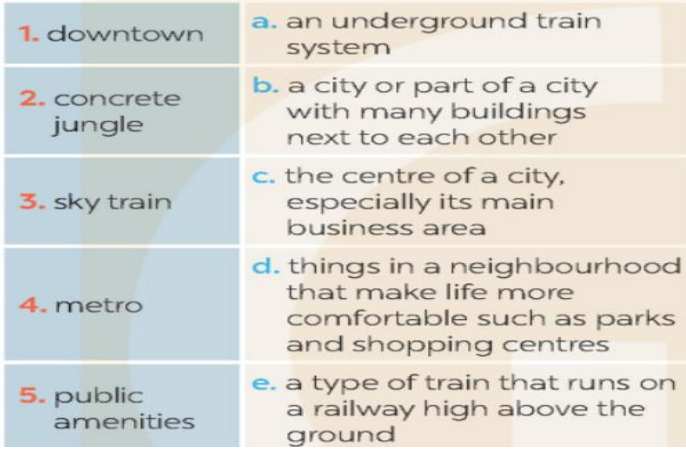
III. Procedure

Activity 1: Setting the scene (5 minutes)

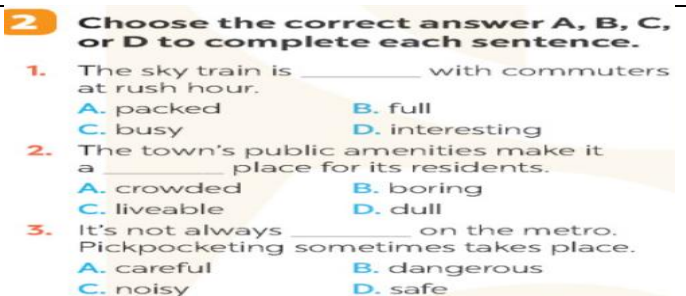
Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	
Procedure	<ul style="list-style-type: none"> - Show some pictures with some facilities in the city life. - Ask Ss who they see in the pictures and what are the name for these facilities. - Lead into this lesson which focuses on the facilities, words related to the topic of city life and revision of the vowel sounds /eə/, /əu/ and /au/ - Share with Ss the lesson objectives and have them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss.
Outcome	<ol style="list-style-type: none"> 1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: <ul style="list-style-type: none"> - downtown, concrete jungle, skytrain, metro, public amenities

Activity 2 : Presenting vocabulary about facilities (10 minutes)

Goal	The activity aims at teaching some vocabulary about the facilities
Input	<p>Vocabulary</p> <p>1 Match the words / phrases with their explanations.</p>

	
Procedure	<p>Of the five words in this task. Ss may know the two words "downtown" and "metro" so T may focus on presenting the other three words.</p> <p>To present each word, follow the steps:</p> <ul style="list-style-type: none"> + Show the picture and elicit the word. + Read aloud the word several times and ask Ss to repeat. + Invite some Ss to read the word aloud. + Write the word on the board and highlight its phonological features (e.g. show the location of the main stress). <p>After presenting all the words, ask Ss what each word means. Encourage them to give answers.</p> <ul style="list-style-type: none"> - Have Ss read the words / phrases in the first column and match them with the explanations in the second column. Remind them to pay attention to the keywords in each statement (a - e). - Have Ss work in pairs to compare their answers before giving T the answers. - Check and confirm the correct answers. Then ask Ss to share what other words they know of and their explanations. Take this opportunity to quickly explain the meaning of some words/ phrases like downtown, concrete jungle, skytrain, metro, public amenities. For a more able class, have Ss make complete sentences to describe the explanations of the words
Outcome	Key: 1.c 2.b 3.e 4.a 5.d

Activity 3 : Practising the adjectives related to the city life.(5 minutes)

Goal	The activity aims at teaching some vocabulary related to the topic of city life.
Input	

	<p>4. It is often more _____ to live in the downtown than in the suburbs.</p> <p>A. convenient B. peaceful C. quiet D. silent</p> <p>5. Hong Kong is like a concrete jungle with so many people in it. It's a _____ city.</p> <p>A. calm B. quiet C. bustling D. high</p>
Procedure	<ul style="list-style-type: none"> - Have Ss work individually to choose the correct answer A,B,C or D - Have them compare their answers with their partners - Ask for Ss' answers and confirm the correct ones.
Outcome	Key: 1. packed 2. liveable 3. safe 4. convenient 5. bustling

Activity 4 : Practising more on vocabulary items. (5 minutes)

Goal	The activity aims at giving Ss further practice with the vocabulary items they have learnt.
Input	<p>3 Complete the texts, using the words and phrases from the box.</p> <div style="display: flex; justify-content: space-around; border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> metro safe </div> <div style="display: flex; justify-content: space-around; border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> liveable concrete jungles </div> <div style="display: flex; justify-content: space-around; border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> downtown public amenities </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%; border: 1px solid #ccc; padding: 10px; background-color: #e6f2ff;"> <p><i>John:</i> City life is great! People can travel by public transport, like buses and the (1) _____. There are good schools and hospitals, and other (2) _____ such as parks, cinemas, and sports facilities. They make cities (3) _____ places for people.</p> </div> <div style="width: 45%; border: 1px solid #ccc; padding: 10px; background-color: #ffe6e6;"> <p><i>Jenny:</i> City life is terrible! The (4) _____ area is too crowded. Public transport is always packed with people. Some cities are like (5) _____ with so many buildings. Some cities are not (6) _____ because of high crime rates.</p> </div> </div>
Procedure	<ul style="list-style-type: none"> - Ask Ss to work individually to complete each paragraph.– Have Ss do this exercise individually and then compare their answers with another classmate. - Invite some Ss to write their answers on the board. - Check the answers with the whole class. Confirm the correct answers.
Outcome	Key: 1. Metro 2. Public amenities 3. Liveable 4. Downtown 5. Concrete jungles 6. safe

Activity 5 : Pronouncing the sounds (5 minutes)

Goal	The activity aims at helping Ss revise the vowel sounds /əʊ/, /aʊ/ and /eə/ and practising pronouncing these sounds in words.
Input	<p>Diphthong revision: /aʊ/, /əʊ/, and /eə/</p> <p>4 Put the words in the correct column. Then listen and check. </p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: left;"> <p>crowded</p> <p>outdoor</p> <p>council</p> </div> <div style="text-align: left;"> <p>locate</p> <p>repair</p> <p>coastal</p> </div> <div style="text-align: left;"> <p>square</p> <p>airport</p> <p>overseas</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;">/aʊ/</div> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;">/əʊ/</div> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;">/eə/</div> </div>

Procedure	<ul style="list-style-type: none">-Have some Ss read out the given words first Then play the recording once or twice for them to listen and number the words they hear. Play the recording again for Ss to check their answers and repeat the words. Or click on the link https://www.youtube.com/watch?v=xyiAr9MeSAw to help students know how to pronounce these sounds correctly-Check the answers with the class and confirm the correct ones.-Ask Ss to work in pairs to practise saying the words and say which of the three vowels each word contains. Invite some Ss to share their answers. Confirm the correct answers.												
Outcome	<p>1. Ss can identify how to pronounce the sounds /eə/, /əu/ and /au/</p> <p>2. Expected answer:</p> <table><tr><th>/aʊ/</th><th>/əʊ/</th><th>/eə/</th></tr><tr><td>crowded</td><td>locate</td><td>repair</td></tr><tr><td>outdoor</td><td>coastal</td><td>square</td></tr><tr><td>council</td><td>overseas</td><td>airport</td></tr></table>	/aʊ/	/əʊ/	/eə/	crowded	locate	repair	outdoor	coastal	square	council	overseas	airport
/aʊ/	/əʊ/	/eə/											
crowded	locate	repair											
outdoor	coastal	square											
council	overseas	airport											

Activity 6 : Pronouncing the sounds / æ /, /a:/, and /e/ (10 minutes)

Goal	The activity aims at helping Ss identify the vowel sounds /eə/, /əu/ and /au/ in words; pronounce the vowel sounds /eə/, /əu/ and /au/ correctly in sentences.
Input	<p>5 Read the sentences. Circle the words with /aʊ/, underline those with /əʊ/, and put a tick (✓) next to those with /eə/. Then listen, check, and practise the sentences.</p> <ol style="list-style-type: none"> 1. They go shopping downtown. 2. The chairman comes from a coastal city. 3. Buses in the old days were not as crowded as they are now. 4. She gets around the city easily thanks to the apps on her phone. 5. I hope we will arrive at the city square in time for the fashion show.
Procedure	<p>-Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the bold words and underline the bold words with the /eə/ sound, circle the bold words with the /əu/ sound, and tick the bold words with the /au/ sound.</p> <p>-Invite some Ss to share their answers. Confirm the correct ones.</p> <p>-Play the recording again for Ss to repeat the sentences.</p> <p>-Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. - Comment on their pronunciation of the sounds.</p>

Outcome	<p>1. They <u>go shopping</u> <u>downtown</u>.</p> <p>2. The <u>chairman</u> comes from a <u>coastal</u> city.</p> <p>3. Buses in the old days were not as <u>crowded</u> as they</p> <p>4. She gets <u>around</u> the city easily thanks to the apps.</p> <p>5. I <u>hope</u> we will arrive at the city square in time for t</p>
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Wrap-up: (5 minutes)

Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

- Ask ss to do looking back 1 and 2 at home

LOOKING BACK

Vocabulary

1 Choose the correct answer to complete each sentence below.

1. It takes Jane 30 minutes to travel from her house in the **suburbs** / **downtown** to her office in the city centre.
2. Minh prefers the **metro** / **sky train**. He finds it more comfortable to go underground than above the ground.
3. The city centre is now packed with high buildings. It looks like an ugly **public amenity** / **concrete jungle**.
4. He loves the nightlife of his city. He thinks that it is **lively** / **noisy**.
5. Ho Chi Minh City is a **slow** / **bustling** city. It is always full of activities.

2 Fill in each gap with a word from the box to complete the passage.

congestion peaceful safe
liveable itchy



Mia lives in a small town. In the past, there were not many people living in the town, so it was rather quiet and (1) _____. Nowadays, it is totally different.

The more crowded the town is, the less (2) _____ it becomes. Crime rates are increasing quickly. Moreover, many car



drivers don't obey traffic rules, so they indirectly cause traffic (3) _____. Construction sites are everywhere in the town.