

UNIT 2: CITY LIFE
Lesson 5: SKILLS 1
Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

- Reading: Read for main idea and specific information in an article about a competition to find solutions to city problems
- Speaking: Talk about city problems and their solutions

b. Language:

- Vocabulary: use some vocabulary about city life
- Grammar: use Double Comparative to talk about city problems and their solutions

2. Competence

Students can understand more about city problems and their solutions

3. Attitude

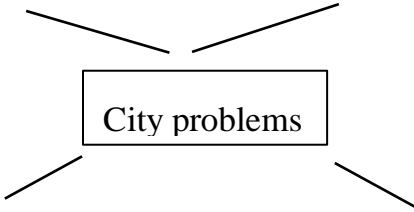
Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities.

II. Teaching aids (& materials)

Student book G9, Computer connected to the Internet, TV/Projector.

III. Procedure

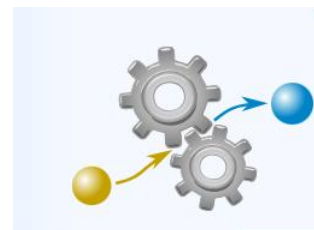
Activity 1: Warming up (3 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new lesson
Input	<p>Mind Map</p> 
Procedure	<ul style="list-style-type: none"> - Make a mind map with “City problems” in the centre. Ask Ss to list some problems of living in the city. Write their ideas in the mind map and keep it there throughout the lesson. - Tell Ss that they are going to read and speak about some problems of city life and their solutions. - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.
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"> - Dirty streets - Lack of green spaces - Too much noise - High crime rate - Heavy traffic


	- Air pollution Students gain knowledge about city problems and find out their solutions
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Activity 2: Teaching new words (10 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks.
Input	1. food waste (n) /fu:d weɪst / :chất thải thực phẩm 2. learning space (n) /'lɜ:.nɪŋ speɪs/: không gian học tập 3. l eftover (n) /'leftəʊvə/: thức ăn thừa 4. cafet e ria (n) /,kæf.ə'tiə.ri.ə/: quán cà phê 5. b i ogas (n) /'baɪ.əʊ.gæs/: khí sinh học 6. (to) pr o cess /'prəʊ.ses/: xử lí 7. p u blic am e nities /'pʌb.lɪk ə'mi:.nə.ti/: những tiện ích công cộng 8. drop-off and pick-up time: giờ đưa đón
Procedure	- follow steps of teaching new vocabulary - use " https://yourhomework.net/vocabulary/lesson/000000412069 " to check vocabulary
Outcome	1. Ss have certain vocabulary for the reading and speaking tasks. 2. eight new words



Activity 3 : Activating Ss' knowledge of the topic (3 minutes)

Goal	The activity aims at activating Ss' knowledge of the topic of the reading text.
Input	Task 1. Work in pairs. Match the words / phrases with their pictures. 1. Food waste 2. Learning space 3. Leftovers 4. Cafeteria 
Procedure	- Have Ss work in pairs and match the given words/phrases with the pictures. - Check the answers as a class. - Tell Ss to find these words and phrases in the reading text and highlight them.
Outcome	Ss express their thought about the topic Expected answers: 1. a 2. c 3. b 4. d

Activity 4: Reading (5 minutes)

Goal	The activity aims at helping Ss develop the skill of guessing the meaning of new words in the context .
Input	Task 2. Read the passage and match the topics in the competition with their winners A. The street-safe city B. The teen-friendly city C. The food-smart city D. The waste-free city

	<p>Teenovator is an annual competition by the City Teen Council. We ask teens to find problems of the city and suggest solutions. Here are this year's winners.</p> <div> <div> <p>1. _____ : Central School</p> <p>They see that the more developed a city is, the more food people throw away. They suggest carrying out a project which turns food waste into energy. Students would sort their leftovers at school canteens. A nearby farm would come to take the food waste and process it into biogas.</p> </div> <div> <p>2. _____ : Bookworm Team</p> <p>This team feels that many public amenities, particularly the city library, are not teen-friendly. They suggest a list of changes so that the library can attract more teens. Some of them include designing lively learning spaces for teens and having teen's favourite desserts in the cafeteria.</p> </div> <div> <p>3. _____ : Helena Wilson</p> <p>Helena realises that there are too many vehicles around school gates. This is unsafe for children who walk to school. She suggests that the city authorities not allow cars at school gates at drop-off and pick-up times. In addition, they should not let motorbikes park on the pavement near school gates.</p> </div> </div>
Procedure	<ul style="list-style-type: none"> - Tell Ss that they are going to read part of an announcement about the winners of the <i>Teenovator</i> competition. Ask them to skim the announcement and name the winners (<i>Central School, Bookworm Team, Helena Wilson</i>). - Ask Ss to skim the text again and underline the city problem that each winner has found (<i>Central School – (the more) food people throw away, Bookworm Team – city library is not teen-friendly, Helena Wilson – too many vehicles around the school gates</i>). - Ask Ss if these problems are solved, what the city will be like (<i>less food waste, teen-friendly library, safety in front of school gates</i>). - Tell Ss that they will now match a topic in the competition with the winner. Let Ss do the exercise individually. - Check answers as a class.
Outcome	<p>1. Ss master the ways to read for specific information</p> <p>2. Answer Keys: 1. C 2. B 3. A</p>

Activity 5 : Reading for specific information. (7 mins)

Goal	The activity aims at helping Ss develop the skill of reading for specific information.
Input	<p>Task 3: Read the announcement again. Choose the correct answer.</p> <p>1. How often does the City Teen Council organise the Teenovator competition? A. Once a year. B. Twice a year. C. Every two years. D. Every three years.</p> <p>2. Who would partner with Central School in Topic 1? A. The city council. B. The university's canteen. C. A biogas factory. D. A nearby farm.</p> <p>3. What does the word "them" in Topic 2 refer to? A. Teen users. B. Changes. C. Learning spaces, D. Libraries.</p> <p>4. Which topic has an individual winner? A. Topic 1 B. Topic 2 C. Topic 3 D. All topics</p> <p>5. Which of the following is INCORRECT about Helena Wilson? A. She suggests banning bikes at school gates B. She wants the city authorities to take action. C. She thinks cars moving near school gates can cause accidents to children. D. Her concern is road safety around school for children.</p>
Procedure	- Have Ss review how to do this multiple-choice exercise.

	<ul style="list-style-type: none"> - Briefly tell them the steps: Read the questions, underline the keywords in each question, locate the keywords in the text and find the information to answer the question. - Ask Ss to repeat the steps if necessary. - Ask Ss to do the exercise individually and then check their answers in pairs. - Invite a student to write their answers on the board. Have other Ss explain their answers. Confirm the correct answers. <p>Transition from Reading to Speaking</p> <ul style="list-style-type: none"> - To connect the reading and the speaking parts, expand the mind map in Warm up. Ask Ss to add more ideas about city problems and solutions from the article to the mind map.
Outcome	1. Ss master the ways to read for specific information 2. Answer Keys: 1. A 2. D 3. B 4. C 5. A

Activity 6 : Speaking (5 minutes)

Goal	The activity aims at helping Ss prepare ideas to talk about city problems and their solutions						
Input	<p>Task 4: Make a list of city problems and some solutions to them.</p> <p>Example:</p> <table border="1"> <thead> <tr> <th>Problems</th><th>Solutions</th></tr> </thead> <tbody> <tr> <td>- Dirty streets</td><td>- Tell people to throw rubbish away properly</td></tr> <tr> <td>- Lack of green spaces</td><td>- Plant more trees</td></tr> </tbody> </table>	Problems	Solutions	- Dirty streets	- Tell people to throw rubbish away properly	- Lack of green spaces	- Plant more trees
Problems	Solutions						
- Dirty streets	- Tell people to throw rubbish away properly						
- Lack of green spaces	- Plant more trees						
Procedure	<ul style="list-style-type: none"> - Ask Ss to work in pairs and add as many details of problems of city life and solutions in the mind map as possible. Alternatively, Ss can use problems given in the textbook and think of solutions to them. - Ask pairs to share their answers with the class. 						
Outcome	1. Ss master the ways to ask and answer about city problems and their solutions 2. Expected answer: Students' answers						

Activity 7 : Giving a short presentation (7 minutes)

Goal	The activity aims at giving Ss a chance to talk about a speciality.
Input	<p>Task 5: Work in pairs. Talk to your friends about the city problems and suggest solutions to them. You can use the ideas in 4.</p> <p>* Structures:</p> <ul style="list-style-type: none"> - <i>I think/ In my opinion/ I would say that...</i> - <i>First, Second, Third.....</i> - <i>Then, After that,.....</i> - <i>On one hand, On the other hand.....</i>
Procedure	<ul style="list-style-type: none"> - Elicit from Ss some useful structures for starting a talk and introducing problems and solutions. - Have Ss work in groups. Tell them that they will talk to each other about problems of

	<p>city life and solutions. They could use their notes when talking.</p> <ul style="list-style-type: none"> - Remind them that they can use the given template in the book in their talk. - Set a time limit for pair work. Go around, monitor and support when necessary. - Invite some Ss to share their discussion with the class. - Ask other pairs to listen and give comments. Comment on Ss' answers.
Outcome	<p>1. Ss master the ways to ask and answer about city problems and their solutions</p> <p>2. Expected answer:</p> <p>Form:</p> <p>We think that there are several problems in our city. First, some streets are dirty. Many people put rubbish on the pavements or near the walls. Second, the city looks like a concrete jungle. It lacks green space and the air is not fresh. To solve these problems, the city authority should instruct people to throw rubbish properly. Another solution is to plant more trees even on the roof of high buildings. By doing so, the city can be a more liveable place.</p>

EXTRA ACTIVITY: Ask Ss to work in pairs to Choose two city problems, e.g. food waste and crowded traffic in front of school gates. Have groups think of solutions to these problems from the perspectives of their assigned roles.

Wrap-up: (5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.