

UNIT 2: CITY LIFE
Lesson 4: COMMUNICATION
Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

- *Main skill*

Speaking: offering help and responding

- *Sub-skill:*

Listening: listen for specific information about offering help and responding

b. Language:

Vocabulary: use some vocabulary about offering help and responding

Grammar: use structures for offering help and responding

2. Competence

Students can offer help and respond

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, ppt 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	<p style="text-align: center;">CHATTING</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
Procedure	<ul style="list-style-type: none"> - Show some facilities in the city that Ss learnt in the previous lessons. Ask Ss how to make the conversation based on offering help and respond. - Introduce the objectives of the lesson: learning how to offer help and respond and learning about some facilities.
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"> - airport, supermarket, park

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Activity 2 : Offering help and responding (5 minutes)




Goal	The activity aims at introducing ways of offering help and responding
Input	<p>1 Listen and read the conversations below. Pay attention to the highlighted parts.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #00a65a; border-radius: 10px; padding: 10px; width: 45%;"> <p>1 Duong's dad: I can take you to the airport if you like. Duong: Thanks, Dad.</p> </div> <div style="border: 1px solid #ff9f00; border-radius: 10px; padding: 10px; width: 45%;"> <p>2 Minh: Would you like me to give you a ride home? Hoang: Thank you. That's so kind of you.</p> </div> </div>
Procedure	<ul style="list-style-type: none"> - Play the recording for Ss to listen and read the conversations at the same time. Ask Ss to pay attention to the highlighted parts. Tell them that these are two ways to offer help and respond. - Write the structures used to ask for help on the board: <ul style="list-style-type: none"> + I can take + Would you like me to? - Instruct them how to respond appropriately. - Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class. - For a more able class, introduce some other ways to ask for offering help and responding in English:
Outcome	<p>1. Ss identify and remember the ways of offering help</p> <p>2.: offering help</p> <ul style="list-style-type: none"> + I can + Would you like me to? <p>Responding help:</p> <ul style="list-style-type: none"> + Thanks + Thank you 

Activity 3 : Practising offering help and responding more(5 minutes)

Goal	The activity aims at practising offering help and responding
Input	<p>3 Work in pairs. Make similar conversations with the following situations.</p> <ol style="list-style-type: none"> 1. Your friend doesn't know how to use the library smart card. You offer to show him / her. 2. A teacher wants to talk to Ms Hoa, but she is not there. You offer to write a note for Ms Hoa.
Procedure	<ul style="list-style-type: none"> - Ask Ss to work in pairs to make similar conversations, using the language they have learnt - For a less able class, model the first situation with a good student. - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance. -For more able classes, encourage Ss to use different ways to ask for help and respond.

Outcome	<p>Suggested dialogues:</p> <p>Situation 1: You: I can show you how to use the library smart card if you like. Friend: Thanks. That's so kind of you.</p> <p>Conversation 2 You: Would you like me to write a note for Ms Hoa? Friend: Thank you. That's so kind of you.</p>
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Activity 4 : Introducing some means of transport in the city (10 minutes)

Goal	The activity aims at introducing some means of transport																				
Input	<div><div><h3>Transport in the city</h3><p>3 Work in pairs. Read the descriptions of three teenagers about their favourite means of transport. Then complete the table below.</p><div><div><p>Hoang: I live in the suburbs of Ha Noi. I use my bike to get around. It's convenient because I can ride it to places where the bus line doesn't reach. Going by bike might be a bit slow, but I can avoid traffic jams.</p></div><div><p>Cholada: My favourite means of transport in Bangkok is the sky train. It's crowded at rush hour, but it's always on time. It doesn't get stuck in traffic jams, so I can save time travelling.</p></div><div><p>Kathy: I love the tram in Melbourne. It offers a discount for students. Sometimes the tram is late, but it always updates its arrival on a smartphone app, so I know in advance and arrange my time easily.</p></div></div><div><div></div><div></div><div></div></div><table><tr><th>Name</th><th>Favourite means of transport</th><th>Advantage(s)</th><th>Drawback(s)</th><th>Why using it</th></tr><tr><td>Hoang</td><td>bike</td><td>convenient</td><td>slow</td><td>avoid (1) _____</td></tr><tr><td>Cholada</td><td>(2) _____</td><td>on time</td><td>(3) _____ at rush hour</td><td>save time travelling</td></tr><tr><td>Kathy</td><td>(4) _____</td><td>(5) _____ for students</td><td>late</td><td>arrange time easily</td></tr></table></div></div>	Name	Favourite means of transport	Advantage(s)	Drawback(s)	Why using it	Hoang	bike	convenient	slow	avoid (1) _____	Cholada	(2) _____	on time	(3) _____ at rush hour	save time travelling	Kathy	(4) _____	(5) _____ for students	late	arrange time easily
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Procedure	<ul style="list-style-type: none">-Ask Ss to look at each picture and say if they know anything about the means of transport and the numbered blanks in the table- Ask Ss to read carefully the descriptions of three teenagers to look for the needed information.- Ask Ss to fill the needed information in the numbered blanks.																				
Outcome	Key : 1 traffic jams 2. Skytrain 3. Crowded 4. Tram 5. discount																				

Activity 5 : Providing Ss with information about the advantages and drawbacks of means of transport. (10 minutes)

Goal	The activity aims at providing Ss with information about the advantages and drawbacks of means of transport
Input	<p>4 Make notes about a means of transport you are using.</p> <ul style="list-style-type: none"> - Name of the means of transport - Its advantage(s) and drawback(s) - Why you choose to use it
Procedure	<ul style="list-style-type: none"> - Ask Ss to tell the name of a means of transport. - Ask Ss to present the advantages and drawbacks of that means of transport.

	-Ss give the reasons to choose it
Outcome	<ul style="list-style-type: none"> - Means of transport: bus - advantages and drawbacks: affordable prices, convenience and comfort, flexibility of routes, opportunity to observe the scenery. >< travel time, limited space, the need for planning, potential delays. - Traveling by bus is a popular and fairly budget-friendly option

Activity 6 : Practicing with talking about the means of transport (5 minutes)

Goal	The activity aims at talking about the means of transport that you use.
Input	5 Work in groups. Talk to your friends about the means of transport that you use. Use your notes in 4 .
Procedure	<p>Before having Ss do the activity, ask them the following questions:</p> <ul style="list-style-type: none"> + Tell the name of a means of transport that you use + How often do you use it ? + Why do you choose to use it ? + Tell the advantages and drawbacks of it - Comment on Ss'answers.
Outcome	<p>Expected answer:</p> <p>I live in Sa Dec. I use buses to get around to the neighborhood. The buses provide accessibility to a wide range of destinations within Sa Dec and the neighborhood . The cost-effectiveness and a discount for students of bus travel makes it an attractive option. However, during rush hours, buses can be late and become crowded, which may not align with urgent needs. I choose to use the bus because it helps reduce traffic congestion. Moreover, I can relax, study or read during the journey without the need to drive.</p>

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 have learnt.