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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 7: URBAN LIFE**

**Lesson 1: Vocabulary and Reading (Pages 64 & 65)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- use new words to discuss problems in a city and solutions to them.

- practice reading for inference and details about creative solutions to pedestrian safety and littering.

- present their ideas about possible solutions to dangerous streets and littering.

- improve reading skills.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- foster empathy and social awareness among Ss and inspire them to become active and responsible citizens.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Match the underlined words to the definitions.  - Talk about your hometown or yourself.  - Read the text and choose the best answer.  **-** Read the text and fill in the blanks.  - Talk about some other possible solutions to dangerous streets and littering. | **-** Ss’ answers.  - Ss’ answers/ presentation.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/presentation. | - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback. |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: to introduce the topic.

b. Content: Let’s talk.

c. Expected outcomes: Ss can describe what problems they see in the pictures and give some solutions to the problems.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk: Look at the pictures. *What problems can you see? What are some solutions to these problems?***    - Have Ss work in pairs, look at the pictures, and answer the questions (using the DCR/ PPTs slides).  - Invite some pairs to give their answers.  - Give feedback. | - Work in pairs, look at the pictures and answer the questions.  - Share/exchange the answers with the class.  ***Answer Keys***  **Problems:**   1. *Lots of trash* 2. *Pollution* 3. *Traffic jam* 4. *No sidewalk*   **Solutions:**   1. *Put trash in the right place or in the trash can* 2. *Use public transportation instead of cars* 3. *Widen roads, build new lanes* 4. *Create and maintain bike lanes and sidewalks*   **Ss’ answers** |

**B. New Lesson (35’)**

**1. Pre-Reading (Vocabulary - 15’)**

a. Objectives: To prepare vocabulary for students to discuss problems and solutions in a city.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can use vocabulary to talk about problems in their hometown or talk about themselves.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Match the underlined words to the definitions. Listen and repeat.**  - Have Ss work by themselves and match the words (using the DCR/ PPTs slides) to the definitions.  - Have Ss check their answers with their partner.  - Check Ss’ answers around the class.  - Have Ss listen and repeat. | - Match the words to the definitions.  - Check the answers with their partner.  - Listen and repeat.  ***Answer Keys:***  *1. ban*  *2. encourage*  *3. traffic jam*  *4. accident*  *5. struggle*  *6. sidewalk*  *7. crosswalk*  *8. pedestrian* |
| **Task b:** **In pairs: Use the new words to talk about your hometown or yourself.**  - Explain and model the activity.  - Have Ss work individually.  - Check Ss’ answers around the class and support in need.  - Invite some Ss to share their ideas. | - Listen to the instructions.  - Work individually  - Share the ideas with the whole class.  ***Suggested answers:***  *1. I* ***struggle*** *with English speaking but am improving with practice.*  *2. The government should* ***ban*** *plastic bags to reduce pollution.*  *3. He was late for work this morning because he got stuck in the* ***traffic jam****.*  *4. Pedestrians should always use* ***crosswalks*** *when crossing the street.*  *5. The city center has wide* ***sidewalks*** *to accommodate pedestrians.*  *6. The city has built* ***pedestrian*** *bridges to improve safety at busy intersections.*  *7. There was a car* ***accident*** *yesterday, but fortunately, no one was injured.*  *8. Parents should* ***encourage*** *their children to participate in outdoor activities.* |

**2. While Reading (Reading – 15’)**

a. Objectives: To help Ss read for inference and details.

b. Content: Tasks a, b, and c.

c. Expected outcomes: Ss can read for specific informationand be aware of urban issues.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read Lisa’s blog post about two interesting solutions. *What problems do they solve?***  ***1. people not following traffic laws and pollution 2. Poor pedestrian safety and littering***  - Have Ss read the blog post and underline the key words for the problems they solve. Circle the correct answer.  - Have Ss check the answer with a partner and show the evidence to justify the answer.  - Check the answer as a whole class. | - Read the blog post, underline the evidence, and circle the correct answer.  - Check the answer with a partner and show the evidence to justify the answer.  ***Answer Key:*** *number 2*  *Evidence:*  *I saw some* ***tourists struggling to cross the street****.* ***People*** *were* ***driving fast****, and those* ***tourists*** *were* ***scared*** *someone would hit them. This* ***happens every day to tourists, kids, and old people****.*  *The city of Tuscon, Arizona, USA found that* ***its streets were becoming more dangerous for pedestrians****, and it had a creative solution.*  *They were* ***having problems with people littering****.* |
| **Task b:** **Now, read and fill in the blanks.**  - Have Ss read the blog again and fill in the blanks.  - Set the time and monitor the class.  - Have Ss check the answers with a partner.  - Invite four students, each fills in the blank for one sentence and reads the sentence aloud (using the DCR).  **Extra practice: Read again and find the opposite words.**  - Have Ss read the blog again and find the opposite words. Be careful with the part of speech.  - Invite Ss to give their answers and read the evidence aloud.  - Support students by reading each sentence for Ss to find the word if they cannot.  1. I was walking home when I saw some tourists struggling to cross the street.  2. People were driving fast, and those tourists were scared someone would hit them.  3. The city of Tuscon, Arizona found that its streets were becoming more dangerous for pedestrians.  4. A study showed that this solution reduced accidents involving pedestrians by up to 50%.  5. They used clear trash cans with fun questions like "Which came first? Chicken or Egg?", and people answered by putting trash in the can with the answer they agreed with. | - Read the text and fill in the blanks.  - Check theỉr answers with a partner.  **-** Fill in the blanks and read the sentences aloud.  ***Answer Keys***  *1. tourists, kids, and old people struggle*  *2. pedestrians*  *3. (some) crosswalks and sidewalks*  *4. littering*  *5. clear trash cans*  - Read again and find the opposite words  - Give the answers and read the evidence aloud.  ***Answer Keys***  *1. succeeding*  *2. scared*  *3. dangerous*  *4. reduced*  *5. fun* |
| **Task c:** Listen and read.  - Play the CD and have Ss listen and read along. | * Listen and read along. |

**3. Post-reading (5’)**

a. Objectives: To provide students with an opportunity to reinforce comprehension and enhance their English fluency and communication skills.

b. Content: Discussing some other possible solutions to dangerous streets and littering.

c. Expected outcomes: Ss can suggest some other solutions to dangerous streets and littering.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Pair work: *What are some other possible solutions to dangerous streets and littering?***  - Have Ss ask and answer the question in pairs.  - Monitor the class and help them if necessary.  - Elicit answers from some students. | - Work in pairs to share their ideas.  - Share their ideas with the class. |

**C. Consolidation and homework assignments (5’)**

**-** Vocabulary:

*1. ban*

*2. encourage*

*3. traffic jam*

*4. accident*

*5. struggle*

*6. sidewalk*

*7. crosswalk*

*8. pedestrian*

* Review new words to talk about urban’s issues.
* Make sentences using new words in SB.
* Do homework: New words and Reading – pages 38-39 in WB
* Prepare for the next lesson (Grammar - pages 65 & 66 - SB).
* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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