

Date of planning: 06 / 10 / 2024

PERIOD 16:

UNIT 2: THE GENERATION GAP

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Know about the generation gap in Asian American families;
- Review asking for and giving permission.

2. Core competence

- Be able to ask for and give permission;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be ready to offer help to others when necessary;
- Recognise the generation gap in Asian American families.

II. MATERIALS

- Grade 11 textbook, Unit 2, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of the generation gap.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Hidden picture

c. Expected outcomes:

- Students can get ready to learn about the generation gap in Asian American families

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Hidden picture</p> <ul style="list-style-type: none"> - Teacher shows the instructions for the game and asks Ss how to play. - Teacher confirms the rules (if necessary). - Ss work in 4 big groups and quickly raise their hands to answer. - Teacher calls the fastest group to answer and gives points for the correct answers. - The winner is the group with the most correct answers. - Teacher congratulates the winner and leads in the new lesson. 	<p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Viet Nam</p> </div> <div style="text-align: center;">  <p>Thailand</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>America</p> </div> <div style="text-align: center;">  <p>Mexico</p> </div> </div>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers ask for and give permission.
- To review expressions to ask for and give permission.

b. Content:

- **Task 1:** Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.25)
- **Task 2:** Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Provide reasons for not giving permission. Use the expressions below to help you. (p.25)

c. Expected outcomes:

- Students can use appropriate language to ask for and give permission in certain situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are</i> 	<p>Answer key 1. D</p>

<p><i>they talking about?</i></p> <ul style="list-style-type: none"> - Teacher has Ss listen and complete the conversation with the expressions from the box. - Teacher checks answers by asking two Ss to read out the conversation. - Teacher has Ss underline expressions used to ask for permission (<i>Can I ...; Is it OK if I ...</i>) and giving permission (<i>Certainly./ I'm afraid not.</i>). - Teacher puts Ss in pairs and has them practise the conversation. 	<p>2. C 3. A 4. B</p>
<p>Useful expressions (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 3 groups: asking for permission, giving permission, and refusing permission. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <p>Asking for permission:</p> <ul style="list-style-type: none"> • <i>(Please) Can I ...?</i> • <i>Do you mind if I (go) ...?</i> • <i>Would you mind if I (went) ...?</i> • <i>Is it OK if I (go) ...?</i> <p>Giving permission:</p> <ul style="list-style-type: none"> • <i>Sure.</i> • <i>Of course you can.</i> • <i>No problem.</i> • <i>Please feel free to ...</i> <p>Refusing permission:</p> <ul style="list-style-type: none"> • <i>I'm afraid not.</i> • <i>No, please don't.</i> • <i>I'm afraid you can't.</i> • <i>I'm sorry, but that's not possible.</i>
<p>Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Provide reasons for not giving permission. Use the expressions below to help you. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read through the situations and check understanding. Ask them if they have been in similar situations and if they have been given permission. - Teacher has Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board. - Teacher goes through the Useful expressions in the box and reminds Ss to use them in their conversations. - In stronger classes, encourage them to be more creative and use a variety of sentence structures. - Teacher has Ss spend a few minutes planning their conversations, e.g. decide how they are going to start each one, whether they are going to give permission and what reasons they are going to give for not giving permission. Then have Ss practise their conversations. - Teacher invites several pairs of Ss to role-play their conversations in front of the class. Praise for good effort, clear pronunciation, and fluent delivery. 	<p><i>Students' answers</i></p>

e. Assessment

- Teacher observes Ss's work and gives feedback.
- Teacher gives a score to evaluate Ss' performance.

3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To help Ss practise the words in meaningful contexts.
- To help Ss relate what they have learnt about the generation gap to real-life situations.

b. Content:

- **Task 1:** Read the text and complete the comparison table below. (p.25)
- **Task 2:** Work in groups. Discuss the following questions. (p.26)

c. Expected outcomes:

- Students understand the details in the text, memorise them and are able to use them in a meaningful context.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Read the text and complete the comparison table below (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about Asian American families, e.g. <i>Who are Asian Americans? (People in the USA who trace their roots in countries in Asia.) What ethnic groups do they come from? Do you think Asian American families are different from American families? What is the difference?</i> - Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What causes the generation gap in these families? What are the parents in these families like? What are the teenagers in these families like?</i> - Teacher puts Ss into pairs. Ask them to read the text about the generation gap in Asian American families and complete the comparison notes. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Teacher checks answers as a class by calling on pairs to write the missing words on the board. - Teacher goes back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. English 2. American traditions 3. native 4. cultural values
Task 2. Work in groups. Discuss the following questions. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss look back at the text and list the information about the <i>conflicts in Asian American families, the parents' points of view; the teenagers' points of view</i> ... - Teacher asks Ss to work in groups and discuss the questions. Walk around and help Ss if necessary. 	<p><i>Students' answers.</i></p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss apply the knowledge to talk about the differences among Asian American children and Asian American parents.

b. Content:

- Talk about the differences among Asian American children and Asian American parents.

c. Expected outcomes:

- Students can talk about the differences among Asian American children and Asian American parents.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Talk about the differences among Asian American children and Asian American parents. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks the students to work in groups and look at the summary about the differences among Asian American children and Asian American parents. - Students use the structures to give opinions and the ideas in the summary to talk about. - Teacher calls some students to present in front of the class. 	<i>Students' answers</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 - Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: The generation gap</p> <p>Lesson 7: Communication and Culture / CLIL</p> <p>*Warm-up Hidden picture</p> <p>* Everyday English</p> <ul style="list-style-type: none"> - Task 1: Listen and complete the conversation. - Task 2: Make similar conversations. <p>* Culture</p> <ul style="list-style-type: none"> - Task 1: Read the text and complete the comparison table. - Task 2. Discuss the following questions. <p>* Extra activity</p> <p>*Homework</p>
--

Date of planning: 06 / 10 / 2024

PERIOD 17:

UNIT 2: THE GENERATION GAP

Lesson 8: Looking back and project

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Review the vocabulary and grammar of Unit 2;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of the generation gap.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can get ready to learn about differences among generations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. <i>cultural values</i> 2. <i>traditional views</i> 3. <i>lifestyle</i> 4. <i>musical tastes</i> 5. <i>career choices</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review contracted or full forms.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review Modal verbs: must, have to, and should.

b. Content:

- **Task 1:** Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs. (p.26)
- **Task 2:** Solve the crossword. Use the words or phrases you have learnt in this unit. (p.27)
- **Task 3:** Choose the correct answers A, B, C or D to complete the following sentences. (p.27)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs. (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to listen and identify the forms: contracted or full forms in each sentence. - Teacher has Ss practise saying these exchanges in pairs paying attention to the contracted forms. - Teacher asks several pairs of Ss to role-play the exchanges in front of the class. Praise for good pronunciation and fluent delivery. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <i>mustn't</i> 2. <i>don't</i> 3. <i>It's</i> 4. <i>I have</i>

Task 2: Solve the crossword. Use the words or phrases you have learnt in this unit. (4 mins)	
<ul style="list-style-type: none"> - Teacher has Ss look at the crossword, and the clues. - Teacher asks Ss to read each clue and focus Ss' attention on the gap in it. - Teacher tells Ss to study the context carefully and decide on the word or phrase to fill in the gap. In weaker classes, brainstorm vocabulary items encountered in the unit and write them on the board for Ss' reference. - Teacher asks Ss to fill in the words/ phrases in the crossword. - Teacher has Ss check their answers in pairs / groups. - Teacher checks answers as a class by asking individual Ss to read the sentences. 	<p>Answer key</p> <p>DOWN</p> <p>1. nuclear</p> <p>2. generation</p> <p>ACROSS</p> <p>3. screen time</p> <p>4. extended</p> <p>5. conflict</p> <p>6. digital native</p>
Task 3: Choose the correct answers A, B, C or D to complete the following sentences.. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read each sentence and choose the correct modal verb to complete it. - Teacher reminds Ss to study the context carefully and decide which option is the correct one. - Check answers as a class by playing the recording. - Teacher asks individual Ss to read the sentences. 	<p>Answer key:</p> <p>1. A</p> <p>2. B</p> <p>3. C</p> <p>4. D</p> <p>5. A</p>

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.

b. Content:

- Presentation of generational differences among us.

c. Expected outcomes:

- Students are able to give an oral presentation about generational differences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Instructions (already given in Lesson 1 – Getting Started)	
<ul style="list-style-type: none"> - T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups. - Ss work in groups and prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of survey results. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment. 	<p><i>Students' preparation</i></p>

Students' presentations at class	
<ul style="list-style-type: none"> - All groups make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<i>Students' presentation</i>

e. Assessment

- T gives comments and feedback to all presentations and awards a prize to the group which has the most votes.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the whole unit.

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 3.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: The generation gap</p> <p>Lesson 8: Looking back and project</p>
<p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none"> - Pronunciation - Vocabulary - Language <p>* Project</p> <p>*Homework</p>

Date of planning: 06 / 10 / 2024

PERIOD 18:

UNIT 3: CITIES OF THE FUTURE

Lesson 1: Getting started – An exhibition of future cities

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Gain an overview about the topic *Cities of the future*;
- Gain vocabulary to talk about cities and smart living;
- Get to know the language aspects: stative verbs in the continuous form and linking verbs.

2. Competences

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities

3. Personal qualities

- Arouse interests in life in cities of the future;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. impact (n)	/ 'ɪmpækt/	the effect or influence that an event, situation etc has on someone or something	ảnh hưởng
2. public transport (n)	/ 'pʌblɪk 'trænsɜ:t/	buses, trains etc that are available for everyone to use	phương tiện công cộng
3. infrastructure (n)	/ 'ɪnfɹə ,strʌktʃə/	the basic systems and structures that a country or organization needs in order to work properly, for example roads, railways, banks etc	cơ sở hạ tầng
4. traffic jam (n)	/ 'træfɪk dʒæm/	a long line of vehicles on a road that cannot move or can only move very slowly	tắc nghẽn giao thông
5. carbon footprint (n)	/ 'kɑ:bən 'fʊt ,prɪnt/	the amount of carbon dioxide that a person or organization produces by the things they do, used as a way of measuring the amount of harm they do to the environment	dấu chân cac-bon

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of an exhibition of future cities;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Hot potato (Revise some of the target words learnt in Unit 2).

c. Expected outcomes:

- Students can revise some target words learnt in Unit 2.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Hot potato - Ss stand in a circle or two rows facing each other and set a time limit for the game. - T throws the ball to one student and has him/her call out one target word or phrase from Unit 2. Then he/she throws the ball to another student, who has to say another target word. - The game continues until the time is up or all Ss have had a chance to say a word or phrase.	Target words in Unit 2 <i>(generation gap, conflict, extended family, nuclear family, characteristic, digital native, argument...)</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.

b. Content:

- Pre-teach vocabulary related to the content of the dialogue.

c. Expected outcomes:

- Students can use key language more appropriately before they read.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	New words: 1. impact (n) 2. public transport (n) 3. infrastructure (n) 4. traffic jam (n) 5. carbon footprint (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to healthy lifestyles.


b. Content:

- Task 1: Listen and read (p.28)
- Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (p.29)
- Task 3. Match the words to make phrases mentioned in 1. (p.29)
- Task 4. Complete the sentences with phrases from 1. (p.29)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Listen and read. (5 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions. - Ss answer the questions in pairs. - Teacher plays the recording twice. Ss listen and read. - Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud. 	 <p>Questions:</p> <ul style="list-style-type: none"> - What can you see in the picture? - How is the city different from that now? - What do you benefit from living in this city? <p>Suggested answers:</p> <ul style="list-style-type: none"> - Tall buildings, roads in the air, flying private vehicles - People travel by flying objects instead of going by car or bus. ... - Life will be more convenient without pollution. ...
<p>Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (5 mins)</p>	

<ul style="list-style-type: none"> - Teacher tells Ss to read the conversation again and work independently to find the answers. - Ss work independently to find the answers. - Teacher has Ss compare the answers in pairs before checking with the whole class. - Teacher checks the answers as a class and gives feedback. 	Answer key: 1. <i>green areas</i> 2. <i>traffic jams</i> 3. <i>technology</i> 4. <i>housing</i>
Task 3. Match the words to make phrases mentioned in 1. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss look at task 3, and ask Ss to do the matching. - Teacher asks Ss to read out the phrases they have found and explain the meaning of them. - Check answers as a class. 	Answer key: 1. <i>public transport</i> 2. <i>private vehicles</i> 3. <i>modern infrastructure</i> 4. <i>high-rise buildings</i> 5. <i>smart city</i>
Task 4. Complete the sentences with phrases from 1. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the three statements. - Teacher asks Ss to complete the sentences, using the correct phrases from the text. - Check answers as a class. 	Answer key: 1. <i>seems a good solution</i> 2. <i>looks beautiful</i> 3. <i>'m thinking of</i>

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practice speaking skills;
- To help Ss imagine their cities of the future.

b. Content:

- Interview

c. Expected outcomes:

- Students can give a short talk about their cities of the future.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Interview <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. Ask them to draw their city of the future. Then, look at the picture and ask each other. - Teacher invites 1 or 2 pairs to come to the stage and do the interview. - Teacher asks other students to listen and give comments. - Teacher gives feedback and gives marks to the students with good performance. 	<i>Students' own creativity.</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about how cities of the future look like.
- Prepare for the project in Lesson 8

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 3: Cities of the future</p> <p style="text-align: center;">Lesson 1: Getting started</p> <p>*Warm-up Hot potato</p> <p>* Vocabulary</p> <ol style="list-style-type: none">1. impact (n)2. public transport (n)3. infrastructure (n)4. traffic jam (n)5. carbon footprint (n) <p>- Task 1: Listen and read. - Task 2. Read the conversation again and complete the notes. - Task 3. Match the words to make phrases mentioned in 1. - Task 4. Complete the sentences with phrases from 1. - Task 5: Interview</p> <p>*Homework</p>
