# UNIT 3: CITIES OF THE FUTURE
## Lesson 2: Language

## I. OBJECTIVES
By the end of this lesson, Ss will be able to:

### 1. Knowledge
 - Use the lexical items related to the topic *cities of the future;*
 - Recognise and practise linking final consonants to initial vowels;
 - Review the use of *stative verbs in the continuous form* and *linking verbs*.

### 2. Core competence
 - Be collaborative and supportive in pair work and team work;
 - Access and consolidate information from a variety of sources;
 - Actively join in class activities.

### 3. Personal qualities
 - Be ready to know more about cities and smart living;
 - Develop self-study skills.

## II. MATERIALS
- Grade 11 textbook, Unit 3, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

| Stative verbs in the continuous form | Linking verbs |
|---|---|
| 1. Describe a state rather than an action<br>- Thoughts and opinions (agree, believe, remember, think, understand)<br>- Feelings and emotions (hate, love, prefer)<br>- Sense (appear, feel, look, see, seem, smell, taste)<br>- Possession (belong, have, own)<br>2. Stative verbs are not normally used in the continuous form. However, some stative verbs can be used in the continuous form to describe actions, depending on the context.<br>Eg: My dad **has** a new car.<br>　　He **is having** a good time. | 1. Link the subject with an adjective or a noun that describes or identifies the subject.<br>2. Common linking verbs: be, seem, look, become, appear, sound, taste, smell |

**Assumption**

| Anticipated difficulties | Solutions |
|---|---|
| Students are reluctant to work in groups. | - Encourage students to work in pairs and in groups so that they can help each other.<br>- Provide feedback and help if necessary. |
| Students may lack vocabulary to deliver a speech | - Explain expectations for each task in detail.<br>- Continue to explain task expectations in small chunks (before every activity).<br>- Provide vocabulary and useful language before assigning tasks<br>- 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 cities and smart living;

- To enhance students' skills of cooperating with teammates.

**b. Content:**

**-** Put the pieces of paper together into a picture of cities and smart living

**c. Expected outcomes:**

**-** Students can learn new vocabulary related to smart cities.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Put pieces of paper together**<br>- Ss work in 4 groups. Each group is given some pieces of paper.<br>- Ss have to put the pieces of paper together into a picture and give it a name<br>- The group that has the picture in the shortest time and a relevant name is the winner. | **Suggested answers:**<br> |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION** (12 mins)

**a. Objectives:**

- To help Ss recognise and practise linking between a final consonant and an initial vowel.

**b. Content:**

**- Task 1:** Listen and repeat. Pay attention to the linking between the words in the sentences. (p.29)

**- Task 2:** Listen and mark the consonant and vowel sounds that are linked. Then practice saying the sentences. (p.29)

**c. Expected outcomes:**

- Students can correctly pronounce the linking between a final consonant and an initial vowel.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Task 1: Listen and repeat. Pay attention to the linking between the words in the sentences.** (7 mins) ||
| - Teacher explains the importance of linking words in spoken English. <br> - Teacher explains that the linking is already marked, and asks Ss to read the sentences first and say which sounds are linked. <br> - Teacher plays the recording and asks Ss to listen and repeat. Tell them to pay attention to linked sounds. <br> - Teacher asks Ss to practice reading the sentences aloud in pairs. | **Notes:** <br> *- When we speak naturally, we don't pause between most words. We usually link the end and beginning of some words so that they are easy to say and flow together smoothly.* <br> *- Consonant-to-vowel is very common and occurs between a word ending with a consonant sound and a word beginning with a vowel sound.* |
| **Task 2: Listen and mark the consonant and vowel sounds that are linked. Then practise saying the sentences.** (5 mins) ||
| - Ask Ss to read the sentences and put a mark between the sounds they think are linked when speaking. <br> - Play the recording and have Ss check their answers. <br> - Play the recording again, pausing after each sentence, for Ss to repeat. Then say the linked words for Ss to check their answers. | *Answer key:* <br> 1. Traffic jams are the city's biggest problem, especially during rush hour. <br> 2. This is the most beautiful city I've ever visited. <br> 3. Would you like a guided tour of the city this afternoon? <br> 4. The Fine Art Museum was built in the new urban area last year. |

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.

- Students in class listen and give feedback on their friends' performance.

**3. ACTIVITY 2: VOCABULARY** (12 mins)

**a. Objectives:**

- To introduce words / phrases related to cities and architecture.

- To help Ss practise the words in meaningful contexts.

**b. Content:**

- **Task 1:** Match the words and phrases with their meanings. (p.30)

- **Task 2.** Complete the sentences using the correct forms of the words and phrases in 1. (p.30)

**c. Expected outcomes:**

- Students understand the meaning of words, memorise them and are able to use them in a meaningful context.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Task 1. Match the words and phrases with their meanings.** (6 mins) | |
| - Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings.<br>- Check answers as a class. Call on one student to read an item aloud and another student to read its meaning.<br>- Check answers as a class. | *Answer key:*<br>1. c<br>2. d<br>3. e<br>4. a<br>5. b |
| **Task 2. Complete the sentences using the correct forms of the words and phrases in 1.** (6 mins) | |
| - T has Ss work in pairs, tells them to read the sentences carefully and decide which word and phrase in 1 can be used to complete each of the sentences. T explains that they should use the context clues to decide on the word / phrase, e.g. in the first sentence, the gapped word is about the facilities needed for a city to run smoothly.<br>- Check answers as a class. Have Ss call out the word and phrase they have used in each sentence first.<br>- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word / phrase by referring to the context clues.<br>- Ask individual Ss to read the complete sentences.<br>**- Extension:** *Have Ss make more sentences using the words and phrases they have learnt. In stronger classes, divide the class into teams and give each team five minutes to write as many sentences as they can. Make sure there is at least one sentence with each word or phrase. Ask teams to read them and give a point for each correct sentence. The team with the most points is the winner.* | *Answer key:*<br>1. Traffic jam<br>2. city dwellers<br>3. roof gardens<br>4. skyscraper<br>5. urban centres |

**e. Assessment**

- Teacher observes Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: GRAMMAR** (13 mins)

**a. Objectives:**

- To give Ss an opportunity to practise stative verbs in the continuous form and linking verbs.
- To help Ss practise stative verbs in the continuous form and linking verbs in a speaking activity.

**b. Content:**

- Task 1: Choose the correct forms of the verbs to complete the following sentences. (p.30)
- Task 2: Find and correct the mistakes in the following sentences. (p.30)
- Task 3: Work in pairs. Talk about future developments in your neighbourhood. Use stative verbs in continuous form and linking verbs. (p.31)

**c. Expected outcomes:**

- Students know how to use the stative verbs in the continuous form and linking verbs.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Task 1. Choose the correct forms of the verbs to complete the following sentences.** (4 mins) | |
| - Tell Ss to read the explanations in the *Remember!* box on page 30. Check understanding of the grammar point by asking questions and eliciting what stative verbs are and in which situation they can be used in the continuous form.<br>- In weaker classes, give more examples to make sure Ss understand the use of stative verbs,<br>Eg: I see no problems.<br>   *vs* I'm seeing my friend tonight.<br>   This cake tastes delicious.<br>   *vs* The cook is tasting the soup now.<br>- In stronger classes, have Ss come up with their own example sentences.<br>- Ask Ss to work in pairs or individually to choose the correct form of the verb in each sentence. Explain that they can use the context clues to decide on the correct tense form of the verb, e.g. the first sentence expresses an opinion so we can't use the continuous form.<br>- Check answers as a class and ask Ss to explain their choices | *Answer key:*<br>1. think<br>2. are thinking<br>3. don't see |
| **Task 2. Find and correct the mistakes in the following sentences.** (5 mins) | |
| - Ask Ss to read the explanation and examples in the Remember! box on page 30. Check their understanding of the grammar point by asking questions, e.g. *What are linking verbs? When do we use them? - What goes after a linking verb?*<br>- In weaker classes, give more examples to make sure Ss understand the use of linking verbs, *e.g. The perfume smells nice. The cake tastes delicious. He appears/seems like a nice person.*<br>- In stronger classes, have Ss come up with their own example sentences using linking verbs. Ask Ss if linking verbs can be stative verbs (yes, some verbs such as be, look, smell, taste, and sound are both linking and stative verbs).<br>- Ask Ss to work independently to find and correct the mistakes in the sentences.<br>- Have Ss work in pairs to compare their answers.<br>- Check answers as a class by having individual Ss read out the sentences or write them on the board. | *Key:*<br>1. The urban lifestyle seems more **exciting** to young people.<br>2. The museum building looks **beautiful** from a distance.<br>3. Widening the road sounds a good **solution** to traffic problems in this area. |
| **Task 3: Work in pairs. Talk about future developments in your neighbourhood. Use stative verbs in continuous form and linking verbs.** (4 mins) | |
| - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do.In weaker classes, model a short conversation with a student.<br>- Have Ss first brainstorm ideas for future developments in their neighbourhoods, and write them down as prompts, e.g. building a new road, designing more green spaces, creating more walking and cycle paths, building a new shopping centre.<br>- Put Ss in pairs and have them talk about their neighbourhoods, using stative verbs in the continuous form and linking verbs.<br>- Invite some Ss to report back to the class. | *Student's creativity* |

#### 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 3. Reading.

**Board Plan**

*Date of teaching*
**Unit 3: Cities of the future**
**Lesson 2: Language**

**\*Warm-up**
Put pieces of paper together

**\* Pronunciation**
- Task 1: Listen and repeat.
- Task 2: Listen and mark the consonant and vowel sounds that are linked.

**\* Vocabulary**
- Task 1: Match the words and phrases with their meanings.
- Task 2: Complete the sentences.

**\* Grammar**
- Task 1: Choose the correct forms.
- Task 2: Find and correct the mistakes in the sentences.
- Task 3: Talk about future developments in your neighbourhood.

**\*Homework**

# UNIT 1: CITIES OF THE FUTURE
## Lesson 3: Reading – Characteristics of future cities

## I. OBJECTIVES
By the end of this lesson, Ss will be able to:

### 1. Knowledge
- Develop reading skills for general ideas and for specific information about characteristics of future cities.

### 2. Competences
- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

### 3. Personal qualities
- Activate Ss' background knowledge about characteristics of future cities;
- Develop self-study skills.

## II. MATERIALS
- Grade 11 textbook, Unit 3, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|---|---|---|---|
| 1. sustainable (adj) | /səˈsteɪ.nə.bl̩/ | involving the use of natural products and energy in a way that does not harm the environment | bền vững |
| 2. to operate (v) | /ˈɒp.ər.eɪt/ | to work in a particular way | hoạt động |
| 3. efficient (adj) | /ɪˈfɪʃənt/ | working well without wasting time, money, or energy | có hiệu quả |

| 4. renewable (adj) | /rɪˈnjuːəbəl/ | of energy and natural resources that is replaced naturally or controlled carefully and can therefore be used without the risk of using it all up | có thể hồi phục |
|---|---|---|---|
| 5. pedestrian zone (n) | /pəˈdɛstrɪən zəʊn/ | an area that has been concerted for the use of pedestrians only, by excluding all motor. | khu vực dành cho người đi bộ |
| 6. livable/liveable (adj) | /ˈlɪv.ə.bḷ/ | fit to live in | đáng sống |

**Assumption**

| Anticipated difficulties | Solutions |
|---|---|
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if necessary). <br> - Create a comfortable and encouraging environment for students to speak. <br> - Encourage students to work in pairs, in groups so that they can help each other. <br> - Provide feedback and help if necessary. |

## III. PROCEDURES

**1. WARM-UP** (5 mins)

**a. Objectives:**

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

**b. Content:**

**-** Kim's game

**c. Expected outcomes:**

**-** Students can find out all the words as well as the key word based on the definitions given by the teacher.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Kim's game** | |

| | |
|---|---|
| - Ss work in two teams. Try to remember the things on screen without writing.<br>- After that, Ss have 20 seconds to go to the board and write all the words (name of the things).<br>- The team with more correct words is the winner. | <br><br>**Suggested answers:**<br>1. tall buildings<br>2. No pollution<br>3. computers/robots<br>4. No traffic jam/congestion |

### e. Assessment
- Teacher observes the groups, gives feedback.

## 2. ACTIVITY 1: PRE-READING (9 mins)
### a. Objectives:
- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
### b. Content:
- Lead-in activity (Task 1)
- Vocabulary pre-teaching
### c. Expected outcomes:
- Students can use key language more appropriately before they read.
### d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Task 1. Work in groups. Discuss the questions.** (4 mins) | |
| - Ask Ss to work in groups of three or four to discuss the questions. Have Ss look at the pictures and elicit questions such as What do you see in the picture? What is the city like? And then lead into the topic of the lesson.<br><br>- Encourage Ss to come up with their own ideas. Focus on the two main characteristics of future cities (smart and sustainable).<br><br>- In weaker classes, write some prompts on the board for Ss to think about, e.g. population, transport, architecture. Ask questions related to each one, e.g. Population: Do you think cities will be larger and more crowded? Transport: Do you think there will be more cars? Will people walk or ride bicycles? Will there be flying vehicles? Architecture: Do you think all buildings will be skyscrapers?<br><br>- Invite some groups to share their ideas with the class. | **Questions:**<br>*1. What will future cities look like?*<br>*2. Do you think they will be 'smarter' and more sustainable? Why/Why not?* |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary.<br>- Teacher explains the meaning of the new vocabulary by pictures. | **New words:**<br>1. sustainable (adj) |

| | |
|---|---|
| - Teacher checks students' understanding with the "Rub out and remember" technique. | 2. to operate (v) |
| | 3. efficient (adj) |
| - Teacher reveals that these six words will appear in the reading text and asks students to open their textbook to discover further. | 4. renewable (adj) |
| | 5. pedestrian zone (n) |
| | 6. livable/liveable (adj) |

**e. Assessment**

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

**3. ACTIVITY 2: WHILE-READING** (20 mins)

**a. Objectives:**

- To help Ss practise guessing the meaning of words from context;
- To develop reading skills for general information about future cities
- To develop reading skills for specific information about future cities

**b. Content:**

- Task 2. Read the article. Circle the correct meanings of the highlighted words and phrases. (p.31)
- Task 3. Read the article again and decide whether the statements are true (T) of false (F) (p.32)
- Task 4. Read the article again and complete the diagram with information from the text. Use no more than TWO words for each answer. (p.32)

**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 |
|---|---|
| **Task 2. Read the article. Circle the correct meanings of the highlighted words and phrases.** (6 mins) | |
| - Ask Ss to read the whole text once to get an overall idea.<br><br>- T then has Ss focus on the highlighted words, looking for context clues in the text and working out the correct meaning.<br><br>- Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary.<br><br>- Have Ss to discuss the context clues option and compare answers in small groups.<br><br>- Check answers as a class by inviting Ss to write them on the board. | **Answer key:**<br>*1. A*<br>*2. A*<br>*3. C*<br>*4. B* |
| **Task 3. Read the article again and decide whether the statements are true (T) of false (F).** (7 mins) | |
| - T asks Ss to read the statements and checks comprehension.<br><br>- Remind Ss that the statements may include paraphrased information so they should look for synonyms or words with similar meaning. | **Answer key:**<br>*1. F*<br>*2. T*<br>*3. T*<br>*4. F* |

| | |
|---|---|
| - Tell Ss to read through the text to locate information related to each statement, then read again, but this time paying attention only to the parts of the text that contain the answers.<br><br>- Check answers as a class. In stronger classes, have Ss correct the false statements in pairs. Write them on the board. | |

**Task 4. Read the article again and complete the diagram with information from the text. Use no more than TWO words for each answer.** (7 mins)

| | |
|---|---|
| - T asks Ss to read the points in the diagram using the information in the text. Focus their attention on the gaps and explain they only need two words for each gap.<br><br>- Tell Ss to read through the text to locate sentences containing the answers.<br><br>- Have Ss work in pairs or groups to compare answers.<br><br>- Check answers as a class. In stronger classes, ask Ss to explain the context clues they used for each answer. For example, in the first sentence the missing information is a verb which expresses the purpose of the modern technology used in the city, so the answer is 'support'.<br><br>**Extension**: Ask Ss to close their books. Choose three sentences from the text and write them on the board. Have Ss read them aloud several times. Then erase two or three words from each sentence and have Ss say them again, including the missing words. Erase more words and repeat until Ss are saying the full sentences from an almost empty board. | **Answer key:**<br>*1. support*<br>*2. operate*<br>*3. green space*<br>*4. infrastructure* |

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

## 4. ACTIVITY 3: POST-READING (8 mins)

### a. Objectives:
- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language**.**

### b. Content:
- Discussion: *Would you like to live in a smart and sustainable city? Why/Why not?*

### c. Expected outcomes:
- Students can use the language and ideas from the unit to reflect on their own lifestyle.

### d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| Task 5. Discussion | *Suggested answers:* |

| - T asks Ss to review the text quickly to get the ideas for their answers. In strong classes, have Ss explain their answers with other ideas that they may come up with. <br><br> - Encourage Ss to explain their answers using as many reasons as possible. <br><br> - Invite some Ss from different groups to give their answers to the class. | *1. I would like to live in a smart city because of its modern infrastructure. As a person who has a great interest in technology, I'd love to see how smart technologies are used in a smart city and how they can make city dwellers' life better.* <br><br> *2. I wouldn't want to live in a smart city because life will become very expensive. I think using technological advances will also increase the taxes in smart cities and people won't be able to afford some services. In addition, buying your own home or renting a place will become very expensive.* |
|---|---|

### 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 the smart and sustainable city you would like to live in.

- Do exercises in the workbook.

- Prepare for the next lesson – Speaking.


## Board Plan

| |
|---|
| *Date of teaching* <br> **Unit 3: Cities of the future** <br> **Lesson 3: Reading – Characteristics of future cities** <br> **\*Warm-up** <br> **\* Vocabulary** <br> 1. sustainable (adj) <br> 2. to operate (v) <br> 3. efficient (adj) <br> 4. renewable (adj) <br> 5.  pedestrian zone (n) <br> 6. livable/liveable (adj) <br> - Task 1. Discuss the questions. <br> - Task 2. Read the article. Circle the correct meanings of the highlighted words and phrases. <br> - Task 3. True or false. <br> - Task 4. Complete the diagram. <br> - Task 5: Discussion <br><br> **\*Homework** |

# UNIT 3: CITIES OF THE FUTURE
## Lesson 4: Speaking – Discussing cities of the future

## I. OBJECTIVES

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

### 1. Knowledge
- Gain an overview about how to discuss different features of future cities;
- Memorize vocabulary to talk about different features of future cities.

### 2. Competences
- Gain some language expressions to talk about different features of future cities;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

### 3. Personal qualities
- Acknowledge and be able to talk about different features of future cities;
- Develop self-study skills;
- Actively join in class activities.

## II. MATERIALS
- Grade 11 textbook, Unit 3, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

| Form | Pronunciation | Meaning |
|---|---|---|
| 1. environment (n) | /ɪnˈvaɪrənmənt/ | the natural world in which people, animals and plants live |
| 2. private vehicle (n) | /ˈpraɪvət ˈviːəkl/ | any vehicle that is used primarily for the private purpose of the person who owns it |
| 3. public transport (n) | /ˌpʌblɪk ˈtrænspɔːt/ | the system of buses, trains, etc. provided by the government or by companies, which people use to travel from one place to another |
| 4. infrastructure (n) | /ˈɪnfrəstrʌktʃə(r)/ | the basic systems and services that are necessary for a country or an organization to |

| | | run smoothly, for example buildings, transport and water and power supplies |
|---|---|---|
| 5. eco-friendly (adj) | /ˌiːkəʊ ˈfrendli/ | not harmful to the environment |
| 6. sensor technology (n) | /ˈsensə(r) tekˈnɒlədʒi/ | a technology that uses sensors to acquire information by detecting the physical, chemical, or biological property quantities and convert them into readable signal. |

**Assumption**

| Anticipated difficulties | Solutions |
|---|---|
| Students may lack more vocabulary to deliver a speech. | - Provide vocabulary and useful language if necessary.<br>- Encourage students to work in groups so that they can help each other.<br>- Give short, clear instructions and help if necessary. |

## III. PROCEDURES

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on different features of future cities;

- To set the context for the speaking part;

- To help Ss warm up and get ready for the lesson by watching a video.

**b. Content:**

**-** Watch a video about some features of future cities.

**c. Expected outcomes:**

**-** Students feel excited about the new lesson.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Watch a video**<br><br>Teacher plays the video and asks Ss some questions.<br>*- Are there any differences between life in the video with that of ours?*<br>*- Do you like living there?* | Link:<br>https://youtube.com/watch?v=m1z1rAC7nBs&feature=share |

**e. Assessment**

- Teacher listens, collects their answers and gives feedback.

**2. ACTIVITY 1: CONTROLLED PRACTICE** (15 mins)

**a. Objectives:**

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

- To introduce more ideas for the main speaking task and get Ss involved in the lesson.
- To provide a model conversation in which speakers discuss one aspect of future cities and practise using Wh-questions to keep the conversation going.

**b. Content:**

- Revise vocabulary related to the content of the lesson

- Task 1: Work in pairs. Complete the diagram with the ideas below. (p. 32)

- Task 2: Match the questions with the answers to make a conversation. Then practice it in pairs. (p.33)

**c. Expected outcomes:**

- Students can use key language more appropriately when they speak;

- Students have an overview on how to talk about different features of future cities.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Vocabulary revision** (5 mins) | |
| - Teacher writes words on the board<br>- Teacher checks students' understanding with the "Rub out and remember" technique.<br>- Teacher asks Ss to take notes on their notebooks. | **New words:**<br>1. environment (n)<br>2. private vehicles (n)<br>3. public transport (n)<br>4. infrastructure (n)<br>5. eco-friendly (adj)<br>6. sensor technology (n) |
| **Task 1. Work in pairs. Complete the diagram with the ideas below.** (4 mins) | |
| - Ask Ss to work in pairs and decide which of the ideas are related to each aspect of cities in the future (Transport, Infrastructure and Living conditions) by putting the statements in the appropriate blanks.<br><br>- Have Ss read the three statements and the text in the diagram. Check understanding of more difficult words and phrases.<br><br>- Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers. | **Answer key:**<br>*1. B    2. C    3. A* |
| **Task 2. Match the questions with the answers to make a conversation. Then practice it in pairs.** (6 mins) | |
| - T explains that these three questions and answers are based on a feature in 1 (transport). Point out that the idea is further developed by using Wh-questions.<br><br>- Tell Ss to read the questions carefully and check understanding before they do the matching.<br><br>- Call on some Ss to read the questions and answers to the class. | **Suggested answers:**<br>*1. B*<br>*2. C*<br>*3. A* |

| - Further explain the use of Wh-questions to keep the conversation going and encourage Ss to use them while making conversations. | |
|---|---|

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.

## 3. ACTIVITY 2: LESS CONTROLLED PRACTICE (7 mins)

**a. Objectives:**

- To help Ss discuss the future cities and keep a conversation going by using *Wh*-questions

- To give Ss an opportunity to practise discussing features of future cities

**b. Content:**

- Task 3. Work in pairs. Ask and answer questions about one of the features of future cities in

1. Use the model and the tips in 2 to help you. (p.33)

**c. Expected outcomes:**

- Students know how to discuss what the cities of the future will be like with the help of Wh-questions.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Task 3. Work in pairs. Ask and answer questions about one of the features of future cities in 1. Use the model and the tips in 2 to help you.** (7 mins) | |
| - T keeps Ss in pairs to talk about the features of future cities.<br><br>- Remind Ss to use the model conversation and the tips in 2.<br><br>- Note that Ss can choose one aspect in 1 (transport, infrastructure or living conditions) to make their conversation.<br><br>- Invite some pairs to role-play their conversation in front of the class.<br><br>- Praise for interesting answers and fluent delivery<br><br>**Extension:** In stronger classes, encourage Ss to expand the conversation by using their own ideas or elaborate more based on the ideas given. | **Suggested answers:**<br>*A: How will city dwellers' life be like in the future?*<br>*B: Well, I think people's lives will be easier because AI technologies will help them do many daily activities.*<br>*A: So, what kinds of activities can be done by AI technologies?*<br>*B: Robots can help people do household chores and smart sensors can inform people of possible congestion in the street. It really saves people time and money.*<br>*A: That's great.* |

**e. Assessment**

- Teacher's observation on Ss' performance.

- Teacher's feedback and peers' feedback.

## 4. ACTIVITY 3: FREE PRACTICE (15 mins)

**a. Objectives:**

- To strengthen students' understanding about the language use in discussing cities of the future;

- To help some students enhance presentation skills;

- To practise team working;

**b. Content:**

- Task 4. Work in groups. Discuss what the cities of the future will be like and present your groups' ideas to the whole class. (p.33)

- Further practice: Students discuss which features of future cities they like best.

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to express their ideas.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| **Task 4. Work in groups. Discuss what the cities of the future will be like and present your groups' ideas to the whole class.** (7 mins) | |
| - Ask Ss to work in groups and discuss what future cities will be like.<br><br>- Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to come up with their own ideas.<br><br>- Call on some groups to present their ideas to the class. | *Students' practice* |
| **Further practice** (8 mins) | |
| - T asks Ss to work in pairs and talk about the features that they like most about the future cities.<br>- T invites some pairs to present.<br>- T gives feedback and gives marks to Ss' performance. | *Students' practice.* |

**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 the next lesson – Listening.

**Board Plan**

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|---|
| *Date of teaching*<br>**Unit 3: Cities of the future**<br>**Lesson 4: Speaking – Discussing the cities of the future**<br><br>**\*Warm-up**<br>Watch a video<br>**\* Vocabulary**<br>- Task 1. Complete the diagram with the ideas below<br>- Task 2. Match the questions with the answers to make a conversation.<br>- Task 3. Ask and answer questions about one of the features of future cities. |

- Task 4. Presentation
- Further practice

**\*Homework**