

Date of planning: 20/ 10 / 2024

PERIOD 22:

UNIT 3: CITIES OF THE FUTURE

Lesson 5: Listening – Living in a smart city

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about living in a smart city;
- Memorize vocabulary to talk about a smart city.

2. Competences

- Develop listening skills: listening for the main idea and listening for specific details about living in a smart city

- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

Form	Pronunciation
1. to interact (v)	/ ,ɪn.tə' rækt/
2. privacy (n)	/'prɪvəsi/
3. sense of community (n)	/sens əv kə' mju:.nə.ti/
4. neighbourhood (n)	/'neɪbəhʊd/

Assumption

Anticipated difficulties	Solutions

Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on smart cities;
- To set the context for the listening part;

b. Content:

- Game: Excellent memory

c. Expected outcomes:

- Students gain knowledge on the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Excellent memory</p> <ul style="list-style-type: none"> - Ss look at the picture for 20 seconds. Try to remember all the smart city components. - Teacher divides the class into 2 teams. Call one student from each team to say the component, then call another student from the other team. Game ends when students can't give more answers. - After the game, the team with the higher point is the winner. - Teacher leads in the lesson. 	<p>SMART CITY COMPONENTS</p>

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-LISTENING (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:

- Task 1: Match the words and phrase with their meanings.

c. Expected outcomes:

- Students are able to understand the meaning and know how to pronounce some words from the recording that they will listen to later.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words and phrase with their meanings. (9 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary by showing pictures, actions, synonyms,... to get Ss to prepare for Task 1. - Write 'Living in a smart city' and elaborate with questions, <i>e.g, Do any of you live in a smart city? If not, Have you heard of it? Can you name something that you can see in a smart city?,...</i> - Introduce the topic of the lesson and ask Ss to read the words and match them with the meanings. - Call on some Ss to give their answers to the class. <p>Extension: In stronger classes, encourage Ss to make more sentences with the words in different contexts to make sure they understand the meaning of the words and phrases before moving to the next activities.</p>	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. to interact (v) 2. privacy (n) 3. sense of community (n) 4. neighbourhood (n) <p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. d 3. b 4. a

e. Assessment

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

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea about living in a smart city
- To help Ss practise listening for specific information about living in a smart city
- To provide Ss with some basic information about smart cities.

b. Content:

- Task 2. Listen to an interview and choose the correct answers A, B, or C (p.33)
- Task 3. Listen to the interview again and complete the table. Use no more than THREE words for each answer. (p.33)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Listen to an interview and choose the correct answers A, B, or C. (6 mins)	
<ul style="list-style-type: none"> - T tells Ss that they're going to listen to an interview with Ms Stevens, a smart city dweller. - Have Ss read the questions and answer choices, and check comprehension. Elicit or explain any unfamiliar or difficult words. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A 3. A

<ul style="list-style-type: none"> - Play the recording and have Ss do the activity. Check answers as a class. In stronger classes, ask Ss to explain their choices. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the correct information. 	
<p>Task 3. Listen to the interview again and complete the table. Use no more than THREE words for each answer. (7 mins)</p>	
<ul style="list-style-type: none"> - T asks Ss to read the text in the table. Make sure they understand they need to write no more than 3 words in each gap. - Encourage them to guess what part of speech might fit each gap, e.g. 1. N, 2. N, 3. V, 4. N - Play the recording once (twice in weaker classes) for Ss to complete the table. - Ask ss to work with a partner to compare their answers. - Check answers by calling on some Ss to write their answers on the board or read them aloud. - Play the recording again if many Ss have incorrect answers, pausing at places where they can get the correct information. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. right to privacy 2. smart technologies 3. interact 4. sense of community

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To check students’ understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Group discussion: Disadvantages of living in a smart city

c. Expected outcomes:

- Students can use the language and ideas from the unit to understand more about living in smart cities.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 4. Work in groups. Discuss the following questions. (7 mins) Do you agree with Ms Stevens? Which of the disadvantages she mentioned do you think is the most serious? Why?</p>	
<ul style="list-style-type: none"> - T asks some lead-in questions to see whether Ss agree with Ms Stevens’ opinions about living in a smart city. E.g: <i>Do you agree with Ms Stevens about the advantages of living in a smart city? Is the problem of privacy serious? Do you think the sense of community is important? ...</i> 	<p>Suggested answers: <i>In our group, we all agree with Ms Stevens. She mentioned a lack of privacy, collecting personal information by technological companies, difficulties with setting up smart household</i></p>

<ul style="list-style-type: none"> - Put Ss into groups to discuss which of the disadvantages, in their opinion, is the most serious and explain why. - Remind Ss that they can use the ideas from the listening. In stronger classes, encourage them to come up with their own ideas to support their opinion. - Invite some groups of Ss to present their ideas to the class. 	<p><i>appliances and a lack of sense of community. We all think the lack of the sense of community is the most serious problem for city dwellers. They will feel lonely and isolated when there is no interaction among them. This can also lead to health problems, especially for old people.</i></p>
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e. Assessment

- Teacher observes Ss' performance, provides help if necessary.
- 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 –Writing.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 3: Cities of the future</p> <p>Lesson 5: Listening – Living in a smart city</p> <p>*Warm-up Excellent memory</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. to interact (v) 2. privacy (n) 3. sense of community (n) 4. neighbourhood (n) <ul style="list-style-type: none"> - Task 1. Match the words and phrases with their meanings. - Task 2. Listen to an interview and choose the correct answers A, B, or C. - Task 3. Complete the table. - Task 4: Discuss the questions. <p>*Homework</p>
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Date of planning: 20/ 10 / 2024

PERIOD 23:

UNIT 3: CITIES OF THE FUTURE

Lesson 6: Writing

An article about the advantages and disadvantages of living in a smart city

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write an article about advantages and disadvantages of living in a smart city;
- Apply structures to express suggestions, invitation or acceptance.

2. Competences

- Develop writing skills in terms of vocabulary, grammar, coherence and cohesion.
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Be polite and clear when writing an article;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> - Guide students to make an outline before they write. - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' ideas about living in a smart city;
- To set the context for the writing part;

b. Content:

- Story starters

c. Expected outcomes:

- Students brainstorm some advantages or disadvantages of living in a smart city.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Story starters T asks Ss to work in groups of 8 students. The first student of each group starts with: "I like living in a smart city." or "I don't like living in a smart city." Then the next student continues by saying one sentence about the reason...	<i>Students' creativity</i>

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-WRITING (12 mins)

a. Objectives:

- To help students develop ideas for their writing
- To familiarise Ss with the structure and language of an article.

b. Content:

- Task 1. Read the following ideas and decide whether they are advantages or disadvantages of living in a smart city. Tick the appropriate box. (p.34)
- Task 2. Read the article below and match its parts with the correct descriptions (p. 34)

c. Expected outcomes:

- Students are able to get some ideas about advantages and disadvantages of living in a smart city.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Read the following ideas and decide whether they are advantages or disadvantages of living in a smart city. Tick the appropriate box. (5 mins)	
<ul style="list-style-type: none"> - T asks Ss questions to recall ideas from the listening and elicit the topic of the writing, e.g. <i>Does Ms Stevens like living in a smart city? What disadvantages does she mention? Does she mention any advantages?</i> - Put Ss into pairs. Ask them to read the statements and decide whether they describe advantages or disadvantages of living in a smart city. - Check answers as a class by asking individual Ss to read the statements and say why they are advantages or disadvantages, e.g. <i>Statement 1 explains how people's lives will become easier – by reducing household chores – so this is an advantage.</i> 	Answer key: <i>Advantages: 1, 4, 5</i> <i>Disadvantages: 2, 3, 6</i>
Task 2. Read the article below and match its parts with the correct descriptions. (7 mins)	
<ul style="list-style-type: none"> - T asks Ss to read the model article and checks understanding of the vocabulary. - Have Ss match its parts with the descriptions individually. - Put Ss in pairs and ask them to discuss and compare their answers in pairs. - Call on some Ss to read their answers to the class and confirm the correct answers. 	Answer key: 2. A 1. B 3-4. C

<p>- To check understanding of the structure and language of the article, ask questions, such as <i>What does the writer include in the introduction? What kind of question does she use to introduce the topic? (Rhetorical question) What expression does she use to introduce the disadvantages? How many body paragraphs does the article include? What does each paragraph present? What does the conclusion include?</i></p>	<p>5. D</p>
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e. Assessment

- Teacher observes Ss' work and gives feedback.

3. ACTIVITY 2: WHILE-WRITING (15 mins)

a. Objectives:

- To help Ss practise using common structures in an article;
- To help Ss write a complete article about advantages and disadvantages

b. Content:

- Task 3. Write an article (120-150 words) about other advantages and disadvantages of living in a smart city. Use the suggested ideas in 1, the sample in 2, and the outline below to help you. (p.35)

c. Expected outcomes:

- Students can write a complete article based on the suggested ideas and given outline in which the language is clear, short and simple

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3. Write an article (120-150 words) about other advantages and disadvantages of living in a smart city. Use the suggested ideas in 1, the sample in 2, and the outline below to help you.</p>	
<ul style="list-style-type: none"> - T explains the writing task. Go through the outline and recap the structure of an article. - Have Ss work individually and write their articles based on the ideas in the unit and the outline given. Walk round the class and offer help. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions. - Collect Ss' writings and provide written feedback in the next lesson. 	<p>Suggested answer:</p> <p><i>Smart cities are built on new technologies to improve people's lives. The idea of living in one of them sounds very exciting. But is a life controlled by smart technologies good or bad for us?</i></p> <p><i>Let's start with the advantages. Living in a smart city can reduce the negative impact on the environment. Future smart cities will be built in new urban areas with a lot of green space. City dwellers will also care more about the environment, so they will try to find ways to make their cities greener and more sustainable, for example, by growing vegetables in their roof gardens.</i></p> <p><i>What about the disadvantages? Smart cities can also affect people's private lives. When cameras are installed for security purposes, city dwellers will lose their right to privacy. They may think that someone is watching them all the time, and feel uncomfortable.</i></p> <p><i>In conclusion, there are both advantages and disadvantages of living in a smart city. In my opinion, the benefits are greater, and people will find a way to adapt to the new lifestyle and overcome the challenges.</i></p>

e. Assessment

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

4. ACTIVITY 3: POST-WRITING (10 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
CROSS-CHECKING <ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects the whole class without nominating the Ss' names. 	Writing rubric <ol style="list-style-type: none"> 1. <i>Organisation: .../10</i> 2. <i>Legibility: .../10</i> 3. <i>Ideas: .../10</i> 4. <i>Word choice: .../10</i> 5. <i>Grammar usage: .../10</i> <p><i>TOTAL: .../50</i></p>

e. Assessment

- Teacher observes Ss' performance, provides help if necessary.
- 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 – Communication and Culture.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 3: Cities of the future</p> <p>Lesson 6: Writing</p>
<ul style="list-style-type: none"> - Task 1. Read the ideas and tick the appropriate box. <p>* Useful expressions</p> <ul style="list-style-type: none"> - Task 2. Read the article below and match its parts with the correct descriptions

- Task 3. Write about advantages and disadvantages of living in a smart city.

* **Cross-checking**

* **Homework**

Date of planning: 20/ 10 / 2024

PERIOD 24:

UNIT 3: CITIES OF THE FUTURE

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary related to the topic of the unit;
- Understand more about technologies in the smart cities;
- Review expressions of certainty and uncertainty.

2. Core competence

- Be able to express certainty or uncertainty;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Feel confident to express certainty and uncertainty;
- Try their best to own the latest technologies in the future.

II. MATERIALS

- Grade 11 textbook, Unit 3, Communication and Culture
- 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 future cities.
- To enhance students' skills of cooperating with teammates.


b. Content:

- Small game: Things of the future

c. Expected outcomes:

- Students can get ready to learn more about technologies used in smart cities

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>THINGS OF THE FUTURE</p> <ul style="list-style-type: none"> - T shows some pictures on the screen and asks Ss some questions: + Have you seen these things in real life? + Guess what they are. + Which one would you like to own in the future? 	 <p>1. plane 2. watch 3. motor 4. phone</p>

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 express certainty and uncertainty.
- To review expressions for certainty and uncertainty.

b. Content:

- **Task 1:** Listen and complete the conversations with the expressions in the box. Then practice it in pairs (p.35)
- **Task 2:** Work in pairs. Use the models in 1 to make similar conversations about these predictions for the future. One of you is Student A, the other is Student B. Use the expressions below to help you. (p.35)

c. Expected outcomes:

- Students can use appropriate language to express certainty and uncertainty.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practice it in pairs (6 mins)</p>	
<ul style="list-style-type: none"> - Check if Ss know any phrases for expressing certainty or uncertainty by asking, e.g. <i>Do you think there will be more high-rise buildings in the city?</i> 	<p><i>Answer key</i></p> <p>1. B</p> <p>2. A</p>

(I'm not so sure.) Do you think more people will live in cities in the future? (Yes, I'm sure about it.)

- Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. In stronger classes, have Ss complete the gaps based on context clues in the conversations.
- In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps.
- Check answers as a class by asking the questions and having Ss to read out the complete answers.
- Ask Ss to practise the conversations in pairs.

Useful expressions (7 mins)

- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: offering help and responding to offers.
- Ss work in groups to do the task.
- Check as a class.
- T asks if Ss can add some more expressions.

Useful expressions

Expressing certainty	Expressing uncertainty
- I am sure of it.	- I am not sure of that.
- I am certain about that.	- I doubt it.
- I have no doubt about it.	- I don't think so.
- I am one hundred percent sure of it.	- I have doubts about that.
- I am undoubtful.	- I don't believe it.
- I believe the vaccine will work well.	- I am uncertain about that.
- Absolutely.	- It is possible.
- Definitely.	- Maybe
- I am quite sure that.....	- Perhaps.
- There is no doubt about that.	- Probably.
- Subject+must+ bare infinitive(present)/Subject+must have+past participle.	- I am doubtful

Task 2: Work in pairs. Use the models in 1 to make similar conversations about these predictions for the future. One of you is Student A, the other is Student B. Use the expressions below to help you. (7 mins)

- T has Ss read the predictions and checks understanding.
- Revise common expressions used to express certainty and uncertainty. In weaker classes, go through the expressions in the table and check understanding.
- Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers.
- In weaker classes, brainstorm some ideas as a class and write them on the board.

E.g: Modern technologies will allow cars to run without drivers; Although AI robots can do many household chores, there are still many things that should be done by humans.

- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.

Sample conversations:

1

A: I heard that in the future all vehicles such as cars and buses will be driverless. Do you think that will be possible?

B: I'm sure about it. With the help of modern technologies, cars and buses will be driven automatically without drivers.

2

B: Do you think AI robots will do all household chores?

A: I'm not really sure about it. Robots may not cook well because they may not eat organic food or taste things. Only human can do this.

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 learn about smart cities around the world
- To help Ss relate what they have learnt in the reading text to their own culture

b. Content:

- Task 1: Read the text on page 36 and decide in which city you can do the following (p.35)
- Task 2: Work in groups. Discuss the questions. (p.36)

c. Expected outcomes:

- Students get some knowledge/ideas about technologies used in some smart cities in the world and are able to express their opinions about some of those technologies

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Read the text on page 36 and decide in which city you can do the following. (7 mins)	
<ul style="list-style-type: none"> - T asks Ss some questions to find out what they already know about the topic, e.g. <i>Which cities in the world do you think are smart ones? What makes them smart?</i> - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>Which city has one of the largest bike-sharing systems? Which city allows you to book an appointment with a doctor online?, ...</i> - Put Ss into pairs. Ask them to read the text about the four cities and match the features with the cities. - Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class by calling on pairs to write names of cities on the board. - Go 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>Extension: In stronger classes, encourage Ss to talk more about other smart cities they know focusing on the activities people can do in those cities.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Singapore 2. Toronto 3. London 4. New York 5. Copenhagen
Task 2. Work in groups. Discuss the questions. (8 mins)	
<ul style="list-style-type: none"> - Have Ss work in pairs to discuss the technologies they would like to have in their city or neighbourhood. - Ask Ss some specific questions, e.g., <i>Are the technologies mentioned in the text available in Viet Nam? Which one would you like to have in your city? Would you like to have a smart bike-sharing system or use a bank card to pay for travelling on the bus?</i> - Call on some Ss to present their ideas in front of the class. 	<p>Suggested answers:</p> <p><i>In Viet Nam, we would like to use a bank card to pay for travelling on bus. This makes the payment much easier and more convenient than paying in cash. I hope our city will have a smart bike-sharing system soon. People will not have to use their own vehicles for short distances. This will reduce traffic jams and save people's time.</i></p>

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

Date of teaching

Unit 3: Cities of the future

Lesson 7: Communication and Culture / CLIL

***Warm-up**

*** Everyday English**

- Task 1: Listen and complete the conversations.
- Task 2: Make similar conversations.

*** Culture**

- Task 1: Read the text and decide in which city you can do the following.
- Task 2: Discussion.

***Homework**