

Date of planning: 27/ 10 / 2024

PERIOD 25:

UNIT 3: CITIES OF THE FUTURE

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 3;
- 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 3, 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 Ss who talk excessively 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 help Ss recalled the vocabulary about future cities they have learnt in the unit
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can recall the learnt vocabulary about future cities

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 having more points is the winner. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. <i>privacy</i> 2. <i>efficiently</i> 3. <i>pedestrian zone</i> 4. <i>liveable</i> 5. <i>infrastructure</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review linking a final consonant and an initial vowel in spoken English.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review stative verbs in the continuous form and linking verbs.

b. Content:

- **Task 1:** Listen and mark (→) the consonant and vowel sounds that are linked. Then practise saying the sentences. (p.36)
- **Task 2:** Complete the sentences. Use words and phrases you have learnt in this unit (p.36)
- **Task 3:** Choose the correct words and phrases to complete these sentences (p.36)

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 mark () the consonant and vowel sounds that are linked. Then practise saying the sentences. (4 mins)</p> <ul style="list-style-type: none"> - T asks Ss to listen to the recording and mark the consonant and vowel sounds that are linked - Check answers as a class by playing the recording and writing appropriate marks on the board. - Ask Ss to practice the sentences in pairs. Draw their attention to the sounds that are linked. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <i>Many young people want to live <u> </u> in the city.</i> 2. <i>It's <u> </u> a busy street with great shops <u> </u> and restaurants.</i> 3. <i>The government wants to build <u> </u> a smart city in the south <u> </u> of the country.</i>

- Call on some Ss to read the questions out loud in front of the class.	4. <i>The apartment was <u> </u> expensive, but my parents could <u> </u> afford <u> </u> it.</i>
Task 2: Complete the sentences. Use words and phrases you have learnt in this unit. (4 mins)	
- Ask Ss to complete the sentences with suitable words or phrases. Tell them to use the given letter as suggestions. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the missing words / phrases on the board.	Answer key 1. <i>traffic jams</i> 2. <i>liveable</i> 3. <i>sustainable</i> 4. <i>city dwellers</i>
Task 3: Choose the correct words and phrases to complete these sentences. (4 mins)	
- Ask Ss to find and correct the mistakes in the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.	Answer key: 1. <i>am thinking</i> 2. <i>unhappy</i> 3. <i>tastes</i> 4. <i>an intelligent person</i>

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 a poster presentation.

b. Content:

- Presentation of posters about cities of the future by groups in class.

c. Expected outcomes:

- Students practise giving a poster presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Project: The ideal city of the future	
- All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet.	<i>Students' presentations</i>

e. Assessment

- T gives comments and feedback to all posters and 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 lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 4.

Board Plan

Date of teaching

Unit 3: CITIES OF THE FUTURE

Lesson 8: Looking back and project

***Warm-up**

Lucky number

*** Looking back**

- Pronunciation

- Vocabulary

- Language

*** Project: The ideal city of the future**

***Homework**

Date of planning: 27/ 10 / 2024

PERIOD 26:

REVIEW 1

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 1, 2 and 3.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

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

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<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 revise the vocabulary related to the topic of Unit 1, Unit 2 and Unit 3.

b. Content:

- Miming game: Students describe the words without saying them and then guess the words that they have learnt in 3 units.

c. Expected outcomes:

- Students can recall the important new words that they have learnt.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
MIMING GAME - Teacher lists out some key words of Unit 1, Unit 2 and Unit 3.	Suggested words: <i>squat, star jump, bacteria, conflict, curious, screen time, infrastructure, skyscraper</i>

<ul style="list-style-type: none"> - Teacher has a volunteer come to the front then whispers one of the words into his/her ears. - Ss have to draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point. - The class plays the game together. - T checks if the answers are correct or incorrect and leads in the lesson. 	
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e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss review strong and weak forms, contractions and consonant-to-vowel linking and provide further pronunciation practice.

b. Content:

- Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (∪). Practise saying the conversation in pairs. (p.38)

c. Expected outcomes:

- Students can identify the strong and weak forms of auxiliary verbs, recognize contracted forms and revise how to link final consonants to initial vowels.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (∪). Practise saying the conversation in pairs. (p.38)</p>	
<ul style="list-style-type: none"> - Teacher plays the recording for Ss to listen and do the activity individually. Then have them compare their answers in pairs. - Teacher plays the recording again, pausing after each sentence for Ss to check their answers. - Teacher writes the marked sentences on the board if necessary. - Ss work in pairs to practise the conversation. <p>Extension: Teacher asks Ss to choose a text from previous units. Mark any weak/strong/contracted forms and linked sounds, and practise it in pairs.</p>	<p>Answer keys:</p> <p>A: What's ∪ it like living in ∪ a skyscraper? B: It's ∪ great. I can ∪ enjoy the best views ∪ of the city from my sofa. A: Do you have ∪ a balcony? B: No, I don't. But ∪ I have huge windows.</p>

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 check if students can use words and phrases related to the topics that they have learnt in Unit 1, 2 and 3.

b. Content:

- Task 1: Choose the correct answer A, B, C or D to complete the following sentences (p.38)
- Task 2: Solve the crossword. (p.39)

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
<p>Task 1. Choose the correct answer A, B, C or D to complete each of the following sentences. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D 5. B 6. C
<p>Task 2. Solve the crossword. Use words or phrases you have learnt in Units 1, 2, and 3. The first letters are given to help you. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Teacher tells Ss that they have learnt all the words and phrases in Unit 1, 2 and 3. The first letters are given to help them find the answer more easily. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. - Extension: Invite individual Ss to add other topic-related words they have learnt from Unit 1 to Unit 3. Make sure there are about 15 words. Teacher writes all the words on the board. Have Ss study them for half a minute, then the teacher asks Ss to cover/close their eyes. Erase one word from the board. Have Ss open their eyes and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty. 	<p>Answer key:</p> <p>DOWN</p> <ol style="list-style-type: none"> 1. skyscrapers 2. dwellers <p>ACROSS</p> <ol style="list-style-type: none"> 3. treatment 4. values 5. screen time 6. strength

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss review past simple and present perfect and provide further grammar practice.
- To help Ss review linking verbs and stative verbs in the continuous form and provide further grammar practice.
- To help Ss review modal verbs *must*, *have to* and *should* and provide further grammar practice.

b. Content:

- Task 1. Complete the sentences with the correct forms of the verbs in brackets. (p.39)
- Task 2. Choose the correct words or phrases. (p.39)
- Task 3. Choose the correct answer A, B, C or D to complete each of the following sentences (p.39)

c. Expected outcomes:

- Students know how to use the past simple or the present perfect, review linking verbs and stative verbs in continuous form and distinguish the use of modal verbs.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS						
Task 1. Complete the sentences with the correct forms of the verbs in brackets. (4 mins)							
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences and check comprehension. - Ss complete the sentences individually with the correct form of the verbs in brackets. - Teacher checks answers by having individual Ss call out the verb forms first, then read the complete sentences. - Teacher confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>took up</i> 2. <i>has just decided</i> 3. <i>have won</i> 4. <i>started</i> 5. <i>have received</i> 6. <i>have already shown</i> 						
Task 2. Choose the correct words or phrases. (5 mins)							
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. - Extension: Put Ss into two teams. Have Team 1 write sentences using stative verbs describing feelings, emotions, thoughts, or senses, e.g. <i>I think I need a holiday</i>. Team 2 should write sentences using stative verbs in the continuous form, e.g. <i>I'm seeing my cousin tomorrow</i>. Then have teams swap their sentences and try to write new sentences using the same verb, but changing its meaning to an action or a state, e.g. <i>I'm thinking about my next holiday</i>. <i>I don't see the house now</i>. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>angry</i> 2. <i>I'm thinking / stressed</i> 3. <i>Do you remember</i> 4. <i>is getting / do you think</i> 						
Task 3. Choose the correct answer A, B, C or D to complete each of the following sentences. (4 mins)							
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. 	<p>Answer key:</p> <table border="0"> <tr> <td>1. <i>A</i></td> <td>2. <i>B</i></td> <td>3. <i>C</i></td> </tr> <tr> <td>4. <i>D</i></td> <td>5. <i>C</i></td> <td>6. <i>B</i></td> </tr> </table>	1. <i>A</i>	2. <i>B</i>	3. <i>C</i>	4. <i>D</i>	5. <i>C</i>	6. <i>B</i>
1. <i>A</i>	2. <i>B</i>	3. <i>C</i>					
4. <i>D</i>	5. <i>C</i>	6. <i>B</i>					

- Teacher confirms the correct answers.	
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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 reviewed in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Review 1 - Lesson 2. Listening and Speaking.

Board Plan

Date of teaching

REVIEW 1**Lesson 1: Language*****Warm-up**

Miming game

- Pronunciation**- Vocabulary**

Task 1. Choose the correct answer.

Task 2. Solve the crosswords

- Grammar

Task 1. Complete the sentences.

Task 2. Choose the correct words or phrases.

Task 3. Choose the correct answer.

***Homework**

Date of planning: 27/ 10 / 2024

PERIOD 27:

REVIEW 1

Lesson 2: Skills - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Practise listening for main ideas and listening for specific information about life expectancy

2. Core competence

- Develop critical thinking skill;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills

II. MATERIALS

- Grade 11 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<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 give excitement to students and lead in the lesson.

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can listen for comprehension and answer the given questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Teacher asks Ss to watch a short video and try to remember the information in the video. - After the Ss listen, teacher shows each question, one by one. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson. <p>Link: https://www.youtube.com/watch?v=FttJjqfURB8</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. <i>What is the trend of life expectancy all over the world?</i> 2. <i>Which regions in the world have high life expectancy?</i> 3. <i>Which regions in the world have low life expectancy?</i> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>It has been an increasing trend from 1738 to 2015.</i> 2. <i>North America, Western Europe, Australia, Japan</i> 3. <i>Some parts of Africa</i>

e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: LISTENING (18 mins)

a. Objectives:

- To practise listening for main ideas
- To practise listening for specific information

b. Content:

- **Task 1.** Listen to a talk about life expectancy. Put the topics in the order you hear them. (p.40)
- **Task 2.** Listen again and choose the correct answer A, B or C. (p.40)

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and reorder the key information.
- Students can identify specific information of the listening and choose correct answers for the questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a talk about life expectancy. Put the topics in the order you hear them. (6 mins)	
<ul style="list-style-type: none"> - Teacher focuses Ss' attention on the picture. Ask, <i>What do you think the listening text will be about?</i> to elicit the topic of life expectancy. - Teacher checks if Ss understand how to do the activity, i.e. number the points in the correct order. - Teacher plays the recording once for Ss to listen and put the information in order. - Teacher checks Ss' answer as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. A 3. D 4. B
Task 2. Listen again and choose the correct answer A, B or C. (6 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read through the questions and the options. Make sure Ss understand the questions. - Teacher elicits tips for approaching multiple choice questions, <i>e.g. be careful about distractors - words given in the choices that Ss hear in the listening, but are not the answers, pay attention to paraphrases and synonyms, e.g. over = more; above = over; get access to sth = sth is available; break bad habit = stop doing things that are bad for health.</i> - Teacher plays the recording and has Ss listen and choose their answers. - Teacher asks Ss to check their answers in pairs. - Teacher confirms the correct answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. C 3. B 4. B 5. C
Extra activity (6 mins)	
<ul style="list-style-type: none"> - Teacher puts Ss into groups. - Teacher plays the recording and has them take notes. - Teacher gives groups a few minutes to discuss and plan their talks about life expectancy. - Teacher invites some groups to present their talks in front of the class. - Teacher praises groups whose talks include correct facts and all the points. 	

e. Assessment

- Teacher checks students' work and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: SPEAKING (19 mins)

a. Objectives:

- To help Ss develop ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

b. Content:

- **Task 1:** Work in pairs. Discuss what future cities should have so that city dwellers can live a long and healthy life. Fill in the diagram. (p.40)
- **Task 2.** Work in groups. Compare your diagrams. Discuss which is the most important thing that will help people to live a long and healthy life in the cities of the future. (p.40)

c. Expected outcomes:

- Students come up with good ideas and are able to decide on the most important thing that will help people to live a long and healthy life in the cities of the future.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs. Discuss what future cities should have so that city dwellers can live a long and healthy life. Fill in the diagram. (9 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss read through the instructions and write down the discussion question on the board if necessary. - Teacher asks them to work in pairs to discuss the suggestions in the diagram and add more ideas to complete it. - Teacher walks around the class to offer help if necessary. - Teacher invites some pairs to present their completed diagrams in front of the class. 	<p>Students' suggested answers:</p> <ul style="list-style-type: none"> - <i>smart buildings with sensor technology to reduce waste and save resources</i> - <i>AI technologies to improve people's safety and security</i> - <i>green space with more pedestrian zones and cycle paths</i>
<p>Task 2. Work in groups. Compare your diagrams. Discuss which is the most important thing that will help people to live a long and healthy life in the cities of the future. (10 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss work in groups and discuss the most important thing that will help people to live a long and healthy life in the cities of the future. - Teacher walks around the class to offer help if necessary. - Teacher invites some groups to present a summary of their group discussion to the class. 	<p>Student's answers</p> <p>Discussion sample:</p> <p><i>A: There are a lot of things that will help people to live a long and healthy life in future cities. In your opinion, what's the most important thing, B?</i></p> <p><i>B: Well, I think people in future cities really need green space with more pedestrian zones and cycle paths.</i></p> <p><i>C: I totally agree with B. These are necessary for a healthy life. People need a space where they can walk or cycle regularly and safely.</i></p> <p><i>A: I can't agree more. Exercising outdoors is good for people both physically and mentally.</i></p> <p>Report sample:</p> <p><i>In our group, we all agree that green space with more pedestrian zones and cycle paths is the most important thing that will help people to live a long and healthy life. When there are more pedestrian zones and cycle paths in outdoor space, city dwellers will want to exercise more. This will help them to stay healthy and live longer.</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 Review 1 - Lesson 3. Reading and Writing.

Board Plan

Date of teaching

REVIEW 1**Lesson 2: Skills*****Warm-up**

Watch a video

Listening

- Task 1. Listen and put the information in the correct order.
- Task 2. Listen and choose the correct answer A, B or C.
- Task 3. Extra activity.

Speaking

- Task 1. Fill in the diagram.
- Task 2. Discussion.

***Homework**