

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỀN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 21/ 11 / 2025

Thời gian thực hiện: Tuần 10 (24 – 29/11/2025)

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 28:

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.	- 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.
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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)	
- 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</i>	Answer key: <i>Advantages: 1, 4, 5</i>

she mention? Does she mention any advantages? - 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, <i>e.g. Statement 1 explains how people's lives will become easier – by reducing household chores – so this is an advantage.</i>	Disadvantages: 2, 3, 6
Task 2. Read the article below and match its parts with the correct descriptions. (7 mins)	
- 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. - 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>	Answer key: 2. A 1. B 3-4. C 5. D

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
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.	
- 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.	Suggested answer: <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> <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</i>

- 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.	<i>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> <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> <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>
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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 - 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 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> <i>TOTAL: .../50</i>

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

Date of teaching

Unit 3: Cities of the future

Lesson 6: Writing

- Task 1. Read the ideas and tick the appropriate box.

*** Useful expressions**

- 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**

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PERIOD 29:

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.	- 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	- 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
THINGS OF THE FUTURE - 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?	 1. plane 2. watch 3. motor 4. phone

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.

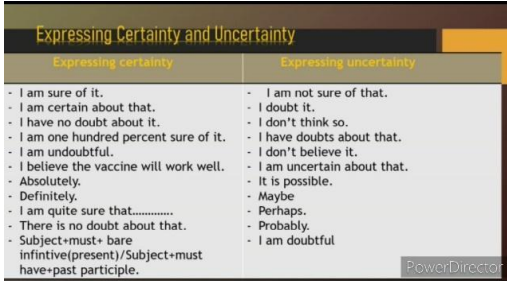
b. Content:

- **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
Task 1: Listen and complete the conversations with the expressions in the box. Then practice it in pairs (6 mins)	
- 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'm not so sure.) Do you think more people will live in cities in the future? (Yes, I'm sure about it.)</i> - 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.	Answer key 1. B 2. A
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 
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.	Sample conversations: 1 A: <i>I heard that in the future all vehicles such as cars and buses will be driverless. Do you think that will be possible?</i> B: <i>I'm sure about it. With the help of modern technologies, cars and buses will be driven automatically without drivers.</i>

- 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.	2 <i>B: Do you think AI robots will do all household chores?</i> <i>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.</i>
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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)	
- T asks Ss some questions to find out what they already know about the topic, <i>e.g. 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, <i>e.g. 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	Answer key: 1. Singapore 2. Toronto 3. London 4. New York 5. Copenhagen

know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 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.	
Task 2. Work in groups. Discuss the questions. (8 mins)	
- 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.	Suggested answers: <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>

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

<i>Date of teaching</i> 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
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PERIOD 30:

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.	- 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.	- Explain expectations for each task in detail. - Have Ss who talk excessively practise. - Continue to explain task expectations in small chunks (before every activity).
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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
Game: Lucky number - 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.	Suggested words: 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
Task 1: Listen and mark () the consonant and vowel sounds that are linked. Then practise saying the sentences. (4 mins)	
- 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. - Call on some Ss to read the questions out loud in front of the class.	Answer key 1. Many young people want to live in the city. 2. It's a busy street with great shops and restaurants. 3. The government wants to build a smart city in the south of the country. 4. The apartment was expensive, but my parents could afford it.
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. traffic jams 2. liveable 3. sustainable 4. city dwellers
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. am thinking 2. unhappy 3. tastes 4. an intelligent person

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.	<i>Students' presentations</i>

- When one group makes a presentation, others listen and complete the evaluation sheet.	
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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**