

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 19/ 10 / 2025
Thời gian thực hiện: Tuần 8 (27/10 – 01/11/2025)
Lớp dạy: 11/2, 11/9, 11/10, 11/13

UNIT 3: CITIES OF THE FUTURE

PERIOD 22: Lesson 1: Getting started – An exhibition of future cities

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. impact (n)	/ˈɪmpækt/	the effect or influence that an event, situation etc has on someone or something	ảnh hưởng

2. public transport (n)	/ˈpʌblɪk ˈtrænsˌpɔːt/	buses, trains etc that are available for everyone to use	phương tiện công cộng
3. infrastructure (n)	/ˈɪnfraˌstrʌktʃə/	the basic systems and structures that a country or organization needs in order to work properly, for example roads, railways, banks etc	cơ sở hạ tầng
4. traffic jam (n)	/ˈtræfɪk dʒæm/	a long line of vehicles on a road that cannot move or can only move very slowly	tắc nghẽn giao thông
5. carbon footprint (n)	/ˈkɑːbən ˈfʊtˌprɪnt/	the amount of carbon dioxide that a person or organization produces by the things they do, used as a way of measuring the amount of harm they do to the environment	dấu chân cac-bon

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- 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 an exhibition of future cities;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Hot potato - Ss stand in a circle or two rows facing each other and set a time	Target words in Unit 2 <i>(generation gap, conflict, extended family, nuclear</i>

limit for the game. - T throws the ball to one student and has him/her call out one target word or phrase from Unit 2. Then he/she throws the ball to another student, who has to say another target word. - The game continues until the time is up or all Ss have had a chance to say a word or phrase.	<i>family, characteristic, digital native, argument...</i>
---	--

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

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

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen and read. (5 mins) - Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions. - Ss answer the questions in pairs. - Teacher plays the recording twice. Ss listen and read. - Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.	
- Teacher tells Ss to read the conversation again and work independently to find the answers. - Ss work independently to find the answers. - Teacher has Ss compare the answers in pairs before checking with the whole class. - Teacher checks the answers as a class and gives feedback.	 Questions: - What can you see in the picture? - How is the city different from that now? - What do you benefit from living in this city? Suggested answers: - Tall buildings, roads in the air, flying private vehicles - People travel by flying objects instead of going by car or bus. ... - Life will be more convenient without pollution. ...
Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (5 mins) - Teacher has Ss look at task 3, and ask Ss to do the matching. - Teacher asks Ss to read out the phrases they have found and explain the meaning of them. - Check answers as a class.	
Task 3. Match the words to make phrases mentioned in 1. (5 mins) - Teacher asks Ss to read the three statements. - Teacher asks Ss to complete the sentences, using the correct phrases from the text. - Check answers as a class.	
- Teacher asks Ss to read the three statements. - Teacher asks Ss to complete the sentences, using the correct phrases from the text. - Check answers as a class.	Answer key: 1. green areas 2. traffic jams 3. technology 4. housing Answer key: 1. public transport 2. private vehicles 3. modern infrastructure 4. high-rise buildings 5. smart city Answer key: 1. seems a good solution 2. looks beautiful 3. 'm thinking of

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

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

b. Content:

- Interview

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Interview - Teacher asks Ss to work in pairs. Ask them to draw their city of the future. Then, look at the picture and ask each other. - Teacher invites 1 or 2 pairs to come to the stage and do the interview. - Teacher asks other students to listen and give comments. - Teacher gives feedback and gives marks to the students with good performance.	<i>Students' own creativity.</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 19/ 10 / 2025

Thời gian thực hiện: Tuần 8 (27/10 – 01/11/2025)

Lớp dạy: 11/2, 11/9, 11/10, 11/13

UNIT 3: CITIES OF THE FUTURE

PERIOD 23:

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 - Thoughts and opinions (agree, believe, remember, think, understand) - Feelings and emotions (hate, love, prefer) - Sense (appear, feel, look, see, seem, smell, taste) - Possession (belong, have, own) 2. Stative verbs are not normally used in the continuous form. However, some stative verbs can	1. Link the subject with an adjective or a noun that describes or identifies the subject. 2. Common linking verbs: be, seem, look, become, appear, sound, taste, smell

be used in the continuous form to describe actions, depending on the context.
Eg: My dad **has** a new car.
He **is having** a good time.

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 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 - Ss work in 4 groups. Each group is given some pieces of paper. - Ss have to put the pieces of paper together into a picture and give it a name - The group that has the picture in the shortest time and a relevant name is the winner.	Suggested answers: 



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. - Teacher explains that the linking is already marked, and asks Ss to read the sentences first and say which sounds are linked. - Teacher plays the recording and asks Ss to listen and repeat. Tell them to pay attention to linked sounds. - Teacher asks Ss to practice reading the sentences aloud in pairs.	Notes: - <i>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.</i> - <i>Consonant-to-vowel is very common and occurs between a word ending with a consonant sound and a word beginning with a vowel sound.</i>
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. - Play the recording and have Ss check their answers. - 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: 1. Traffic jams <u>are</u> the city's biggest problem, especially during <u>rush hour</u>. 2. This <u>is</u> the most beautiful city I've <u>ever</u> visited. 3. Would you <u>like a</u> guided tour <u>of</u> the city this <u>afternoon</u>? 4. The <u>Fine Art</u> Museum was built <u>in</u> the new urban <u>area</u> 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. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Check answers as a class.	Answer key: 1. c 2. d 3. e 4. a 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. - Check answers as a class. Have Ss call out the word and phrase they have used in each sentence first. - Confirm the correct answers. Ask Ss to give reasons why they have chosen the word / phrase by referring to the context clues. - Ask individual Ss to read the complete sentences. - 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: 1. Traffic jam 2. city dwellers 3. roof gardens 4. skyscraper 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 <i>Remember!</i> 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. - In weaker classes, give more examples to make sure Ss understand the use of stative verbs, Eg: I see no problems. vs I'm seeing my friend tonight. This cake tastes delicious. vs The cook is tasting the soup now. - In stronger classes, have Ss come up with their own example sentences. - 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. - Check answers as a class and ask Ss to explain their choices	Answer key: 1. think 2. are thinking 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 <i>Remember!</i> box on page 30. Check their understanding of the grammar point by asking questions, e.g. <i>What are linking verbs? When do we use them? - What goes after a linking verb?</i> - In weaker classes, give more examples to make sure Ss understand the use of linking verbs, e.g. <i>The perfume smells nice. The cake tastes delicious. He appears/seems like a nice person.</i> - 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). - Ask Ss to work independently to find and correct the mistakes in the sentences. - Have Ss work in pairs to compare their answers. - Check answers as a class by having individual Ss read out the sentences or write them on the board.	Key: 1. The urban lifestyle seems more exciting to young people. 2. The museum building looks beautiful from a distance. 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. - 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. - Put Ss in pairs and have them talk about their neighbourhoods, using	<i>Student's creativity</i>

stative verbs in the continuous form and linking verbs.	
---	--

- Invite some Ss to report back to the class.

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.

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 19/ 10 / 2025

Thời gian thực hiện: Tuần 8 (27/10 – 01/11/2025)

Lớp dạy: 11/2, 11/9, 11/10, 11/13

UNIT 3: CITIES OF THE FUTURE

PERIOD 24: 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)	/sə'steɪ.nə.bəl/	involving the use of natural products and energy in a way that does not	bền vững

		harm the environment	
2. to operate (v)	/ˈɒp.ər.ət/	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)	/pəˈdestriən 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.bəl/	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). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, 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' 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. - After that, Ss have 20 seconds to go to the board and write all the words (name of the things). - The team with more correct words is the winner.	 Suggested answers: 1. tall buildings 2. No pollution 3. computers/robots 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. - Encourage Ss to come up with their own ideas. Focus on the two main characteristics of future cities (smart and sustainable). - 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	
	Questions: 1. What will future cities look like? 2. Do you think they will be 'smarter' and more sustainable? Why/Why not?

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? - Invite some groups to share their ideas with the class.	
Vocabulary pre-teaching (5 mins)	
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these six words will appear in the reading text and asks students to open their textbook to discover further.	New words: 1. sustainable (adj) 2. to operate (v) 3. efficient (adj) 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. - T then has Ss focus on the highlighted words, looking for context clues in the text and working out the correct meaning. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss to discuss the context clues option and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board.	Answer key: 1. A 2. A 3. C 4. B

Task 3. Read the article again and decide whether the statements are true (T) or false (F). (7 mins)	
- T asks Ss to read the statements and checks comprehension. - Remind Ss that the statements may include paraphrased information so they should look for synonyms or words with similar meaning. - 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. - Check answers as a class. In stronger classes, have Ss correct the false statements in pairs. Write them on the board.	Answer key: 1. <i>F</i> 2. <i>T</i> 3. <i>T</i> 4. <i>F</i>
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. - Tell Ss to read through the text to locate sentences containing the answers. - Have Ss work in pairs or groups to compare answers. - 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'. 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: 1. <i>support</i> 2. <i>operate</i> 3. <i>green space</i> 4. <i>infrastructure</i>

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 - 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. - Encourage Ss to explain their answers using as many reasons as possible. - Invite some Ss from different groups to give their answers to the class.	Suggested answers: 1. <i>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.</i> 2. <i>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.</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Write a short paragraph about the smart and sustainable city you would like to live in.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.