

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 15/ 11 / 2025

Thời gian thực hiện: Tuần 9 (17 – 22/11/2025)

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 25:

CORRECTION
(MID-FIRST-TERM TEST)

I. Objectives:

- To help Ss recognize their mistakes and errors and take important notes.

II. Procedure:

- T delivers the tests to Ss.
- Ss take 15 minutes to look at their tests again.
- T corrects Ss' mistakes and errors and makes important notes.

ANSWER KEY:

I. PHẦN TRẮC NGHIỆM (8.0 điểm): mỗi đáp án đúng được **0,25 điểm**.

CÂU	MÃ ĐỀ 1001	MÃ ĐỀ 1002	MÃ ĐỀ 1003	MÃ ĐỀ 1004	MÃ ĐỀ 1005	MÃ ĐỀ 1006	MÃ ĐỀ 1007	MÃ ĐỀ 1008
1.	F	F	F	F	F	F	F	F
2.	T	T	T	T	T	T	T	T
3.	T	T	T	T	T	T	T	T
4.	F	F	F	F	F	F	F	F
5.	B	B	A	D	C	A	D	D
6.	C	C	D	C	C	B	A	A
7.	D	D	B	B	A	C	A	B
8.	C	C	D	A	B	D	C	C
9.	A	C	A	D	B	D	A	B
10.	A	C	D	B	D	A	B	B
11.	D	B	A	C	B	C	D	A
12.	C	D	D	B	B	A	C	C
13.	B	A	B	A	B	D	C	C
14.	D	A	D	C	A	C	A	C
15.	B	D	C	D	D	D	D	B
16.	D	C	B	A	C	C	B	D
17.	C	A	D	C	A	A	D	A
18.	C	B	C	A	B	A	A	C

19.	D	D	A	B	A	B	A	A
20.	B	B	D	B	C	B	B	B
21.	D	D	B	A	C	C	A	A
22.	C	C	C	C	D	A	D	C
23.	B	B	D	B	B	B	A	D
24.	A	B	A	B	D	D	C	A
25.	A	A	B	D	A	D	B	B
26.	B	B	C	A	C	B	A	B
27.	A	A	B	A	D	D	B	B
28.	C	C	C	D	A	C	D	A
29.	A	A	A	B	A	A	D	B
30.	A	A	D	B	B	C	C	A
31.	C	C	B	B	C	D	B	C
32.	A	A	A	C	D	C	C	A

II. PHẦN TỰ LUẬN (2.0 điểm):

PART 2: (1,0 điểm- mỗi câu viết đúng 0,25 đ)

MÃ ĐỀ: 1001, 1003, 1005, 1007

Finish each of the following sentences in such a way that it means the same as the sentence printed before it.

Question 33: I last wrote to my parents nine months ago.

Question 34: Young people must consult their parents about future career

Combine the two sentences into one as directed in brackets.

Question 35: He has worked as a doctor at the same hospital since 2015.

Question 36: Students mustn't use smart phones in the classroom.

MÃ ĐỀ: 1002, 1004, 1006, 1008

Finish each of the following sentences in such a way that it means the same as the sentence printed before it.

Question 33: We last went to the cinema two years ago.

Question 34: You don't have to finish all the exercises today

Combine the two sentences into one as directed in brackets.

Question 35: She has worked as a teacher at the same school since 2020.

Question 36: You mustn't park your car in front of the school gate.

PART 3: (1,0 đ)

Hướng dẫn chấm:

Giáo viên cho điểm mỗi thành phần ứng với mức độ nhận thức học sinh đạt được.

1. Khả năng hoàn thành yêu cầu đề bài: 0,25 đ
2. Tính mạch lạc và liên kết giữa các câu: 0,25 đ
3. Vốn từ vựng phong phú, đúng chủ đề: 0,25 đ
4. Sử dụng đúng và đa dạng các cấu trúc ngữ pháp: 0,25 đ

Lưu ý:

1. sai đề: 0 đ
2. thiếu số lượng từ: trừ 0.25 đ
3. sai ngữ pháp, từ vựng từ 3 lỗi trở lên: trừ 0.25 đ
4. thiếu câu kết luận: trừ 0.25 đ
5. không sử dụng gợi ý trong đề: trừ 0.75 đ
6. chỉ viết được câu chủ đề và 3 gợi ý có sẵn trong đề (không có supporting ideas): trừ 0.5 đến 0.75 đ

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PERIOD 26:

UNIT 3: CITIES OF THE FUTURE

Lesson 4: Speaking – Discussing cities of the future

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. environment (n)	/ɪnˈvaɪrənmənt/	the natural world in which people, animals and plants live
2. private vehicle (n)	/'praɪvət 'vi:əkl/	any vehicle that is used primarily for the private purpose of the person who owns it

3. public transport (n)	/ˌpʌblɪk ˈtrænsˌpɔːt/	the system of buses, trains, etc. provided by the government or by companies, which people use to travel from one place to another
4. infrastructure (n)	/ˈɪnfəˌstrʌktʃə(r)/	the basic systems and services that are necessary for a country or an organization to run smoothly, for example buildings, transport and water and power supplies
5. eco-friendly (adj)	/ˌiːkəʊ ˈfrendli/	not harmful to the environment
6. sensor technology (n)	/ˈsensə(r) tekˈnɒlədʒi/	a technology that uses sensors to acquire information by detecting the physical, chemical, or biological property quantities and convert them into readable signal.

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on different features of future cities;
- To set the context for the speaking part;
- To help Ss warm up and get ready for the lesson by watching a video.

b. Content:

- Watch a video about some features of future cities.

c. Expected outcomes:

- Students feel excited about the new lesson.

d. Organisation

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

e. Assessment

- Teacher listens, collects their answers and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (15 mins)

a. Objectives:

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

b. Content:

- Revise vocabulary related to the content of the lesson
- Task 1: Work in pairs. Complete the diagram with the ideas below. (p. 32)
- Task 2: Match the questions with the answers to make a conversation. Then practice it in pairs. (p.33)

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to talk about different features of future cities.

d. Organisation

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

going and encourage Ss to use them while making conversations.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

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

a. Objectives:

- To help Ss discuss the future cities and keep a conversation going by using *Wh*-questions
- To give Ss an opportunity to practise discussing features of future cities

b. Content:

- Task 3. Work in pairs. Ask and answer questions about one of the features of future cities in 1. Use the model and the tips in 2 to help you. (p.33)

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

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

4. ACTIVITY 3: FREE PRACTICE (15 mins)

a. Objectives:

- To strengthen students' understanding about the language use in discussing cities of the future;
- To help some students enhance presentation skills;
- To practise team working;

b. Content:

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

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

c. Expected outcomes:

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

d. Organisation

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

Board Plan

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

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PERIOD 27:

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.	- 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.	- 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;

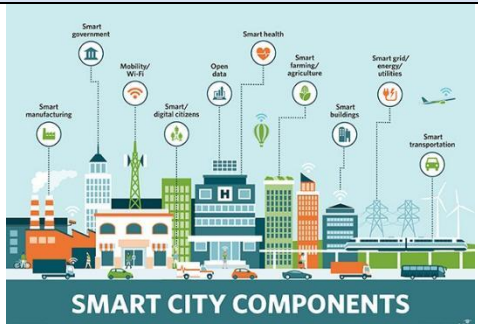
b. Content:

- Game: Excellent memory

c. Expected outcomes:

- Students gain knowledge on the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Excellent memory - 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.	 SMART CITY COMPONENTS

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)	
- 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.</i>, <i>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. 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.	Vocabulary: 1. to interact (v) 2. privacy (n) 3. sense of community (n) 4. neighbourhood (n) Answer key: 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)	
- 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. - Play the recording and have Ss do the activity. Check answers as a class. In stronger classes, ask Ss to explain their choices.	Answer key: 1. B 2. A 3. A

- Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the correct information.	
Task 3. Listen to the interview again and complete the table. Use no more than THREE words for each answer. (7 mins)	
- 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, <i>e.g.</i> 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.	Answer key: 1. <i>right to privacy</i> 2. <i>smart technologies</i> 3. <i>interact</i> 4. <i>sense of community</i>

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
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?	
- T asks some lead-in questions to see whether Ss agree with Ms Stevens' opinions about living in a smart city. <i>E.g: 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> - 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.	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 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</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 –Writing.

Board Plan

Date of teaching

Unit 3: Cities of the future**Lesson 5: Listening – Living in a smart city*****Warm-up**

Excellent memory

*** Vocabulary**

1. to interact (v)
2. privacy (n)
3. sense of community (n)
4. neighbourhood (n)

- 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.

***Homework**