

## UNIT 3: CITIES OF THE FUTURE

### 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 ˈtrænspɔ:t/	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 ˈfʊt.prɪnt/	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.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## 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
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<b>Game: Hot potato</b> <ul style="list-style-type: none"> <li>- Ss stand in a circle or two rows facing each other and set a time limit for the game.</li> <li>- 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.</li> <li>- The game continues until the time is up or all Ss have had a chance to say a word or phrase.</li> </ul>	<b>Target words in Unit 2</b> <i>(generation gap, conflict, extended family, nuclear family, characteristic, digital native, argument...)</i>
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**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
<b>Vocabulary pre-teaching</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. impact (n)</li> <li>2. public transport (n)</li> <li>3. infrastructure (n)</li> <li>4. traffic jam (n)</li> <li>5. carbon footprint (n)</li> </ol>

**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
<p><b>Task 1. Listen and read. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	 <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see in the picture?</li> <li>- How is the city different from that now?</li> <li>- What do you benefit from living in this city?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- Tall buildings, roads in the air, flying private vehicles</li> <li>- People travel by flying objects instead of going by car or bus. ...</li> <li>- Life will be more convenient without pollution. ...</li> </ul>
<p><b>Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to read the conversation again and work independently to find the answers.</li> <li>- Ss work independently to find the answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. green areas</li> <li>2. traffic jams</li> </ol>

<ul style="list-style-type: none"> <li>- Teacher has Ss compare the answers in pairs before checking with the whole class.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> </ul>	3. <i>technology</i> 4. <i>housing</i>
<b>Task 3. Match the words to make phrases mentioned in 1. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss look at task 3, and ask Ss to do the matching.</li> <li>- Teacher asks Ss to read out the phrases they have found and explain the meaning of them.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> 1. <i>public transport</i> 2. <i>private vehicles</i> 3. <i>modern infrastructure</i> 4. <i>high-rise buildings</i> 5. <i>smart city</i>
<b>Task 4. Complete the sentences with phrases from 1. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the three statements.</li> <li>- Teacher asks Ss to complete the sentences, using the correct phrases from the text.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> 1. <i>seems a good solution</i> 2. <i>looks beautiful</i> 3. <i>'m thinking of</i>

**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
<b>Task 5. Interview</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher invites 1 or 2 pairs to come to the stage and do the interview.</li> <li>- Teacher asks other students to listen and give comments.</li> </ul>	<i>Students' own creativity.</i>

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|---|--|
| - Teacher gives feedback and gives marks to the students with good performance. |  |
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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 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

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 3: Cities of the future</b></p> <p style="text-align: center;"><b>Lesson 1: Getting started</b></p>	
<p><b>*Warm-up</b></p> <p>Hot potato</p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. impact (n)</li> <li>2. public transport (n)</li> <li>3. infrastructure (n)</li> <li>4. traffic jam (n)</li> <li>5. carbon footprint (n)</li> </ol> <ul style="list-style-type: none"> <li>- Task 1: Listen and read.</li> <li>- Task 2. Read the conversation again and complete the notes.</li> <li>- Task 3. Match the words to make phrases mentioned in 1.</li> <li>- Task 4. Complete the sentences with phrases from 1.</li> <li>- Task 5: Interview</li> </ul> <p><b>*Homework</b></p>	

## UNIT 3: CITIES OF THE FUTURE

### 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
<p>1. Describe a state rather than an action</p> <ul style="list-style-type: none"> <li>- Thoughts and opinions (agree, believe, remember, think, understand)</li> <li>- Feelings and emotions (hate, love, prefer)</li> <li>- Sense (appear, feel, look, see, seem, smell, taste)</li> <li>- Possession (belong, have, own)</li> </ul> <p>2. Stative verbs are not normally used in the continuous form. However, some stative verbs can be used in the continuous form to describe actions, depending on the context.</p> <p>Eg: My dad <b>has</b> a new car.</p> <p>He <b>is having</b> a good time.</p>	<p>1. Link the subject with an adjective or a noun that describes or identifies the subject.</p> <p>2. Common linking verbs: be, seem, look, become, appear, sound, taste, smell</p>

### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## 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
<p><b>Put pieces of paper together</b></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group is given some pieces of paper.</li> <li>- Ss have to put the pieces of paper together into a picture and give it a name</li> <li>- The group that has the picture in the shortest time and a relevant name is the winner.</li> </ul>	<p><b>Suggested answers:</b></p> 

#### 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
<b>Task 1: Listen and repeat. Pay attention to the linking between the words in the sentences. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher explains the importance of linking words in spoken English.</li> <li>- Teacher explains that the linking is already marked, and asks Ss to read the sentences first and say which sounds are linked.</li> <li>- Teacher plays the recording and asks Ss to listen and repeat. Tell them to pay attention to linked sounds.</li> <li>- Teacher asks Ss to practice reading the sentences aloud in pairs.</li> </ul>	<b>Notes:</b> <ul style="list-style-type: none"> <li>- <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></li> <li>- <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></li> </ul>
<b>Task 2: Listen and mark the consonant and vowel sounds that are linked. Then practise saying the sentences. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the sentences and put a mark between the sounds they think are linked when speaking.</li> <li>- Play the recording and have Ss check their answers.</li> <li>- Play the recording again, pausing after each sentence, for Ss to repeat. Then say the linked words for Ss to check their answers.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. Traffic <u>jams</u> are the city's biggest problem, especially during <u>rush hour</u>.</li> <li>2. This <u>is</u> the most beautiful city I've <u>ever</u> visited.</li> <li>3. Would you <u>like a</u> guided <u>tour of</u> the city <u>this</u> afternoon?</li> <li>4. The <u>Fine Art</u> Museum was <u>built in</u> the new <u>urban area</u> last year.</li> </ol>

### 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
<b>Task 1. Match the words and phrases with their meanings. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings.</li> <li>- Check answers as a class. Call on one student to read an item aloud and another student to read its meaning.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. d</li> <li>3. e</li> <li>4. a</li> <li>5. b</li> </ol>
<b>Task 2. Complete the sentences using the correct forms of the words and phrases in 1. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Check answers as a class. Have Ss call out the word and phrase they have used in each sentence first.</li> <li>- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word / phrase by referring to the context clues.</li> <li>- Ask individual Ss to read the complete sentences.</li> <li>- <b>Extension:</b> 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.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Traffic jam</li> <li>2. city dwellers</li> <li>3. roof gardens</li> <li>4. skyscraper</li> <li>5. urban centres</li> </ol>

**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
<b>Task 1. Choose the correct forms of the verbs to complete the following sentences. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- In stronger classes, have Ss come up with their own example sentences.</li> <li>- 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.</li> <li>- Check answers as a class and ask Ss to explain their choices</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. think</li> <li>2. are thinking</li> <li>3. don't see</li> </ol>
<b>Task 2. Find and correct the mistakes in the following sentences. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- 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></li> <li>- In stronger classes, have Ss come up with their own example sentences using linking verbs. Ask Ss if linking</li> </ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. The urban lifestyle seems more <b>exciting</b> to young people.</li> <li>2. The museum building looks <b>beautiful</b> from a distance.</li> <li>3. Widening the road sounds a good <b>solution</b> to traffic problems in this area.</li> </ol>

<p>verbs can be stative verbs (yes, some verbs such as be, look, smell, taste, and sound are both linking and stative verbs).</p> <ul style="list-style-type: none"> <li>- Ask Ss to work independently to find and correct the mistakes in the sentences.</li> <li>- Have Ss work in pairs to compare their answers.</li> <li>- Check answers as a class by having individual Ss read out the sentences or write them on the board.</li> </ul>	
<b>Task 3: Work in pairs. Talk about future developments in your neighbourhood. Use stative verbs in continuous form and linking verbs. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Put Ss in pairs and have them talk about their neighbourhoods, using stative verbs in the continuous form and linking verbs.</li> <li>- Invite some Ss to report back to the class.</li> </ul>	<i>Student's 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**

- Do exercises in the workbook.
- Prepare for Lesson 3. Reading.

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 3: Cities of the future</b></p> <p style="text-align: center;"><b>Lesson 2: Language</b></p> <p><b>*Warm-up</b> Put pieces of paper together</p> <p><b>* Pronunciation</b></p> <ul style="list-style-type: none"> <li>- Task 1: Listen and repeat.</li> <li>- Task 2: Listen and mark the consonant and vowel sounds that are linked.</li> </ul> <p><b>* Vocabulary</b></p>
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- Task 1: Match the words and phrases with their meanings.
- Task 2: Complete the sentences.
- \* **Grammar**
  - Task 1: Choose the correct forms.
  - Task 2: Find and correct the mistakes in the sentences.
  - Task 3: Talk about future developments in your neighbourhood.
- \* **Homework**

## UNIT 1: CITIES OF THE FUTURE

### 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 harm the environment	bền vững
2. to operate (v)	/'ɒp.ər.eɪt/	to work in a particular way	hoạt động
3. efficient (adj)	/ɪ'fɪʃənt/	working well without wasting time, money, or energy	có hiệu quả
4. renewable (adj)	/rɪ'nju:əbəl/	of energy and natural resources that is replaced naturally or controlled	có thể hồi phục

		carefully and can therefore be used without the risk of using it all up	
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)	/'lɪv.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.	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## 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
<b>Kim's game</b> - Ss work in two teams. Try to remember the things on screen without writing.	

<ul style="list-style-type: none"> <li>- After that, Ss have 20 seconds to go to the board and write all the words (name of the things).</li> <li>- The team with more correct words is the winner.</li> </ul>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;">     </div> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. tall buildings</li> <li>2. No pollution</li> <li>3. computers/robots</li> <li>4. No traffic jam/congestion</li> </ol>
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**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
<p><b>Task 1. Work in groups. Discuss the questions. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Encourage Ss to come up with their own ideas. Focus on the two main characteristics of future cities (smart and sustainable).</li> <li>- 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 more crowded? Transport: Do you think there will be more cars? Will people walk or ride bicycles? Will there be flying</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What will future cities look like?</li> <li>2. Do you think they will be 'smarter' and more sustainable? Why/Why not?</li> </ol>



vehicles? Architecture: Do you think all buildings will be skyscrapers?  - Invite some groups to share their ideas with the class.	
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these six words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. sustainable (adj)</li> <li>2. to operate (v)</li> <li>3. efficient (adj)</li> <li>4. renewable (adj)</li> <li>5. pedestrian zone (n)</li> <li>6. livable/liveable (adj)</li> </ol>

**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
<b>Task 2. Read the article. Circle the correct meanings of the highlighted words and phrases. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the whole text once to get an overall idea.</li> <li>- T then has Ss focus on the highlighted words, looking for context clues in the text and working out the correct meaning.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. A</li> <li>2. A</li> <li>3. C</li> <li>4. B</li> </ol>

<ul style="list-style-type: none"> <li>- Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary.</li> <li>- Have Ss to discuss the context clues option and compare answers in small groups.</li> <li>- Check answers as a class by inviting Ss to write them on the board.</li> </ul>	
<b>Task 3. Read the article again and decide whether the statements are true (T) of false (F). (7 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks Ss to read the statements and checks comprehension.</li> <li>- Remind Ss that the statements may include paraphrased information so they should look for synonyms or words with similar meaning.</li> <li>- 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.</li> <li>- Check answers as a class. In stronger classes, have Ss correct the false statements in pairs. Write them on the board.</li> </ul>	<b>Answer key:</b> 1. <i>F</i> 2. <i>T</i> 3. <i>T</i> 4. <i>F</i>
<b>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)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Tell Ss to read through the text to locate sentences containing the answers.</li> <li>- Have Ss work in pairs or groups to compare answers.</li> <li>- 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’.</li> </ul> <p><b>Extension:</b> 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.</p>	<b>Answer key:</b> 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
<b>Task 5. Discussion</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Encourage Ss to explain their answers using as many reasons as possible.</li> <li>- Invite some Ss from different groups to give their answers to the class.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <p><i>1. 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></p> <p><i>2. 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></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

- 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.

### Board Plan

*Date of teaching*

#### **Unit 3: Cities of the future**

#### **Lesson 3: Reading – Characteristics of future cities**

##### **\*Warm-up**

##### **\* Vocabulary**

1. sustainable (adj)

2. to operate (v)

3. efficient (adj)

4. renewable (adj)

5. pedestrian zone (n)

6. livable/liveable (adj)

- Task 1. Discuss the questions.

- Task 2. Read the article. Circle the correct meanings of the highlighted words and phrases.

- Task 3. True or false.

- Task 4. Complete the diagram.

- Task 5: Discussion

##### **\*Homework**

## 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 'trænsپۆ:t/	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)	/'ɪnfɹəstrʌktʃə(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)	/,i:kəʊ 'frendli/	not harmful to the environment
6. sensor technology (n)	/'sensə(r) tek'nɒlədʒi/	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.	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language if necessary.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

## 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
<p><b>Watch a video</b></p> <p>Teacher plays the video and asks Ss some questions.</p> <ul style="list-style-type: none"> <li>- <i>Are there any differences between life in the video with that of ours?</i></li> <li>- <i>Do you like living there?</i></li> </ul>	<p>Link:</p> <p><a href="https://youtube.com/watch?v=mlz1rAC7nBs&amp;feature=share">https://youtube.com/watch?v=mlz1rAC7nBs&amp;feature=share</a></p>

#### 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
<b>Vocabulary revision (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher writes words on the board</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. environment (n)</li> <li>2. private vehicles (n)</li> <li>3. public transport (n)</li> <li>4. infrastructure (n)</li> <li>5. eco-friendly (adj)</li> <li>6. sensor technology (n)</li> </ol>
<b>Task 1. Work in pairs. Complete the diagram with the ideas below. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Have Ss read the three statements and the text in the diagram. Check understanding of more difficult words and phrases.</li> <li>- Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers.</li> </ul>	<b>Answer key:</b> 1. B      2. C      3. A
<b>Task 2. Match the questions with the answers to make a conversation. Then practice it in pairs. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<b>Suggested answers:</b>

<ul style="list-style-type: none"> <li>- Tell Ss to read the questions carefully and check understanding before they do the matching.</li> <li>- Call on some Ss to read the questions and answers to the class.</li> <li>- Further explain the use of Wh-questions to keep the conversation going and encourage Ss to use them while making conversations.</li> </ul>	1. B 2. C 3. A
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**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
<b>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)</b>	
<ul style="list-style-type: none"> <li>- T keeps Ss in pairs to talk about the features of future cities.</li> <li>- Remind Ss to use the model conversation and the tips in 2.</li> <li>- Note that Ss can choose one aspect in 1 (transport, infrastructure or living conditions) to make their conversation.</li> <li>- Invite some pairs to role-play their conversation in front of the class.</li> <li>- Praise for interesting answers and fluent delivery</li> </ul> <p><b>Extension:</b> In stronger classes, encourage Ss to expand the conversation by using their own ideas or elaborate more based on the ideas given.</p>	<p><b>Suggested answers:</b></p> <p><i>A: How will city dwellers' life be like in the future?</i></p> <p><i>B: Well, I think people's lives will be easier because AI technologies will help them do many daily activities.</i></p> <p><i>A: So, what kinds of activities can be done by AI technologies?</i></p> <p><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></p> <p><i>A: That's great.</i></p>



**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
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in groups and discuss what future cities will be like.</li> <li>- Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to come up with their own ideas.</li> <li>- Call on some groups to present their ideas to the class.</li> </ul>	<i>Students' practice</i>
<b>Further practice (8 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks Ss to work in pairs and talk about the features that they like most about the future cities.</li> <li>- T invites some pairs to present.</li> <li>- T gives feedback and gives marks to Ss' performance.</li> </ul>	<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**

*Date of teaching*

#### **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**

## 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.

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

### III. PROCEDURES

#### 1. WARM-UP (5 mins)

##### a. Objectives:

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

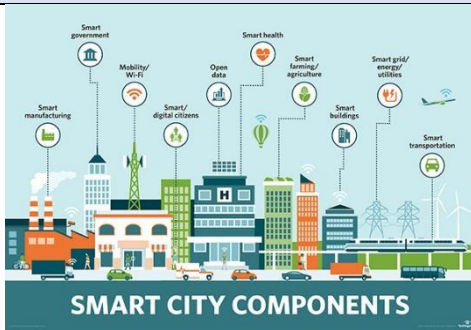
##### b. Content:

- Game: Excellent memory

##### c. Expected outcomes:

- Students gain knowledge on the topic.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Excellent memory</b></p> <ul style="list-style-type: none"> <li>- Ss look at the picture for 20 seconds. Try to remember all the smart city components.</li> <li>- 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.</li> <li>- After the game, the team with the higher point is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	 <p><b>SMART CITY COMPONENTS</b></p>

##### e. Assessment

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

#### 2. ACTIVITY 1: PRE-LISTENING (9 mins)

##### a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

##### b. Content:

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

##### c. Expected outcomes:

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Match the words and phrase with their meanings. (9 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary by showing pictures, actions, synonyms,... to get Ss to prepare for Task 1.</li> <li>- Write 'Living in a smart city' and elaborate with questions, e.g. <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></li> <li>- Introduce the topic of the lesson and ask Ss to read the words and match them with the meanings.</li> <li>- Call on some Ss to give their answers to the class.</li> </ul> <p><b>Extension:</b> In stronger classes, encourage Ss to make more sentences with the words in different contexts to make sure they understand the meaning of the words and phrases before moving to the next activities.</p>	<p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. to interact (v)</li> <li>2. privacy (n)</li> <li>3. sense of community (n)</li> <li>4. neighbourhood (n)</li> </ol> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. d</li> <li>3. b</li> <li>4. a</li> </ol>

**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
<b>Task 2. Listen to an interview and choose the correct answers A, B, or C. (6 mins)</b>	

<ul style="list-style-type: none"> <li>- T tells Ss that they're going to listen to an interview with Ms Stevens, a smart city dweller.</li> <li>- Have Ss read the questions and answer choices, and check comprehension. Elicit or explain any unfamiliar or difficult words.</li> <li>- Play the recording and have Ss do the activity. Check answers as a class. In stronger classes, ask Ss to explain their choices.</li> <li>- Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the correct information.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>B</i></li> <li>2. <i>A</i></li> <li>3. <i>A</i></li> </ol>
<p><b>Task 3. Listen to the interview again and complete the table. Use no more than THREE words for each answer. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Encourage them to guess what part of speech might fit each gap, e.g. 1. <i>N</i>, 2. <i>N</i>, 3. <i>V</i>, 4. <i>N</i></li> <li>- Play the recording once (twice in weaker classes) for Ss to complete the table.</li> <li>- Ask ss to work with a partner to compare their answers.</li> <li>- Check answers by calling on some Ss to write their answers on the board or read them aloud.</li> <li>- Play the recording again if many Ss have incorrect answers, pausing at places where they can get the correct information.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>right to privacy</i></li> <li>2. <i>smart technologies</i></li> <li>3. <i>interact</i></li> <li>4. <i>sense of community</i></li> </ol>

**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
<b>Task 4. Work in groups. Discuss the following questions. (7 mins)</b> <b>Do you agree with Ms Stevens? Which of the disadvantages she mentioned do you think is the most serious? Why?</b>	
<ul style="list-style-type: none"> <li>- T asks some lead-in questions to see whether Ss agree with Ms Stevens' opinions about living in a smart city. E.g: <i>Do you agree with Ms Stevens about the advantages of living in a smart city? Is the problem of privacy serious? Do you think the sense of community is important? ...</i></li> <li>- Put Ss into groups to discuss which of the disadvantages, in their opinion, is the most serious and explain why.</li> <li>- 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.</li> <li>- Invite some groups of Ss to present their ideas to the class.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <p><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 to health problems, especially for old people.</i></p>

#### e. Assessment

- Teacher observes Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

#### 4. CONSOLIDATION (3 mins)

##### a. Wrap-up

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

##### b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

#### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 3: Cities of the future</b></p> <p><b>Lesson 5: Listening – Living in a smart city</b></p> <p><b>*Warm-up</b></p> <p>Excellent memory</p>
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**\* 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**



## UNIT 3: CITIES OF THE FUTURE

### Lesson 6: Writing

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

#### I. OBJECTIVES

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

##### 1. Knowledge

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

##### 2. Competences

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

##### 3. Personal qualities

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

#### II. MATERIALS

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

#### Assumption

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

#### 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
<b>Story starters</b> 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
<b>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)</b>	
<ul style="list-style-type: none"> <li>- T asks Ss questions to recall ideas from the listening and elicit the topic of the writing, e.g. <i>Does Ms Stevens like living in a smart city? What disadvantages does she mention? Does she mention any advantages?</i></li> <li>- Put Ss into pairs. Ask them to read the statements and decide whether they describe advantages or disadvantages of living in a smart city.</li> <li>- Check answers as a class by asking individual Ss to read the statements and say why they are advantages or disadvantages, e.g. <i>Statement 1 explains how people's lives will become easier – by reducing household chores – so this is an advantage.</i></li> </ul>	<b>Answer key:</b> <i>Advantages: 1, 4, 5</i> <i>Disadvantages: 2, 3, 6</i>

<b>Task 2. Read the article below and match its parts with the correct descriptions. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks Ss to read the model article and checks understanding of the vocabulary.</li> <li>- Have Ss match its parts with the descriptions individually.</li> <li>- Put Ss in pairs and ask them to discuss and compare their answers in pairs.</li> <li>- Call on some Ss to read their answers to the class and confirm the correct answers.</li> <li>- 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></li> </ul>	<b>Answer key:</b> 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**

<b>TEACHER'S AND STUDENTS' ACTIVITIES</b>	<b>CONTENTS</b>
<b>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.</b>	
<ul style="list-style-type: none"> <li>- T explains the writing task. Go through the outline and recap the structure of an article.</li> <li>- 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</li> </ul>	<p><b>Suggested answer:</b></p> <p><i>Smart cities are built on new technologies to improve people's lives. The idea of living in one of them sounds very exciting. But is a life controlled by smart technologies good or bad for us?</i></p> <p><i>Let's start with the advantages. Living in a smart city can reduce the negative impact on the</i></p>

<p>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.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Collect Ss' writings and provide written feedback in the next lesson.</li> </ul>	<p><i>environment. Future smart cities will be built in new urban areas with a lot of green space. City dwellers will also care more about the environment, so they will try to find ways to make their cities greener and more sustainable, for example, by growing vegetables in their roof gardens.</i></p> <p><i>What about the disadvantages? Smart cities can also affect people's private lives. When cameras are installed for security purposes, city dwellers will lose their right to privacy. They may think that someone is watching them all the time, and feel uncomfortable.</i></p> <p><i>In conclusion, there are both advantages and disadvantages of living in a smart city. In my opinion, the benefits are greater, and people will find a way to adapt to the new lifestyle and overcome the challenges.</i></p>
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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
<p><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. <i>Organisation: .../10</i></li> <li>2. <i>Legibility: .../10</i></li> <li>3. <i>Ideas: .../10</i></li> <li>4. <i>Word choice: .../10</i></li> <li>5. <i>Grammar usage: .../10</i></li> </ol> <p><i>TOTAL: .../50</i></p>

- |  |  |
|--|--|
| - Teacher chooses some typical errors and corrects the whole class without nominating the Ss' names. |  |
|--|--|

**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**

## UNIT 3: CITIES OF THE FUTURE

### Lesson 7: Communication and Culture / CLIL

#### I. OBJECTIVES

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

##### 1. Knowledge

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

##### 2. Core competence

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

##### 3. Personal qualities

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

#### II. MATERIALS

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

#### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

#### 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
<b>THINGS OF THE FUTURE</b> - T shows some pictures on the screen and asks Ss some questions: + Have you seen these things in real life? + Guess what they are. + Which one would you like to own in the future?	 <p>1. plane 2. watch 3. motor 4. phone</p>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)**

**a. Objectives:**

- To provide a model conversation in which speakers express certainty and uncertainty.
- To review expressions for certainty and uncertainty.

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversations with the expressions in the box. Then practice it in pairs (6 mins)</b>	
- 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</i>	<b>Answer key</b> 1. B 2. A



*more people will live in cities in the future? (Yes, I'm sure about it.)*

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

### Useful expressions (7 mins)

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

### Useful expressions

Expressing Certainty and Uncertainty	
Expressing certainty	Expressing uncertainty
<ul style="list-style-type: none"> <li>- I am sure of it.</li> <li>- I am certain about that.</li> <li>- I have no doubt about it.</li> <li>- I am one hundred percent sure of it.</li> <li>- I am undoubtful.</li> <li>- I believe the vaccine will work well.</li> <li>- Absolutely.</li> <li>- Definitely.</li> <li>- I am quite sure that.....</li> <li>- There is no doubt about that.</li> <li>- Subject+must+ bare infinitive(present)/Subject+must have+past participle.</li> </ul>	<ul style="list-style-type: none"> <li>- I am not sure of that.</li> <li>- I doubt it.</li> <li>- I don't think so.</li> <li>- I have doubts about that.</li> <li>- I don't believe it.</li> <li>- I am uncertain about that.</li> <li>- It is possible.</li> <li>- Maybe</li> <li>- Perhaps.</li> <li>- Probably.</li> <li>- I am doubtful</li> </ul>

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

- T has Ss read the predictions and checks understanding.
  - Revise common expressions used to express certainty and uncertainty. In weaker classes, go through the expressions in the table and check understanding.
  - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers.
  - In weaker classes, brainstorm some ideas as a class and write them on the board.
- E.g: Modern technologies will allow cars to run without drivers; Although AI robots can do many household chores, there are still many things that should be done by humans.
- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class.

### Sample conversations:

1

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

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

2

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

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



- Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.	
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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
<b>Task 1. Read the text on page 36 and decide in which city you can do the following. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- 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></li> <li>- Put Ss into pairs. Ask them to read the text about the four cities and match the features with the cities.</li> <li>- Walk round the class and offer help, explaining unfamiliar words or answering questions.</li> <li>- Check answers as a class by calling on pairs to write names of cities on the board.</li> <li>- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Singapore</li> <li>2. Toronto</li> <li>3. London</li> <li>4. New York</li> <li>5. Copenhagen</li> </ol>

<b>Extension:</b> In stronger classes, encourage Ss to talk more about other smart cities they know focusing on the activities people can do in those cities.	
<b>Task 2. Work in groups. Discuss the questions. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss work in pairs to discuss the technologies they would like to have in their city or neighbourhood.</li> <li>- 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></li> <li>- Call on some Ss to present their ideas in front of the class.</li> </ul>	<b>Suggested answers:</b> <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**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 3: Cities of the future</b></p> <p style="text-align: center;"><b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b></p> <p><b>* Everyday English</b></p> <ul style="list-style-type: none"> <li>- Task 1: Listen and complete the conversations.</li> <li>- Task 2: Make similar conversations.</li> </ul> <p><b>* Culture</b></p> <ul style="list-style-type: none"> <li>- Task 1: Read the text and decide in which city you can do the following.</li> <li>- Task 2: Discussion.</li> </ul> <p><b>*Homework</b></p>
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**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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have Ss who talk excessively practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

### 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
<b>Game: Lucky number</b> <ul style="list-style-type: none"> <li>- Ss work in 2 teams</li> <li>- There are 7 numbers, 2 of which are lucky ones.</li> <li>- If Ss choose a lucky number, they get one point without answering the question.</li> <li>- If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it.</li> <li>- This student has to use words or actions to describe it (without saying the word directly)</li> <li>- Other Ss try to guess the words. One point for a correct answer.</li> <li>- The group having more points is the winner.</li> </ul>	<b>Suggested words:</b> <ol style="list-style-type: none"> <li>1. <i>privacy</i></li> <li>2. <i>efficiently</i></li> <li>3. <i>pedestrian zone</i></li> <li>4. <i>liveable</i></li> <li>5. <i>infrastructure</i></li> </ol>

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

- Call on some Ss to read the questions out loud in front of the class.	4. The apartment was <u>expensive</u> , but my parents could <u>afford</u> it.
<b>Task 2: Complete the sentences. Use words and phrases you have learnt in this unit. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to complete the sentences with suitable words or phrases. Tell them to use the given letter as suggestions.</li> <li>- Have Ss do this activity individually, then compare their answers with their partners.</li> <li>- Check answers by asking individual Ss to write the missing words / phrases on the board.</li> </ul>	<b>Answer key</b> 1. traffic jams 2. liveable 3. sustainable 4. city dwellers
<b>Task 3: Choose the correct words and phrases to complete these sentences. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to find and correct the mistakes in the sentences.</li> <li>- Have Ss do this activity individually, then compare their answers with their partners.</li> <li>- Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.</li> </ul>	<b>Answer key:</b> 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
<b>Project: The ideal city of the future</b>	
<ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> <li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li> </ul>	<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**