SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ
Giáo viên soạn: PHẠM THỊ THU TUYẾT
Ngày soạn: 8/11/2026
Lớp dạy: 11/4, 11/9

Period 28: **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.

4. Digital Competence (Năng lực số):

- **6.1NC1a (Artificial Intelligence):** Analyze how AI operates within specific tools in smart cities (Phân tích được cách AI hoạt động trong các ứng dụng cụ thể trong thành phố thông minh).
- **5.3NC1a (Problem Solving):** Apply various digital tools and technologies to create knowledge or products about future city predictions (Áp dụng được các công cụ và công nghệ số khác nhau để tạo ra kiến thức, đổi mới quy trình và sản phẩm về dự đoán thành phố tương lai).

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

	- Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of future cities.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Small game: Things of the future

c. Expected outcomes:

- Students can get ready to learn more about technologies used in smart cities

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
THINGS OF THE FUTURE - T shows some pictures on the screen and asks Ss some questions: + Have you seen these things in real life? + Guess what they are. + Which one would you like to own in the future?	 *1. plane 2. watch 3. motor 4. phone*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

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

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practice it in pairs (p.35)

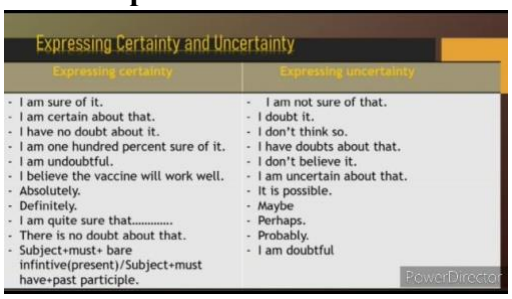
- Task 2: Work in pairs. Use the models in 1 to make similar conversations about these predictions for the future. One of you is Student A, the other is Student B. Use the expressions below to help you. (p.35)

- **Develop NLS 5.3NC1a:** Use digital tools to support creating dialogues or visualizing future predictions.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practice it in pairs (6 mins)	
- Check if Ss know any phrases for expressing certainty or uncertainty by asking, e.g. *Do you think there will be more high-rise buildings in the city? (I'm not so sure.) Do you think more people will live in cities in the future? (Yes, I'm sure about it.)* - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. In stronger classes, have Ss complete the gaps based on context clues in the conversations. - In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps. - Check answers as a class by asking the questions and having Ss to read out the complete answers. - Ask Ss to practise the conversations in pairs.	***Answer key*** *1. B* *2. A*
Useful expressions (7 mins)	
- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: offering help and responding to offers. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions.	**Useful expressions** 
Task 2: Work in pairs. Use the models in 1 to make similar conversations about these predictions for the future. One of you is Student A, the other is Student B. Use the expressions below to help you. (7 mins)	
- T has Ss read the predictions and checks understanding. - Revise common expressions used to express certainty and uncertainty. In weaker classes, go through the expressions in the table and check understanding.	***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?*

- 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. - Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.	*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.*

e. Assessment

- Teacher obverses 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)
    - **Develop NLS 6.1NC1a:** Analyze the role of AI in specific smart city technologies mentioned in the text.

c. Expected outcomes:

- Students get some knowledge/ideas about technologies used in some smart cities in the world and are able to express their opinions about some of those technologies

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. **Read the text on page 36 and decide in which city you can do the following.** (7 mins)	
- T asks Ss some questions to find out what they already know about the topic, *e.g. Which cities in the world do you think are smart ones? What makes them smart?* - Ask Ss what they want to know about the topic. Write their questions on the board, *e.g . Which city has one of the largest bike-sharing systems? Which city allows you to book an appointment with a doctor online?,…*	***Answer key:*** *1. Singapore* *2. Toronto* *3. London* *4. New York* *5. Copenhagen*

- Put Ss into pairs. Ask them to read the text about the four cities and match the features with the cities. - Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class by calling on pairs to write names of cities on the board. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. **Extension:** In stronger classes, encourage Ss to talk more about other smart cities they know focusing on the activities people can do in those cities.	
Task 2. Work in groups. Discuss the questions. (8 mins)	
- Have Ss work in pairs to discuss the technologies they would like to have in their city or neighbourhood. - Ask Ss some specific questions, e.g., *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?* - Call on some Ss to present their ideas in front of the class.	***Suggested answers:*** *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.*

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.
    - T asks Ss to talk about what they have learnt: Vocabulary, expressions of certainty, and **how AI operates in smart cities (6.1NC1a)** and **using digital tools for innovation (5.3NC1a).**

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 - Looking back and Project.

Board Plan

Date of teaching

Unit 3: Cities of the future

Lesson 7: Communication and Culture / CLIL

***Warm-up**

*** Everyday English**

- Task 1: Listen and complete the conversations.

- Task 2: Make similar conversations.

*** Culture**

- Task 1: Read the text and decide in which city you can do the following.
- Task 2: Discussion.

***Homework**

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ
Giáo viên soạn: PHẠM THỊ THU TUYẾT
Ngày soạn: 8/11/2026
Lớp dạy: 11/4, 11/9

Period 29: 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.

4. Digital competence

- **NLS 2.4a:** Propose different digital tools and technologies for collaborative processes and to co-create documents and content for the group project.
- **NLS 3.1a:** Apply methods to create and edit digital content in various formats (slides, posters, or videos) to express ideas about the ideal city.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have Ss who talk excessively practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and help Ss recalled the vocabulary about future cities they have learnt in the unit
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can recall the learnt vocabulary about future cities

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number - Ss work in 2 teams - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group having more points is the winner.	**Suggested words:** *1. privacy* *2. efficiently* *3. pedestrian zone* *4. liveable* *5. infrastructure*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

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

b. Content:

- Task 1: Listen and mark (‿) the consonant and vowel sounds that are linked. Then practise saying the sentences. (p.36)

- Task 2: Complete the sentences. Use words and phrases you have learnt in this unit (p.36)

- **Task 3:** Choose the correct words and phrases to complete these sentences (p.36)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS

Task 1: Listen and mark (‿) the consonant and vowel sounds that are linked. Then practise saying the sentences. (4 mins)	
- T asks Ss to listen to the recording and mark the consonant and vowel sounds that are linked - Check answers as a class by playing the recording and writing appropriate marks on the board. - Ask Ss to practice the sentences in pairs. Draw their attention to the sounds that are linked. - Call on some Ss to read the questions out loud in front of the class.	***Answer key*** *1. Many young people want to live‿in the city.* *2. It's‿a busy street with great shops‿and restaurants.* *3. The government wants to build‿a smart city in the south‿of the country.* *4. The apartment was‿expensive, but my parents could‿afford‿it.*
Task 2: Complete the sentences. Use words and phrases you have learnt in this unit. (4 mins)	
- Ask Ss to complete the sentences with suitable words or phrases. Tell them to use the given letter as suggestions. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the missing words / phrases on the board.	***Answer key*** *1. traffic jams* *2. liveable* *3. sustainable* *4. city dwellers*
Task 3: Choose the correct words and phrases to complete these sentences. (4 mins)	
- Ask Ss to find and correct the mistakes in the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.	***Answer key:*** *1. am thinking* *2. unhappy* *3. tastes* *4. an intelligent person*

e. Assessment

- Teacher obverses 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.
- T reminds Ss of how they used digital tools (Canva, PowerPoint, Google Slides) to collaborate and share ideas during the preparation phase **[NLS 2.4a]**.
- All groups exhibit their posters or digital presentations. Groups who prepared digital content present their work using the projector **[NLS 3.1a]**.

c. Expected outcomes:

- Students practise giving a poster presentation.

d. Organisation

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

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**

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ
Giáo viên soạn: PHẠM THỊ THU TUYẾT
Ngày soạn: 8/11/2026
Lớp dạy: 11/4, 11/9

Period 30: UNIT 4: ASEAN and Viet Nam

Lesson 1: Getting started - At the AYVP Office

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *ASEAN and Viet Nam.*
- Gain vocabulary to talk about AYVP.
- Get to know the language aspects: Gerunds as subjects and objects.

2. Competences

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

3. Personal qualities

- Proud of our country and responsible for the regional issues

4. Digital Competences (NLS):

- **1.1NC1b**: Apply search techniques to retrieve data, information, and digital content about ASEAN member states and AYVP activities.
- **3.1NC1b**: Demonstrate ways of self-expression through creating and editing digital content (e.g., digital brochures or social media posts) for the unit project.

II. MATERIALS

- Grade 11 textbook, Unit 4, Getting Started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. Apply (v)	/əˈplaɪ/	to officially ask for something such as a job, a place on a course, or a loan, usually by completing a special form or writing a letter	Ứng dụng, ứng tuyển

2. Community (n)	/kəˈmjunɪţi/	all the people who live in a particular area, or a group of people who are considered as a unit because of their shared interests or background	Cộng đồng
3. Contribution (n)	/kɑntrəˈbjuʃən/	something that you contribute or do to help produce or achieve with other people, or to help make something successful	Sự đóng góp, cống hiến
4. Volunteer (v/n)	/vɒlənˈtɪər/	to do/ a person who does something that you do not have to do, often without having been asked to do it and/or without expecting payment	Tình nguyện/ tình nguyện viên

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of ASEAN.
- To set the context for the listening and reading part.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Map quiz: Guessing the countries.

c. Expected outcomes:

- Students can identify countries in ASEAN and their shapes.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Map quiz - Teacher shows the shape of the countries. - Ss work in 4 groups. Each group raises their hands to take turns and guess what country it is. The group with all correct answer will get a bonus. - The team with the highest points is the winner.	Lists of countries: ● Viet Nam ● Brunei ● Cambodia ● Thailand ● Laos ● Malaysia ● Philippines ● Singapore ● Myanmar ● Indonesia

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 comprehend the new words and prepare for the listening and reading of Getting Started.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks the students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.	**New words:** 1. apply (v) 2. community (n) 3. contribution (n) 4. volunteer (v, n)

e. Assessment

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

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help students get to know the topic.
- To introduce words and phrases related to AYVP.

- To help Ss identify the functions and goals of AYVP.

b. Content:

- Task 1. Listen and read (p.42)
- Task 2. Read the conversation again and write T (True) or F (False). (p.43)
- Task 3. Match each word with its definition. (p.43)
- Task 4. Complete the sentences using words and phrases from exercise 1. (p.43)

c. Expected outcomes:

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

d. Organisation

<table>
<tr><th>TEACHER'S AND STUDENTS' ACTIVITIES</th><th>CONTENTS</th></tr>
<tr><td colspan="2">Task 1. Listen and read. (5 mins)</td></tr>
<tr><td>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.
- Ss answer the questions in pairs.
- Teacher plays the recording twice. Ss listen and read.
- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</td><td>

Questions:
- What can you see in the picture?
- Who are the speakers?
- What do you think they are discussing?

Suggested answers:
- Girls, books, photos, AVVP, ASEAN logo
- The girls are the speakers.
- They are discussing ASEAN.</td></tr>
<tr><td colspan="2">Task 2. Read the conversation again and write T (True) or F (False). (5 mins)</td></tr>
<tr><td>- Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements.
- Ss work independently to find the answers.
- Teacher has Ss compare the answers in pairs before checking with the whole class.
- Teacher checks the answers as a class and gives feedback.</td><td>Answer key:
1. F (It was her cousin.)
2. T
3. F
4. F (She should be over 18.)</td></tr>
<tr><td colspan="2">Task 3. Match each word with its definition. (5 mins)</td></tr>
<tr><td>- Teacher has Ss look at the box 1-4, a-d.
- Ss work in pairs and solve Task 3 using background knowledge.</td><td>Answer key:
1. c 2. d
3. b 4. a</td></tr>
</table>

- Check answers as a class.	
Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)	
- Teacher tells Ss to read sentences, locate the key words in the question and the text. Focus attention on the V-ing forms. - Teacher asks Ss to complete the sentences, using the correct verb form. - Check answers as a class. - Elicit the gerunds	**Answer key:** *1. Taking part* *2. promoting - helping* *3. checking* *4. meeting*

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise speaking skills;
- To help Ss memorize the basic information about the AYVP.

b. Content:

- Role-play
    - **Digital Integration (NLS 1.1NC1b):** Before starting, T allows Ss 2 minutes to use their devices to search for one "real project" AYVP has done in the past (e.g., environment, education) to include in their dialogue.

c. Expected outcomes:

- Students can recall the information they have listened and read, then give a short talk about the AYVP.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Role-play - Teacher asks Ss to work in groups. - In each group, 1 - 2 students play the role of the AYVP office's staff. Others play the role of high school students asking for detailed information about the AYVP programme. - Ss have 5 minutes to prepare for the role play. - Teacher invites 1 or 2 groups to come to the stage and do the role play. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group.	*Students' own creativity*

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

- Prepare for the next lesson: Language.
- Prepare for the Project (Lesson 8).
    - **Digital Assignment (NLS 3.1NC1b):** Start preparing for the Unit Project. Create a digital "Member Profile" of a chosen ASEAN country or a mock "Volunteer Application Video" using digital tools.

Board Plan

Date of teaching

Unit 4: ASEAN and Viet Nam

Lesson 1: Getting started

***Warm-up**

Map quiz

*** Vocabulary**

1. apply (v)
2. community (n)
3. contribution (n)
4. volunteer (v)

- Task 1: Listen and read.
- Task 2: True or False.
- Task 3: Match each word with its definition.
- Task 4: Complete the sentences.

Extra activity: Role-play

***Homework**