SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ
Giáo viên soạn: PHẠM THỊ THU TUYẾT
Ngày soạn: 1/11/2026
Lớp dạy: 11/4, 11/9

Period 25: 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.

4. Digital Competences (Added)

- **1.1NC1a**: Identify information needs; search for data, information, and content in a digital environment (via instructional videos and online platforms).
- **2.1NC1a**: Interact through different digital technologies and recognize digital communication media (using digital tools for presentation and group discussion).

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)	/ˈpraɪvət ˈviːəkl/	any vehicle that is used primarily for the private purpose of the person who owns it

3. public transport (n)	/ˌpʌblɪk ˈtrænspɔːt/	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)	/ˈɪnfrəstrʌktʃə(r)/	the basic systems and services that are necessary for a country or an organization to run smoothly, for example buildings, transport and water and power supplies
5. eco-friendly (adj)	/ˌiːkəʊ ˈfrendli/	not harmful to the environment
6. sensor technology (n)	/ˈsensə(r) tekˈnɒlədʒi/	a technology that uses sensors to acquire information by detecting the physical, chemical, or biological property quantities and convert them into readable signal.

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video about some features of future cities.

- **[1.1NC1a]**: Use digital media (video) to identify and extract information about future city trends.

c. Expected outcomes:

- Students feel excited about the new lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS

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

e. Assessment

- Teacher listens, collects their answers and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (15 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary revision (5 mins)	
- Teacher writes words on the board - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	**New words:** 1. environment (n) 2. private vehicles (n) 3. public transport (n) 4. infrastructure (n) 5. eco-friendly (adj) 6. sensor technology (n)
Task 1. Work in pairs. Complete the diagram with the ideas below. (4 mins)	
- Ask Ss to work in pairs and decide which of the ideas are related to each aspect of cities in the future (Transport,	

Infrastructure and Living conditions) by putting the statements in the appropriate blanks. - Have Ss read the three statements and the text in the diagram. Check understanding of more difficult words and phrases. - Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers.	**Answer key:** *1. B 2. C 3. A*
Task 2. Match the questions with the answers to make a conversation. Then practice it in pairs. (6 mins)	
- T explains that these three questions and answers are based on a feature in 1 (transport). Point out that the idea is further developed by using Wh-questions. - Tell Ss to read the questions carefully and check understanding before they do the matching. - Call on some Ss to read the questions and answers to the class. - Further explain the use of Wh-questions to keep the conversation going and encourage Ss to use them while making conversations.	**Suggested answers:** *1. B* *2. C* *3. A*

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)

- **[2.1NC1a]**: Students interact and communicate their ideas through digital support if available (e.g., sharing ideas on a digital board).

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS

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

e. Assessment

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

4. ACTIVITY 3: FREE PRACTICE (15 mins)

a. Objectives:

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

b. Content:

- Task 4. Work in groups. Discuss what the cities of the future will be like and present your groups' ideas to the whole class. (p.33)
- Further practice: Students discuss which features of future cities they like best.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss what the cities of the future will be like and present your groups' ideas to the whole class. (7 mins)	

- Ask Ss to work in groups and discuss what future cities will be like. - Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to come up with their own ideas. - Call on some groups to present their ideas to the class.	*Students' practice*
Further practice (8 mins)	
- T asks Ss to work in pairs and talk about the features that they like most about the future cities. - T invites some pairs to present. - T gives feedback and gives marks to Ss' performance.	*Students' practice.*

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**

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Ngày soạn: 1/11/2026
Lớp dạy: 11/4, 11/9

Period 26: 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.

4. Digital Competences (NLS):

- **2.6NC1a:** Managing digital identity (Identify the need to manage digital identities to protect personal reputation and privacy in a smart city environment).
- **6.1NC1a:** Understanding Artificial Intelligence (Analyze how AI and smart technologies affect daily life and social interactions in future cities).

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)	/ˌɪn.təˈrækt/
2. privacy (n)	/ˈprɪvəsi/

3. sense of community (n)	/sens əv kəˈmjuː.nə.ti/
4. neighbourhood (n)	/ˈneɪbəhud/

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Excellent memory

c. Expected outcomes:

- Students gain knowledge on the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Excellent memory - Ss look at the picture for 20 seconds. Try to remember all the smart city components. - Teacher divides the class into 2 teams. Call one student from each team to say the component, then call another student from the other team. Game ends when students can't give more answers. - After the game, the team with the higher point is the winner. - Teacher leads in the lesson.	

e. Assessment

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

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words and phrase with their meanings. (9 mins)	
- Teacher introduces the vocabulary by showing pictures, actions, synonyms,... to get Ss to prepare for Task 1. - Write 'Living in a smart city' and elaborate with questions, *e.g, 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?,…* - Introduce the topic of the lesson and ask Ss to read the words and match them with the meanings. - Call on some Ss to give their answers to the class. **Extension:** In stronger classes, encourage Ss to make more sentences with the words in different contexts to make sure they understand the meaning of the words and phrases before moving to the next activities.	**Vocabulary:** 1. to interact (v) 2. privacy (n) 3. sense of community (n) 4. neighbourhood (n) **Answer key:** 1. c 2. d 3. b 4. a

e. Assessment

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

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea about living in a smart city
- To help Ss practise listening for specific information about living in a smart city

- To provide Ss with some basic information about smart cities.

b. Content:

- Task 2. Listen to an interview and choose the correct answers A, B, or C (p.33)
- Task 3. Listen to the interview again and complete the table. Use no more than THREE words for each answer. (p.33)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Listen to an interview and choose the correct answers A, B, or C. (6 mins)	
- T tells Ss that they're going to listen to an interview with Ms Stevens, a smart city dweller. - Have Ss read the questions and answer choices, and check comprehension. Elicit or explain any unfamiliar or difficult words. - Play the recording and have Ss do the activity. Check answers as a class. In stronger classes, ask Ss to explain their choices. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the correct information.	**Answer key:** *1. B* *2. A* *3. A*
Task 3. Listen to the interview again and complete the table. Use no more than THREE words for each answer. (7 mins)	
- T asks Ss to read the text in the table. Make sure they understand they need to write no more than 3 words in each gap. - Encourage them to guess what part of speech might fit each gap, *e.g. 1. N, 2. N, 3. V, 4. N* - Play the recording once (twice in weaker classes) for Ss to complete the table. - Ask ss to work with a partner to compare their answers. - Check answers by calling on some Ss to write their answers on the board or read them aloud. - Play the recording again if many Ss have incorrect answers, pausing at places where they can get the correct information.	**Answer key:** *1. right to privacy* *2. smart technologies* *3. interact* *4. sense of community*

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

- **Digital Competence Integration:**
    - **6.1NC1a:** Analyze how AI applications in Task 3 affect human interaction.
    - **2.6NC1a:** Propose ways to protect digital identity when tech companies collect personal data.

c. Expected outcomes:

- Students can use the language and ideas from the unit to understand more about living in smart cities.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (7 mins) **Do you agree with Ms Stevens? Which of the disadvantages she mentioned do you think is the most serious? Why?**	
- T asks some lead-in questions to see whether Ss agree with Ms Stevens' opinions about living in a smart city. E.g: *Do you agree with Ms Stevens about the advantages of living in a smart city? Is the problem of privacy serious? Do you think the sense of community is important? ...* - Put Ss into groups to discuss which of the disadvantages, in their opinion, is the most serious and explain why. - Remind Ss that they can use the ideas from the listening. In stronger classes, encourage them to come up with their own ideas to support their opinion. - Invite some groups of Ss to present their ideas to the class.	***Suggested answers:*** *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.

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.
    - **Digital Extension:** Search for one specific AI application used in smart cities and write a 3-sentence summary on how it impacts privacy **(6.1NC1a & 2.6NC1a)**.

b. Homework

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

Board Plan

Date of teaching

Unit 3: Cities of the future

Lesson 5: Listening – Living in a smart city

***Warm-up**

Excellent memory

*** Vocabulary**

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

- Task 1. Match the words and phrases with their meanings.
- Task 2. Listen to an interview and choose the correct answers A, B, or C.
- Task 3. Complete the table.
- Task 4: Discuss the questions.

***Homework**

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Ngày soạn: 1/11/2026
Lớp dạy: 11/4, 11/9

Period 27: 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.

4. Digital Competences:

- **[1.1NC1a]**: Identify information needs; find data, information, and content in digital environments (to support brainstorming/researching ideas about smart cities).
- **[3.1NC1a]**: Apply methods to create and edit digital content in different formats to express oneself (creating and editing the article on digital platforms).

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	- Guide students to make an outline before they write. - Encourage students to work in pairs and in groups so that they can help each other.

	- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' ideas about living in a smart city;
- To set the context for the writing part;

b. Content:

- Story starters

c. Expected outcomes:

- Students brainstorm some advantages or disadvantages of living in a smart city.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Story starters T asks Ss to work in groups of 8 students. The first student of each group starts with: "I like living in a smart city." or "I don't like living in a smart city." Then the next student continues by saying one sentence about the reason…	*Students' creativity*

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)
    - **[1.1NC1a]**: Students identify information needs and find relevant digital content to support their arguments.

c. Expected outcomes:

- Students are able to get some ideas about advantages and disadvantages of living in a smart city.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS

Task 1. Read the following ideas and decide whether they are advantages or disadvantages of living in a smart city. Tick the appropriate box. (5 mins)	
- T asks Ss questions to recall ideas from the listening and elicit the topic of the writing, *e.g. Does Ms Stevens like living in a smart city? What disadvantages does she mention? Does she mention any advantages?* - Put Ss into pairs. Ask them to read the statements and decide whether they describe advantages or disadvantages of living in a smart city. - Check answers as a class by asking individual Ss to read the statements and say why they are advantages or disadvantages, *e.g. Statement 1 explains how people's lives will become easier – by reducing household chores – so this is an advantage.*	***Answer key:*** *Advantages: 1, 4, 5* *Disadvantages: 2, 3, 6*
Task 2. Read the article below and match its parts with the correct descriptions. (7 mins)	
- T asks Ss to read the model article and checks understanding of the vocabulary. - Have Ss match its parts with the descriptions individually. - Put Ss in pairs and ask them to discuss and compare their answers in pairs. - Call on some Ss to read their answers to the class and confirm the correct answers. - To check understanding of the structure and language of the article, ask questions, such as *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?*	**Answer key:** *2. A* *1. B* *3-4. C* *5. D*

e. Assessment

- Teacher observes Ss' work and gives feedback.

3. ACTIVITY 2: WHILE-WRITING (15 mins)

a. Objectives:

- To help Ss practise using common structures in an article;
- To help Ss write a complete article about advantages and disadvantages

b. Content:

- Task 3. Write an article (120-150 words) about other advantages and disadvantages of living in a smart city. Use the suggested ideas in 1, the sample in 2, and the outline below to help you. (p.35)

- **[3.1NC1a]**: Students apply methods to create and edit their article in a digital format.

c. Expected outcomes:

- Students can write a complete article based on the suggested ideas and given outline in which the language is clear, short and simple

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3. Write an article (120-150 words) about other advantages and disadvantages of living in a smart city. Use the suggested ideas in 1, the sample in 2, and the outline below to help you.	
- T explains the writing task. Go through the outline and recap the structure of an article. - Have Ss work individually and write their articles based on the ideas in the unit and the outline given. Walk round the class and offer help. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions. - Collect Ss' writings and provide written feedback in the next lesson.	***Suggested answer:*** *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?* *Let's start with the advantages. Living in a smart city can reduce the negative impact on the environment. Future smart cities will be built in new urban areas with a lot of green 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.* *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.* *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.*

e. Assessment

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

4. ACTIVITY 3: POST-WRITING (10 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
CROSS-CHECKING - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects the whole class without nominating the Ss' names.	**Writing rubric** 1. *Organisation: .../10* 2. *Legibility: .../10* 3. *Ideas: .../10* 4. *Word choice: .../10* 5. *Grammar usage: .../10* *TOTAL: .../50*

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**