**Date of preparation: October 2nd , 2024 Full Name: Nguyen Thi Phuong**

**UNIT 3: CITIES OF THE FUTURE**

**Number of periods: 8 (Period: 18 to 25)**

**Lesson 1: GETTING STARTED - Period : 18**

**Classes: 11A2, 11A7**

**I. OBJECTIVES:** By the end of this session, 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 grammar point of 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. TEACHING AIDS AND MATERIALS**

 - Grade 11 textbook, Unit 3, Getting started

 - Computer connected to the Internet

 - Projector/ TV/ pictures and cards

 - hoclieu.vn

**III. PROCEDURES**

**1. Warm up: (*5 minutes*)**

**a. Objectives :**

- To get Ss to know the topic about cities of the future

- To create a friendly and lively atmosphere in the classroom and activate students’ knowledge on the topic of an exhibition of future cities

- To lead into the unit

**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. Organization:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| Game: Hot potato- Have Ss stand in a circle or two rows facing each other and set a time limit for the game.- Throw the ball to one student and has him/her call out one target word or phrase from Unit 2. Then he/she throws the ball to another student, who has to say another target word.- The game continues until the time is up or all Ss have had a chance to say a word or phrase.**Target words in Unit 2***(generation gap, conflict, extended family, nuclear family, characteristic, digital native, argument…)*- Observe the groups and gives feedback | \* Do as instructed.- Play the game- Listen to the teacher |

**2. Presentation:** **(*5 minutes*)**

**a. Objective:** 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 usekey language more appropriately before they read.

**d. Organisation**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Vocabulary pre-teaching**- Introduce the vocabulary.- Explains the meaning of the new vocabulary **New words:**1. impact (n)/ˈɪmpækt/:  the powerful effect that something has on somebody/something2. 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 anotherE.g: Most of us use **public transport** to get to work.Public transportation Images | Free Vectors, Stock Photos & PSD3. infrastructure (n)/ˈɪnfrəˌstrʌktʃə/: the basic systems and structures that a country or organization needs in order to work properly What is infrastructure? Definition and examples - Market Business News4. traffic jam (n): /ˈtræfɪk dʒæm/: a long line of vehicles on a road that cannot move or can only move very slowlyIELTS Speaking Part 2 + 3 | Topic: Traffic Jam | The IELTS Workshop5. carbon footprint (n): /ˈkɑːbən ˈfʊtˌprɪnt/: the amount of carbon dioxide that a person or organization produces by the things they do- Check students’ understanding with the “Rub out and remember” technique.- Reveal that these five words will appear in the reading text and asks students to open their textbook to discover further- Check students’ pronunciation and give feedback. - Observe Ss’ writing of vocabulary in their notebooks. | - Say the Vietnamese meaning of the word.- Other Ss correct if the previous answers are incorrect.- Repeat the words in chorus.- Write down new words. |

**3. Practice:** (*20 minutes*)

**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.

- ***Suggested answers:***

**Task 1**

*+ Tall buildings, roads in the air, flying private vehicles*

*+ People travel by flying objects instead of going by car or bus. …*

*+Life will be more convenient without pollution. …*

**Task 2.**

*1. green areas  2. traffic jams 3. Technology 4. housin*

**Task 3.**

*1. public transport 2. private vehicles 3. modern infrastructure*

*4. high-rise buildings 5. smart city*

**d. Organisation**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 1. Listen and read.** (5 mins)- Ask Ss to look at the pictures in the book as well as the dialogue and answer the questions.https://lh4.googleusercontent.com/ZZQAk3x9jEHnLczBeaqDCC6jor2RNEikxewlzG1rDBKDJOE8o6-V8BNKdnEcl6eucACnLbfSlLV2bd6EGHJofCCo5oPApiJeYIDalRK9fIyly8WfsbNxmMhzv9dZvF7DAwg0efPPukzO**Questions:***+ What can you see in the picture?**+How is the city different from that now?**+What do you benefit from living in this city?*- Play the recording twice. Ss listen and read.- Check Ss’ prediction. T calls 2 Ss to read the conversation aloud.**Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (5 mins)**- Tell Ss to read the conversation again and work independently to find the answers. - Let Ss compare the answers in pairs before checking with the whole class.- Check the answers as a class and gives feedback.**Task 3. Match the words to make phrases mentioned in 1.** **(5 mins)**- Have Ss look at task 3, and ask Ss to do the matching.- Ask Ss to read out the phrases they have found and explain the meaning of them.- Check answers as a class.**Task 4. Complete the sentences with phrases from 1. (5 mins)**- Ask Ss to read the three statements. - Ask Ss to complete the sentences, using the correct phrases from the text. - Check answers as a class. - Observe on Ss’ performance.- Feedback and peers’ feedback. | - Look at the picture and answer the questions- Share their answers with a partner.- Read the conversation- One pair reads aloud.- Do the task individually first to find the answers..- Share and discuss with their partners about the key words- Do the task in pairs.- Work individually- Share their answers with a partner- Do the task individually |

**4. Production:** (*6 minutes*)

**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**

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| **Teacher’s activities** | **Students’ activities** |
|  **Task 5. Interview**- Ask Ss to work in pairs. Ask them to draw their city of the future. Then, look at the picture and ask each other.- Invite 1 or 2 pairs to come to the stage and do the interview.- Ask other students to listen and give comments.- Give feedback and gives marks to the students with good performance.- Observe on Ss’ performance.- Feedback and peers’ feedback. | - Do as instructed - Listen and draw experience. |

**\* Homework: (*5 minutes*)**

- Exercises in the workbook

- Project preparation

- Have Ss look at the last page of Unit 1, the Project lesson and ask them what topic of the project is.

- Tell them the project requirements: Design a poster about the ideal city

+ suggest activities, provide the reasons and expected results of the activities;

+ present their plans in the last lesson of the unit.

- Remind Ss that besides brainstorming activities, they:

+ can search for ideas on the Internet, in the newspaper, etc. for reference.

+ should use poster to illustrate their ideas.

- Put Ss into groups and have them choose their group leader. Ask them to assign tasks for each member, making sure that all group members contribute to the project work.

- Help Ss set deadlines for each task.