**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:**

|  |  |
| --- | --- |
| **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/something  2. 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  E.g: Most of us use **public transport** to get to work.  Public transportation Images | Free Vectors, Stock Photos & PSD  3. 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 News  4. traffic jam (n): /ˈtræfɪk dʒæm/: a long line of vehicles on a road that cannot move or can only move very slowly  IELTS Speaking Part 2 + 3 | Topic: Traffic Jam | The IELTS Workshop  5. 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**

|  |  |
| --- | --- |
| **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**

|  |  |
| --- | --- |
| **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.