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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 5: Cities and Education in the Future**

**Lesson 5.0 – Unit Opener (Page 57)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- learn and use vocabulary words related to cities in the future: *digital roads, flying vehicles, skybridges, moving walkways or underground motorways.*

- practise pronunciation - /ɒ/ - /ɔ:/

- listen for specific information.

- talk about cities in the future.

**1.2. Competences**

- improve communication, collaboration, logical thinking, and collaborative discussion.

**1.3. Attributes**

- develop a vision for future development.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard / TV (if any), PowerPoint slides.

**2. Students’ aids:** Student’s book, workbook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Introduce some vocabulary words related to cities in the future.  **-** Fill in the gaps.  - Listen and repeat.  - Listen and underline the words with an **/ɒ/** sound and circle the words with an **/ɔ:/** sound.  - Listen again and repeat.  - Practise saying them with a partner.  - Listen to a woman talking about cities in the future; choose the three predictions in Exercise 1 that the speaker says will happen. Write the reason.  - Talk about personal’s opinion of the predictions in Exercise 1 that won’t happen in cities in the future; give a reason.  - Talk about cities in Vietnam in the future. | **-** Ss practise more in notebooks.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers  - Ss’ answers  - Ss’ answers.  - Ss’ answers/ presentation.  - Ss’ answers/ presentation.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback.  - T’s feedback.  - T’s feedback.  - T’s feedback.  - T’s feedback.  - T’s observation, T’s feedback  - T’s feedback  -T’s feedback.  - T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm-up: (5’)**

**a) Objective:** First, Ss activate their prior knowledge by brainstorming ideas and thoughts about the questions. Then, Ss can expand on their thoughts by trying out different activities

**b) Content:** Ss use visuals and questions to explore and share their opinion about the topic.

**c) Expected outcomes:** Ss can grasp vocabulary and can pronounce them correctly.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * Show Ss five pictures in exercise 1 – page 57. * Give each Ss 2 minutes to look at each picture and discuss the following in pairs: * *Guess what is in each picture.* * *Discuss the benefit it brings to the city.* * *Talk to your partner if you've ever seen any of this in real life* * Call for answers. * Share the background knowledge about the questions. | * Look at the pictures. * Work in pairs, and discuss with a partner. * Give answers. * Listen to the T.   ***Possible answers from Ss:***   1. *I know the bridge; I have seen it in Singapore.* 2. *It is used for connecting buildings. I would like to have flying cars in my city.* |

**B. New lesson (35’)**

* **Activity 1: Presentation (Vocabulary - Pronunciation) (15’)**

**a) Objectives:** Ss preview and get to know the topic as well as the core vocabulary of the unit.

**b) Content:** Ss are introduced to vocabulary relatedto the lesson.

**c) Expected outcomes:** Ss grasp the basic knowledge of the lesson and understand the vocabulary.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Look at the pictures and come up with the Vietnamese meanings.**   * Have Ss try guessing the meanings of words by looking at the pictures. (This can tell what words Ss have confidence about knowing and what words they definitely don’t know.) * Have Ss work individually to complete the task. * Check answers as a whole class. * Present the new vocabulary words to the class. (using IWB / PPTs). * Play the audio and have Ss listen and repeat. * Show the transcriptions of the words and have Ss repeat. * Correct Ss’ pronunciation.   **Note**: *For a non-digital classroom (without IWB / PPTs). T can write the words on the board for Ss to guess. Then correct the answers with the whole class.*  **Task b. Check students’ understanding.**   * Show five pictures again but in random order and without any words below, the pictures are partly covered. * Ask Ss to say the word shown in each picture.   **Task c. Fill in the gaps**   * Have Ss work individually completing exercise 1 (SB, p.57). * Help Ss with statement 1 as an example. * Set the time limit for 3 minutes * Ask Ss to share the answers with a partner. * Call for answers (T can ask each individual to say the whole sentences instead of just saying the words). * Check answers as a whole class.     **Task d. Pronunciation**   * Ask Ss to watch the videos of the two sounds and find out the differences. * Show the difference between the two sounds. * Have Ss work in groups of three and try to guess which words with /ɒ/ sound and which words with /ɔ:/ sound (SB, p.57). * Have Ss to work individually to listen and underline the words with an /ɒ/ sound and circle the words with an /ɔ:/ sound. * Let Ss check the answers with their partners. * Show the answer. * Have Ss listen again and repeat. * Have Ss work in pairs (T can change their partner), practise the sounds and the sentences, and give feedback to each other. * Ask some random Ss to pronounce the words. | * Listen to the T. * Complete the task all by oneself; make a quick checklist and put a checkmark to show understanding of each word. * Give answers, listen to the T, and check their answers. * Look at T’s presentation. * Listen to the T and repeat. * Look at the transcription and say the word. * Listen to the T and correct the pronunciation individually.   **Answer keys**  *1.* *digital roads:* *đường phố*  *kết nối công nghệ kĩ thuật số*  *2. flying vehicles:* *phương tiện giao thông có thể bay*  *3. skybridges:* *cầu trên không*  *4. moving walkways:* *đường đi bộ tự di chuyển*  *5. underground motorways:* *đường cao tốc dưới lòng đất*   * Look at the pictures. * Say the word out loud.   **Answer keys**   * 1. *underground motorway.*   2. *moving walkway.*   3. *flying vehicles.*   4. *digital roads.*   5. *skybridges.* * Listen to T and complete the task all by oneself. * Share the answer with a partner. * Listen to their peers. * Ss check their answers.   **Answer keys**   * 1. *skybridges.*   2. *underground motorways.*   3. *flying vehicles.*   4. *digital roads.*   5. *moving walkways.* * Watch the videos and answer the question. * Listen to the T. * Work in groups to discuss. * Listen to the audio and complete the task. * Check the answers with a partner. * Check the answers from the T. * Listen and repeat. * Practise in pairs. * Say the words out loud. |

* **Activity 2: Practice Listening (15’)**

**a) Objective:** Ss identify their purpose for listening and develop a deep understanding of the vocabulary.

**b) Content:** Listen to a woman talking about cities in the future to find out the three predictions in Exercise 1 she says will happen and give reasons.

**c) Expected outcomes:** Ss can improve their ability to listen for specific information.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a.** Listen to a woman talking about cities in the future to find out the three predictions in Exercise 1 she says will happen and give reasons.  Pre-listening:   * Ask Ss to work in pairs to guess the words they may hear in the talk and then guess the answers. * Show keywords, and have Ss listen to the keywords. * Show the words: flying vehicles, digital roads, underground motorways, and moving walkways, ask Ss to guess which technologies will be practical in the future, and give the reasons.   While-listening:   * Have Ss listen to the audio and complete exercise 3 (SB, p.57). | * Work in pairs. * Listen to the keywords. * Look at the slide and discuss the answer with a partner. * Work individually. |
| * Ask Ss to take notes on the key words or any words they can hear from the speakers. * Have Ss check their answers in pairs or in groups of 3 – 4 (depending on the number of Ss in class). * Play the audio of each speaker again and ask students to raise their hands if they hear the key words. * Ask them to say the words and write them on the board. * Correct as a whole class.     Post-listening:   * Ask Ss to listen and fill in the gaps. * Ask Ss to share the answers with a partner * Show the answers, and have Ss check their answer.   Fill in the gaps.  *Cities in the future will be quite different from what we have today. We'll see new (1)\_\_\_\_\_\_\_\_\_\_\_ that make city life easier and make the environment better. To begin with, travel will become much easier. Many people talk about vehicles that will fly, but I believe this won't happen because of the (2)\_\_\_\_\_\_\_\_\_energy costs. What will happen are technologies like digital roads that communicate with cars and will (3)\_\_\_\_\_\_\_\_\_traffic and make travel much safer. Another technology for city travel that everyone is talking about is underground motorways. However, this will also not be as these roads will be very (4)\_\_\_\_\_\_\_\_\_\_to build. Moving walkways are affordable and energy efficient, so I can definitely see more and more of them in our cities. They are a great way to encourage more people to (5)\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ in cities on foot. I also think that with all the tall buildings in future cities, we will see a lot of skybridges. These bridges are perfect for creating more (6)\_\_\_\_\_\_\_\_\_\_\_\_in busy cities without using more land. These new spaces will become places for parks, cafés, and even playgrounds.* | * Take notes of the keywords of any words. * Peer check. * Listen and raise their hands if they hear the key words. * Say the words and write them on the board. * Listen to the T and check the answers.   **Answer keys**  *1 digital roads – communicate with cars and will reduce traffic and make travel much safer.*  *2 moving walkways – a* *great way to encourage more people to come and go on foot.*  *3 skybridges – create more space in busy cities and these spaces will become places for parks, cafés and playgrounds.*   * Listen and fill in the gaps. * Share the answers with a partner. * Check the answers.   **Answer keys**  *1. Technologies*  *2. High*  *3. Reduce*  *4. Expensive*  *5. Get around*  *6. Space* |

* **Activity 3: Post-Listening (5’)**

**a) Objective:** Ss can make connections to the listening and talk about the new development of cities in the future.

**b) Content:**  Ss discuss new development of cities in the future and make predictions.

**c) Expected outcomes:** Ss can talk about the new development of cities in the future and make predictions.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Work in pairs: Which predictions in Exercise 1 do you think will/ won’t happen in cities in the future? Give your reasons.**   * Ask Ss to discuss in pairs.   **In groups of 3 or 4: Make predictions of what will/won’t happen in your city; draw a picture of your dream city. Include any innovation you can imagine.**   * Have Ss work in groups of 3 or 4 to answer the given questions. * Call some Ss to share their ideas with the whole class. * Add more ideas (if needed). | * Discuss in pairs.   **Suggested Answer Key**  *I think we will have underground motorways and digital roads because these will improve road conditions for drivers and reduce traffic. I am also sure we will have skybridges between buildings because they will create more space in big busy cities. I don’t think we will have flying vehicles in the future because it will be difficult to navigate traffic in the air.*   * Take notes of their ideas, draw their own pictures, then share in groups. * Listen to the classmates sharing the answers. * Listen to the T. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation**

* Review key vocabulary words from the lesson with the correct pronunciation.

**\* Homework:**

* Review vocabulary for cities in the future.
* Practise pronunciation - /ɒ/ - /ɔ:/
* Do the exercises in WB: Unit 5 – Exercise 1 - 2 (page 40).
* Prepare: Lesson 5a – Reading (SB, page 58).

**V. REFLECTION**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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