Unit 9 CITIES OF THE FUTURE

GETTING STARTED

City life in 2050

Our city in 2050?

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to city life in the future

Pronunciation

Intonation: Question tags

Grammar

- Question tags
- Conditional sentences type 0

SKILLS

- Reading for general ideas and specific information about life in a city in the future
- Explaining facts and giving predictions
- Listening for specific information about future cities
- Writing an email to a friend about city life in the future

COMMUNICATION AND CULTURE

- Ideal cities of the future
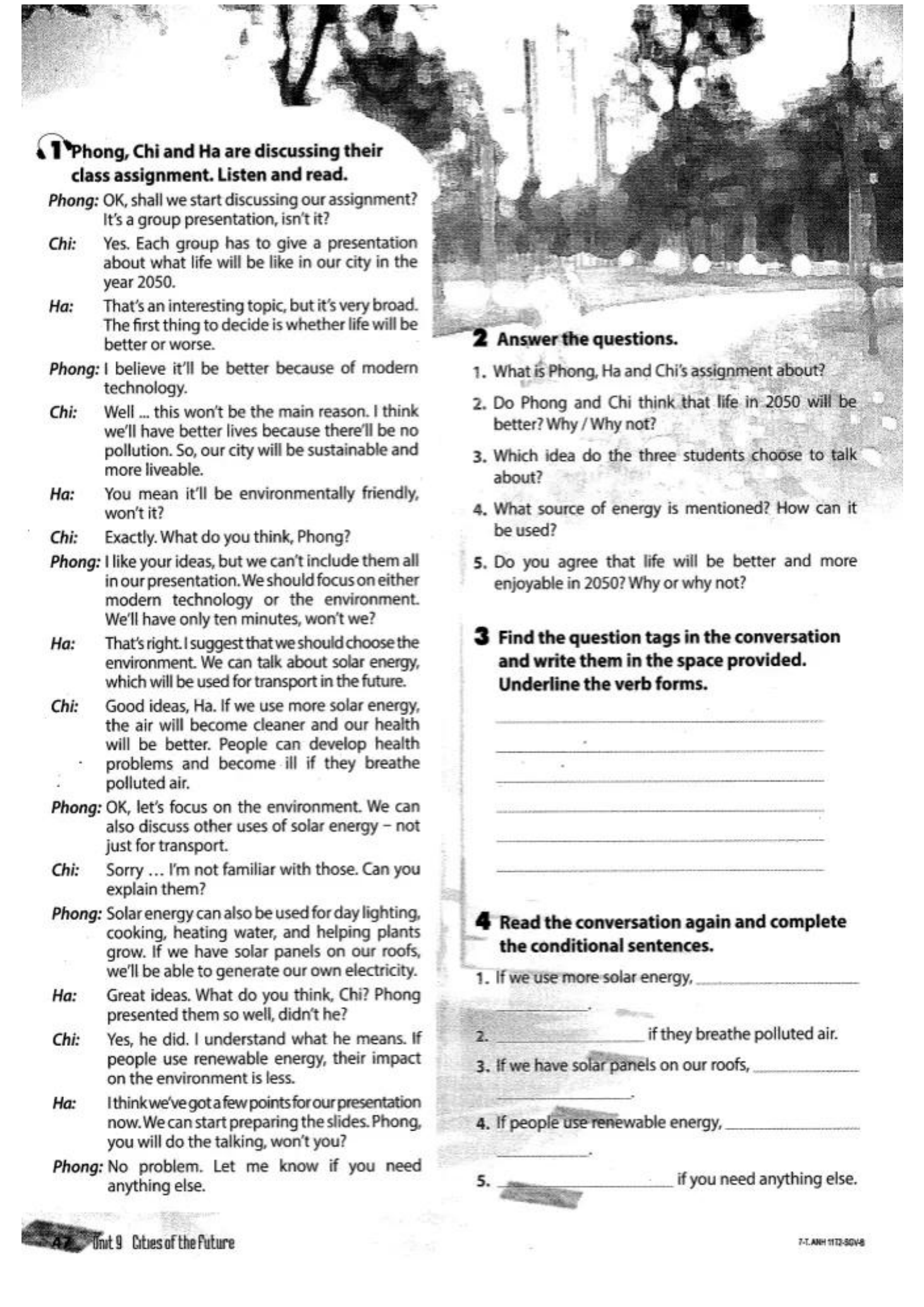- A smart city in South Korea

OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to city life in the future
- identify and use appropriate intonation on question tags
- use question tags to check information or ask for agreement, and conditional sentences type 0 to talk about a scientific fact or something that is generally true
- read for general ideas and specific information about life in the city of the future
- talk about facts and give predictions about cities of the future
- listen for specific information about future cities
- write an email to a friend about city life in the future

GETTING STARTED

City life in 2050

Lead-in: Inform the class of the lesson objectives: getting to know the topic, some vocabulary related to city life in the future, and the two grammar points – question tags and conditional sentences type 0.

1 Phong, Chi and Ha are discussing their class assignment. Listen and read.

Phong: OK, shall we start discussing our assignment? It's a group presentation, isn't it?

Chi: Yes. Each group has to give a presentation about what life will be like in our city in the year 2050.

Ha: That's an interesting topic, but it's very broad. The first thing to decide is whether life will be better or worse.

Phong: I believe it'll be better because of modern technology.

Chi: Well ... this won't be the main reason. I think we'll have better lives because there'll be no pollution. So, our city will be sustainable and more liveable.

Ha: You mean it'll be environmentally friendly, won't it?

Chi: Exactly. What do you think, Phong?

Phong: I like your ideas, but we can't include them all in our presentation. We should focus on either modern technology or the environment. We'll have only ten minutes, won't we?

Ha: That's right. I suggest that we should choose the environment. We can talk about solar energy, which will be used for transport in the future.

Chi: Good ideas, Ha. If we use more solar energy, the air will become cleaner and our health will be better. People can develop health problems and become ill if they breathe polluted air.

Phong: OK, let's focus on the environment. We can also discuss other uses of solar energy – not just for transport.

Chi: Sorry ... I'm not familiar with those. Can you explain them?

Phong: Solar energy can also be used for day lighting, cooking, heating water, and helping plants grow. If we have solar panels on our roofs, we'll be able to generate our own electricity.

Ha: Great ideas. What do you think, Chi? Phong presented them so well, didn't he?

Chi: Yes, he did. I understand what he means. If people use renewable energy, their impact on the environment is less.

Ha: I think we've got a few points for our presentation now. We can start preparing the slides. Phong, you will do the talking, won't you?

Phong: No problem. Let me know if you need anything else.

2 Answer the questions.

1. What is Phong, Ha and Chi's assignment about?
2. Do Phong and Chi think that life in 2050 will be better? Why / Why not?
3. Which idea do the three students choose to talk about?
4. What source of energy is mentioned? How can it be used?
5. Do you agree that life will be better and more enjoyable in 2050? Why or why not?

3 Find the question tags in the conversation and write them in the space provided. Underline the verb forms.

_____

_____

_____

_____

_____

_____

4 Read the conversation again and complete the conditional sentences.

1. If we use more solar energy, _____ _____.

2. _____ if they breathe polluted air.

3. If we have solar panels on our roofs, _____ _____.

4. If people use renewable energy, _____ _____.

5. _____ if you need anything else.

1 Ask Ss to look at the picture of the three people, guess what their relationship is and what they are talking about.

> **Suggested answer**
>
> They are classmates and are discussing the topic 'Our city in 2050' for their class assignment.

- Tell Ss that they are going to listen to a conversation between three students.
- Play the recording. Ask Ss to listen and read silently.

2 This activity focuses on developing comprehension skills. Have Ss read the questions and find the answers in the conversation.

> **Key**
>
> 1. It's about life in the city in the year 2050.
> 2. Both think life will be better; Phong believes modern technology will be the reason, while Chi thinks there'll be no pollution.
> 3. They choose to talk about the environment.
> 4. Solar energy is mentioned. This energy can be used for transport, lighting, cooking, heating water, and helping plants grow.
> 5. (Students' answers)

3 This exercise focuses on the verb forms in question tags.

- Ask Ss to find the sentences with question tags and write them in the space provided.
- Have Ss underline the verbs of the statements and the question tags.

> **Key**
>
> – It's a group presentation, isn't it?
> – You mean it'll be environmentally friendly, won't it?
> – We'll have only ten minutes, won't we?
> – Phong presented them so well, didn't he?
> – Phong, you will do the talking, won't you?

4 Ask Ss to read the conversation again and complete the conditional sentences.

- Have Ss underline the verb forms in the main clauses and conditional clauses.
- Ask Ss to pick out type 1 conditional sentences.

> **Key**
>
> 1. If we use more solar energy, the air will become cleaner and our health will be better. (type 1)
> 2. People can develop health problems and become ill if they breathe polluted air. (type 1)
> 3. If we have solar panels on our roofs, we'll be able to generate our own electricity. (type 1)
> 4. If people use renewable energy, their impact on the environment is less.
> 5. Let me know if you need anything else.

Vocabulary

1 Write the words or phrases given in the box next to their meanings.

urban	renewable	sustainable
quality of life	infrastructure	liveable
overcrowded	inhabitant	

1. _____ a person that lives in a particular place

2. _____ the basic system necessary for a country or organisation to run smoothly

3. _____ (of a natural resource or source of energy) that is never used up

4. _____ relating to towns or cities

5. _____ fit to live in

6. _____ able to be used without harming the environment

7. _____ (of a place) filled with too many people or things

8. _____ the general well-being of individuals and societies

2 Complete the sentences with the right form of the words or phrases in **1**.

1. The main goal of _____ planning is providing a healthier environment for people living in the city.

2. The government needs to solve the pollution problems to make the city _____.

3. The country's _____ is in poor condition and needs to be upgraded.

4. Pollution and heavy traffic are common problems in _____ cities.

5. The original _____ of this island lived a very simple life.

6. The most common _____ sources of energy are the wind and sun.

7. Many researchers claim that yoga practice and physical activities can improve people's _____.

8. Farmers should use _____ methods to produce clean and healthy food.

Pronunciation
Intonation: Question tags

1 Listen and decide whether the question tags in B's responses have a rising or falling intonation. Mark ⟋ (rising intonation) or ⟍ (falling intonation) after the question tags.

1. A: What a boring lecture!
   B: Yes. It was dull, wasn't it?
2. A: Please turn down the volume. It's too loud.
   B: You don't like rock music, do you?
3. A: I don't have any plans for tonight.
   B: Let's go to the cinema, shall we?
4. A: I believe people will have a better life in the future.
   B: Yes, I agree. Life will be more enjoyable than it is today, won't it?
5. A: Where can I put these flowers?
   B: Put them near the window, will you?

2 Listen and repeat the exchanges in **1**.

DO YOU KNOW...?

- We use falling intonation on question tags when we already know the answer. The tag is not a real question.
  Example:
  (On a nice day) *It's a beautiful day today, isn't it?* ⟍

- We use rising intonation when we really want to know something and are not sure of the answer. The tag is a real question.
  Example:
  *I didn't watch the tennis match last night. Federer didn't lose, **did he**?* ⟋

LANGUAGE

Vocabulary

1 Ask Ss to write the words or phrases next to their meanings.

Key

1. inhabitant	2. infrastructure
3. renewable	4. urban
5. liveable	6. sustainable
7. overcrowded	8. quality of life

2 Ask Ss to read the uncompleted sentences and pay attention to the contextual clues such as the words surrounding the gap and the part of speech needed. If a noun is required, Ss need to consider if the word is in the correct form (singular or plural).

Key

1. urban	2. liveable
3. infrastructure	4. overcrowded
5. inhabitants	6. renewable
7. quality of life	8. sustainable

2 Play the recording for Ss to repeat chorally and individually.

Audio script

1. A: What a boring lecture!
   B: Yes. It was dull, wasn't it? ↘
2. A: Please turn down the volume. It's too loud.
   B: You don't like rock music, do you? ↗
3. A: I don't have any plans for tonight.
   B: Let's go to the cinema, shall we? ↗
4. A: I believe people will have a better life in the future.
   B: Yes, I agree. Life will be more enjoyable than it is today, won't it? ↘
5. A: Where can I put these flowers?
   B: Put them near the window, will you? ↗

Pronunciation

Intonation: Question tags

Activities **1** and **2** focus on intonation on question tags.

1 Ask Ss to listen and decide whether the question tags in B's responses have a rising or falling intonation.

- Ask them to write ↗ for rising or ↘ for falling intonation after the question tags.
- Ask Ss to study the *Do you know ...?* box. Check understanding of the rules and provide additional examples of question tags.
- Check answers as a class.

Key

1. ↘   2. ↗   3. ↗   4. ↘   5. ↗

Notes

Rising intonation is used on question tags after statements expressing suggestions or polite requests (e.g. sentences 3 and 5).

Grammar

Question tags

1 Match the question tags with the statements to make complete sentences.

❶ You've seen that film,　　　　**a.** aren't they?

❷ I'm not disturbing you,　　　　**b.** will you?

❸ People will travel in solar-powered cars in the future,　　　　**c.** haven't you?

❹ You have never been to Europe,　　　　**d.** have you?

❺ The package has already arrived,　　　　**e.** will there?

❻ I think everyone's going to be there,　　　　**f.** won't they?

❼ Don't stay up late at night,　　　　**g.** hasn't it?

❽ There'll be no private transport in the future,　　　　**h.** am I?

2 Complete the sentences with the correct question tags.

1. There's no milk in the fridge, ＿＿＿＿＿＿?
2. You can drive a car, ＿＿＿＿＿＿?
3. I believe nothing serious has happened, ＿＿＿＿＿＿?
4. Please give me a hand, ＿＿＿＿＿＿?
5. Let's review the lesson together, ＿＿＿＿＿＿?
6. I think these are your papers, ＿＿＿＿＿＿?
7. Somebody's just called my name, ＿＿＿＿＿＿?
8. Jane has got no problems at work, ＿＿＿＿＿＿?

DO YOU KNOW...?

- Question tags are short additions to statements. They are used to ask for agreement or to check whether something is true.
- General rules to follow:
  - positive statements + negative tags
  - negative statements + positive tags
- Negative verbs in the tags are usually contracted. The subject of the tag is always a pronoun.

Special cases

Statements	Question tags
Let's	shall we
Imperatives	
- positive	will / would / could / won't you
- negative	will you
Including negative words: *no, never, little, hardly,* etc.	positive verb + subject
Including words like these as a subject: - *no one, nobody, anyone, someone, everyone, these, those, none, neither,* etc.	verb + subject *they*
- *nothing, something, everything, this, that*	verb + subject *it*

Examples:
- Let's clean up the room, **shall we?**
- Pass me the dictionary, **will / would / could / won't you?**
- It's no use persuading him, **is it?**

Conditional sentences type 0

3 Match the *if*-clauses with the result clauses.

❶ If you freeze water,　　　　**ⓐ** you get 0.

❷ If you need help,　　　　**ⓑ** go home and take a rest.

❸ If you remove the battery from your cell phone,　　　　**ⓒ** don't hesitate to ask.

❹ If you multiply 1 by 0,　　　　**ⓓ** please pick me up on your way.

❺ If my father leaves work early on Saturday,　　　　**ⓔ** it turns to ice.

❻ If you've finished your work,　　　　**ⓕ** it turns off.

❼ If you are going to school today,　　　　**ⓖ** the oil goes to the top and the water to the bottom.

❽ If you try to mix oil and water,　　　　**ⓗ** he usually goes to the gym.

Grammar

Question tags

1 Introduce the use of question tags and verb forms in tags after positive and negative statements.

Notes	
Statements (either positive or negative form)	**Question tags** (either negative or positive form)
subject + is / are / was / were	is / are / was / were + subject
subject + present simple / past simple	do / does / did + subject
subject + present perfect / present perfect continuous / past perfect	have / has / had + subject
subject + modal (can / could / should / etc.)	can / could / should / etc. + subject

- Ask Ss to study the *Do you know …?* box. Draw their attention to the special cases (question tags used after *Let's*, imperatives, negative words, and some special subjects in the sentences).
- Explain to Ss that if the sentence is a complex structure that begins with *I think, I suppose, I believe, You mean*, etc., the question tags follow the subject and verb in the clause after these expressions.

   Example: I believe <u>nobody survived</u> the plane crash, <u>did they?</u>

Key			
1. **c**	2. **h**	3. **f**	4. **d**
5. **g**	6. **a**	7. **b**	8. **e**

2 Ask Ss to read the statements carefully, underline the subjects and verbs in these statements, and write the correct question tags in the blanks.

Key
1. is there
2. can't you
3. has it
4. will / would / could / won't you
5. shall we
6. aren't they
7. haven't they
8. has she

Conditional sentences type 0

3 Ask Ss to read through the conditional sentences used in the conversation again (Activity **4**, GETTING STARTED). Tell Ss that sentences 1, 2 and 3 are type 1, and the other sentences are type 0.

- Explain to Ss the basic difference between type 0 and type 1. Type 0 is used to talk about a general truth or scientific fact, and the result (in the main clause) is obvious, habitual or automatic. In type 1, the present / future activities or events are real, and the results are very probable. We use it to talk about something that will definitely happen if the condition in the *if*-clause is met.

   Example: If I get better tomorrow, I'll go to school.

Key			
1. **e**	2. **c**	3. **f**	4. **a**
5. **h**	6. **b**	7. **d**	8. **g**

4 Ask Ss to combine the sentences or rewrite them to make conditional sentences. Tell them that they have to read the sentences carefully before deciding whether to use type 0 or type 1.

Key
1. If the baby is crying, he may be hungry. / The baby may be hungry if he is crying. (*type 1*)
2. If you travel on a budget flight, you have to pay for your drinks and food. / You have to pay … if you travel … (*type 0*)
3. If the weather is fine, I walk to work instead of driving. / I walk … if the weather is fine. (*type 0*)
4. If people start using more solar energy, there will be less pollution. / There will be … if people start using … (*type 1*)
5. If they have no homework, they usually play soccer. / They usually play … if they have … (*type 0*)
6. If you travel by train, it takes five hours to get to Nha Trang. / It takes … if you travel … (*type 0*)
7. If the government reduces / manages to reduce the use of fossil fuels, our city will become a more liveable place. / Our city will become … if the government reduces / manages to reduce … (*type 1*)

4 Combine the sentences or rewrite them to make conditional sentences. Decide whether to use type 0 or 1.

Example:

You get to the airport early. Wait for me in the lounge.

⇒ *If you get to the airport early, wait for me in the lounge.* (type 0)

1. The baby is crying. He may be hungry.

2. You travel on a budget flight, so you have to pay for your drinks and food.

3. Whenever the weather is fine, I walk to work instead of driving.

4. People start using more solar energy. There will be less pollution.

5. They usually play soccer when they have no homework.

6. You travel by train. It takes five hours to get to Nha Trang.

7. The government plans to reduce the use of fossil fuels. Our city will become a more liveable place.

DO YOU KNOW...?

• Conditional sentences type 0 are used to talk about a scientific fact or something that is generally true. They often express habitual or automatic results. 'If' can often be replaced by 'when'.

Forms:

If-clause	Main clause / Result clause
present tenses	present simple imperative form

Examples:

- If you **heat** ice, it **melts**.
- If unemployment **is rising**, people **tend** to stay in their current jobs.
- If someone **phones**, please **ask** them to leave their message, name and number.

SKILLS

READING

Tomorrow's city

1 Use a dictionary to find the meaning of the words in the box. Then complete the sentences with their correct forms.

detect (v)	promote (v)	warning (n)
sensor (n)	insoluble (adj)	dweller (n)

1. The government has issued a(n) _____ that there might be another powerful earthquake.

2. Many devices have been invented to help doctors to _____ diseases early.

3. This lamp has a(n) _____ inside. You can adjust its brightness by touching the base.

4. The government has suggested different policies to _____ economic growth.

5. Air pollution is a(n) _____ problem in this city.

6. Many city _____, especially in developing countries, still live in poverty.

2 Read the text about Superstar City and choose the best title for it.

a. Superstar City's Infrastructure Network
b. Superstar City – A Safe Place to Live
c. A Safe and Green City

Now is the year 2060. Barbara is an engineer working for Hi-tech Operation Centre of Superstar City. Her job is to detect and analyse any threats to public safety such as floods, earthquakes, and even pollution. Thanks to various sensors installed in every home and public place, Barbara's centre can predict probable disasters, identify their locations and send a rescue team to help the people in danger. If warnings and assistance are given in good time, people's lives are well protected.

Barbara's husband, Mark, is working for Eco Infrastructure Network, whose main function is to deal with urban environmental problems to make Superstar City greener, cleaner and more

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?

- Elicit answers: *I have learnt how to
  form and use question tags. I can use
  appropriate intonation on question tags.
  I can distinguish conditional sentences
  types 0 and 1, and use them to describe
  a general truth or scientific fact (type 0),
  or a present / future activity or event that
  is real or probable (type 1).*

SKILLS

Reading

Tomorrow's city

Lead-in: Inform the class of the lesson objectives: skimming and scanning a text for main ideas and specific information.

1 Ask Ss to look at the picture. Ask some questions as warm-up: *What do the colours indicate? What energy sources will be used in the future? Why is our planet placed in the hand of a person?*

> **Suggested answers**
> - The clear, blue sky and green grass indicate that there will be no pollution.
> - Wind power (or renewable energy) will be used in the future.
> - The future of our planet is in the hands of humans. People's activities will affect life on Earth.

- Have Ss use a dictionary to find the meaning of the words in the box, if necessary, and complete the sentences with the correct forms of these words.
- Explain the difference between *inhabitant* and *dweller*.

> **Notes**
> *Inhabitant* and *dweller* have a similar meaning: a person or animal that lives in a particular place. The difference is mainly in their collocations (especially in compounds).
>
> **Examples:**
> - the inhabitants of New York City / New York City's inhabitants
>
>   (structure: *inhabitant(s) of + location / location's inhabitant*)
> - city dwellers, town dwellers, apartment dwellers (all compounds)
>
>   (structure: *location + dwellers*)

> **Key**
> | | | |
> |---|---|---|
> | 1. a warning | 2. detect | 3. a sensor |
> | 4. promote | 5. an insoluble | 6. dwellers |

2 Tell Ss that they are going to read a text about Superstar City. Ask Ss to read it quickly and choose the best title.

- Check answers as a class. Have Ss explain why options **a** and **b** are not the correct answers: **a** focuses only on one part – the city's infrastructure; **b** emphasises only the safety aspect, not its eco-friendliness.

> **Key**
> **c.** A Safe and Green City

sustainable. Mark and his colleagues are city planners. They design and carry out projects aiming to reduce fossil fuel consumption, find renewable fuels for public transport, and promote other clean air efforts. Thanks to these projects, city dwellers mainly use wind and sun energy for cooking, lighting and heating their homes. To ensure there is no shortage of fresh water, wastewater is treated and turned into drinking water. These projects have proved to be very effective in dealing with global climate change, which was considered an insoluble problem in the first thirty years of this century.

Like most Superstar City dwellers, Barbara and Mark are quite happy with their life and work. They have to work only four days a week, four hours a day. Everybody has more time for study, entertainment and relaxation. This safe, environmentally friendly city is like a paradise for its inhabitants who can enjoy the highest quality of life.

3 Read the text again and answer the questions.

1. What do Barbara and Mark do?
2. How can Barbara's centre predict and locate disasters?
3. What is the main function of Eco Infrastructure Network?
4. Find one example of people's efforts to make the city cleaner and greener.
5. Why are Superstar City dwellers happy with their life and work?

4 Complete the following summary about Superstar City, using the words in the text.

It is the year 2060. Superstar City is a (1) _____ place to live in. Its Hi-tech Operation Centre is capable of (2) _____ and locating any (3) _____ to public safety. This is also a clean and green city where environmentally friendly (4) _____ sources are used. The city planners design and (5) _____ projects which aim to (6) _____ global climate change. Superstar City is a (7) _____ for city dwellers who can enjoy the highest quality of life.

5 Do you think that our cities will all be like Superstar City in the year 2060? Explain your reasons.

SPEAKING
Predictions

1 Choose sentences (a-d) to complete the conversation between two Londoners.

a. Anything else?
b. This means there'll be no pollution, will there?
c. London won't be a good place to live in, will it?
d. How will they do that?

Mary: What are you reading, Jack?

Jack: I'm reading some predictions about London in 2050.

Mary: (1) _____

Jack: On the contrary, it will be. Although it's now a stressful and overcrowded city with lots of traffic jams and pollution, there are plans to improve the situation.

Mary: (2) _____

Jack: Well, they'll build smart underground transport networks. The city will no longer be full of cars!

Mary: Unbelievable. (3) _____

Jack: Many eco parks will be built, and they'll be watered by treated wastewater.
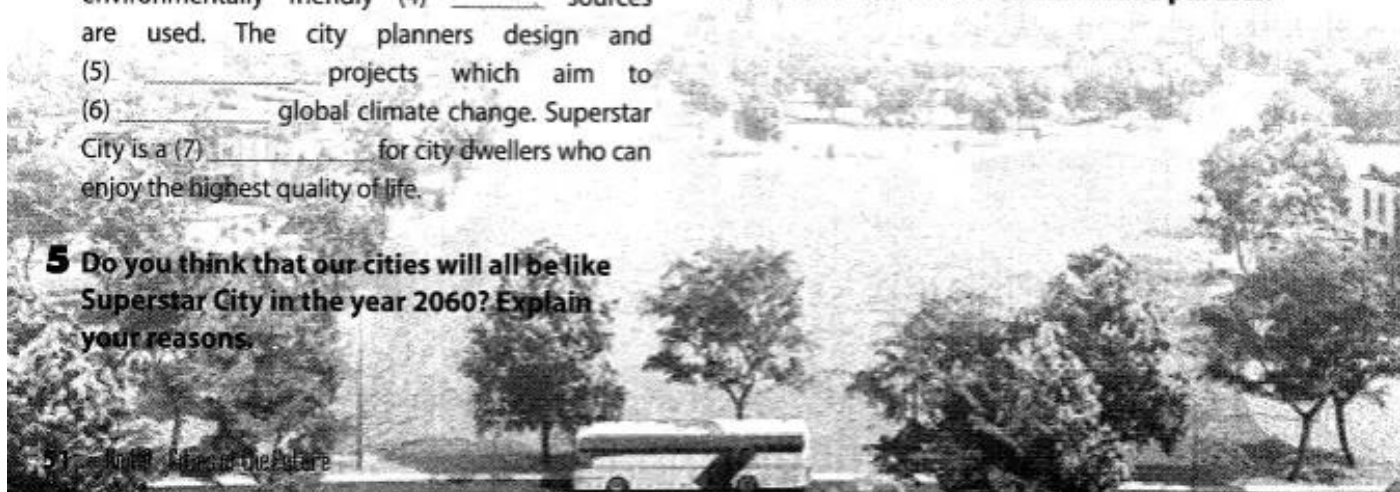
Mary: (4) _____

Jack: That's right. London will be cleaner and more sustainable.

Mary: Sounds great! I hope I can see their plans come true.

2 Answer the questions.

1. What are London's current problems?
2. What are people's efforts to solve the problems?
3. Will London be a good place to live in 2050?

3 Practise the conversation with a partner.

3 Have Ss work in pairs and practise asking and answering questions.

Key

1. Barbara is an engineer and Mark is a city planner.

2. It can predict and locate probable disasters by using the sensors installed in every home and public place.

3. Its main function is to deal with urban environmental problems to make Superstar City greener, cleaner and more sustainable.

4. An example is people's use of renewable fuels for cooking, lighting and heating.

5. Because they have more time for study, entertainment and relaxation; they can enjoy the highest quality of life.

4 Ask Ss to read through the summary about Superstar City and decide which part of speech (noun, adjective, or verb) may fit in each gap.

• Tell Ss that they have to use the words in the text.

Key

1. safe	2. detecting	3. threats
4. energy	5. carry out	6. deal with
7. paradise		

5 Have Ss review these key points before they start their discussion:

– *Superstar City is well-protected from any threats; its inhabitants feel safe.*

– *No global climate change; the city's environment is clean and green.*

– *City dwellers' high quality of life.*

• Ask Ss to discuss whether our cities in the year 2060 will provide similar living conditions for their inhabitants.

• Have Ss work in pairs or groups. Ask some pairs / groups to summarise their discussion and present the main ideas to the rest of the class.

LESSON OUTCOME

• Ask Ss: *What have you learnt today? What can you do now?*

• Elicit answers: *I have learnt what a smart city will look like in the future. I can use different reading strategies to skim for main ideas and scan for specific information.*

Speaking

Predictions

Lead-in: Inform the class of the lesson objectives: learning some facts about some big cities and the problems they face, and improving speaking skills by practising a conversation and giving predictions about the cities of the future.

1 Ask Ss to read the conversation quickly to get an overall impression of the text. Then have them read it again and match the sentences (**a-d**) with the gaps (1-4) in the conversation. Check answers as a class.

Key

1. **c**   2. **d**   3. **a**   4. **b**

2 Have Ss identify the main ideas of the conversation by answering the questions.

Key

1. London is a stressful and overcrowded city with lots of traffic jams and pollution.

2. They are making plans to improve the transport system and to make London a green city.

3. Yes. It'll be cleaner and more sustainable.

3 Ask Ss to practise the conversation in pairs. Invite some pairs to role-play it in front of the class. Encourage them to use appropriate intonation on the questions.

4 Choose one of the cities below. Use the ideas provided or your own to make a similar conversation.

TOKYO in 2050

- Current facts: good infrastructure; overcrowded trains; ageing population
- Future plans: promote advanced technology to make greener cars, faster trains, and more convenient facilities for old people; use robots to do housework
- Aim: to make Tokyo the most liveable city

NEW YORK CITY in 2050

- Current facts: crowded public transport; piles of smelly rubbish; ageing electricity network
- Future plans: promote self-driving electric taxis; use city's building roofs for gardens fertilised with compost; build plants to turn waste into energy; build offshore wind farms
- Aim: to make New York City an eco city

5 Work with a partner. Make predictions about a future city in Viet Nam. Take notes.

LISTENING

A better or worse place to live in?

1 Discuss with a partner.

- Which of the problems shown in the pictures currently exist in big cities in Viet Nam?
- Do you think they will be solved in the next twenty years?

a. traffic jam

b. untreated waste

c. air pollution

d. slums

e. fresh water shortages

f. water pollution

2 Listen to a talk on predictions about our future cities. Underline the words or phrases that you hear.

a. pessimistic   **b.** optimistic

c. climate change   **d.** global warming

e. overcrowded   **f.** overpopulation

g. capable   **h.** available

4 Have Ss work in pairs. They should choose one city and make a similar conversation.

* Encourage Ss to use question tags to check information or ask for agreement: *Tokyo's trains are overcrowded during the rush hour, aren't they? New York City will be an eco city in 2050, won't it?*

5 Ask Ss to work in pairs and choose one city in Viet Nam.

* Suggest some ideas for Ss' discussion including current facts such as the environment, people's quality of life and infrastructure; future plans and predictions about the city.

* Ask Ss to take notes of the ideas and predictions they brainstorm for later use in the **WRITING** section.

LESSON OUTCOME

* Ask Ss: *What have you learnt today? What can you do now?*

* Elicit answers: *I have learnt some facts about some big cities and the problems they face. I can discuss their future plans and make predictions about their future.*

Listening

A better or worse place to live in?

Lead-in: Inform the class of the lesson objectives: listening for specific information in a talk on predictions about our future cities.

1 Have Ss look at the pictures and discuss the questions with a partner.

* Ask Ss some additional questions: *Are there any plans to deal with these problems now? How will the problems be solved in the future?*

Suggested answers

– All these problems currently exist in big cities in Viet Nam like Ha Noi and Ho Chi Minh City.

– It's likely that many of them will be solved in the next twenty years, as local authorities are taking measures to deal with them step by step.

2 This activity focuses on some of the words and phrases that can be heard in the talk.

* Explain the meaning of any unfamiliar words, if necessary.

* Play the recording without pausing. Ask Ss to listen and underline the words or phrases that they hear.

Key a, b, d, e, h

Audio script

People have very different opinions about the cities of the future. Those who are pessimistic think that our cities will become more and more polluted, so they will no longer be safe and healthy places to live in. Pessimists point out that both global warming and pollution have increased rapidly over the past twenty years, but governments have no effective ways to control them. There are no signs that this problem will be solved in the future. In addition, more and more people are leaving the countryside and moving to big cities to look for work. As a result, cities will become overcrowded. This means there will be more people, more waste and heavier traffic. All these factors will lead to more pollution.

On the other hand, optimistic people believe that city dwellers will have a better life thanks to important achievements in technology and medicine. Modern machines and well-equipped hospitals in cities will provide better, quicker and more effective treatment for people. How about environmental problems? Optimists also think that scientists will find ways to cut down the cost of renewable energy sources and make them available to everybody. They hope that these energy sources will step by step replace fossil fuels such as gas, coal and oil in the next twenty years. Then city dwellers will live in a cleaner and healthier environment.

3 Listen again. Decide which of the following predictions will come true (T) and which will not (NT), according to the two kinds of viewpoints. Tick the correct box.

	T	NT
According to the pessimistic viewpoint:		
1. Pollution will continue to be a serious problem in the city.		
2. Global warming will slow down because of governments' efforts.		
3. A lot of people will leave the city to work in the countryside.		
4. Cities will be overpopulated and traffic will be heavy.		
According to the optimistic viewpoint:		
5. City dwellers will enjoy better health care and medical treatment.		
6. Renewable energy sources will replace non-renewable ones.		
7. People in the city will be able to use renewable energy free of charge.		

4 Listen again and complete the summaries of the two viewpoints.

1. According to the pessimistic viewpoint, our future cities will not be safe and _____ places to live in. Governments have no _____ ways to control pollution, which will continue to be a serious problem in the future. Moreover, cities will become _____, which means there will be more waste and _____ traffic.

2. According to the optimistic viewpoint, city dwellers will have a better life thanks to advances in technology and _____. Furthermore, the environmental problems will be solved. _____ energy sources will gradually replace _____ fuels in the next twenty years.

5 Which viewpoint do you agree with, the optimistic or pessimistic? Provide your reasons.
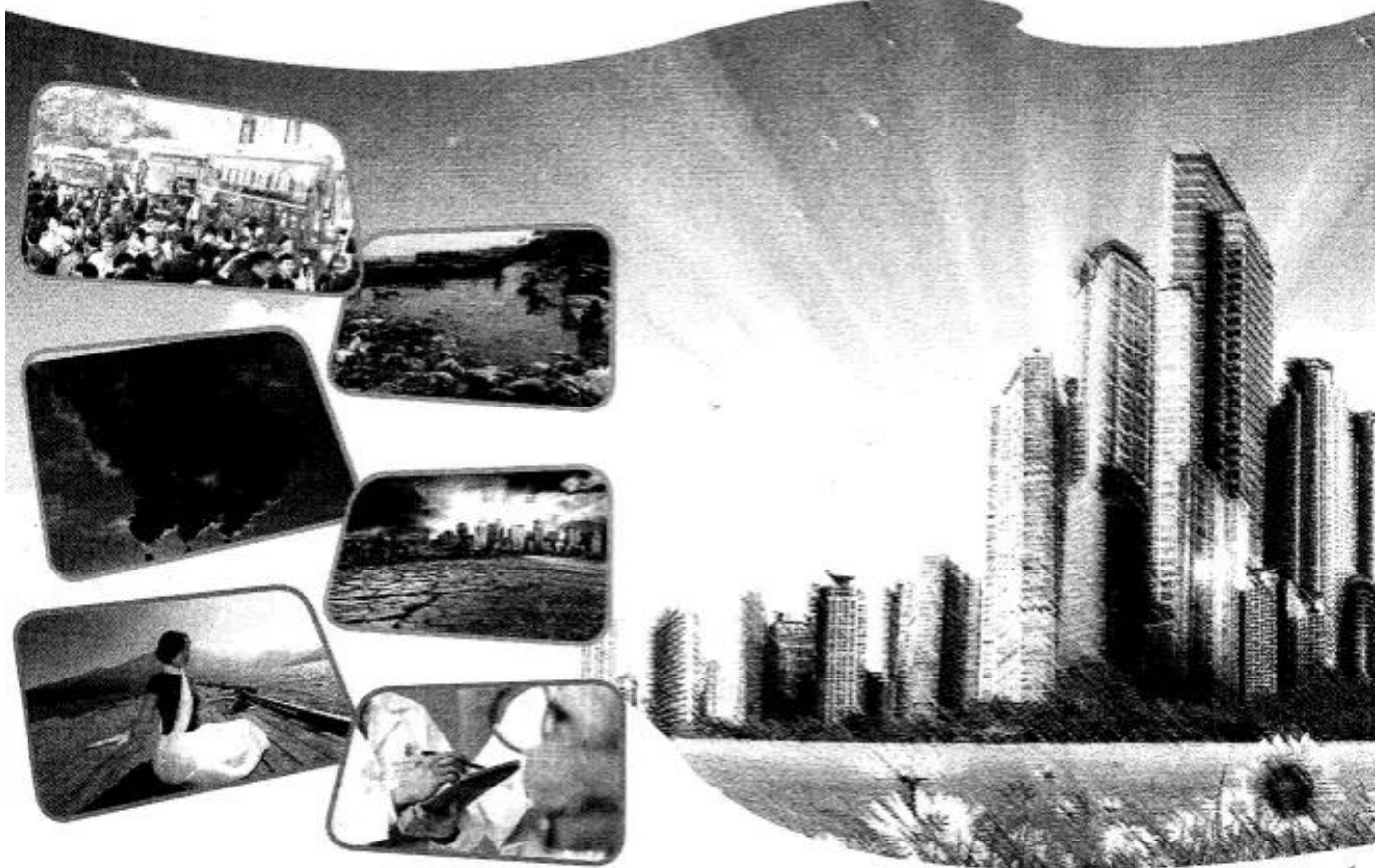
3 Have Ss listen again for more specific details and decide whether each prediction will come true or not according to each viewpoint.

> **Key**
> 1. T   2. NT   3. NT
> 4. T   5. T   6. T   7. NT

4 Ask Ss to read through the summaries of the two viewpoints in the talk and try to complete the sentences.

- Play the recording again for Ss to check their answers. If Ss cannot find the words to complete the sentences, stop the recording after the sentence containing the appropriate information or word.
- Ask Ss to compare their answers with a partner. Check answers as a class.

> **Key**
> 1. healthy; effective; overcrowded; heavier
> 2. medicine; Renewable; fossil

5 Ask Ss some warm-up questions before they start the discussion.

Do you think our cities will be better or worse than they are now? What factors do you need to consider? Are you an optimist or a pessimist?

- Consider these points: environmental problems, people's use of energy sources, achievements in technology and medicine, etc.
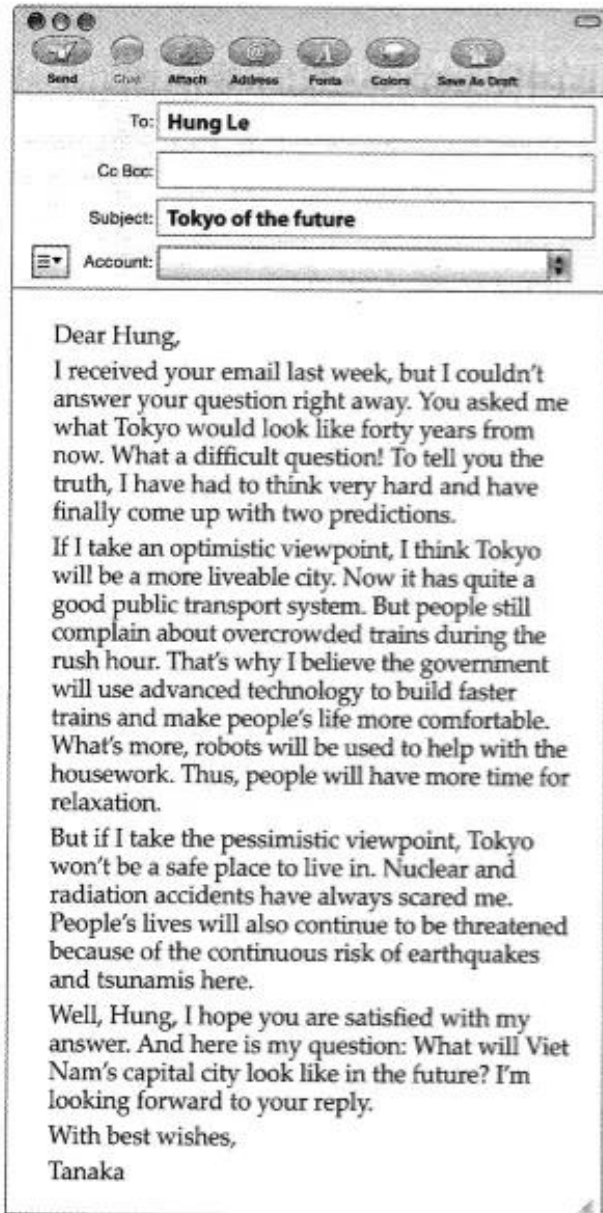
LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about two different viewpoints on our cities in the future. I can listen for specific information to determine true or false statements, and for key words to complete summaries.*

WRITING

Different predictions

1 Hung and his friend Tanaka are exchanging emails about the future of their cities. Read Tanaka's email and answer the questions.

To: **Hung Le**

Cc Bcc:

Subject: **Tokyo of the future**

Account:

Dear Hung,

I received your email last week, but I couldn't answer your question right away. You asked me what Tokyo would look like forty years from now. What a difficult question! To tell you the truth, I have had to think very hard and have finally come up with two predictions.

If I take an optimistic viewpoint, I think Tokyo will be a more liveable city. Now it has quite a good public transport system. But people still complain about overcrowded trains during the rush hour. That's why I believe the government will use advanced technology to build faster trains and make people's life more comfortable. What's more, robots will be used to help with the housework. Thus, people will have more time for relaxation.

But if I take the pessimistic viewpoint, Tokyo won't be a safe place to live in. Nuclear and radiation accidents have always scared me. People's lives will also continue to be threatened because of the continuous risk of earthquakes and tsunamis here.

Well, Hung, I hope you are satisfied with my answer. And here is my question: What will Viet Nam's capital city look like in the future? I'm looking forward to your reply.

With best wishes,

Tanaka

1. Why did Tanaka write this email?

2. Why does Tanaka think Tokyo will be a more liveable city?

3. What makes Tokyo an unsafe place to live in according to Tanaka?

4. What does Tanaka want to know?

2 Put the sections of the email in the correct order.

a. Subject of the email
b. Reasons for writing the email
c. Salutation
d. Closing
e. Sender's name
f. Sender's predictions and explanations
g. Recipient

3 Use the information below about New York City to write an email of about 160-180 words to a friend.

NEW YORK CITY in 2050

- **Optimistic viewpoint** (NYC – an eco city):

  promote self-driving electric taxis ⇒ to deal with crowded public transport; use city's building roofs for gardens fertilised with compost ⇒ to recycle rubbish and reduce pollution; build offshore wind farms ⇒ to replace ageing electricity network

- **Pessimistic viewpoint** (NYC – an unsafe place):

  failure to control the use of guns ⇒ high crime rates; natural disasters (floods, storms) and effects of global warming ⇒ flooding and damaged infrastructure

4 Write your predictions about a future city in Viet Nam in an email of 160 words to a friend. You can use the ideas brainstormed in the SPEAKING section (**5**).

Writing

Different predictions

Lead-in: Inform the class of the lesson objectives: expressing views and writing an email to a friend about life in a city in the future.

1 Ask Ss to read the email and answer the questions.

- Draw Ss' attention to the two different viewpoints on life in Tokyo 40 years from now on.

Key

1. To answer Hung's question about Tokyo in the future.

2. Because the government will use advanced technology to deal with the transport problem and make people's life easier and more comfortable.

3. Tokyo is threatened by nuclear and radiation accidents and natural disasters (earthquakes and tsunamis).

4. Tanaka wants to know Hung's viewpoint on Viet Nam's capital city in the future.

Notes

during / in the rush hour (BrE); at rush hour (AmE)

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2 The focus of this activity is identifying different parts of an email. Ask Ss to read through the list (a-g) and put the parts in the order they appear in the email.

Key

1. **g** (Recipient)

2. **a** (Subject of the email)

3. **c** (Salutation)

4. **b** (Reasons for writing)

5. **f** (Sender's predictions and explanations)

6. **d** (Closing)

7. **e** (Sender's name)

3 Ask Ss to work in pairs and discuss the suggested ideas about New York City.

- Have Ss write their drafts individually, and then exchange them with a partner for peer feedback. Encourage Ss to make revisions, if necessary.

- Collect some of the Ss' final drafts and give comments.

4 This activity is optional. Have Ss do it in class, if there is enough time; or assign it as homework.

- Ask Ss to use the notes they have made in the **SPEAKING** section **5** to write their email.

- Collect Ss' drafts in the next lesson for further comments and grading.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*

- Elicit answers: *I can write an email to a friend and express different viewpoints on city life in the future.*

Communication

1 Use the information about the cities mentioned in this unit (London, Tokyo, New York City, and Superstar City) and complete the diagram about the ideal city of the future.

1. Main means of transport: _____

The ideal city of the future

2. Sources of energy: _____

3. Treatment of waste: _____
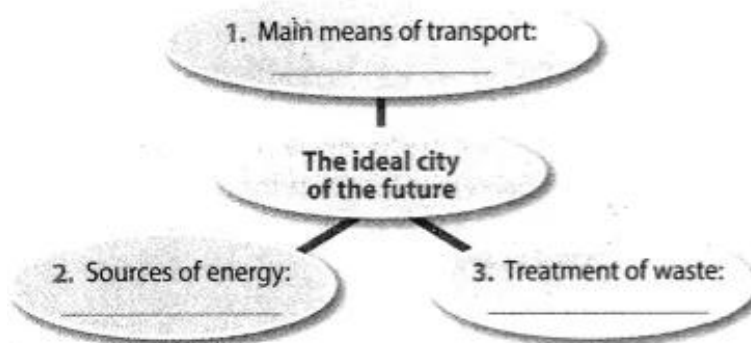
2 Discuss the questions in groups.

1. What will the ideal city of the future look like?

   You can talk about its means of transport, environmental conditions, energy sources, treatment of waste, climate, etc.

2. How do you think an ideal city should be created: by upgrading an existing one or by building a completely new one from scratch?

Culture

1 Read the text about Songdo, a smart city, and complete the table below.

Location	(1)
Area	(2)
Construction start time	(3)
Estimated population in 2020	(4)

Songdo International Business District in South Korea was started from scratch in 2005 and is still being built for the future. Its construction is based on the world's best technologies and eco-friendly practices.

Located about 60 km southwest of Seoul, this 53.3-square-kilometre eco city has been planned around a central park and designed so that every resident can walk to work in the business district. People can enjoy walking in the city park or riding bicycles in the city.

The waste disposal system here is also innovative. There are no rubbish trucks or waste disposal bins in the streets. Instead, all household and office waste is sent directly through an underground network of tunnels to waste processing centres. The waste is then automatically sorted, deodorised and treated. The aim is to eventually convert it into renewable energy for the community.

Sensors are widely used to monitor temperature, energy use and traffic flow. These sensors can warn the local authority about any problems and allow inhabitants to control the heating systems or household devices.

High-speed Wi-Fi is provided everywhere. Government offices and schools are connected to the network. This allows office workers to use teleconferencing for meetings and students to attend classes at home.

Attracting inhabitants, however, has been slow. Five years after its launch, only about 20% of the commercial space was occupied. But the developers are very optimistic about this city of the future. By 2020, they predict that more than 65,000 people will live and work in Songdo. They believe that it is on the right track to become one of the smartest and greenest cities in the world.

2 Decide whether the following statements about Songdo are true (T), false (F), or not given (NG). Tick the correct box.

	T	F	NG
1. Songdo is a city developed from an existing one.			
2. The most advanced technologies are used in the construction of Songdo.			
3. Special bicycle lanes are designed for Songdo's inhabitants.			
4. Rubbish trucks collect household and office waste and transport it to processing centres every day.			
5. Songdo's traffic can be controlled with the help of sensors.			
6. The Wireless Internet network covers the whole city.			
7. Five years after the opening of the city, most of its residential space was occupied.			

3 Discuss with a partner.

Would you live in Songdo if you had a chance? Why or why not?

COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: developing discussion skills and enriching cultural knowledge.

Communication

1 This activity provides further speaking practice.

- Ask Ss to refer to the information about the cities mentioned in the unit, select the relevant details (about transport, energy sources and treatment of waste) for their ideal city of the future.
- Have Ss complete the diagram with the appropriate details.
- Ask Ss to work with a partner to compare their answers.

> **Suggested answers**
> 1. Public transport (eco-buses / smart underground transport networks)
> 2. Renewable sources of energy: wind and sun power
> 3. – Waste is treated and turned into energy or fertilisers.
>   – Wastewater is treated and turned into drinking water.

2 Have Ss work in groups and use the information in the diagram to answer the questions.

- Ask them to expand on the answers by adding other aspects of the ideal city: climate or weather conditions, inhabitants' working conditions, medical facilities, etc.
- Check Ss' understanding of the second question. Explain words and expressions such as 'upgrading' and 'from scratch'. If necessary, mention some of the new cities planned around Ha Noi: Son Tay will be a city of culture, history, resorts and tourism; Xuan Mai will specialise in services and support industries and handicrafts; Soc Son will specialise in services for Noi Bai International Airport.
- Ask representatives of different groups to report their groups' opinions to the rest of the class.

Culture

1 Have Ss read the text about Songdo, a smart city, and complete the table.

- Before Ss read the text, ask them to go through the four points in the table to make sure they know the types of information they need to look for.
- Set a time limit for the first reading and ask Ss to scan the text rather than trying to read and absorb all the information.

> **Key**
> 1. 60 km southwest of Seoul, South Korea
> 2. 53.3 square kilometres
> 3. 2005
> 4. more than 65,000 people

2 Ask Ss to read the text again to decide whether the statements are true, false, or not given.

- Encourage Ss to read more carefully this time. Explain any unfamiliar words or expressions, if necessary.
- Have Ss compare their answers with a partner.
- Check answers as a class. If time allows, ask Ss to correct the false statements.

> **Key**
> 1. F   2. T   3. NG
> 4. F   5. T   6. T   7. NG

3 Have Ss discuss the questions in pairs. After the discussion, ask some pairs to report their opinions to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have improved my speaking and reading skills. I can talk about my ideal city of the future. I have learnt about a smart city in Asia built from scratch.*

Pronunciation

1 Decide whether the question tags in B's responses have a rising or falling intonation. Mark ✓ (rising intonation) or ↘ (falling intonation) after the question tags.

1. A: Global warming will continue to be a big threat to life on Earth.
   B: Then we can't afford to ignore its effects any longer, can we?
2. A: I think the use of fossil fuels causes pollution.
   B: Then we should stop using them, shouldn't we?
3. A: Did you see the game show last night?
   B: I did. It was fantastic, wasn't it?
4. A: What's the weather forecast?
   B: It's going to rain. Don't forget your raincoat, will you?

2 Listen and repeat the sentences in **1**. Pay attention to the intonation on the question tags.

Vocabulary

Complete the sentences with the correct form of the words or phrases in the box.

overcrowded	advanced technology
infrastructure	city dweller
urban planner	detect

1. Local authorities should find ways to limit the use of private cars and encourage _____ to use public transport.
2. The _____ of our city needs upgrading. It's in an extremely poor condition now.
3. I hate travelling during the rush hour. The trains and buses are all _____.
4. My father is very optimistic about the future of our city. He believes the government will use _____ to solve the pollution problems successfully.
5. Researchers are developing low-cost devices that can _____ water pollutants in rivers and lakes.
6. While carrying out projects to develop a city, _____ look at the needs of local people and the environment in order to maintain natural habitats and biodiversity.

Grammar

1 Complete the sentences with the correct question tags.

1. Let's save paper by using both sides of the sheet, _____?
2. Everybody wants to live in a clean and green place, _____?
3. There are waste processing plants in this city, _____?
4. Please don't smoke here, _____?
5. I suppose you've got a new job, _____?
6. Nobody wants to get stuck in a traffic jam, _____?
7. People shouldn't leave rubbish in public parks, _____?
8. This is what you need, _____?

2 Answer the questions, using conditional sentences.

Example:
– *What happens if we heat ice?*
– *If we heat ice, it melts.*

1. What happens if flowers are not watered?
2. What do you expect your teacher to do if you make a mistake?
3. What do people in tall buildings need to do if there is an earthquake?
4. What colour do you get if you mix blue and yellow?
5. What number do you dial if there is a fire?
6. If you don't have to go to school in the morning, what time do you usually get up?
7. Who do you usually ask for help if you are in trouble?
8. Where do you usually go if you want to enjoy some fresh air?

LOOKING BACK

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary, and grammar.

Pronunciation

1 Help Ss to review the intonation patterns for question tags (rising intonation to check information, and falling intonation to ask for agreement or confirmation).

- Play the recording. Have Ss write the symbols indicating rising and falling intonation after the question tags.
- Ask Ss to work with a partner to compare their answers.
- Play the recording again. Have Ss listen and confirm answers. Check answers as a class.

> **Key** 1. ↘ 2. ↗ 3. ↘ 4. ↗

2 Play the recording. Ask Ss to repeat individually and chorally.

- Have Ss practise saying the exchanges out loud in pairs. Invite some pairs to role-play them in front of the class. Praise Ss who try to use appropriate intonation.

Audio script

1. A: Global warming will continue to be a big threat to life on Earth.
   B: Then we can't afford to ignore its effects any longer, <u>can we?</u> ↘

2. A: I think the use of fossil fuels causes pollution.
   B: Then we should stop using them, <u>shouldn't we?</u> ↗

3. A: Did you see the game show last night?
   B: I did. It was fantastic, <u>wasn't it?</u> ↘

4. A: What's the weather forecast?
   B: It's going to rain. Don't forget your raincoat, <u>will you?</u> ↗

Vocabulary

- The six words and phrases in the box are the ones most frequently used in the unit. Have Ss write them in the correct gaps, making changes to the word forms if necessary.

Key

1. city dwellers	2. infrastructure
3. overcrowded	4. advanced technology
5. detect	6. urban planners

- Extend the activity by asking Ss to make their own sentences with these words and phrases.

Grammar

1 The aim of this activity is to help Ss to revise question tags.

- Ask Ss to underline the verbs in the main sentences and decide what verb forms they need to use in the question tags.
- Have Ss work in pairs first. Then ask them to swap pairs and compare answers. Check answers as a class.

Key

	1. shall we	2. don't they
	3. aren't there	4. will you
	5. haven't you	6. do they
	7. should they	8. isn't it

2 Ask Ss to work in pairs and discuss the answers to the questions.

- Explain to Ss that the questions are about scientific facts, general truths, and habitual or automatic results; therefore, both clauses use the present simple as in type 0 conditionals. Ss should also use conditional sentences type 0 in their answers.
- Have Ss practise asking and answering questions in pairs.
- Invite Ss from different pairs to write the sentences on the board. Check answers as a class.

Suggested answers

1. Flowers die if they are not watered. / If flowers are not watered, they die.
2. I expect my teacher to correct my mistake if I make one. / If I make a mistake, I expect my teacher to correct it.
3. People need to leave tall buildings quickly if there is an earthquake. / If there is an earthquake, people need to leave tall buildings quickly.
4. I get green if I mix blue and yellow. / If I mix blue and yellow, I get green.
5. I dial (the emergency number) 114 if there is a fire. / If there is a fire, I dial 114.
6. If I don't have to go to school in the morning, I usually get up at 8. / I usually get up at 8 if I don't have to go to school in the morning.
7. I usually ask my best friend for help if I'm in trouble. / If I'm in trouble, I usually ask my best friend for help.
8. I usually go to the park if I want to enjoy some fresh air. / If I want to enjoy some fresh air, I usually go to the park.
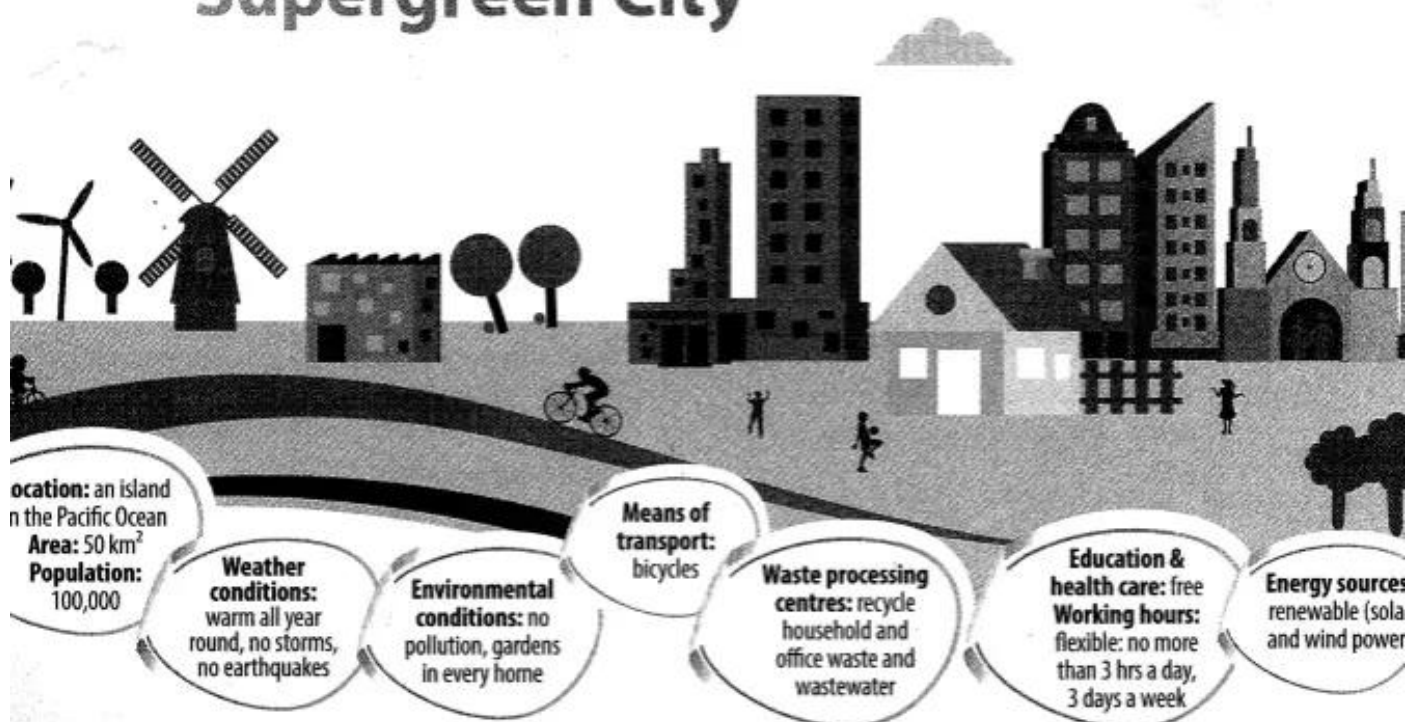
PROJECT

1 Work in groups of four to six. Discuss and decide on your ideal city of the future. You can expand the ideas you brainstormed in the COMMUNICATION section. Include the following points:

- The city's name
- Geographical features: location, area, population, weather conditions
- Infrastructure: means of transport, environmental conditions, energy sources, treatment of waste
- People's life and work: education, health care, working hours

Take notes of your group's ideas and think about how to organise them. Then design a poster to promote your ideal city. Add some pictures to illustrate it. You can use the example below or your own ideas.

Example:

Supergreen City

Location: an island in the Pacific Ocean
Area: 50 km^2
Population: 100,000

Weather conditions: warm all year round, no storms, no earthquakes

Environmental conditions: no pollution, gardens in every home

Means of transport: bicycles

Waste processing centres: recycle household and office waste and wastewater

Education & health care: free
Working hours: flexible: no more than 3 hrs a day, 3 days a week

Energy sources renewable (solar and wind power)

2 Introduce your poster to the class. Present the features of your city and explain what makes it the most liveable city in the world.

NOW YOU CAN

▶ Talk about life in the city of the future

▶ Identify and use appropriate intonation on question tags

▶ Use question tags to check information or ask for agreement, and conditional sentences type 0 to talk about a scientific fact or something that is generally true

▶ Write an email to give your predictions about the future of a city

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LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?

- Elicit answers: *I can identify and use appropriate intonation on question tags. I can use question tags to check information or ask for agreement. I can use conditional sentences type 0 to talk about a scientific fact, something that is generally true, or a habitual or automatic result.*

PROJECT

Lead-in: Inform the class of the lesson objectives: further exploring the topic in a collaborative way.

1 For this project, Ss work in groups to design a poster of their ideal city.

- Have Ss look at the sample poster. Draw their attention to the information they should provide in the poster.
- Ask Ss to review the ideas they brainstormed in the **COMMUNICATION** section (**2**) and add more information.
- Ask them to organise their ideas into different groups: geographical features, weather conditions, environmental conditions, waste processing centres, means of transport, education and health care, energy sources, etc.
- Encourage them to add pictures to make their poster look more attractive.

2 Have Ss put up their posters on the board or classroom walls.

- Ask each group to introduce their ideal city to the class, highlighting the features that will make their city the most liveable and sustainable in the world.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?

- Elicit answers: *I can design a poster about an ideal city of the future. When working in groups, I have learnt to collaborate with others.*