

PERIOD 11:

UNIT 2: URBANISATION
GETTING STARTED: A PRESENTATION ON URBANISATION
+ LANGUAGE (VOCABULARY)

Aims and Objectives:

- To teach Sts to listen and read a conversation about *Urbanization* and do some tasks
- To teach some lexical items related to the topic *Urbanization*.
- At the end of the lesson, students will be able to :
 - + have general ideas about urbanization and its features.
 - + identify cause & effect relationships by answering questions.
 - + find meaning of difficult words by inferring from contextual clues
 - + use some lexical items related to the topic *Urbanization*.
 - + use the words and phrases related to the topic *Urbanization*.

Teaching aids : a video clip, pictures, handouts

Methods: Integrated, mainly communicative.

Skills: - Reading for gist and for specific information.

- Skimming and scanning reading
- Listening skill

Procedures:

T	CONTENT	ACTIVITIES
5'	* Check-up:	
8'	<p>* WARM-UP: Watch a video clip:</p> <p>→ Questions:</p> <ol style="list-style-type: none"> 1. What is the video about? 2. What do you know about urbanization? <p>→ T leads Ss into the lesson.</p> <p>* NEW LESSON:</p> <p>I. Activity 1: Listen and read: What will these friends be talking about ?</p> <p>Suggested answers: The presentation is about urbanisation. The students will probably be talking about how they will organize the information for their presentation about urbanisation.</p>	<p>- T plays a video clip and asks some questions.</p> <p>- T gets Ss to know the topic and leads into the new lesson.</p> <p>Tell Ss that they are going to listen to a conversation between two friends discussing their presentation.</p> <ul style="list-style-type: none"> • Ask Ss to read the instructions and predict what the two friends will be talking about in their conversation. <ul style="list-style-type: none"> - T plays the recording. - Ss listen and read the conversation silently.
6'	<p>II. Pre teach Vocabulary:</p> <ul style="list-style-type: none"> - industrialisation /ɪn,dʌstriələɪ'zeɪʃn/ - overload /,əʊvə'ləʊd/ - switch off /swɪtʃ ɒf/ - urbanisation /,ɜːbənəɪ'zeɪʃn/ - agricultural /,ægrɪ'kʌltʃərəl/ 	<p>- T explains some new words</p> <p>- T gets Ss to repeat in chorus and individually</p>

	<p>- thought-provoking /'θɔ:t prəvəʊkɪŋ/ - initiative * Checking the vocabulary: Slap on the board</p> <p>12' III. Activity 2: Answer the questions. Key:</p> <ol style="list-style-type: none"> 1. They are discussing the outline, structure and content of their presentation on urbanisation. 2. Next Friday. 3. They will have no more than 15 minutes for their presentation and five minutes for Q&A session. 4. It will include the definition of urbanisation, its causes, and its main advantages and disadvantages. It will also refer to urbanisation in Viet Nam, the USA and the UK. 5. No, because that would make their presentation too long and overload listeners with lots of information. 6. Students' answers <p>5' IV. Activity 3: Match the words in box A with the words in box B to form the compound adjectives that are used in the conversation.</p> <p>Feedback:</p> <ol style="list-style-type: none"> 1. five-minute (Lan 2) 2. well-known (Lan 7) 3. thought-provoking (Nam 4) <p>8' V. Activity 4: Complete the sentences, using the correct forms of the verbs in the box. Key 1. be 2. focus 3. talk 4. talk 5. include</p> <p><i>Notes:</i></p> <p>It is recommended that S + suggest that S + advised that It's important that It's really necessary that</p> <p>1' } S + Inf</p> <p>VI. LANGUAGE (Vocabulary): Words and phrases related to urbanisation 1. Activity 1: Matching:</p>	<p>Have Ss read the questions and find the answers in the conversation.</p> <p><i>Note:</i> Question 6 allows Ss to personalise the topic of the unit.</p> <p>This activity aims at helping ss to recognize the compound adjectives that are used in the conversation. Have ss match the words in A with the words in box B to form the compound adjectives that are used in the conversation.</p> <p>The aim of this activity is to help Ss to recognise the subjunctive in <i>that</i>-clauses after certain verbs and expressions.</p> <ul style="list-style-type: none"> • Ask Ss to read the conversation again and complete the sentences, using the correct form of the verbs in the box. • Have Ss compare their answers in pairs. • Explain the subjunctive structure to Ss. <p>Have Ss go through the words and the meanings provided. Encourage them to read through the conversation again and find examples of each item.</p> <ul style="list-style-type: none"> • Have Ss match the words with the definitions individually, and then compare their answers in
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<p>Key:</p> <p>1. b 2. e 3. a 4. d 5. c</p> <p>2. Activity 2: Sentence completion: Key:</p> <p>1. urbanisation 2. overload 3. switched off 4. agricultural 5. industrialization</p> <p>COMPOUND ADJECTIVES: 3. Match a word on the left with a word on the right to make a compound adjective.</p> <p>Key:</p> <p>1. weather-beaten (đãi dầu sương gió) 2. well-paid (được trả lương cao) 3. long-lasting (lâu dài) 4. year-round (quanh năm) 5. worldwide (khắp thế giới) 6. downmarket (giá rẻ, bình dân)</p> <p>4. Complete the text below with the compound adjectives given in the box. Key:</p> <p>1. weather-beaten 2. long-term 3. well-paid 4. fast-growing 5. up-to-date</p> <p>* HOMEWORK: Prepare for the next lesson: Language + Looking back (Pronunciation and Grammar)</p>	<p>pairs or groups.</p> <ul style="list-style-type: none"> • Check answers as a class. <p>Ask Ss to study the sentences given and work out the part of speech that needs to be filled in. Encourage Ss to exploit the contextual clues that can help to figure out the answers. Contextual clues also include synonyms, antonyms, explanations or contrasts.</p> <ul style="list-style-type: none"> • Have Ss complete the sentences individually, then compare their answers in pairs or groups. • Check answers as a class <p>Have Ss work individually first.</p> <ul style="list-style-type: none"> • Encourage them to refer to the <i>Do you know...?</i> box to get more information about the structure and meaning of compound adjectives. • Ask Ss to compare their answers in pairs. • Check answers as a class. <p>Ask Ss to complete the text with the appropriate compound adjectives given in the box.</p> <ul style="list-style-type: none"> • Have Ss work individually first. Then ask them to work in pairs or groups, and compare their answers. • Check answers as a class.
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PERIODS 12, 13:

**UNIT 2: URBANISATION
LANGUAGE (Pronunciation + Grammar)
& LOOKING BACK (Pronunciation + Grammar)**

OBJECTIVES :

- 1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to:
- recognise diphthongs in connected speech
 - use words and phrases related to urbanization and its features.
 - know how to form and use compound adjectives.
 - know the use of the subjunctive in *that*-clauses after certain verbs and expressions.

- 2. KNOWLEDGE :** Information about urbanization
Pronunciation and grammar

LANGUAGE : Words and phrases related to relationships.
Sentences related to above grammars

- 3. SKILLS :** Listening skill and doing exercise

METHOD : Integrated, mainly communicative

TEACHING AIDS : Handouts, CD player

PROCEDURE :

T	CONTENT	ACTIVITIES
<p>5' 5'</p>	<p>PERIOD 12:</p> <p>* Check-up:</p> <p>* WARM-UP:</p> <div style="text-align: center;"> </div> <p>→T leads into the new lesson.</p> <p>*NEW LESSON:</p>	<p>- T writes the word URBANISATION on the board and asks Ss to give the words related to it.</p>
<p>17'</p>	<p>LANGUAGE:</p> <p>I. Pronunciation: Diphthongs</p> <p>1. Activity 1: Listen to the conversation and pay attention to the pronunciation of the underlined parts.</p> <p><i>Notes:</i> A diphthong is a sound made by combining two vowels into a single one</p> <ul style="list-style-type: none"> • There are eight diphthongs in standard British English; however, in other varieties of English there might be more or fewer of these sounds. • Some phoneticians argue that there are triphthongs in English – sounds that consist of a glide from one vowel to another and then to a third. <p><i>Examples</i></p>	<p>Have Ss listen to the conversation and pay attention to the pronunciation of the underlined parts.</p> <ul style="list-style-type: none"> • Tell Ss that these sounds are called diphthongs because they consist of two vowels combined together. Have Ss refer to the <i>Do you know...?</i> Box for more information about the diphthongs. • Check if Ss pronounce these diphthongs correctly.

/eɪ/: player, /aɪ/: fire, /ɔɪ/: disloyal, /əʊ/: lower, /aʊ/: power
 • However, not all phoneticians agree on the existence of triphthongs. Most authors think that these sounds consist of two vowels – a diphthong e.g. /eɪ/ and a single vowel e.g. /ə/.

2. Activity 2: Listen to the conversation in 1 again.

Key: Diphthongs

- /ɪə/: really, here, hearing, industrial, career
- /eə/: there
- /ʊə/: sure
- /eɪ/: ages, take, train(s), they, replace, changed, day, well-paid
- /aɪ/: hi, Mike, I, tired, five, high, time, by, life, my, wife, like, countryside, crimes, find
- /ɔɪ/: noisy, noise, enjoying
- /əʊ/: hello, Joe, slow, so, coach(es), go, almost, zones
- /aʊ/: hours, crowded, how, about, our

18'

LOOKING BACK:

I. Pronunciation:

1. Listen to the words containing diphthongs and put them in the correct box.

Key:

/eɪ/	/aɪ/	/ɔɪ/	/əʊ/
age	style	destroy	grow
nation	mine	noise	hope

/aʊ/	/ɪə/	/eə/	/ʊə/
crowd	here	there	poor
proud	near	wear	sure

2. Listen and mark the diphthongs. Then practise saying the sentences with a partner.

Key:

1. He has played/eɪ/ for this football club for more than eight /eɪ/years /ɪə/.
2. After working for nine/aɪ/ hours/aʊ/ without /aʊ/ a break/eɪ/, I got very tired/aɪ/.
3. Despite/aɪ/ the government environmental /aɪ/policies, air/eə/ and noise /ɔɪ/ pollution remains/eɪ/ potentially dangerous/eɪ/.
4. The process/əʊ/ of growing/əʊ/ and harvesting rice/aɪ/ is unique.
5. I /aɪ/'ve been unemployed/ɔɪ/ for several years /ɪə/and still have not found /aʊ/a job.

Have Ss write the diphthongs as headings of eight columns. Let Ss listen to the conversation in 1 again and put the target words in the correct columns.

Ask Ss to practise the conversation with a partner. They can also discuss the groups of words.

• Write the diphthongs on the board and play the recording. Pause after each sentence and have Ss write the target words next to the correct diphthong on the board.

• Encourage some pairs to role-play the conversation out loud in front of the class

• Ask Ss to listen to isolated words containing diphthongs and put the words in the correct box.

• Have Ss compare their answers in pairs or groups.

• Check answers as a class

• Play the recording and have Ss mark the diphthongs (or the letters that stand for them) individually first.

• Have Ss compare their answers in pairs or groups.

• Check answers as a class.

Have Ss work individually first.

• Encourage them to refer to the *Do*

30'	<p>PERIOD 13: GRAMMAR LANGUAGE:</p> <p>I. Grammar: <i>The subjunctive in that-clauses after certain verbs and expressions</i></p> <p>1. Activity 1: Complete the sentences, using the correct form of the verbs in brackets</p> <p>Key:</p> <table border="0"> <tr> <td>1. (should) get</td> <td>2. (should) be cleaned</td> </tr> <tr> <td>3. (should) work</td> <td>4. (should) be allowed</td> </tr> <tr> <td>5. (should) attend</td> <td>6. (should) not look down on</td> </tr> </table> <p>Note: In less formal contexts we can use the modal verb should + base form of the verb or ordinary tenses instead of the subjunctive. <i>Ex:</i> - <i>He insists that people in rural areas should be allowed to get more subsidies from the government.</i> - <i>He insists that people in rural areas are allowed to get more subsidies from the government.</i></p> <p>2. Activity 2: Complete the sentences with the verbs in the box, using their appropriate forms</p> <p>Key:</p> <table border="0"> <tr> <td>1. (should) study</td> <td>2. (should) be told</td> </tr> <tr> <td>3. (should) obey</td> <td>4. (should) be returned</td> </tr> <tr> <td>5. (should) search / (should) be searching</td> <td></td> </tr> </table>	1. (should) get	2. (should) be cleaned	3. (should) work	4. (should) be allowed	5. (should) attend	6. (should) not look down on	1. (should) study	2. (should) be told	3. (should) obey	4. (should) be returned	5. (should) search / (should) be searching		<p><i>you know...?</i> box to get more information about <i>the subjunctive</i>. Ask Ss questions to check if they understand the general rules related to the form and usage of this grammar point.</p> <ul style="list-style-type: none"> • Ask Ss to compare their answers in pairs. • Check answers as a class <p>Ask Ss to complete the sentences with the verbs in the box, using their appropriate form.</p> <ul style="list-style-type: none"> • Have Ss work individually first. Monitor the activity and help them if necessary. • Ask Ss to check their answers in pairs or groups. • Then check answers as a class <ul style="list-style-type: none"> • Ask Ss to work individually, and then compare their answers in pairs or groups. • Check answers as a class and give further explanations, if necessary.
1. (should) get	2. (should) be cleaned													
3. (should) work	4. (should) be allowed													
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1. (should) study	2. (should) be told													
3. (should) obey	4. (should) be returned													
5. (should) search / (should) be searching														
14'	<p>LOOKING BACK:</p> <p>III. Grammar: Complete the following sentences, using the correct forms of the verbs in brackets.</p> <p>Key:</p> <table border="0"> <tr> <td>1. (should) organise</td> <td>2. (should) be divided</td> </tr> <tr> <td>3. (should) call</td> <td>4. (should) be given</td> </tr> <tr> <td>5. (should) support</td> <td></td> </tr> </table>	1. (should) organise	2. (should) be divided	3. (should) call	4. (should) be given	5. (should) support								
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5. (should) support														
1'	<p>* HOMEWORK: Prepare for the next lesson: Reading</p>													

PERIOD 14:

UNIT 2: URBANISATION
READING: Urbanisation and its causes

Main language focus : Reading Comprehension

Integrated language skills : Speaking (giving advice)

Main reading subskills: Identifying main facts and details / Identifying cause & effect relationships / Inferring skills

Reading levels : IC / RO

Specific objectives :

At the end of the lesson, students will be able to :

- identify cause & effect relationships by answering Wh-questions.
- find meaning of difficult words by inferring from contextual clues

Prior knowledge : Information about Urbanization

Teaching aids : a video clip, pictures, handouts

Methods: Integrated, mainly communicative.

PROCEDURES:

T	CONTENT	ACTIVITIES
5'	* Check-up:	- T checks ss' previous grammar.
8'	I. Warm-up: → <i>Questions:</i> - Is life in the city different from that in the countryside? - Why are more and more people from rural areas moving to the city?	- T shows some pictures and asks Ss questions..
5'	→ Lead into the new lesson. II. Pre-reading: Activity 1: Prediction:	Ask Ss to read the statements and predict whether they are true (T) or false (F). • Have them do the task individually, and then compare their answers in pairs or groups. • Elicit Ss' answers, encouraging all different predictions. Have Ss explain their predictions
19'	III. While- reading: 1. Activity 2: Read the text and check your predictions in Activity 1: Key: 1. T (Before the 1950s, urbanisation mainly occurred in more economically developed countries (MEDCs).)	Ask Ss to scan the text and compare their predictions in 1. • Check answers as a class. Ask Ss to give the clues from the reading text which help them to work out the answers.

<p>7'</p> <p>1'</p>	<p>2. F (Since 1950s, urbanisation has grown rapidly in LEDCs (Less Economically Developed Countries))</p> <p>3. T (People migrate to urban areas on a massive scale due to lack of resources in rural areas.)</p> <p>4. F (The standard of living in urban areas will be higher than in rural areas)</p> <p>5. T (The urban population will continue to grow and it is expected that its proportion will increase to 70% by 2050.)</p> <p>2. Activity 3: Find the words Key:</p> <p>1. expanding (adj) /ik'spænding/: Mở rộng 2. counter-urbanisation (n) /'kauntə[r]/ /,ɜ:bənai'zei[n/</p> <p style="text-align: right;">Phản đô thị hóa, giãn dân</p> <p>3. doubled /'dʌbl/: Gấp đôi 4. Increase /in'kri:s/: Tăng lên 5. Migrate /mai'greit/: Di cư</p> <p>3. Activity 4: Answer the questions Key:</p> <p>1. It's a process by which urban areas grow bigger as more and more people leave the countryside to live in towns and cities.</p> <p>2. MEDCs stands for more economically developed countries. LEDCs stands for less economically developed countries.</p> <p>3. Before the 1950s, rapid urbanisation took place in Europe and North America because it was the period of industrialisation in these areas.</p> <p>4. After 1950, urbanisation started to grow rapidly in LEDCs.</p> <p>5. Some of the 'push' factors of urbanisation are lack of resources in rural areas, bad weather conditions, and competition from large agricultural companies.</p> <p>6. Because they have to suffer bad weather conditions and competition from large agricultural companies.</p> <p>7. Some of the 'pull' factors of urbanisation are the centralisation of resources such as money, services, wealth and opportunities as well as the higher living standards of these areas.</p>	<p>Tell Ss to study the meanings, and then go back to the reading text to locate the words that match the given meanings.</p> <ul style="list-style-type: none"> • Have Ss work individually to write the correct words next to the definitions given. • Ask them to check their answers in pairs or groups. • Check answers as a class. <p>Ask Ss to look at the questions quickly and underline the key words which can help them to locate the specific information in the text.</p> <ul style="list-style-type: none"> • Let them read the text individually, then compare their answers in pairs or groups. Encourage Ss to explain exactly which information from the text helped them to answer the questions. • Check answers as a class <p>Ask Ss to work in pairs to share their experiences.</p> <ul style="list-style-type: none"> • Invite several pairs to share their experiences with the rest of the class. Encourage other Ss to ask follow-up questions
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IV. Post-reading: Activity 5: Discussion:

How has your area been affected by urbanization?

- Some problems include inadequate water and sanitation, lack of rubbish disposal, and industrial pollution.

- Urbanisation has provided opportunities, higher incomes and better access to health facilities and education.

*** Homework:**

Prepare for the next lesson: Listening

PERIOD 15:

UNIT 2: URBANISATION
LISTENING: Urbanisation: Pros and cons

OBJECTIVES:

1. EDUCATIONAL AIMS: At the end of the lesson, students will be able to:

- Listen and pick up specific details, answering questions.
- Listen and understand general ideas.

2. KNOWLEDGE : Information about the advantages and disadvantages of urbanization.

LANGUAGE : Words and phrases related urbanization.

3. SKILLS : Listening for gist and for specific information

METHOD : Integrated, mainly communicative

TEACHING AIDS : Handouts, CD player

PROCEDURE :

T	CONTENT	ACTIVITIES
5 5'	<p>* Check-up:</p> <p>* Warm-up: Watch a video clip and answer the questions: https://you.tube/CPLSmx7dUis (Disadvantage of living in a city)</p> <p>→ What are the pros and cons of urbanization? => Suggested: + opportunities for better-paid jobs + access to schools, hospitals and other social services + higher standard of living. – more crime in big cities – unemployment may result in robbery, kidnapping, murder and other illegal activities – shortage of housing, decrease in agricultural and food production ...)</p> <p>→ Lead into the new lesson.</p>	<p>- T plays a video clip and asks Ss to answer some questions.</p>
10'	<p>I. Pre-listening:</p> <p>1. Activity 1: Look at the following statistics about urbanization and then answer the questions: a. What trends do you notice? b. What do you think the effects of urbanization are?</p> <p>Suggested answers: a. <i>The urbanization rate has been increasing steadily over the past 30 years./ In 2030, nearly two thirds of the population will live in urban areas.</i> b. <i>Urban areas become very crowded. A lot of people in the cities are not able to find jobs. Some people have to live in slums with poor sanitation.</i></p> <p>2. Vocabulary: - mindset (n) /'maɪndset/ mentality - sanitation (n) /sæni'teɪʃn/ (picture) - kidnapping (n) /'kɪdnæpɪŋ/ (picture)</p>	<p>• Ask Ss to look at the statistics and describe any trends that they notice. • Encourage Ss to express their views on the effects of urbanization</p> <p>- T explains some vocabulary.</p>

	<p>- fluctuation (n) /'flʌktʃu'eɪʃn/ (picture) - progressive (adj) >< retrogressive - discrimination (n) sự phân biệt đối xử</p> <p>* Checking: Matching (Activity 2) Match the words with their meanings.</p> <p><i>Key:</i> 1. d 2. e 3. a 4. c 5. b</p> <p>15' II. While- listening: 1. Activity 3: Listen to a talk about urbanisation and choose the title for it.</p> <p>Key: B. Pros and cons of urbanization</p> <p>2. Activity 4: Listen again and choose the best option to complete the sentences.</p> <p><i>Key:</i> 1. A 2. B 3. C 4. C 5. A</p>	<ul style="list-style-type: none"> • Ask Ss to look at the words and the meanings given and match the words with the appropriate meanings. • Have Ss compare their answers in pairs or groups. • Check answers as a class <ul style="list-style-type: none"> • Ask Ss to look at the three options and make their own predictions for the title of the talk that they are going to listen to. • Have Ss listen to the recording and choose one of the three options given. • Have them compare their answers in pairs or groups. • Check answers as a class <ul style="list-style-type: none"> • Ask Ss to read the sentences and predict the information needed in each gap. • Give Ss sufficient time to listen to the recording so they can extract the information needed and select the correct choice. • Have Ss compare their answers in pairs or groups. • Check answers as a class
<p>9'</p>	<p>III. Post-listening: Activity 5: Discussion: Read the sentences in 4 again. Do you agree or disagree with them? Give examples to support your point of view.</p>	<ul style="list-style-type: none"> • Have Ss discuss the statements in groups. Encourage groups to reach an agreement on each statement. • Ask some groups to present their discussions to the rest of the class.
<p>1'</p>	<p>* Homework: - Prepare for the next lesson : Writing</p>	

PERIOD 16:

UNIT 2: URBANISATION
WRITING (Vocabulary + Structure)
+ More exercises: Sentence Combination + Transformation

OBJECTIVES:

1. EDUCATIONAL AIMS: At the end of the lesson, Ss will be able to write a description of a line graph about the rate of urbanisation.

2. KNOWLEDGE : Information about the rate of urbanisation

LANGUAGE : Words and phrases related to urbanisation

3. SKILLS : Writing an online posting

METHOD : Integrated, mainly communicative

TEACHING AIDS : pictures, handouts

PROCEDURE :

T	CONTENT	ACTIVITIES
<p>5'</p> <p>5'</p>	<p>* Check-up: Talk about the advantages and disadvantages of urbanization.</p> <p>* Warm-up: What chart is this?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="305 955 576 1144"> <p>THE IMPACT OF THE COVID-19 PANDEMIC ON OVERALL BUSINESS OPERATIONS</p> </div> <div data-bbox="646 903 1047 1144"> <p>Percentage of population in urban areas</p> </div> </div> <p>1.</p> <p>2.</p> <div data-bbox="349 1186 665 1480"> </div> <p>3.</p> <p>→ 1. Pie chart 2. Bar chart (bar graph) 3. Line graph</p> <p>→ Lead into the new lesson: Today we are going to study how to write a description of a line graph.</p>	<p>- T shows some pictures and asks Ss to guess the topic of the lesson.</p> <p>- T leads in the new lesson.</p>
<p>10'</p>	<p>NEW LESSON:</p> <p>I. Pre-writing:</p> <p>Activity 1: Match the phrases in the box with the graphs: (a-f)</p> <p>Key:</p> <p>a. rise/increase steadily b. fall/decrease sharply</p>	<p>• Ask Ss to match the phrases given in the box with the appropriate graphs. • Have Ss compare their answers</p>

<p>18'</p> <p>6'</p>	<p>c. stay the same/remain stable/level off d. fluctuate e. rise/increase sharply f. fall/decrease steadily</p> <p>II. While-writing:</p> <p>1. Activity 2: Rewrite the sentences without changing their meaning: Key: 1. There <i>has been a dramatic rise in the migration of young people to big cities.</i> 2. Due to shortages of jobs, the population <i>in rural areas has decreased in the last 10 years.</i> 3. There <i>was an increase of over 30% in the urbanisation rate in Indonesia from 1969 to 2009.</i> 4. The rate of urbanisation <i>in South Korea rose sharply during the period between 1969 and 1989.</i> 5. There <i>was a slight decrease in the urbanisation rate in this city during the economic crisis in 2008.</i></p> <p>2. Activity 3: The line graph below shows the urbanisation rate in South Korea and Indonesia. Write a description (of about 150 words) of the trends in the graph.</p> <p>Suggested answer: <i>The line graph shows the rate of urbanisation in two countries, namely Indonesia and South Korea, from the mid-1960s to 2009.</i> <i>In the mid-1960s, the rate of urbanisation in Indonesia was about 17%, followed by a slight increase of 3% in 1969. Then the rate remained stable at around 20% for a ten-year period from 1969 to 1979. In the next fifteen years, there was a steady rise in the rate of urbanisation in this country. From 1995 to 2009, Indonesia's urbanisation rate increased sharply, reaching over 50%.</i> <i>South Korea's urbanisation rate was about 30% in 1969, roughly 10% higher than that of Indonesia. The rate went up sharply throughout the next thirty-year period to about 82% in 2005, and then levelled off towards 2009.</i> <i>In conclusion, it is clear that while both countries experienced a growth in their urbanisation rate, in South Korea it almost doubled by the end of the period.</i></p> <p>III. Post-writing: Giving comments and feedback.</p> <p>IV. More exercises: Handouts</p>	<p>in pairs or groups. • Check answers as a class.</p> <p>• Ask Ss to study the examples given. • Let them rewrite the sentences in the space provided. • Have Ss check their answers in pairs or groups. • Check answers as a class.</p> <p>• Set a time limit for Ss to write the first draft of their line graph description. • Have Ss exchange their drafts in pairs or groups for peer review. Encourage them to comment on the content, structure, clarity of expression, grammar and spelling. Add any additional feedback if necessary. • Have Ss revise their drafts based on their partners' comments and your feedback. (This can be done at home.) • Collect Ss' final pieces of writing for checking or/and marking.</p> <p>Ask some individuals to read their writings. Have the rest of class give comments, and correct errors. Give remarks & correction</p>
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1'	* Homework: Prepare for the next lesson: Communication and Culture	
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PERIOD 17:

**UNIT 2: URBANISATION
COMMUNICATION AND CULTURE**

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to:

- Listen to a talk about sustainable urbanization.
- Read and get knowledge about urbanization in Bangkok, Thailand.

2. KNOWLEDGE : Information about sustainable urbanization.

LANGUAGE : Words and phrases related to urbanization.

3. SKILLS : Fluency in expressing opinions.
Reading for specific information

METHOD : Integrated, mainly communicative

TEACHING AIDS : a video clip, pictures, handouts

PROCEDURE :

T	CONTENT	ACTIVITIES
5' 20'	<p>* Check-up:</p> <p>I. COMMUNICATION: The urban world in 2050</p> <p>Activity 1: Listen to a talk about predictions for life in cities in 2050 and choose the correct option in each of the following sentences.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. 70 2. oil 3. natural resources 4. close to 5. really big cities 6. smaller cities <p>Activity 2: Discussion: <i>Which of the predictions in 1 are likely to come true to the city you live in, or a city in Viet Nam that you know most about? Make some more predictions about that city in 2050.</i></p> <p>Suggested answers: <i>We now live in a small town in Quang Nam. We all think that in 2050, our small town will grow into a small city. More and more people from the nearby villages will come and settle down here. There will be more entertainment centres and better facilities. Several factories will be built in the area,</i></p>	<ul style="list-style-type: none"> • Tell Ss that they are going to listen to a talk about predictions for life in cities in 2050 and choose the correct option in each of the given sentences. • Ask Ss to read the sentences and underline the key words to get some ideas of what they are going to listen for. • Play the recording once or twice for Ss to decide on the correct option in each of the sentences. • Ask Ss to work with a partner to compare their answers. Check as a class • Ask Ss to form groups and look at all the predictions in 1 and decide on the ones that are likely to be true to the city they live in or a city in Viet Nam that they know most about. • Encourage Ss to give evidence or example to illustrate their ideas.

19'

so more jobs will be created for local people. But things will become more expensive, especially oil and electricity. Also, the environment may have to suffer. Air and water will be polluted due to the smoke from factory chimneys and not properly treated drainage system. It is important that the government and local authorities work closely to support a sustainable development.

II. CULTURE: Urbanised Bangkok

1. Activity 1: What aspects of city life do the video clip and the pictures show?



Suggested answers:

It is a fast-growing city.

The first photo shows modern Bangkok with its improved infrastructure and high-rise buildings. The second one shows the other side of urbanisation, such as the growth of slums and urban poverty.

2. Activity 2: Read the text about urbanisation in Bangkok. Answer the questions that follow.

Key:

1. Bangkok plays an important role in Thailand.
It has been a capital city for over 200 years.
The growth of Bangkok is the world's window on the growth of Thailand.
2. It has brought about economic, social and cultural benefits.
3. The drawbacks include the growth of slums, social issues
such as drugs and crime, traffic congestion, and environmental pollution.

3. Activity 3: Discussion:

What are the similarities and differences between the urbanization in Bangkok and that in Ha Noi?

- T plays a video clip and then shows 2 pictures and asks Ss a question.

The video clip and the two images show some aspects of urbanization in Bangkok.

• Ask Ss to watch the video clip and look at the two photos and encourage them to talk about the aspects of an urbanized Bangkok that are shown in the video clip and in the pictures.

• Ask Ss to read the text individually to get an overall idea about its content.

• Ask Ss to read the questions and underline the key words that can help them to locate the information in the text to answer the questions.

• Ask Ss to compare their answers in pairs or groups.

• Check answers as a class

- Have Ss work in pairs or groups. Ask Ss to express

their opinions on urbanisation.

• Encourage all Ss to answer the question, pointing out the similarities and differences between the urbanisation in Bangkok and the one in Ha Noi.

• Ask Ss to report their findings to the class.

• Give appropriate feedback whenever needed.

However, delayed feedback would be more suitable in this teaching context since it would be better not to interrupt Ss' presentations.

Encourage the rest of the class to comment on the presenters' ideas and presentation skills

1'	* Homework: Prepare for Speaking and Project and do exercises in Workbook.	
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PERIOD 18:

UNIT 2: URBANISATION
SPEAKING – Life in big cities
+ PROJECT

OBJECTIVES:

1. EDUCATIONAL AIMS: At the end of the lesson, students will be able to:

- discuss some key features of urbanization.
- express opinions about a preferable place of living
- conduct a survey and prepare a presentation about the urbanization of a city/ country

2. KNOWLEDGE: Information about urbanization.

LANGUAGE: Words and phrases related to urbanization.

3. SKILLS: Fluency in expressing their opinions about a preferable place of living.

METHOD: Integrated, mainly communicative

TEACHING AIDS : a video clip, handouts

PROCEDURE:

T	CONTENT	ACTIVITIES
5'	* Check-up: Vocabulary:	- T checks Ss' Vocabulary.
5'	* Warm-up: Watch a video clip: https://you.tube/EdUs8jA7AHk (Country Vs City) → Put these words in correct columns: Advantages or Disadvantages of living in big cities. <i>air pollution</i> <i>better transport service</i> <i>good education</i> <i>high cost of living</i> <i>higher standard of living</i> <i>jobless</i> <i>job opportunities</i> <i>noisy</i> <i>overcrowded</i> <i>slums</i> Advantages Disadvantages	- Plays a video clip and asks Ss to put the words in correct columns: Advantages or Disadvantages of living in big cities.
8'	→Lead into the new lesson: <i>Big cities are modern, but there are still slums.</i> <i>A lot of people are unemployed and looking for jobs.</i> <i>Big cities are always crowded.</i> <i>Noise pollution and air pollution are worrying problems.</i> NEW LESSON: Speaking: Life in big cities I. Pre Speaking: 1. Vocabulary: <i>Overcrowded</i> (a) with too many people and things (in a place) <i>Overpopulated</i> (a) with too many people living (in a place) <i>City dweller</i> (n) <i>Slum</i> (n)	- T explains some new words

Infrastructure (n)

2. Activity 1: Read a conversation between two friends about life in big cities. What features do they mention? Are they positive or negative?

Key:

Positive features	- There are more employment opportunities. - People have chances to get high paying jobs. - People's standard of living is higher
Negative features	- Big cities are overcrowded and overpopulated. - Many people are jobless/ unemployed. - Some people live in slums.

2. Activity 2: Look at these features of city life. Decide whether they are positive or negative. Can you think of other features?

Key:

Positive (P)	job opportunities, efficient services
Negative (N)	noisy , densely populated, traffic congestion, severe shortage of housing, air pollution
Others	higher rate of crime (N), stressful (N), social and cultural integration (P), sports facilities (P), better schools (P)

14'

II. While Speaking:

Activity 3: Discuss the positive and negative features of city life and decide if you want to live in an urban or rural area. What are your reasons? Present your group's decision to the whole class, using the ideas in 2 and the example below:

Example 1

All members of my group would like to live in a big city. We all believe that city life will give us more opportunities to fulfil our dreams, but first we need to get good education, and then work very hard. We think that there are more job opportunities in urban or industrial areas where it would be easier to get a better-paid job in a company or factory. City life is a lot more interesting and exciting. There are cinemas, theatres, museums, festivals and other cultural entertainment that we can't experience in rural areas. There are also sports facilities for those interested in doing sports.

Example 2

All members of our group think that rural life is better than urban life. We all agree that the cost of living is much cheaper in rural areas. People are also more friendly and helpful. We can live in an environment with little or no pollution. In addition, the crime rate is fairly low compared to the city. The only problem is that people have little access to modern facilities and technology. It is important that the government

Let Ss practise the conversation in pairs and identify the features of life in big cities that the two speakers mention. Ask Ss to decide whether these features are positive or negative.

- Check answers as a class.

Let Ss work in pairs to decide whether the given features are positive or negative.

- Encourage Ss to brainstorm ideas and come up with other features of life in big cities.
- Check answers as a class.

Set a time limit for the group's preparation and practice.

- Invite some groups to present their ideas to the rest of the class.
- Encourage Ss to give feedback on things such as interesting content, original ideas, fluency of speech and good presentation skills.

5'	<p><i>invest more in rural areas so that people there can have the same opportunities as people in the cities.</i></p> <p>III. Post Speaking: Give feedback</p>	
7'	<p>IV. PROJECT: Choose a city or a country, and find out how it has undergone urbanisation. Think about how to organise your information.</p> <p><i>Useful tips for effective delivery of their presentations:</i></p> <ul style="list-style-type: none"> - <i>talk naturally and avoid reading from notes</i> - <i>speak clearly and confidently</i> - <i>use appropriate intonation and vary the tone, pitch and volume of your voice</i> - <i>make eye contact with your audience and involve your listeners by asking and encouraging questions</i> - <i>make sure you finish within the time limit</i> 	<ul style="list-style-type: none"> • Ask Ss to form groups and discuss the guiding questions and brainstorm their ideas. • Encourage groups to prepare an outline for their presentation. (including an introduction, main body, and conclusion) • Have Ss practise their presentations in groups. Make sure each member has been assigned a part to present. • Have the groups give their presentations to the class. Encourage the rest of the class to ask questions and give feedback about the content, clarity of expression and delivery. • Have the class vote for the best presentation.
1'	<p>* Homework: Prepare for the next lesson:</p>	

PERIOD 19:

PRACTICE TEST 2
REVIEW UNIT 2
+ LOOKING BACK (Vocabulary)

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to review vocabulary and grammar in Unit 2.

2. KNOWLEDGE : Information about urbanisation.

+ Vocabulary: Words / phrases related to topics “Urbanisation”

+ Pronunciation: Diphthongs.

+ Grammar: The Subjunctive in THAT-clauses after certain verbs and expressions.

LANGUAGE : Words and phrases related to topics “Urbanisation”

Sentences related to above grammars

3. SKILLS :

METHOD : Integrated, mainly communicative

TEACHING AIDS : handouts

PROCEDURE :

T	CONTENT	ACTIVITIES												
10'	<p>LOOKING BACK: VOCABULARY:</p> <p>Activity 1: Underline the correct word in each sentence:</p> <p>Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. urbanisation</td> <td style="width: 33%;">2. Industrial</td> <td style="width: 33%;"></td> </tr> <tr> <td>3. urban</td> <td>4. risen</td> <td>5. off</td> </tr> </table> <p>Activity 2: Complete the sentences, using the compound adjectives in the box.</p> <p>Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. wide-ranging</td> <td style="width: 50%;">2. weather-beaten</td> </tr> <tr> <td>3. thought-provoking</td> <td></td> </tr> <tr> <td>4. never-ending</td> <td>5. day-to-day</td> </tr> </table>	1. urbanisation	2. Industrial		3. urban	4. risen	5. off	1. wide-ranging	2. weather-beaten	3. thought-provoking		4. never-ending	5. day-to-day	<ul style="list-style-type: none"> • Ask Ss to underline the correct word in each sentence. • Let them compare their answers in pairs or groups. • Check answers as a class and give further explanation, if necessary. • Ask Ss to go through the compound adjectives in the box and check if they remember the meaning of each one. • Have Ss complete the sentences with these compound adjectives. • Ask Ss to compare their answers in pairs or groups. • Check answers as a class.
1. urbanisation	2. Industrial													
3. urban	4. risen	5. off												
1. wide-ranging	2. weather-beaten													
3. thought-provoking														
4. never-ending	5. day-to-day													

PRACTICE TEST 2 (UNIT 2)

Mark the letter A, B, C, or D indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

1. A. **none** B. phone C. stone D. zone
 2. A. A. life B. B. like C. C. live D. D. lively

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

3. A. emigrate B. immigrate C. advocate D. **inhabit**
 4. A. confide B. **comfort** C. inflate D. severe

Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

5. The UK is considering the proposal that it ____ compensations for damages of the Indian embassy.
 A. been paying B. is paying C. paid D. **pay**
6. Howard prefers that I ____ to his party.
 A. am going B. **go** C. going D. will go
7. Mary demanded that the heater ____ immediately. Her apartment was freezing.
 A. repaired B. **be repaired** C. being repaired D. been repaired
8. The monk insisted that the tourists ____ the temple until they had removed their shoes.
 A. **not enter** B. not entering C. not to enter D. to not enter
9. The recommendation that she ____ a holiday was carried out.
 A. has taken B. **take** C. taken D. taking
10. Was it really necessary that I ____ there watching you the entire time you were rehearsing for the play? It was really boring watching you repeat the scenes over and over again.
 A. am sitting B. **be sitting** C. being sitting D. sitting
11. I propose that we all ____ together so that nobody gets lost along the way.
 A. be driving B. **drive** C. driven D. driving
12. It is recommended that the vehicle owner ____ present at the court.
 A. **be** B. be not C. not being D. not to be
13. Congress has decreed that the gasoline tax ____.
 A. abolish B. abolished C. **be abolished** D. been abolished
14. The doctor recommended that she ____ a specialist about the problem.
 A. be seen B. seeing C. should be seen D. **should see**
15. It has been proposed that we ____ the topic.
 A. **not change** B. not to change C. to change D. to not change
16. They hope to ____ a cure for the disease.
 A. catch up on B. **come up with** C. fill up with D. go out with
17. Don't worry, we'll try to ____ the problems and find a solution for everyone.
 A. carry on B. make up C. **sort out** D. switch off
18. Tony was totally opposed but if you give him some time to think about what you said. I'm sure he will ____ to your point of view.
 A. **come round** B. deal with C. fit out D. keep down

Mark the letter A, B, c, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.

19. She was brought up in the slums of Leeds.
 A. downtown area B. industrial area C. **poor area** D. rural area
20. With so many daily design resources, how do you stay up-to-date with technology without spending too much time on it?
 A. connect to Internet all day B. update new status
 C. **get latest information** D. use social network daily

Mark the letter A, B, c, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.

21. Unemployment is a massive problem for the government at the moment.

- A. main B. major C. minor D. primary

22. The best hope of avoiding downmarket tabloid TV future lies in the pressure currently being put on the networks to clean up their act.

- A. expensive B. famous C. poor quality D. uncreative

Mark the letter A, B, C or D to indicate the underlined part that needs correction in each of the following questions.

23. Urban development can magnify the risk of environmental hazards for example flash flooding.

- A B C D

24. Because of severe asthma attacks, the doctor suggested his patient to stop smoking.

- A B C D

Choose the most suitable response to complete each of the following exchanges.

25. Mark: " ____ "

Jenny: "I think there are various reasons."

- A. Do you mind if I think about reasons for urbanization?
B. I'd like to invite you to think about reasons for urbanization.
C. What do you think about reasons for urbanization?
D. Would you mind thinking about the reasons for urbanization?

26. Anna: "In my opinion, some people should stay in rural areas as well as work on agriculture."

Mark: " ____ "

- A. I'm not afraid I don't agree. B. I'm not sure about that.
C. I'm so sorry, but I agree. D. Not at all, thanks.

Choose the correct sentence among A, B, C or D which has the same meaning as the given one.

27. There was an upward trend in the demand for labor force.

- A. The demand for labor force declined.
B. The demand for labor force increased.
C. The demand for labor force reduced.
D. The demand for labor force remained stable.

28. The industrial production plummeted spectacularly from 1990 to 2000.

- A. The industrial production fell quickly in ten years from 1990 to 2000.
B. The industrial production fell steadily in ten years from 1990 to 2000.
C. The industrial production rose sharply in ten years from 1990 to 2000.
D. The industrial production rose slightly in ten years from 1990 to 2000.

Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions

29. Increasing urbanization has led to problems. Cities are centers of civilization and culture.

- A. Although increasing urbanization has led to problems, but cities are centers of civilization and culture.
B. Despite increasing urbanization has led to problems, but cities are centers of civilization and culture.
C. In spite of increasing urbanization has led to problems, yet cities are centers of civilization and culture.

D. Though increasing urbanization has led to problems, cities are centers of civilization and culture.

30. The rapid urbanization led to many serious problems. One of those is the growth of slums.

A. The rapid urbanization is the cause of many serious problems such as the growth of slums.

B. The rapid urbanization is consequent of many serious problems like the growth of slums.

C. The rapid urbanization is created by many serious problems such as the growth of slums.

D. The rapid urbanization is resulted by many serious problems like the growth of slums.