



Date of planning: 03/ 11 / 2024

PERIOD 28:

REVIEW 1

Lesson 3: Skills - Reading and Writing

I. OBJECTIVES

By the end of this lesson, students will be able to:

1. Knowledge

- Practise reading for main ideas and specific information about Alexandre Yersin and Ton That Tung and writing a biography about Ton That Tung.

2. Core competence

- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail. Have excessively talkative students practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Game: Guess who.

c. Expected outcomes:



- Students can get some knowledge about the figure they are going to read about in the reading passage.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>GAME: GUESS WHO</p> <ul style="list-style-type: none"> - Prepare four clues related to a famous person. - Show each clue one by one. - If Ss can get the correct key word after the 1st clue → 40 points. - Ss get 30 points, 20 points and 10 points if they get the correct answer after the 2nd, 3rd, and 4th clue respectively. - Confirm the correct answer and lead in the lesson. 	<ul style="list-style-type: none"> - Raise hands to guess the answer. - Check the answer. 	<p>4 clues:</p> <ul style="list-style-type: none"> - This person is a Swiss - French physician and bacteriologist. - On 8 January 1902, this person was accredited to be the first Headmaster of Hanoi Medical University by the Governor-General of French Indochina. - This person died at his home in Nha Trang, in 1943. - This person is well remembered in Vietnam, where he was affectionately called Ông Năm (Mr Nam/ Fifth) by the people. ⇒ <i>Alexandre Yersin</i>

e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: READING (18 mins)

a. Objectives:

- To help Ss practise reading for the main idea and specific information.
- To help Ss practise reading for the specific information and develop the ideas for writing.

b. Content:

- Task 1. Read the text about Alexandre Yersin. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions (p.47)
- Task 2. Read the following passage about Ton That Tung's contributions to the medicine in Viet Nam. Mark the letter A, B, C, or D to indicate the correct word that best fits each blank. (p.47)

c. Expected outcomes:

- Students can understand the main ideas as well as specific information of the reading passage.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Read the text about Alexandre Yersin. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.</p>		



<p>- Have Ss read through the questions and the options. Make sure Ss understand the questions.</p> <p>- Ask Ss to underline the key words in each question.</p> <p>- Then have Ss read the text. For each question, tell Ss to locate the key words as well as the paraphrases of these key words in the text and decide the best option for each question.</p> <p>- Have Ss work in pairs to compare their answers.</p> <p>- Check the answers as a class and ask Ss to explain their choice.</p> <p>For question 1, option B is mentioned in paragraph 2 only; option C is mentioned in paragraphs 3 and 4; option D is NOT mentioned.</p> <p>For question 2, the word “fund” in paragraph 3 is a verb that means to raise money or finance.</p> <p>For question 3, the word “it” in paragraph 3 refers to a singular noun and something that later became a branch of the <i>Pasteur Institute</i> in Paris.</p> <p>For question 4, the information is mentioned in paragraph 4.</p>	<p>- Read through the questions and the options.</p> <p>- Underline the key words in each question.</p> <p>- Locate the key words as well as the paraphrases of these key words in the text.</p> <p>- Decide the best option for each question.</p> <p>- Work in pairs and compare their answers.</p> <p>- Check the answers.</p>	<p>Answer key: 1-A 2-D 3-B 4-C</p> <p>Exam strategies Reading comprehension MCQs (for main ideas)</p> <ol style="list-style-type: none"> 1. Read four options. 2. Read through the whole text/ section and try to understand the overview of the text/ section. Pay attention to the first or the last sentences of each paragraph to get the main idea. 3. The correct answer should best summarize the main ideas of the whole text/ section. Watch out for distractors, especially choices that are “irrelevant” (i.e., not mentioned in the text/section), “incorrect” (i.e., not true according to the text/ section), “too narrow” (i.e., only representing part of the text/ section) or “too general” (i.e., not specific to that section only). <p>Reading comprehension MCQs (for referents)</p> <ol style="list-style-type: none"> 1. Read the question and locate the part that contains the referent (e.g. it, they, him) 2. Try to understand the context around the referent. 3. Choose the correct answer by replacing the referent with each of the words from four options. Pay attention to the nouns in the sentence and check whether they are singular/ plural.
<p>Task 2. Read the following passage about Ton That Tung’s contributions to the medicine in Viet Nam. Mark the letter A, B, C, or D to indicate the correct word that best fits each blank.</p>		
<p>- Ask Ss to read the text to get an overview of the text.</p> <p>- Have Ss read each sentence more carefully and look through four</p>	<p>- Read the text to get the overview.</p>	<p>Answer key: 1-B 2-C 3-D 4-A</p>



<p>options. Tell them to put each word from four options into the gap.</p> <ul style="list-style-type: none"> - Tell Ss to eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful. - Have Ss compare their answers in pairs and share their answers with the whole class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Read each sentence more carefully and look through four options. - Put each word from four options into the gap. - Eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful. - Check the answers. 	<p>5-B</p>
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e. Assessment

- Teacher checks students' work and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: WRITING (19 mins)

a. Objectives:

- To help Ss practise writing a paragraph about a life story.

b. Content:

Use the information about Ton That Tung below and details from 2 in Reading above to write a biography (180 words) about Ton That Tung.

c. Expected outcomes:

- Students develop writing skills on the given topic. They are able to complete an essay and give feedback on their friends' work.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Use the information about Ton That Tung below and details from 2 in Reading above to write a biography (180 words) about Ton That Tung.</p>		
<ul style="list-style-type: none"> - Ask Ss to read more information about Dr. Ton That Tung and check their understanding. Pre-teach some vocabulary items if necessary. 	<ul style="list-style-type: none"> - Read the information about Ton That Tung in the textbook. - Use the information about Dr. Ton That Tung 	<p>Sample answer: <i>Ton That Tung was born in 1912 in Thanh Hoa province in Vietnam, and passed away at the age of 70 in Hanoi. He was a famous surgeon who had impressive achievements in the</i></p>



<ul style="list-style-type: none">- Have Ss work in pairs. Ask Ss to use the information about Dr. Ton That Tung from the box in Writing and from 2 in Reading above to write a short biography (150-180 words) of Dr. Ton That Tung. Remind Ss to select, combine and put the information in order of time.- Give Ss enough time to write a paragraph (150-180 words) about Dr. Ton That Tung. Set a time limit depending on the Ss' ability level.- Walk around the class and offer help.- If time allows, ask Ss to swap their essays with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation and capitalisation.- Collect Ss' essays to mark and provide written feedback in the next lesson.	<p>from the box in Writing and from 2 in Reading above to write a short biography of Dr. Ton That Tung.</p> <ul style="list-style-type: none">- Select, combine and put the information in order of time.- Write a paragraph (150-180 words) about Dr. Ton That Tung.- Swap the essays with a partner for peer review.	<p><i>medicine of Vietnam. In 1931, he moved to Hanoi and studied at Buoï school, which is Chu Van An high school today. From 1935 to 1939, when he attended the Indochina School of Medicine and Pharmacy, he performed operations on over 200 livers of dead bodies and analysed them. Later, he started working as a private doctor for Uncle Ho in August, 1945. Until 1958, he carried out the first heart surgery in Vietnam. In the late 1960s, he found a new surgery method to reduce bleeding and shorten the time for the operation down to only four to eight minutes. His impressive achievements were admired by many doctors and other people in Vietnam. The Government also introduced an award named after him, and many streets in various local areas are now named after him.</i></p>
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson: Unit 4 – Lesson 1.



Board Plan

Date of teaching

REVIEW 1

Lesson 3: Skills – Reading and Writing

***Warm-up**

Game: Guess who

Reading

- Task 1: Reading comprehension: Alexandre Yersin.
- Task 2: Read the following passage about Ton That Tung and choose the correct word that best fits each blank.

Writing

Write a biography.

***Homework**



**NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI**

Date of planning: 03/ 11 / 2024

PERIOD 29:

MID-TERM TEST



Date of planning: 03/ 11 / 2024

PERIOD 30:

UNIT 4: URBANISATION

Lesson 1: Getting started – Urban development.

I. OBJECTIVES

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

1. Knowledge

- Get an overview about the topic *Urban development*
- Use vocabulary to talk about urban development.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be proud and respectful of the country's development
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
afford (v)	/ə'fɔ:d/	to be able to buy or do something because you have enough money or time	
colonial (adj)	/kə'ləʊniəl/	relating to a colony or colonialism	
concern (n)	/kən'sɜ:n/	a worried or nervous feeling about something, or something that makes you feel worried	
decrease (v)	/'di:kri:s/	to become less, or to make something become less	



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

expand (v)	/ɪk'spænd/	to increase in size, number, or importance, or to make something increase in this way	
gradually (adv)	/'grædʒ.u.ə.li/	slowly over a period or a distance	
housing (n)	/'haʊ.zɪŋ/	buildings for people to live in	
leisure (n)	/'leɪ.ər/	the time when you are not working or doing other duties	
proportion (n)	/prə'pɔː.ʃən/	the number or amount of a group or part of something when compared to the whole	
rapidly (v)	/'ræpɪdli/	very quickly, at a great rate	
reliable (adj)	/'rɪ.laɪ.ə.bəl/	Someone or something that is reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect	
resident (n)	/'rez.ɪ.dənt/	a person who lives or has their home in a place	
rush hour	/'rʌʃ, ou(ə)r/	the busy part of the day when towns and cities are crowded, either in the morning when people are travelling to work, when people are travelling home	
seek (v)	/si:k/	to try to find or get something, especially something that is not a physical object	
unemployment (n)	/,ʌn.ɪm'plɔɪ.mənt/	the number of people who do not have a job that provides money	

Assumption

Anticipated difficulties	Solutions
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Students may lack knowledge and experiences about the topic.	<ul style="list-style-type: none"> - Encourage students to work in groups so that they can help each other. - Give short, clear instructions, and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To introduce the topic of the unit.
- To set the context for the listening and reading part.

b. Content:

- Mini game: Lucky Wheel

c. Expected outcomes:

- Students can answer some open questions about urbanisation.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Lucky Wheel - Ss work in 4 groups. - Answer the questions and turn the wheel to get a bonus. - The team has the most correct answers is the winner.	- Students answer the questions individually.	Questions: A B A C B B C A B

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related the topic *Urbanisation*
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to urbanisation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher gives the meaning of the new words and asks students to guess the words. - Teacher explains more by showing pictures or giving explanations. - Teacher asks students to give the Vietnamese meanings of the words. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. 	<p>New words:</p> <ol style="list-style-type: none"> 1. afford (v) 2. colonial (adj) 3. concern (n) 4. decrease (v) 5. expand (v) 6. gradually (adv) 7. housing (n) 8. leisure (n) 9. proportion (n) 10. rapidly (v) 11. reliable (adj) 12. resident (n) 13. rush hour 14. seek (v) 15. unemployment (n)
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e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (30 mins)

a. Objectives:

- To help Ss know how to read for main ideas and specific information in an article about the urbanisation of Ha Noi.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to urban development.
- To help Ss identify the use of present perfect tense and double comparatives.

b. Content:

- Task 1: Listen and read. (p.48)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.49)
- Task 3: Match the words to make phrases mentioned in Task 1. (p.49)
- Task 4: Complete the sentences using phrases from Task 1. (p.49)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (8 mins)		
<ul style="list-style-type: none"> - Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it. 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. 	



<ul style="list-style-type: none"> - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the topic of urbanization (high-rise buildings, urban areas, public parks ...) - Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on some Ss to read the conversation aloud. 	<ul style="list-style-type: none"> - Students read the conversation aloud. 	
<p>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the key words in the statements, then read the conversation and locate the part of the conversation that has the corresponding information for Mark and Mai. - Have Ss share their answers with the class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Students work and compare the answers in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. F 3. F 4. T
<p>Task 3: Match the words to make phrases mentioned in Task 1. (8 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss that they will have to match words (1-4) with words (a-d) to make phrases that are used in the conversation. - Ask Ss to look at the two sets of words and match them. Tell Ss to refer to the conversation and check. - Have Ss compare their answers in pairs. - Confirm the correct answers as a class. 	<ul style="list-style-type: none"> - Students read the conversation again and work individually to do the activity. - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c: urban areas 2. d: leisure activities 3. a: local residents 4. b: rush hour
<p>Task 4: Complete the sentences using phrases from Task 1. (7 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read each sentence individually. Encourage them to try to complete it with an appropriate phrase without referring to the 	<ul style="list-style-type: none"> - Students work individually to find and underline the phrases used to give directions in the conversation. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. have built 2. bigger and bigger 3. It's the first time 4. The more.... the worse



<p>conversation. Then ask them to find the answers in the conversation.</p> <ul style="list-style-type: none"> - Check answers by first asking the class to call out the correct phrase only, then by calling on individual Ss to read the complete sentences. - Call out each phrase and elicit what students know about its use. - Tell Ss that they will learn more about the grammar points in the next lesson. 	<ul style="list-style-type: none"> - Students match each direction with the diagram. 	
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e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise talking about urbanisation.

b. Content:

- Role play
- Task 5: Work in pairs. Student A has just returned to the neighborhood. You don't know much about the area because everything has changed. You ask for more information about the town. Student B poses as a local to introduce the neighborhood.

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Work in pairs. Student A has just returned to the neighborhood. You don't know much about the area because everything has changed. You ask for more information about the town. Student B poses as a local to introduce the neighborhood. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. - Elicit some places that can be different from the past in the neighborhood. - Tell Ss to look at the conversation in Task 1 again to look for the sample sentences. - When they know exactly what to do, ask them to work in pairs. Teacher may go around to observe and offer help if necessary. - Invite some pairs to perform in front of the class. 	<ul style="list-style-type: none"> - Students work in pairs to follow teacher's instruction. - Students practice in pairs. - Students perform in front of the class. 	<p>Suggested answer:</p> <p>A: Can you show me the way to the nearest bus stop? It used to be here three years ago, but I can't find it now.</p> <p>B: It was relocated to the corner of Cach Mang Thang Tam Street and Bac Hai Street last year. That place is now a busy street. Things has changed rapidly.</p>

e. Assessment

- Teacher and other Ss listen to the instructions and comment.



5. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

- Ask Ss to open their books at the last page of Unit 4, the Project section, look at the picture and say what the topic of the project is (An urban area)
- Explain the project requirements: Ss will have to do research on an urban area in Viet Nam that has been created through urbanisation and then give an oral presentation to report the results of their research. Ss should interview three people from different generations and ask the questions in the table. In stronger classes, they can add more questions. Ss can choose different ways to present their findings (e.g. PPT presentation, poster presentation, video recording). Encourage Ss to use photos and / or illustrations to support their ideas.
- Put Ss into groups, and have them choose their group leader. Then ask them to assign tasks to each group member (e.g. doing the research, combining the collected information, combining and synthesizing the information, writing the scripts, preparing the slides, and delivering the presentation), making sure that all group members contribute to the project.
- Help Ss set deadlines for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss progress, helping them with any topic-related or functional language they need, (e.g. words and phrases to describe features of an area: remote, disadvantaged, poor infrastructure, modern, living conditions, job opportunities, ...) and solving any other problems that may arise with their projects.

Board plan

Date of teaching
Unit 4: Urbanisation
Lesson 1: Getting started

*** Warm-up**

*** Vocabulary**

1. afford (v)
2. colonial (adj)
3. concern (n)
4. decrease (v)
5. expand (v)
6. gradually (adv)
7. housing (n)
8. leisure (n)
9. proportion (n)
10. rapidly (v)



11. reliable (adj)
12. resident (n)
13. rush hour
14. seek (v)
15. unemployment (n)

Task 1: Listen and read. (p.48)

Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.49)

Task 3: Match the words to make phrases mentioned in Task 1. (p.49)

Task 4: Complete the sentences using phrases from Task 1. (p.49)

Task 5: Role- play.

***Homework**