SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 30/ 10 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 31:

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)	/əˈfɔːd/	to be able to buy or do something because you have enough money or time	
colonial (adj)	/kəˈləʊniəl/	relating to a colony or colonialism	
concern (n)	/kənˈsɜːn/	a worried or nervous feeling about something, or something that makes you feel worried	

decrease (v)	/ˈdiː.kriːs/	to become less, or to make something become less	
expand (v)	/ɪkˈspænd/	to increase in size, number, or importance, or to make something increase in this way	
gradually (adv)	/ˈgrædʒ.u.ə.li/	slowly over a period or a distance	
housing (n)	/ˈhaʊ.zɪŋ/	buildings for people to live in	
leisure (n)	/ˈleʒ.ər/	the time when you are not working or doing other duties	
proportion (n)	/prəˈpɔː.ʃən/	the number or amount of a group or part of something when compared to the whole	
rapidly (v)	/ˈræpɪdli/	very quickly, at a great rate	
reliable (adj)	/rɪˈlaɪ.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)	/ˈrez.ɪ.dənt/	a person who lives or has their home in a place	
rush hour	/ˈrʌʃˌou(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)	/siːk/	to try to find or get something, especially something that is not a physical object	
unemployment (n)	/ˌʌn.ɪmˈplɔɪ.mənt/	the number of people who do not have a job that provides money	

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experiences about the topic.	- Encourage students to work in groups so that they can help each other.

	- Give short, clear instructions, and help if necessary.

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
Vocabulary pre-teaching - 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.	- Students listen to the teacher's explanation and guess the words.	**New words:** 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)

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)		
- Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it. - 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.	- Students look at the picture and answer the questions. - Students listen to the recording. - Students read the conversation aloud.	
Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins)		

- 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.	- Students work and compare the answers in pairs.	***Answer key:*** 1. T 2. F 3. F 4. T
Task 3: Match the words to make phrases mentioned in Task 1. (8 mins)		
- 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.	- Students read the conversation again and work individually to do the activity. - Students share and check the answers.	***Answer key:*** 1. c: urban areas 2. d: leisure activities 3. a: local residents 4. b: rush hour
Task 4: Complete the sentences using phrases from Task 1. (7 mins)		
- Have Ss read each sentence individually. Encourage them to try to complete it with an appropriate phrase without referring to the conversation. Then ask them to find the answers in the conversation. - 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.	- Students work individually to find and underline the phrases used to give directions in the conversation. - Students match each direction with the diagram.	***Answer key:*** 1. have built 2. bigger and bigger 3. It's the first time 4. The more…. the worse

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
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)		
- 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.	- Students work in pairs to follow teacher's instruction. - Students practice in pairs. - Students perform in front of the class.	***Suggested answer:*** 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. 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.

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**

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Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 01/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 32:

UNIT 4: URBANISATION
Lesson 2: Language

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Use the lexical items related to the topic *urbanisation*
- Use Present perfect (review and extension) and double comparatives to show changes in a neighbourhood.
- Use unstressed words in connected speech

2. Competences
- Develop communication skills
- 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, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
afford (v)	/əˈfɔːd/	to be able to buy or do something because you have enough money or time	
expand (v)	/ɪkˈspænd/	to increase in size, number, or importance, or to make something increase in this way	
housing (n)	/ˈhaʊ.zɪŋ/	buildings for people to live in	

seek (v)	/siːk/	to try to find or get something, especially something that is not a physical object	
unemployment (n)	/ˌʌn.ɪmˈplɔɪ.mənt/	the number of people who do not have a job that provides money	

Unstressed words in connected speech
In connected speech, most grammatical words are not usually stressed. These words include: • articles: a, an, the • prepositions: above, for, of, to, until, etc. • personal pronouns: I, you, we, they, he, she, it • possessive adjectives: my, your, our, their, her, his, its • auxiliary verbs: be, have, do, etc. • conjunctions: and, but, or, etc. • modal verbs: can, will, etc. • the expressions: there is, there are, etc.
Present perfect (review and extension)
• We use the present perfect to describe something that started in the past and is still happening now, or something that was completed in the very recent past. Example: A lot of young people have moved to big cities to work or study. • We also use the present perfect to say how many times something has happened with the following structure: It/This/That + be + the first/the second time + Subject + have/has (done)... Example: This is the second time I have visited this city. It is not the first time I have heard about urbanisation. • We often use the present perfect for a unique experience with the following structure: It/This/That/Noun or Gerund phrase + be + the best/the worst/the only/the most beautiful/ ..... + Subject + have/has (ever done) ... Example: That is the worst meal I have ever had in this city. Moving to the city is the best decision my parents have ever made in their life.
Double comparatives to show change
• We use double comparatives to show change. Example: Towns are getting bigger and bigger. The air is becoming more and more polluted. There are more and more high-rise buildings in the city. • We also use double comparatives to say that two things change together.

Example: The bigger the city gets, the more crowded it becomes. The more we invest in rural areas, the more we can help people there.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

b. Content:

- Matching game

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Matching - Teacher divides students into 4 groups and models how to play this game. - Ss match the diphthongs to the right word. - The group with the most correct words will be the winner.	- Students work in groups to do the activity. - Students pronounce the words and match them to the correct group.	***Answer key:*** 1. /ɪə/: volunteers, idea 2. /ʊə/: Ecotourism, poor 3. /eə/: air conditioners, awareness

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss recognise and practise saying unstressed words in connected speech
- To help Ss identify the unstressed words in sentences, and practise saying them.

b. Content:

- Task 1: Listen and repeat. Pay attention to the pronunciation of unstressed words. (p.49)

- Task 2: Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs. (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 repeat. Pay attention to the pronunciation of unstressed words. (4 mins)		
- Ask Ss to look at the sentences, listen to them and repeat, paying attention to the pronunciation of the unstressed words in italics. - Have Ss focus on the words in italics in the first sentence. Tell Ss to identify types of words in italics, e.g. It-personal pronoun; has been - auxiliary verb be; since – preposition; your ¬– possessive adjectives … - Tell Ss that in English these grammar words are normally unstressed. - Put Ss in pairs and have them read Remember! Box to know other unstressed words in English. - Ask Ss to look at other sentences and call out the grammar words that are unstressed.	- Students read the Remember Box - Students listen to the recording and check the unstressed words - Students listen again and repeat the sentences.	***Suggested answer:*** (and – conjunction; a – article; It-personal pronoun; is – auxiliary verb be I – personal pronoun; 've been – auxiliary verb be on – preposition; an – article; I – personal pronoun; can – modal)
Task 2: Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs. (6 mins)		
- Ask Ss to read the sentences and check understanding. - Play the recording twice, if necessary, pausing after each sentence and asking Ss to repeat as a class. - Have Ss underline the unstressed words. - Check answers as a class. - Put Ss into pairs and have them practise saying the sentences. Walk round the class, praising good pronunciation and correcting any mistakes.	- Students listen to the recording and check the stressed words - Students listen again and repeat the sentences.	***Answer key:*** 1. A new convenience store has been opened near my house. 2. There are still a lot of problems in our cities today. 3. It is much more expensive to buy a house in a big city. 4. My father was offered a new job and his office will be in a high-rise building.

e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: VOCABULARY (11 mins)

a. Objectives:

- To introduce words and phrases related to generational differences.
- To help Ss practise using the words in Activity 1 in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.50)
- Task 2: Complete the sentences using the correct forms of the words in Task 1 (p.50)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
- Ask Ss to read the definitions of the words and check understanding. - Tell Ss to match the words with the given definitions. - Have Ss compare their answers in pairs. - Check answers as a class. Ask individual Ss to read the definitions while other Ss call out the correct words.	- Students read the words and do the matching. - Students work in pairs and check answers.	***Answer key:*** 1. C 2. D 3. A 4. E 5. B
Task 2: Complete the sentences using the correct forms of the words in Task 1. (5 mins)		
- Have Ss work in pairs. Tell them to read the sentences and decide which word in 1 can be used to complete each of the sentences. Encourage them to look for context clues to help them decide on the correct word. - Check answers as a class. - Ask individual Ss to read the complete sentences.	- Students work in pairs and practice reading the sentences.	***Answer key:*** 1. unemployment 2. afford 3. housing 4. expanded 5. seek

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: GRAMMAR (16 mins)

a. Objectives:

- To help Ss revise and extend the use of the present perfect tense with some structures.
- To help Ss use double comparatives correctly to show changes.
- To help Ss practise using the present perfect and/or the double comparatives in a speaking activity.

b. Content:

- Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p 51)
- Task 2: Choose the best option to indicate the sentence that is closest in meaning to the sentence given. (p 51)
- Task 3: Work in pairs. make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (p 51)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (5 mins)		
- Ask Ss to look at the sentences 1 and 3 in 4 in Getting Started and elicit the verbs used there, have built, and has been. - Ask Ss to look at the Remember! box and read the rules for using the present perfect tense. Focus Ss' attention on the use of the present perfect tense with the structures in bold. - Tell Ss about the requirements of Activity 1 in which Ss need to circle the underlined part that is incorrect in each of the given sentences, and then correct the mistakes. - Focus Ss' attention on the three sentences and check if they know all words. - Ask Ss to work in pairs or individually to complete the activity. - Check answers as a class.	- Students work and check in pairs. - Students practice reading the sentences.	***Answer key:*** 1. B: saw → have seen 2. C: had → have 3. A: has been → is
Task 2: Choose the best option to indicate the sentence that is closest in meaning to the sentence given. (5 mins)		
- Ask Ss to look at sentences 2 and 4 in 4 in Getting Started and elicit the structures with double comparatives used there, bigger and bigger, and the more…the worse. - Ask Ss to look at the Remember! box and read the rules for using the double comparative to show changes. Focus Ss' attention on the two usages of the double comparatives to show changes and to say that two things change together. - Tell Ss about the requirements of Activity 2 in which Ss need to choose the best option to indicate the sentence that is closest in meaning to the sentence given. - Focus Ss' attention on the sentences and the given options.	- Students work and check in pairs. - Students practice reading the sentences.	***Answer key:*** 1. A 2. B 3. C

Check if they understand all of them. - Ask Ss to work in pairs or individually to complete the activity. - Check answers as a class.		
Task 3: Work in pairs. make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (6 mins)		
- Have Ss read the instructions and example, and make sure they all understand the instructions, the given example, and what they must do. - Have Ss first think of an urbanised area, make a list of changes in this area, then write about the changes in this area, using the present perfect and double comparatives. - In weaker classes, help Ss with the ideas they want to express about urbanization in the area that they know. - Put Ss in pairs and have them share what they have written. - Invite some Ss to read out loud their sentences to the class.	- Students listen to instructions and work in pairs. - Some students present answer in front of the class.	***Suggested answer*** My hometown has changed a lot over the past ten years. The urban area has been expanded, and there is less and less land for agriculture. More and more people have moved in. More new houses have been built. The life is getting more and more modern.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

Board plan

Date of teaching

Unit 4: Urbanisation

Lesson 2: Language

*** Warm-up**

Game: Matching

Pronunciation

Task 1: Listen and repeat. Pay attention to the pronunciation of unstressed words. (p.49)

Task 2: Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs. (p.49)

Vocabulary
Task 1: Match the words with their meanings. (p.50)
Task 2: Complete the sentences using the correct forms of the words in Task 1 (p.50)
Grammar
Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p 51)
Task 2: Choose the best option to indicate the sentence that is closest in meaning to the sentence given. (p 51)
Task 3: Work in pairs. make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (p 51)

*** Homework**

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Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 01/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 33:

UNIT 4: URBANISATION
Lesson 3: Reading- Urbanisation of Ha Noi

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Use comparative adjectives.
- Read for main ideas and specific information in an article about the urbanisation of Ha Noi.
2. Competences
- Develop communication skills
- Be collaborative and supportive in pair work and teamwork
3. Personal qualities
- Be proud and respectful of places and sites in your neighbourhood
- Actively join in class activities

II. MATERIALS
- Grade 12 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. resident (n)	/ˈrez.ɪ.dənt/	a person who lives or has their home in a place	
2. colonial (adj)	/kəˈləʊniəl/	relating to a colony or colonialism	
3. gradually (adv)	/ˈgrædʒ.u.ə.li/	slowly over a period of time or a distance	
4. modernising (n)	/ˈmɒdərnaɪzɪŋ/	the act of adapting (something) to modern needs or habits, typically by installing modern equipment or adopting modern ideas or methods.	

5. concern (n)	/kənˈsɜːn/	a worried or nervous feeling about something, or something that makes you feel worried	

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the urbanisation of Hanoi.
- To set the context for the reading part.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Catch the fish

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Catch the fish - Students work in 2 groups. - There are several pictures, and Ss need to choose the correct fish that the picture represents. - Ss raise hands to get turns and choose the correct answer.	- Students work in groups to do the activity. - Students raise their hands to answer.	***Answer key:*** 1. LEFTOVER 2. RINSE OUT 3. CONTAMINATED 4. CARDBOARD BOXES

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage.

- Pre-teach vocabulary related to the content of the reading passage.
- Task 1. Work in pairs. Discuss the questions. (p.52)

c. Expected outcomes:
- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and repeat the words.	**New words:** 1. resident (n) 2. colonial (adj) 3. gradually (adv) 4. modernising (n) 5. concern (n)
Task 1. Work in pairs. Discuss the questions. (5 mins)		
- Ask Ss look at the pictures. Have them work in pairs and discuss what they see in each of the pictures and what the pictures tell them about Ha Noi and people's life in the city. - Invite some pairs to share their discussions with the class.	- Students pay attention to the teacher and may jot down some notes during the presentation.	***Suggested answers:*** • In the first and second pictures, I can see old streets of Ha Noi. There were only low-rise buildings, and people mainly got around on foot, trishaw, bicycle or tram. • In the third and fourth pictures, I can see a present-day Hanoi with many high-rise buildings. There are more modern vehicles such as cars and trains. Streets are very busy, too.

e. Assessment
- Teacher checks students' understanding with follow-up questions.

3. ACTIVITY 2: WHILE- READING (15 mins)

a. Objectives:
- To help Ss practise skimming texts to choose the best title.
- To help Ss practise the skill of guessing the meaning of words from context.

- To develop reading skills for general information.
- To develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.52)
- Task 3: Read the article again. Put the main ideas in the order they appear in the article. (p.53)
- Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (p.53)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Choose the correct meanings of the highlighted words. (5 mins)		
- Ask Ss to read the text. Ask them to locate the highlighted words in the text. - Ask Ss to study the context of each highlighted word, and looking for clues that they can use to guess the meaning. - Encourage Ss to replace the word with each choice to see which one best replaces the word. - Tell Ss to work in groups to discuss the clues and compare answers. - Check answers as a class.	- Students listen to the instructions first, then do the exercise in a group. - Students check answers and take note.	***Answer key:*** 1. A 2. B 3. A 4. B 5. B
Task 3: Read the article again. Put the main ideas in the order they appear in the article. (5 mins)		
- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. - Ask Ss to read the given main ideas carefully, and make sure Ss understand these ideas. - Have Ss skim through each section and choose one of the given ideas that matches the section. Ask Ss to pay attention to the first sentence, the key information or search for the conclusion in each section. E.g. In the first paragraph, the key information 'small city', 'population', 'area', 'old streets', 'different trade or craft' best matches option C 'Ha Noi as a small	- Students listen to the instructions first, then do the exercise in pairs. - Students check answers and take note.	***Answer key:*** 1.C 2. D 3. A 4. B

city with old streets selling different products'. - Ask Ss to work in pairs to compare their answers. - Check answers as a class.		
Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (5 mins)		
- Ask Ss to study the table to get the general ideas. - Encourage Ss to guess the type of information they need for each gap. - Underline the key words in the table to locate the information in the passage. - Read the parts that contain the key words carefully to identify the words/phrases. - Make sure the word/phrase for each gap is exactly the same as taken from the passage. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit. - Have Ss work in pairs to compare answers. - Check answers as a class.	- Students listen to the instructions first, then do the exercise in pairs. - Students check answers and take note.	***Answer key:*** 1. 152 2. 8/eight million 3. trams 4. metro / trains 5. low-rise buildings

e. Assessment

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss use the language and ideas from the reading to express opinions and give reasons.

b. Content:

- Task 5: Work in pairs. discuss the following questions.

Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why? (p.53)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. discuss the following questions. **Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why?**		
- Ask Ss to read the text again to get more information about Ha Noi in the past and Ha Noi at present. - Have Ss work in pairs to discuss the questions.	- Students practise ask and answer about the reason why they want to live in HN in the past or at present.	***Suggested answers:*** I prefer to live in Ha Noi at present because I like the modern facilities. Getting around in Ha Noi is very convenient nowadays.

- Invite several Ss to share their discussions.		However, my friend, …, prefers to live in Ha Noi in the past. For him/her, Ha Noi in the past was more peaceful and quieter than Ha Noi at present. It was also safer to get around because people mainly went on foot or by bicycle.

e. Assessment

- Teacher checks students' talks and gives feedback.

5. CONSOLIDATION (5 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

Board plan

Date of teaching

Unit 4: My neighbourhood

Lesson 3: Reading- Urbanisation of Ha Noi

*** Warm-up**

Game: Catch the fish

Vocabulary

1. resident (n)
2. colonial (adj)
3. gradually (adv)
4. modernising (n)
5. concern (n)

Task 1: Work in pairs. Discuss the questions. (p.52)

Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.52)

Task 3: Read the article again. Put the main ideas in the order they appear in the article. (p.53)

Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (p.53)

Task 5: Work in pairs. discuss the following questions.

Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why? (p.53)

*** Homework**