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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 05/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 34:

UNIT 4: URBANISATION
Lesson 4: Speaking- Changes in a living area.

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

1. Knowledge
- Gain an overview of urbanisation in a living area.
- Memorize vocabulary to talk about changes in a living area.

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 country
- Actively join in class activities

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. empty roads	/ˈˈem(p)tē rōd/	typically refers to roads or streets that have very few or no vehicles or pedestrians on them.	
2. wet markets (n)	/wet ˈmɑːkɪt/	a market selling fresh meat, fish, and vegetables.	
3. convenience stores (n)	/kənˈviːniəns stɔː(r)/	a small local shop that sells food, newspapers, etc. and has long opening hours	

4. high-rise buildings	/haɪ raɪz ˈbɪldɪŋz/	typically refers to roads or streets that have very few or no vehicles or pedestrians on them.	
5. low-rise buildings	/ləʊ raɪz ˈbɪldɪŋz/	structures characterized by their relatively modest height, typically fewer than five or six stories, although the specific definition may vary by region and local building codes.	

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 in the classroom and lead in the lesson.

b. Content:

- Multiple choice quiz.

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raises their hands to take turn and answer the questions. - The team with highest points is the winner.	- Students look at the questions and work in group. - Students raise hands to answer..	***Answer key:*** 1. ◆ 2. ● 3. ■ 4. ● 5. ▲ 6. ▲

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)

a. Objectives:

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

b. Content:

- Pre-teach vocabulary related to the content of the lesson;
- Introducing tips to give instructions.
- Task 1. The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describes the city in the past (P) and which now (N). (p. 54)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students listen to the teacher's explanation and repeat the words.	**New words:** 1. empty roads 2. wet markets (n) 3. convenience stores (n) 4. high-rise buildings 5. low-rise buildings
Task 1: The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describes the city in the past (P) and which now (N). (6 mins)		
- Tell Ss to look at the picture that shows how River City has changed over time. Encourage Ss to look at the picture and spot the differences of River City in the past and River City at present. E.g., low-rise buildings (in the past) vs. high-rise buildings (at present) - Ask Ss to work in pairs, read the given words/phrases and decide which describe the city in the past and which today. - Be prepared to teach students any new words or phrases, e.g., wet market (a market selling fresh meat, fish, vegetables, etc.). - Check answers as a class.	- Students listen to the teacher's explanation. - Ss do the task and take note.	**Past/Then:** • low-rise buildings • old • rice field • wet markets • empty roads **Today/Now:** • high-rise buildings • modern • park • convenience stores/ supermarkets • busy streets

e. Assessment

- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: LESS- CONTROLLED PRACTICE (15 mins)

a. Objectives:

- To give Ss an opportunity to practise talking about changes in River City in pairs.
- To help Ss practise words and phrases in talking about changes in an area.

b. Content:

- Task 2: Work in pairs. Talk about the changes in River City. use the words and phrases in Task 1. (p.54)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in pairs. Talk about the changes in River City. use the words and phrases in Task 1.		
- Explain the task and ask Ss to look at the given example for reference. - Tell Ss to use the grammar points learnt in this unit (present perfect and double comparatives) to talk about these changes. - Have Ss work in pairs. Walk round the class to offer help if necessary. - Invite some pairs of Ss read out loud their sentences about the changes in River City.	- Students share the answers in pairs.	***Suggested answers:*** • In the past, this place only had low-rise buildings. However, a lot of high-rise buildings have been built here. • They have opened a lot of convenience stores and supermarkets to replace the old wet markets. • There used to be a rice field outside the city, but it has been replaced by a city park. • In the past, the roads were almost empty. There was hardly any traffic. Now, the streets are busy and there are too many cars on the roads.

3. ACTIVITY 3: FREE PRACTICE (10 mins)

a. Objectives:

- To give Ss an opportunity to take part in a group activity to prepare a description about changes in River city, then report their description to the whole class.

b. Content:

- Task 3: Report your answers to the whole class. Vote for the best description. (p. 54)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Report your answers to the whole class. Vote for the best description. (7 mins)		

- Ask Ss to form groups share the sentences that they have produced about the changes I River City from the previous activity. - Tell Ss to make an outline for the description. - Provide Ss with an outline of the description and ask them to complete the description. - Have Ss practising the report in their groups to improve their fluency in speaking. - Walk around to offer help Ss, if necessary, and encourage quiet group members to get involved. - Ask groups to report their description and the whole class to vote for the best description.	- Students work in group	***Suggested answers:*** Description sample When we look at the picture of the River City in the past and at present, we have noticed a lot of changes in this city over the years. The old town/village now has become a more and more modern city. A lot of high-rise buildings have been built to replace all the low-rise buildings. There used to be a rice field outside the city, but it has been replaced by a city park. They have opened a lot of convenience stores and supermarkets to replace the old wet markets. In the past, the roads were almost empty, but now they have become very busy streets.

e. Assessment

- Teacher corrects for students by going around while they're practising.
- Teacher gives corrections and feedback.

4. 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: Urbanisation

Lesson 4: Speaking

*** Warm-up**

Quiz

Controlled Practice

- Pre-teaching vocabulary
- Task 1. The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describes the city in the past (P) and which now (N). (p. 54)

Less controlled Practice

Task 2: Work in pairs. Talk about the changes in River City. use the words and phrases in Task 1. (p.54)

Free practice

Task 3: Report your answers to the whole class. Vote for the best description. (p. 54)

*** Homework**

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TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 07/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 35:

UNIT 4: URBANISATION
Lesson 5: Listening- A radio talk.

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about A radio talk about urbanisation.
- Memorize vocabulary to talk about the advantages of urbanisation.

2. Competences

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

3. Personal qualities

- Be proud and respectful of places and sites in your country.
- Actively join in class activities

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. 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	
2. rapidly (v)	/ˈræpɪdli/	very quickly; at a great rate	
3. Go up (phr.v)	/gəʊ/ /ʌp/	to move higher, rise, or increase	

4. medical facilities	/ˈmɛdɪkəl/ /fəˈsɪlətiz/	to places or establishments where medical care, treatment, and health-related services are provided.	

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 needed). - 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.
3. Some students will talk excessively 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 help Ss understand and activate their knowledge of the topic.
- To set the context for the listening part.

b. Content:

- Quiz

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the video about urbanisation. - Questions are shown one by one, the whole class compete to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	- Students follow the teacher's instructions and do the task in teams.	Link: https://www.youtube.com/watch?v=u13tvhe8l9w

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE- LISTENING (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.

- To set the context for the listening part.

b. Content:

- Vocabulary teaching
- Task 1: Choose the correct meanings of the underlined words (p.54)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary teaching (4 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students listen to the explanation and repeat the words.	***New words:*** 1. reliable (adj) 2. rapidly (v) 3. Go up (phr. v) 4. medical facilities
Task 1: Choose the correct meanings of the underlined words. (6 mins)		
- Tell Ss that in the recording there will be some possible new words. Ask Ss to look study the sentences in which these new words are used and choose the correct meanings of these words. - Encourage Ss to study the context of these words, e.g. 1. 'rapidly' goes with 'increasing' and the reason 'because many people want to buy their own houses' give the hint that it means A 'very quickly'. - Have Ss work in pairs to compare their answers. - Check answers as a class.	- Students listen to instructions and find the answers. - Students pair up to check their answers and then check with the class.	***Answer key:*** 1. A 2. B 3. A

e. Assessment

- Teacher corrects the students as a whole class.

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

a. Objectives:

- To help Ss practise listening for general and specific information.

b. Content:

- Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (p.54)
- Task 3: Listen to the talk again and answer the questions. use no more than THREE words and/or a number. (p.55)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (7 mins)		
- Tell Ss that the options could be in phrases (questions 1, 4, and 5) and in graphs (questions 2 and 3). - Have Ss look through the questions and options. Make sure they understand them. - Encourage Ss to brainstorm synonyms or paraphrases of the options, e.g. world's urbanization (urbanization in the global world). - Play the recording twice and have Ss listen and choose their answers. - Ask Ss to compare their answers. - Ask Ss to provide evidence they caught from the recording. - Check answers by playing the recording again and pausing after the parts of the recording containing the information.	- Students listen to the instructions and do the task	***Answer keys:*** 1. C 2. A 3. B 4. C 5. A
Task 3: Listen to the talk again and answer the questions. use no more than THREE words and/or a number. (8 mins)		
- Have Ss read through the questions carefully and check if they understand all the vocabulary. - In stronger classes, ask Ss if they can answer the questions without listening to the conversation again. - Ask Ss to focus on the type of information that they will need. Remind Ss of the word limit for each answer. - Play the recording and ask Ss to listen and take notes. - Have Ss compare their answers. - Check answers as a class by writing them on the board.	- Students listen to the instructions and do the task	***Answer keys:*** 1. About 30 %/ thirty percent 2. By 2050 3. (City's) better facilities 4. Goods and services

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: POST-LISTENING (10 mins)

a. Objectives:

- To check students' understanding and memorize the information in the recording.
- To help some students enhance presentation skills.
- To practise teamwork.

- To give Ss an opportunity to use the language and ideas from the listening to express an opinion.

b. Content:

- Task 4. Work in groups. Discuss the following questions. (p.55)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (p.55)		
<u>Question</u>: • What do you think is the biggest advantage of urbanisation? - Ask Ss to list the advantages of urbanisation that have been mentioned in the recording (access to better health and communication services, access to clean water and waste management facilities, improving quality of life). - Put Ss into groups. Group members take turns telling what each of them thinks the biggest advantage of urbanisation is. - Walk round the class and offer help if necessary. - Invite Ss from some groups to share their opinions with the whole class. Encourage them to give reasons.	- Students listen to the instructions and do the task	***Suggested answer*** *Sample answers* • *I think the biggest advantage of urbanisation is the opportunity to get access to better health services. This is because most of the big hospitals with the best medical facilities are often located in big cities. When people have better health services, they will have a healthier body and enjoy their life.* • *I think the biggest advantage of urbanisation is having modern facilities. When people have access to more and better facilities, their life also gets easier and more comfortable.*

e. Assessment

- Teacher observation on Ss' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook

Board Plan

Date of teaching

Unit 4: Urbanisation

Lesson 5: Listening- A radio post.

***Warm-up**

Quiz

Pre- listening

- Vocabulary

1. reliable (adj)
2. rapidly (v)
3. Go up (phr. v)
4. medical facilities

- Task 1: Choose the correct meanings of the underlined words (p.54)

While- listening

- Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (p.54)
- Task 3: Listen to the talk again and answer the questions. use no more than THREE words and/or a number. (p.55)

Post- Listening

- Task 4. Work in groups. Discuss the following questions. (p.55)

***Homework**

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Lớp dạy: 12/9, 12/12
PERIOD 36:

UNIT 4: URBANISATION
Lesson 6: Writing- DESCRIBING A LINE GRAPH

I. OBJECTIVES

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

1. Knowledge

- Write a description of a line graph.

2. Competences

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

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - 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 create an active atmosphere in the class before the lesson.
- To gain an overview of the line graph.
- To lead into the new lesson.

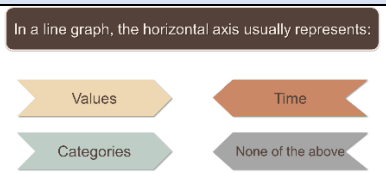
b. Content:

- Quiz

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the questions one by one, the whole class competes to answer the questions. - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson.	- Students listen to the instructions and do the task individually	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE- WRITING (12 mins)

a. Objectives:

- To help Ss develop language for line graph description.
- To familiarise Ss with the structure and language of line graph description.

b. Content:

- Task 1: Work in pairs. Look at the line graph. match the sentences with the information in the graph. (p.55)
- Task 2: Look at the line graph and put the paragraphs in the correct order. (p.56)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Look at the line graph. match the sentences with the information in the graph. (10 mins)		
- Ask Ss to look at the line graph that shows the percentage of population in urban and rural areas over a long period of time. - Focus Ss' attention on the changes over the years for the urban and rural population patterns. - Ask Ss to read the given descriptions an explain if they don't understand what these descriptions mean. - Tell Ss to match the phrases (descriptions) with the information in the graph. - Put Ss into pairs. Have them work together to do the matching. - Check answers as a class.	- Students listen to the instructions and work in pairs. - Students check answers with the class.	***Answers key:*** 1.b 2. c 3. a
Task 2: Look at the line graph and put the paragraphs in the correct order. (10 mins)		
- Ask Ss to read the instructions, look at the line graph and then study the outline of a line graph description. Explain any words/phrases that Ss don't know.	- Students listen to the instructions and work in pairs. - Students check answers with the class.	***Answer key:*** The order is: B – C - A

- Pre-teach some of the more difficult words and phrases, e.g. main trends, introduces... - Put Ss in pairs to read and discuss the structure of line graph description. Then have them match each paragraph with a description. - Check answers as a class. • Ask Ss to read the Tips box. In weaker classes, give Ss time to read and explain any structures that they don't know. • To check understanding of the structure and language of the line graph description, ask questions, such as How does the writer introduce the line graph? What expressions can be used to show the upward trends? What expressions can be used to show the downward trends? What linking words can be used to compare or contrast?		

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE- WRITING (18 mins)

a. Objectives:

- To provide Ss some ideas for the writing activity
- To help Ss practise writing a description of a line graph.

b. Content:

- Task 3: The line graph below illustrates population trends in Viet nam from 1960 to 2020. Write a description (120–150 words) of the graph. Use the expressions in Task 1, the model and tips in Task 2, and the suggestions below to help you. (p.56)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: The line graph below illustrates population trends in Viet nam from 1960 to 2020. Write a description (120–150 words) of the graph. Use the expressions in Task 1, the model and tips in Task 2, and the suggestions below to help you. (8 mins)		
- Ask Ss to read the instructions, then look at the line graph. Tell Ss that they are also provided with some suggestions to complete their description. - Have Ss complete the description in pairs or individually. - Have Ss work individually to write their first draft. - Put Ss in pairs and ask them to swap their writing for peer feedback.	- Students work in pairs and independently as instructed.	*Students' own answers*

- Collect Ss' writings to mark and provide written feedback in the next lesson.		

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST- WRITING (18 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
CROSS-CHECKING - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss - Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.	- Students perform peer review.	**Writing rubric** *1. Organization: .../10* *2. Legibility: .../10* *3. Ideas: .../10* *4. Word choice: .../10* *5. Grammar usage and mechanics: .../10* *TOTAL: .../50*

e. Assessment

- Teacher gives corrections and feedback.

5. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

Date of teaching

Unit 4: My neighbourhood

Lesson 6: Writing- Describing a line graph

***Warm-up**

Quiz

***Pre- writing**

- Task 1: Work in pairs. Look at the line graph. match the sentences with the information in the graph. (p.55)
- Task 2: Look at the line graph and put the paragraphs in the correct order. (p.56)

***While- writing**

- Task 3: The line graph below illustrates population trends in Viet nam from 1960 to 2020. Write a description (120–150 words) of the graph. Use the expressions in Task 1, the model and tips in Task 2, and the suggestions below to help you. (p.56)

***Post- writing**

- Cross- check.

***Homework**