School:

Teacher's name:

Class:

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 202 of the MOET)

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

4. Digital Competences:

- 1.1NC1a: Determine information needs; find data, information, and content in the digital environment to meet information needs (e.g., searching for facts/images of urban changes).

- 2.4NC1a: Propose different digital tools and technologies for collaborative processes as well as for co-creating digital content (e.g., choosing apps for group presentations or role-play recordings).

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.	- Students listen to the teacher's explanation and guess the words.	**New words:** 1. afford (v) 2. colonial (adj) 3. concern (n)

- Teacher explains more by showing pictures or giving explanations. - Teacher asks students to give the Vietnamese meanings of the words.		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	- Students look at the picture and answer the questions. - Students listen to the recording. - Students read the conversation aloud.	

meaning. Then check comprehension as a class. - Call on some Ss to 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.
- **[NLS 2.4NC1a]:** Before starting, ask Ss to propose a digital tool (e.g., Google Maps Street View or a photo-sharing app) they could use to show "before and after" images of a real neighborhood to make their role-play more realistic.

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**

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

4. Digital Competencies:

1.1NC1a: Identify information needs; search for data, information, and content in a digital environment to meet information needs (Xác định nhu cầu thông tin; tìm kiếm được dữ liệu, thông tin và nội dung trong môi trường số để đáp ứng nhu cầu thông tin).

2.4NC1a: Use digital tools and technologies for collaborative processes (Sử dụng được các công cụ và công nghệ số cho các quá trình hợp tác).

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/Nounor 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)

- [1.1NC1a] After matching, ask students to use a search engine (Google) to find one news headline containing the word "unemployment" or "housing" in a specific city to see how it is used in a digital environment.

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)

- **[2.4NC1a]** For Task 3, instead of just speaking, ask pairs to post their sentences on a shared **Padlet** or **Google Slide**. This allows the whole class to collaborate, see, and peer-correct each other's sentences in real-time.

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	- Students work and check in pairs. - Students practice reading the sentences.	***Answer key:*** 1. A 2. B 3. C

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. 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**

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

4. Digital Competencies (Năng lực số):

1.1NC1a: Identify information needs; find data, information, and content in digital environments – Meet information needs. *(Xác định được nhu cầu thông tin; tìm kiếm được dữ liệu, thông tin và nội dung trong môi trường số – Đáp ứng được nhu cầu thông tin.)*

2.1NC1a: Interact through various digital technologies and perceive digital communication means – Use multiple digital technologies to interact. *(Tương tác thông qua các công nghệ số khác nhau và nhận biết được phương tiện giao tiếp số – Sử dụng được nhiều công nghệ số để tương tác.)*

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

- **Digital Competency (2.1NC1a):** Students interact with digital technology through an interactive game.

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)
- **Digital Competency (1.1NC1a):** Students identify information needs about Ha Noi's history through digital images.

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)
- **Digital Competency (2.1NC1a):** Students use digital resources (hoclieu.vn) to complete reading tasks.

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	- 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

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 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. - Invite several Ss to share their discussions.	- 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. 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**

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

4. Digital Competences:

1.1NC1c: Identify information needs; search for data, information, and content in the digital environment to support the topic. (*Xác định được nhu cầu thông tin; tìm kiếm được dữ liệu, thông tin và nội dung trong môi trường số*).

2.4NC1a: Propose various digital tools and technologies for collaborative processes such as group brainstorming or presentation. (*Đề xuất được các công cụ và công nghệ số khác nhau cho các quá trình hợp tác*).

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)
- **Focus on 1.1NC1c:** Students identify the need for real-world examples to understand urbanisation terms better.

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)

- Integration 2.4NC1a: Teacher encourages groups to **propose a digital tool** (e.g., Google Slides, Canva, or Padlet) to co-write their outline and design their report visually.presentation.

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**

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

4. Digital Competences:

1.1NC1c: Identify information needs; search for data, information, and digital content in digital environments (e.g., verifying urbanisation statistics or trends online).

2.1NC1a: Interact through various digital technologies and identify appropriate communication interfaces (e.g., using digital tools to share discussion outcomes).

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)
- **Digital Competence Integration (1.1NC1c):** T asks Ss to quickly use their devices to search for the current urbanisation rate in Vietnam or a specific city to compare with their predictions.

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)

- **Digital Competence Integration (2.1NC1a):** Instead of only speaking, groups post their main points on a digital platform (e.g., Padlet, Mentimeter, or a Zalo/Class group) so the whole class can see and interact with each other's ideas.

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)		
Question: • 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**

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.

4. Digital Competences:

[1.1NC1c]: Identify information needs; search for data, information, and content in digital environments; **show others how to access digital data and content.**

[3.1NC1b]: Create and edit digital content in different formats; **point out ways to express oneself through the creation of digital content.**

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:

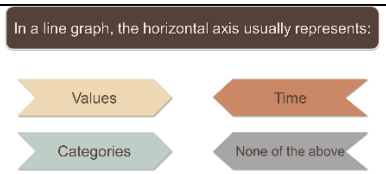
- Quiz

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)
- **Digital Integration [1.1NC1c]:** Teacher asks students to identify where this data might come from (e.g., World Bank digital database) and **shows them how to access such digital data platforms.**

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)
- **Digital Integration [3.1NC1b]:** Teacher encourages Ss to draft their writing on a digital platform (e.g., Google Docs or Padlet).

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.	- Students work in pairs and independently as instructed.	*Students' own answers*

- Put Ss in pairs and ask them to swap their writing for peer feedback. - 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**

UNIT 4: MY NEIGHBOURHOOD
Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- To provide a model conversation in which speakers make complaints and respond to them.
- To review expressions for making complaints and responding.
- To help Ss understand urbanization in Malaysia and Australia.
- To help Ss relate what they have learnt in the reading text to their own culture.

2. Competences

- Develop communication skills and creativity
- Develop presentation skill
- 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

4. Digital Competences:

1.1NC1b: Apply digital search techniques to retrieve data, information, and content (specifically searching for updated statistics or images of urbanization in Malaysia, Australia, or Vietnam).

3.1NC1a: Create and edit digital content in various formats to represent information (specifically using digital tools like Canva, PPT, or Padlet to create a comparison chart/infographic about urbanization).

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson

b. Content:

- Video watching

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher shows a short video about travelling around "The planet Earth". - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary.	- Students watch the video and answer.	***Link:*** https://www.youtube.com/watch?v=gKdxPw9HDUs&t=1s

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To provide a model conversation in which speakers make complaints and respond to them.
- To review expressions for making complaints and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.57)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions to help you. (p.57)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)		
- Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. Who are the speakers? What are they talking about? - Have Ss listen and complete the conversation with the expressions from the box. - Check answers by asking two Ss to read out the conversation.	- Students do the task as instructed.	***Answer key:*** 1. D 2. A 3. C 4. B

- Have Ss underline expressions used to make complaints (I want to complain about …; I'm sorry to have to say this …) and to give responses to complaints (I promise.../ I'm sorry, but there's nothing we can do about it.). • Put Ss in pairs and have them practise the conversation.		
Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions to help you. (8 mins)		
- Ask Ss to read through the situations, and check understanding. - Underline words and phrases in the model conversation that Ss can replace with information from the new situations. - Go through the Useful expressions in the box and remind Ss to use them in their conversations. - Have Ss spend a few minutes planning their conversations, e.g. decide how they are going to start each one, how they are going to start making complaints and how they will respond to those complaints. Then have Ss practise their conversations.	- Students do the task as instructed.	*Students' own performance*

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE/ CLILL (20 mins)

a. Objectives:

- To help Ss understand urbanization in Malaysia and Australia.
- To help Ss relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and complete the table. (p.57)
- Task 2: Work in groups. Compare urbanisation in Viet nam with that in malaysia and/or australia. use the information in Writing and Culture/CLiL and the questions below to help you. (p.58)
- **Integration of 1.1NC1b:** T asks Ss to use their smartphones/tablets to search for one additional digital image or a 2024 statistic regarding the urbanization rate of either Malaysia or Australia to supplement the text.
- **Integration of 3.1NC1a:** Instead of just reporting verbally, T encourages groups to create a quick digital comparison chart (e.g., using Padlet or a shared Google Slide) to show the differences in rates and timeline.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and complete the table. (7 mins)		
- Ask Ss to look at the two pictures showing these two countries. Raise some questions to find out what they already know about urbanization in Malaysia and Australia, e.g. Is Malaysia/Australia urbanised? (Yes, it is.) When did urbanization start in Malaysia/Australia? What is the percentage of the current urban population in Malaysia/Australia?... - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. How fast is the urbanization rate in Malaysia/Australia? Why is urbanisation so fast in Malaysia/Australia?... - Put Ss into pairs. Ask them to read the text about urbanisation in Malaysia and Australia, and then complete the table. Walk around the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class by calling on pairs to write the information on the board. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	- Students do the task as instructed.	***Answer key:*** 1. At the end of 19th century 2. about 26 per cent 3. gradual growth 4. One of the most urbanised countries in East Asia 5. Almost 90 per cent
Task 2: Work in groups. Compare urbanisation in Viet nam with that in malaysia and/or australia. use the information in Writing and Culture/CLiL and the questions below to help you. (13 mins)		
- Have Ss look back at the text and refer to the text and the notes they completed in Activity 1 about urbanisation in Malaysia and Australia. - Ask Ss to work in groups and compare Viet Nam's urbanisation with that in Malaysia and/ or in	- Students do the task as instructed.	*Students' own answers.*

Australia, based on the suggested questions. Walk around and help Ss if necessary. - Invite some groups to report their discussion.		

e. Assessment

- Teacher corrects for students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Prepare for the next lesson

Board Plan

Date of teaching

Unit 4: Urbanisation

Lesson 7: Communication and Culture/ Clil

***Warm-up**

Video watching

***Everyday English**

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.57)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions to help you. (p.57)

***Culture/ Clil**

- Task 1: Read the text and complete the table. (p.57)
- Task 2: Work in groups. Compare urbanisation in Viet nam with that in malaysia and/or australia. use the information in Writing and Culture/CLiL and the questions below to help you. (p.58)

*** Homework**

UNIT 4: URBANISATION
Lesson 8: Looking back and project.

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 4;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be more creative when doing the project;
- Develop self-study skills.

4. Digital Competence:

1.1b: Apply search techniques to retrieve data, information, and digital content in digital environments to research urban areas.

3.1a: Apply methods to create and edit digital content in different formats (posters, videos, or presentation slides) to express their ideas.

II. MATERIALS

- Grade 12 textbook, Unit 4, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of urbanisation.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video, Q&A

c. Expected outcomes:

- Students can get ready to learn about differences between bacteria and viruses.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher shows a short video about travelling around "Urban and Rural life". - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary.	**Link:** https://www.youtube.com/watch?v=n-4hL_4IBsM&t=2s

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise the unstressed words.
- To help Ss review words and phrases that they have learnt in this unit.
- To help Ss review the use of the grammar points learnt in the unit: Revision and extension of the present perfect with some special structures and double comparative to show changes.

b. Content:

- Task 1: Listen and underline the unstressed words in the following sentences. Then practise saying the sentences in pairs. (P. 58)

- Task 2: Complete the text, using the correct forms of the words in the box. (p.58)

- **Task 3:** Choose the correct answer a, B, C, or d. (p.59)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and underline the unstressed words in the following sentences. Then practise saying the sentences in pairs. (4 mins)	
- Ask Ss to listen and underline the unstressed words in each sentence. - Have Ss practise reading the sentences out loud in pairs, paying close attention to the unstressed words. - Ask several Ss to read out loud in front of the class. Correct wrong pronunciation of unstressed words if necessary. Praise for good pronunciation and fluent delivery.	**Answer key** 1. There are more than fifty new skyscrapers in the city. 2. People can get around easily by the new metro instead of getting stuck in traffic jams. 3. Many young people go to big cities looking for better job opportunities and higher salaries. 4. There have been a lot of changes in my hometown, and most of them have been welcomed by residents.
Task 2: Choose the correct words to complete the sentences. (4 mins)	
- Have Ss look at the instruction, the texts, and the given words in the box. - Ask Ss to read each sentence and focus their attention on the gap in it. - Tell Ss to study the context carefully and decide on the word or phrase to fill in the gap. In weaker classes, brainstorm vocabulary items encountered in the unit and write them on the board for Ss' reference. - Ask Ss to fill in the text with the given words individually. - Have Ss check their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the sentences.	**KEY:** 1. seek 2. expanding 3. housing 4. afford 5. unemployment
Task 3: Circle the underline part that is incorrect in each of the following sentences. Then correct it. (4 mins)	
- Ask Ss to read each sentence and choose the correct option to complete it. - Remind Ss to study the context carefully and decide which option is the correct one. - Have Ss check their answers in pairs / groups.	**Answer key:** 1. A 2. B 3. C 4. D

- Check answers by asking individual Ss to read the sentences.	

e. Assessment

- Teacher obverses Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (26 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

b. Content:

- Presentation of research about a new urban area in Vietnam.

- Digital Competence Integration: To apply search techniques (**1.1b**) and use digital tools to create content (**3.1a**) for the project.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Work in groups. Find information about a member country of ASEAN. Present your research to the class. You can make a poster, a video, or presentation slides.	
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation, a video, or a poster. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.	
Students' presentations	
- All groups exhibit their posters and make presentations. - When one group make presentation, others listen and complete the evaluation sheet.	

e. Assessment

- T gives comments and feedback to all posters and presentations, and awards a prize to the group which has the most votes.

- Suggested checklist for peer assessment.

	Tick where appropriate	*Comments (in English or Vietnamese)*
DELIVERY		
- The presenters greet the audience.		
-The presenters speak clearly and naturally.		
- The presenters cooperate when delivering their talk.		
-The presenters have interactions with the audience.		
-The presenters use some photos/pictures to illustrate their ideas / survey results.		
-The presenters conclude their talk appropriately.		
CONTENT: *The presentation includes the following information about an urban area in Viet Nam*		
- where the place is		
- what the place was like in the past		
- how the place has changed since urbanisation started		
- the positive effects of urbanisation		
- the negative effects of urbanisation		

- Suggested checklist for self-assessment:

	Tick where appropriate	*Comments (in English or Vietnamese)*

DELIVERY		
- I greeted the audience.		
-I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I had interactions with the audience.		
- I used some photos/pictures to illustrate my ideas / survey results.		
-I concluded my part of the talk appropriately.		
CONTENT: *Our presentation includes the following information about generational differences*		
- where the place is		
- what the place was like in the past		
- how the place has changed since urbanisation started		
- the positive effects of urbanisation		
- the negative effects of urbanisation		

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 5.

Board Plan

Date of teaching

Unit 4: Urbanisation

Lesson 8: Looking back and project.

***Warm-up**

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project. The new Urban area.**

***Homework**