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 | **UNIT 4: URBANISATION****Lesson 1: Getting started – Urban development.** |

**I. OBJECTIVES**

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

**1. Knowledge and skills**

 - Learn and use vocabulary words related to the topic “ ubanization”

 - Use vocabulary to talk about urban development.

**2. Competences**

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

**3. Qualities and behavior**

* + - Be proud and respectful of the country’s development
		- Actively join in class activities

**II. TEACHING AIDS AND LEARNING MATERIALS**

1. **Teacher’s aids:**

- Grade 12 textbook, Unit 4, Getting started

- Computer connected to the Internet

- Projector / TV

- hoclieu.vn

**2. Students’ aids:** Grade 12 textbook, pen, notebook

**III. ANTICIPATED PROBLEMS**

* + - Problem: Students may lack knowledge and experiences about the topic
		- Solutiuons:

 + Encourage students to work in groups so that they can help each other.

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

**IV. PROCEDURES**

|  |  |
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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| 1. **Warm-up: (5’)**
2. **Aim:**
* To introduce the topic of the unit.
* To set the context for the listening and reading part.
1. **Content:**
* Mini game: Lucky Wheel
1. **Expected outcomes:**
* Students can answer some open questions about urbanisation.
1. **Organisation of the activity:**
 |
| (*Methods/ teaching and learning techniques: group work and whole class)* |
| * Ask Ss to work in 4 groups. Each group Answers the questions and turns the wheel to get a bonus.
* Check answers as a class. The team has the most correct answers is the winner.
 | **Name of the game: Lucky Wheel****-** Work in groups to play the game***Questions:***1. An area of land where waste materials are buried under the surface ( **landfill/**packaging/container/reuse)
2. Something such as a box or bowl that you can use to keep things in ( landfill/packaging/**container**/reuse)
3. To use something again landfill/waste/container/**reuse**)
4. The act of using something in a careless way, causing it to be lost or destroyed

(Pollution/ landfill/**waste**/container)1. Materials used to wrap or protect things we buy from shops (landfil**l/packaging**/container/reuse)
2. Many people have now started to care \_\_\_\_\_\_\_\_\_ the environment

( in/at/of/**about**)1. We should work \_\_\_\_\_\_\_\_\_ some solutions to reduce plastic pollution.

( in/at/for/**out**)1. The future of our planet depends \_\_\_\_\_\_\_\_\_ how we deal with climatechange**.** ( in/on/from/with)
 |
| **2. New lesson (35’)****A. Activity 1: Pre-Reading (12’)**1. **Aim:**
* To provide students with new words related the topic *Urbanisation*
* To help students be well-prepared for the listening and reading tasks.
1. **Content:**
* Vocabulary pre-teaching
1. **Expected outcomes:**
* Students can identify some new words related to urbanisation.
1. **Organisation**
 |
| (*Methods/ teaching and learning techniques: whole class)* |
| **Vocabulary pre-teaching*** Introduce the vocabulary.
* Explain the meaning of the new vocabulary by pictures.
* Check students’ understanding with the “Rub out and remember” technique.
* Read new words and have Ss read after T in chorus, then ask several Ss to read out loud in front of the class.
* Check students’ pronunciation and gives feedback
* Give Ss 3 minutes to take note vocabulary.

Reveal that these five words will appear in the reading text and ask students to open their textbook to discover further. | * Look at the pictures and guess the meanings of new words.
* The whole class reads new words chorally then some Ss take turns to read out loud in front of class.
* Note down new words.

**New words:**1. afford (v)
2. colonial (adj)
3. concern (n)
4. decrease (v)

5. expand (v)6. gradually (adv)7. housing (n)8. leisure (n)9. proportion (n)10. rapidly (v)11. reliable (adj)12. resident (n)13. rush hour14. seek (v)15. unemployment (n) |
| **B. Activity 2: While-Reading (27’)**1. **Aim:**
* 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.
1. **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)
1. **Expected outcomes:**
* Students can understand the lesson and do the tasks successfully.
1. **Organisation**
 |
| **Task 1: Listen and read (5 mins)**(*Methods/ teaching and learning techniques: pair work and whole class)* |
| * Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it.
* Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the topic of urbanization (high- rise buildings, urban areas, public parks …)

- Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.- Call on some Ss to read the conversation aloud. | * Students look at the picture and answer the questions.
* Students listen to the recording.

Students read the conversation aloud. |
| **Task 2: Read the conversation again. Decide whether the following statements are true (T) or false****(F).** (7 mins)(*Methods/ teaching and learning techniques: individual work, pair work and whole class)* |
| * 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. T2. F3. F4. T |
| **Task 3: Match the words to make phrases mentioned in Task 1.** (8 mins)(*Methods/ teaching and learning techniques: individual work and whole class)* |
| * 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

 b: rush hour |
| **Task 4: Complete the sentences using phrases from Task 1.** (7 mins)(*Methods/ teaching and learning techniques: individual work and whole class)* |
| * 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

The more…. the worse |
| **C. Activity 3: Post-Reading (6’)**1. **Objectives:**
* To help Ss practise talking about urbanisation.
1. **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.
1. **Expected outcomes:**
* Students can understand the lesson and do the tasks successfully.
1. **Organisation**
 |
| **Role-play**(*Methods/ teaching and learning techniques: pairwork and whole class)* |
| * 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. |
| **3. Consolidation and home assignment (3’)****\* Consolidation**- Review key vocabulary words from the lesson with the correct pronunciation. - Learn by heart new words**\* Homework:**- Do the exercises in WB:  |

 **Duy Tien** ………….. …… , 2024

 **Group leader**

 ……………………..

* **Self Evaluation:**

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 | **UNIT 4: URBANISATION** **Lesson 2: Language** |

**I. OBJECTIVES**

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

**1. Knowledge and skills**

* + - * 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
* 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.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

 **3. Qualities and behavior**

* + - * Be proud and respectful of the country’s development
			* Actively join in class activities

**II. TEACHING AIDS AND LEARNING MATERIALS**

1. **Teacher’s aids:**

- Grade 12 textbook, Unit 4, Getting started

- Computer connected to the Internet

- Projector / TV

- hoclieu.vn

**2. Students’ aids:** Grade 12 textbook, pen, notebook

**III. ANTICIPATED PROBLEMS**

 - Students may lack knowledge about some lexical items, so T provides students with the meaning and

pronunciation of some lexical items.

* Students may have underdeveloped listening, speaking and co-operating skills, so T plays the recording many times if any necessary, and T should encourage students to work in pairs, in groups so that they can help each other.
* Some students will excessively talk in the class, so T defines expectation in explicit detail., and should continue to define expectations in small chunks (before every activity).

**IV. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. Warm-up: (5’)** **Aim:*** To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.
1. **Content:**
* Matching game
1. **Expected outcomes:**
* Students can understand the lesson and do the tasks successfully.
1. **Organisation:**
 |
| *\*Methods/techniques of teaching and learning: pair work, the whole class* |
| **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

/eə/: air conditioners, awareness |
| **2. New lesson (35’)****A. ACTIVITY 1: PRONUNCIATION** (10 mins)1. **Aim:**
* 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.
1. **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)
1. **Expected outcomes:**
* Students can understand the lesson and do the tasks successfully.
1. **Organisation**
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| **Task 1: Listen and repeat. Pay attention to the pronunciation of unstressed words.** (4 mins) |

*Methods/techniques of teaching and learning: individually, the whole class* |
| * 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)*Methods/techniques of teaching and learning: pairwork, the whole class* |
| * 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. |
| **B. ACTIVITY 2: VOCABULARY** (11 mins)**a. Aim:** * To introduce words and phrases related to generational differences.
* To help Ss practise using the words in Activity 1 in meaningful contexts.
1. **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. **Expected outcomes:**
* Students can understand the lesson and do the tasks successfully.
1. O**rganisation**
 |
| **Task 1: Match the words with their meanings.** (6 mins)(*Methods/ teaching and learning techniques: individual, pairwork, whole class.)* |
| * 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. C2. D3. A4. E 5. B |
| **Task 2: Complete the sentences using the correct forms of the words in Task 1.** (5 mins) *Methods/techniques of teaching and learning: pairwork, the whole class* |
| * 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
 |
| **C.ACTIVITY 3: GRAMMAR** (16 mins)1. **Aim:**
* 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.
1. **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)
1. **Expected outcomes:**
* Students can understand the lesson and do the tasks successfully.
1. **Organisation**
 |
| **Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it.** (5 mins)(*Methods/ teaching and learning techniques: individual, pairwork, whole class.)* |
| * 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

 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)(*Methods/ teaching and learning techniques: individual, pairwork, whole class.)* |
| * Ask Ss to look at sentences 2 and 4 in 4 in Getting Started and elicit the structures with double comparatives used there, bigger and bigger, and the more…the worse.
* Ask Ss to look at the Remember! box and read the rules for using the double comparative to show changes. Focus Ss’ attention on the two usages of the double comparatives to show changes and to say that two things change together.
* Tell Ss about the requirements of Activity 2 in which Ss need to choose the best option to indicate the sentence that is closest in meaning to the sentence given.
* Focus Ss’ attention on the sentences and the given options. Check if they understand all of

them.* 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. A 2. B 3. C |
| **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)(*Methods/ teaching and learning techniques: individual, pairwork, whole class.)* |
| * 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. |
| **3. Consolidation and home assignment (5’)****\* Consolidation**- Review key vocabulary words from the lesson with the correct pronunciation. **\* Homework:**- Do the exercises in WB:  |

 **Duy Tien,** ………….. …… , 2024

 **Group leader**

 ……………………..

* **Self Evaluation:**

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

**I. OBJECTIVES**

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

**1. Knowledge and skills**

 - Learn and memorize some words or phrases related toUrbanisation: *colonial, architecture, tram, modernising, residents, gradually,…*

- Read for main ideas and specific information in an article about the urbanisation of Ha Noi.

**2. Competences**

- Comprehend and interpret a text on urbanisation.

- Evaluate the impact of urbanisation on Ha Noi and suggest improvements.

- Be collaborative and supportive in pair work and teamwork.

- Develop presentation skills.

**3. Qualities and behavior**

- Be proud and respectful of places and sites in your neighbourhood

- Actively join in class activities

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:**

- Grade 12 textbook, Unit 4, Reading

 - Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**2. Students’ aids:**

- Grade 12 textbook, Unit 4, Reading

- Workbooks, notebooks.....

**III. ANTICIPATED PROBLEMS**

- Students may lack knowledge about some lexical items, T should be ready to help them

**IV. PROCEDURES**

|  |  |
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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. Warm-up: (5’)****a. Aim:**- 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: Jumbled words**c. Expected outcomes:** - Students join the game enthusiastically and gain knowledge on the topic. **d. Organization of the activity:** |
| (*Methods/ teaching and learning techniques:* groupwork and whole class) |
| - Display Jumbled words on a screen of TV or projector.- Ask Ss to work in 4 groups to unscramble the words- Call on the leader of groups to write the words on the board.- Check and confirm the winner.- Lead in the lesson | - Work in groups to do the activity. - Write the words on the board.- Listen and take notes.**Suggested key:**1. **TCAIPRUE** (INFRASTRUCTURE)2. **IGONTCRSOE** (CONGESTION)3. **NDADEYTDLE** (DEVELOPED)4. **REOICNYELO** (ECONOMY)5. **UMENOPYELMT** (UNEMPLOYMENT) |
| **2. New lesson (35’)****A. Activity 1: Pre-Reading (12’)****a. Aim:** - 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:**- Lead students in the reading passage;- Pre-teach vocabulary related to the content of the reading passage.**c. Expected outcomes:** - Students can usekey language more appropriately before they read.**d. Organization of the activity:** |
| **Task 1: Work in pairs. Discuss the questions. (7 mins)***(Methods/ teaching and learning techniques: pairwork and whole class)* |
| - 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.- Check answers and give comments. | - Work in pairs, look at the pictures and discuss.- Provide the answers and check them with T**Questions:***What can you see in each picture?**What do the pictures tell you about Ha Noi and people's life in the city?***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. |
| **Vocabulary pre-teaching (5 mins)** |
| - Introduce the vocabulary.- Explain the meaning of the new vocabulary by pictures.- Check students’ understanding with the “Rub out and remember” technique.- Reveal that these five words will appear in the reading text and asks students to open their textbook to discover further. | - Listen and do**New words:**1. resident (n) 2. colonial (adj) 3. gradually (adv) 4. modernising (n) 5. concern (n)- Note down the new words |
| **B. Activity 2: While-Reading (17’)****a. Aim:**- To help Ss practise skimming texts to choose the best title. - To help Ss practise the skill of guessing the meaning of words from context. - To develop reading skills for general information. - To develop reading skills for specific information.**b. Content:** - Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.52)- Task 3: Read the article again. Put the main ideas in the order they appear in the article. (p.53) - Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (p.53)**c. Expected outcomes:** - Students can understand the lesson and do the tasks successfully.**d. Organization of the activity:** |
| **Task 2:** **Read the article. Choose the correct meanings of the highlighted words. (6 mins)***(Methods/ teaching and learning techniques: groupwork and whole class)* |
| - Ask Ss to read the text to get an overall idea. Then have them to focus on the highlighted words in the text, looking for context clues that they can use to guess the meanings, eg. context clues for *residents: population, 530,000, in an area.*- Encourage Ss to replace the word with each choice to see which one best replaces the word. - Tell Ss to work in group to discuss the clues and compare answers. - Call on Ss to give the answers.- Check answers with the whole class. | - Listen to the instructions first, then do the exercise in a group of 4. - Give the answers.- Take notes.**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)** *(Methods/ teaching and learning techniques: pairwork and whole class)* |
| - Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. - Ask Ss to read the given main ideas carefully, and make sure Ss understand these ideas. - Have Ss skim through each section and choose one of the given ideas that matches the section. Ask Ss to pay attention to the first sentence, the key information or search for the conclusion in each section. E.g. *In the first paragraph, the key information ‘small city’, ‘population’, ‘area’, ‘old streets’, ‘different trade or craft’ best matches option C ‘Ha Noi as a small city with old streets selling different products’.*- Ask Ss to work in pairs to compare their answers.- Check answers as a class.  | - Listen to the instructions first, then do the exercise in pairs.- Give the answers.- Listen and check- Take notes.**Answer key:***1.C**2. D**3. A**4. B* |
| **Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (6 mins)***(Methods/ teaching and learning techniques: (individually, pairwork and whole class)* |
| - Ask Ss to study the table and check understanding of how the information is organised - Draw Ss’attention to each gap. Encourage Ss to guess the type of information they need for each gap, eg. *(1) and (2) must be numbers; (3) and (4) refer to a form of public transport so they must be nouns; (5) refers to the style or type of buildings so it must be a noun.* Remind them that they should use a number or no more than three words per gap.- In weaker classes, provide Ss some strategies:+ 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.  | - Listen to the instructions first, do the exercise individually, then exchange the answers with a partner.- Check answers and take note.**Answer key:***1. 152* *2. 8/eight million* *3. trams* *4. metro / trains* *5. low-rise buildings* |
| **C. Activity 3: Post-Reading (6 mins)****a. Aim:**- To check students’ understanding about the reading passage;- To help some students enhance presentation skills;- To practise team working;- To give students authentic practice in using target language**.****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. Organization of the activity:** |
| 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?*(Methods/ teaching and learning techniques: pairwork and whole class)* |
| - 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 some pairs to share their answers with the whole class.- Ask other students to listen and give comments.- Give feedback and gives mark to Ss’ performance. | - Work in pairs and discuss**Questions:**Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why?**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. |
| **3. Consolidation and home assignment (5')****\* Consolidation**- T asks Ss to talk about what they have learnt in the lesson.**\* Homework:** - Write a short paragraph about effective methods to live healthily and increase life expectancy. - Do exercises in the workbook.- Prepare for the next lesson – Speaking.- Do the exercises in WB:  |

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 Group leader

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* **Self Evaluation:**

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| *Date of preparing: …/8/2024**Period: 34**Date of teaching:*

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| **12A1:** |
| **12A2:** |
| **12A3:** |

 | **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 and skills**

- Gain an overview of urbanisation in a living area.

- Memorize vocabulary to talk about changes in a living area

**2. Competences**

- Gain some language expressions to talk about changes in a living area.

- Analyse changes and propose solutions to challenges in urban areas.

- Evaluate both positive and negative aspects of urbanisation in their living area.

- Be collaborative and supportive in pair work and teamwork.

- Develop presentation skills.

**3. Qualities and behavior**

- Be aware of the pros and cons of urbanisation in local areas.

- Develop self-study skills.

- Actively join in class activities.

**II. TEACHING AIDS AND MATERIALS**

**+ Teacher’s aids:**

- Grade 12 textbook, Unit 4, Speaking

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- https://hoclieu.vn

**+ Students’ aids:**

- Grade 12 textbook, Unit 4, Speaking

**III. ANTICIPATED PROBLEMS**

* Ss may not know how to express their ideas, T should be ready to help them

**IV. PROCEDURE**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. WARM UP (5ms)****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. Organization of the activity:** |
| Quiz*\* Methods/ teaching and learning techniques: groupwork*- Show the questions with multiple choices. - Ask Ss to work in 4 groups. Each group raises their hands to take turn and answer the questions. The team with highest points is the winner.- Check and confirm the winner.- Lead in the lesson. | - Look at the questions and work in group.- Raise hands to answer.**Answer key:** 1. What is the process of urbanization?- Moving from rural to urban areas2. Which of the following is a pull factor for urbanization?- Access to better education and healthcare3. Which of the following is a push factor that might contribute to rural-to-urban migration?- To access more job opportunities4. What term is used to describe the rapid growth of cities outward into surrounding areas?- Urban sprawl5. What environmental challenge may arise due to rapid urbanization?- Deforestation6. What is the primary driving force behind urbanization?- Industrialization |
| **2. New lesson (35’)****A. Activity 1: Pre-Speaking (10’)****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:**- 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) - Pre-teach vocabulary related to the content of the lesson.**c. Expected outcomes:**- Students can understand the lesson and do the tasks successfully.**d. Organization of the activity:** |
| 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) (6 mins)*\* Methods/ teaching and learning techniques: pairwork/whole class* |
| - Tell Ss to look at the picture that shows how River City has changed over time. Encourage Ss to 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 refer to the city now.- In weaker classes, explain any words or phrases, e.g., wet market (a market in Southeast Asia and China selling fresh meat, fish, vegetables, etc.).- Check answers as a class. | - Work in pairs**-** Read out the answers- Listen and take notes **Suggested answers:****Past/Then:** • low-rise buildings • old • rice field • wet markets • empty roads **Today/Now:** • high-rise buildings • modern • park • convenience stores/ supermarkets • busy streets |
| **Vocabulary pre-teaching** (4 mins)*\* Methods/ teaching and learning techniques: whole class* |
| - Elicit and introduce vocabulary.- Explain the meaning of the new words with different techniques (pictures, actions, synonyms …)- Check students’ understanding with the “Rub out and remember” technique.- Ask Ss to take notes on their notebooks. | - Guess the meanings of the words and take notes**New words:**1. empty roads 2. wet markets (n) 3. convenience stores (n) 4. high-rise buildings 5. low-rise buildings |
| **B. Activity 2: While-Speaking (15’)****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, using the words and phrases in Task 1. (p.54)**c. Expected outcomes:**- Students can present their ideas about the changes in River City.**d. Organization of the activity:** |
| Task 2: Work in pairs. Talk about the changes in River City. use the words and phrases in Task 1. (p.54) *\* Methods/ teaching and learning techniques: pairwork* |
| - Explain the task and ask Ss to look at the given example for reference and check understanding.- Tell Ss to use the grammar points learnt in this unit (present perfect and double comparatives) to talk about these changes. - In weaker classes, provide some words and phrases as prompts, eg. *replaced by, used to be, hardly any…* - Have Ss work in pairs. Walk round the class to offer help if necessary. - Invite some pairs of Ss to read out loud their sentences about the changes in River City.- Give comments, collect common mistakes to correct. | - Listen to T’s instruction- Work in pairs.- Read out loud their sentences about the changes in River City.**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.* |
| **C. Activity 3: Post-Speaking (10’)****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. - To help some students enhance presentation skills;- To give students authentic practice in using target language**.****b. Content:**- Task 3: Report your answers to the whole class. Vote for the best description. (p. 54)**c. Expected outcomes:**- Students can use the language and ideas from the unit to report fluently.**d. Organization of the activity:** |
| Task 3: Report your answers to the whole class. Vote for the best description. *\* Methods/ teaching and learning techniques: groupwork* |
| - Ask Ss to form groups to prepare a short presentation on the changes they discussed from the previous activity. - Tell Ss to make an outline for the description.- In weaker classes, provide Ss with an outline of the description and ask them to complete the description.- 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. Their rankings should be based on creteria such as inclusion of all changes appropriate use of the grammar points and fluent delivery.- Give feedback and give marks to Ss’ performance. | - Listen to T’s instruction- Work in group- Report their description in front of the class.**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 |
| **3. Consolidation and home assignment (5 ')****\* Consolidation**- Ask Ss to talk about what they have learnt in the lesson.**\* Homework** - Do exercises in the workbook. - Prepare for the next lesson – Listening. |

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* **Self Evaluation:**

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