**TIẾT HỌC TẠI THƯ VIỆN**

**Giáo viên thực hiện: Trần Văn Đồng, Tiết 2 sáng thứ 3 ngày 26/11/2024**

**UNIT 4: URBANISATION**

**Lesson: Reading- Urbanisation of Ha Noi - Period: 33**

**Class: 12 A7**

**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/ Attributes:**

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

- Actively join in class activities

**II. TEACHING AIDS AND MATERIALS:**

- Grade 12 textbook, Unit 4, Reading**(Global Success)**

- Grade 12 workbook, Unit 4, Reading**(Global Success)**

- Grade 12 teacher’s book, Unit 4, Reading**(Global Success)**

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**- Books related the topic: URBANISATION (at school library)**

**\*Teaching Assistant: Ms Suong.**

**III. PROCEDURES:**

**1. Warm up: (5 minutes)**

***a. Objectives:***

- To stir up the atmosphere and activate students’ knowledge on the urbanisation of Hanoi.

- To set the context for the reading part.

- To enhance students’ skills of cooperating with teammates.

***b. Content:***

**-** Game: Catch the fish

***c. Expected outcomes:***

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

***Answer key:***

1. LEFTOVER

2. RINSE OUT

3. CONTAMINATED

4. CARDBOARD BOXES

***d. Organization:***

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **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. |

**2. Presentation/Pre-reading: (10 minutes)**

***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.

**New words:**

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) /ˈɡrædʒ.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

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

***c. Expected outcomes:***

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

**- Task 1.**

***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.

***d. Organization:***

**Vocabulary pre-teaching** (5 mins)

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - 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. |

**Task 1. Work in pairs. Discuss the questions.** (5 mins)

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - 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.  - Some pairs share their discussions with the class. |

**3. Practice/ While-reading: (18 minutes)**

***a. Objectives:***

- To help Ss practise skimming texts to choose the best title.

- To help Ss practise the skill of guessing the meaning of words from context.

- To develop reading skills for general information.

- To develop reading skills for specific information.

***b. Content:***

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

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

- Task 4: Read the article again and complete the table using no more than THREE words

and/or a number for each gap. (p.53)

***c. Expected outcomes:***

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

**Task 2.**

***Answer key:*** 1. A 2. B 3. A 4. B 5. B

**Task 3.**

***Answer key:*** 1.C 2. D 3. A 4. B

**Task 4.**

***Answer key:***

1. 152 2. 8/eight million 3. trams 4. metro / trains 5. low-rise buildings

***d. Organization:***

**Task 2: Read the article. Choose the correct meanings of the highlighted words.** (5 mins)

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| **Teacher’s activities** | **Students’ activities** |
| - 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. |

**Task 3: Read the article again. Put the main ideas in the order they appear in the article.** (8 mins)

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| **Teacher’s activities** | **Students’ activities** |
| - 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. | - Students listen to the instructions first, then do the exercise in pairs.  - Students check answers and take note. |

**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)

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| **Teacher’s activities** | **Students’ activities** |
| - 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. |

**4. Production/ Post-reading: (10 minutes)**

***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.

***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.

***d. Organization:***

**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?***

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - 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. |

**\* Homework: (2 minutes)**

- Teacher asks students to do exercises in the workbook.