

D.O.P: 23/11/2024

UNIT 4: URBANISATION

D.O.T: 25/11/2024

Lesson: **Getting Started – Urban development**

Week: 12- Period: 32

**I. OBJECTIVES**

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

**1. Knowledge**

- Get an overview of the topic of *Urban development*;
- Use vocabulary to talk about urban development.

**2. Competences**

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

**3. Personal qualities**

- Be proud and respectful of the country's development;
- Actively join in class activities.

**II. MATERIALS**

- Grade 12 textbook, Unit 4, Getting Started
- Computer connected to the Internet
- Projector / TV

**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-STUDENTS' ACTIVITIES****CONTENTS****Lucky Wheel**

- Ss work in 4 groups.
- Answer the questions and turn the wheel to get a bonus.
- Students answer the questions.
- The team has the most correct answers is the winner.

**Questions:**

1. A
2. B
3. A
4. C
5. B
6. B
7. C
8. A
9. B

**e. Assessment**

- T observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION (5 mins)**

**a. Objectives:**

- To provide students with new words related to the topic of *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-STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> <ul style="list-style-type: none"> <li>- Teacher gives the meaning of the new words and asks students to guess the words.</li> <li>- Teacher explains more by showing pictures or giving explanations.</li> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Teacher asks students to give the Vietnamese meanings of the words.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. afford (v)</li> <li>2. colonial (adj)</li> <li>3. concern (n)</li> <li>4. decrease (v)</li> <li>5. expand (v)</li> <li>6. gradually (adv)</li> <li>7. housing (n)</li> <li>8. leisure (n)</li> <li>9. proportion (n)</li> </ol> rapidly (v) reliable (adj) resident (n) rush hour seek (v) unemployment (n)

**e. Assessment**

- Teacher checks students' pronunciation & understanding and gives feedback.

**3. ACTIVITY 2: PRACTICE (30 mins)****a. Objectives:**

- To help students know how to read for main ideas and specific information in an article about the urbanisation of Ha Noi.
- To check students' comprehension of the conversation.
- To introduce words and phrases related to urban development.
- To help students 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-STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and read. (8 mins)</b> <ul style="list-style-type: none"> <li>- Set the context for listening and reading the conversation. Have students look at the picture and ask questions about it.</li> <li>- Students look at the picture and answer the questions.</li> <li>- Play the recording twice for students to listen and read</li> </ul>	

<p>along.</p> <ul style="list-style-type: none"> <li>- Students listen to the recording.</li> </ul> <p>Have students underline words and phrases related to the topic of urbanisation (high-rise buildings, urban areas, public parks,...)</p> <ul style="list-style-type: none"> <li>- Students read the conversation aloud.</li> <li>- Put students in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.</li> <li>- Call on some students to read the conversation aloud.</li> </ul>	
<p><b>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask students to work in pairs and read each statement carefully. Ask them to identify and underline the keywords in the statements, then read the conversation and locate the part of the conversation that has the corresponding information for Mark and Mai.</li> <li>- Students work and compare the answers in pairs.</li> <li>- Have students share their answers with the class.</li> <li>- Confirm the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. F</li> <li>3. F</li> <li>4. T</li> </ol>
<p><b>Task 3: Match the words to make phrases mentioned in Task 1. (8 mins)</b></p> <ul style="list-style-type: none"> <li>- Tell students that they will have to match words (1-4) with words (a-d) to make phrases that are used in the conversation.</li> <li>- Ask students to look at the two sets of words and match them. Tell students to refer to the conversation and check.</li> <li>- Students read the conversation again and work individually to do the activity.</li> <li>- Have students compare their answers in pairs.</li> <li>- Students share and check the answers.</li> <li>- Confirm the correct answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c: urban areas</li> <li>2. d: leisure activities</li> <li>3. a: local residents</li> <li>4. b: rush hour</li> </ol>
<p><b>Task 4: Complete the sentences using phrases from Task 1. (7 mins)</b></p> <ul style="list-style-type: none"> <li>- Have students 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.</li> <li>- Students work individually to find and underline the phrases used to give directions in the conversation.</li> <li>- Check answers by first asking the class to call out the correct phrase only, then by calling on individual students to read the complete sentences.</li> <li>- Students match each direction with the diagram.</li> <li>- Call out each phrase and elicit what students know about its use.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. have built</li> <li>2. bigger and bigger</li> <li>3. It's the first time</li> <li>4. The more... the worse</li> </ol>

- Tell students that they will learn more about the grammar points in the next lesson.

#### e. Assessment

- Teacher checks students' exercises individually and gives feedback.

#### 4. ACTIVITY 3: PRODUCTION (10 mins)

##### a. Objectives:

- To help students practise talking about urbanisation.

##### b. Content:

- Role play
- Task 5: Work in pairs. Student A has just returned to the neighbourhood. 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 neighbourhood.

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER-STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 5: Work in pairs. Student A has just returned to the neighbourhood. 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 neighbourhood. (10 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask students to work in pairs.</li> <li>- Students work in pairs to follow teacher's instructions.</li> <li>- Elicit some places that can be different from the past in the neighbourhood.</li> <li>- Tell students to look at the conversation in Task 1 again to look for the sample sentences.</li> <li>- Ss practice in pairs.</li> <li>- When they know exactly what to do, ask them to work in pairs. Teacher may go around to observe and offer help if necessary.</li> <li>- Ss perform in front of the class.</li> <li>- Invite some pairs to perform in front of the class.</li> </ul>	<p><b><i>Suggested answer:</i></b></p> <p>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.</p> <p>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 have changed rapidly.</p>

#### 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 on 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 on 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 synthesising 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.

D.O.P: 24/11/2024

D.O.T: 28/11/2024

Week: 12- Period: 33

## UNIT 04: URBANISATION

### Lesson: Language

## I. OBJECTIVES

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

### 1. Knowledge

- Use the lexical items related to the topic of *urbanisation*.
- Use Present Perfect (review and extension) and double comparatives to show changes in a neighbourhood.
- Use unstressed words in connected speech.

### 2. Competences

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

### 3. Personal qualities

- Be proud and respectful of the country's development.
- Actively join in class activities.

## II. MATERIALS

- Grade 12 textbook, Unit 4, Language
- Computer connected to the Internet
- Projector / TV

## 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- STUDENTS' ACTIVITIES**

**CONTENTS**

**Game: Matching**

- Teacher divides students into 4 groups and models how to play this game.
- Ss work in groups to do the activity.
- Ss match the diphthongs to the right word.
- Ss pronounce the words and match them to the correct group.
- Ss pronounce the words and match them to the correct group.
- The group with the most correct words will be the winner.

**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- STUDENTS' ACTIVITIES**

**CONTENTS**

**Task 1: Listen and repeat. Pay attention to the pronunciation of the 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 ...
- Ss read the Remember Box.
- Ss listen to the recording and check the unstressed words.
- Ss listen again and repeat the sentences.
- 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 unstressed grammar words.

**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 their understanding.

**Answer key:**

1. A new convenience store has been



- Play the recording twice, if necessary, pausing after each sentence and asking Ss to repeat as a class.
- Ss listen to the recording and check the stressed words
- Have Ss underline the unstressed words.
- Ss listen again and repeat the sentences.
- Check answers as a class.
- Put Ss into pairs and have them practise saying the sentences. Walk around the class, praising good pronunciation and correcting any mistakes.

opened near my house.

2. There are still a lot of problems in our cities today.

3. It is much more expensive to buy a house in a big city.

4. My father was offered a new job and his office will be in a high-rise building.

#### e. Assessment

- Teacher observes and gives feedback.

### 3. ACTIVITY 2: VOCABULARY (11 mins)

#### a. Objectives:

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

#### b. Content:

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

#### c. Expected outcomes:

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

#### d. Organisation

TEACHER- STUDENTS' ACTIVITIES1	CONTENTS
<b>Task 1: Match the words with their meanings. (6 mins)- Ask Ss to read the definitions of the words and check their understanding.</b> - Ss read the words and do the matching.  - Tell Ss to match the words with the given definitions. - Have Ss compare their answers in pairs. - Ss work in pairs and check answers. - Check answers as a class. Ask individual Ss to read the definitions while other Ss call out the correct words.	<b>Answer key:</b> 1. c 2. d 3. a 4. e 5. b
<b>Task 2: Complete the sentences using the correct forms of the words in Task 1. (5 mins)</b> - 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. - Ss work in pairs and practice reading the sentences. - Check answers as a class. - Ask individual Ss to read the complete sentences.	<b>Answer key:</b> 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 sentence that has the closest meaning to the given sentence. (p 51)
- Task 3: Work in pairs. Make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (p 51)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to look at sentences 1 and 3 in 4 in Getting Started and elicit the verbs used there, have built, and have been.</li> <li>- Ss work and check in pairs.</li> <li>- 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.</li> <li>- Ss practice reading the sentences.</li> <li>- 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.</li> <li>- Focus Ss' attention on the three sentences and check if they know all words.</li> <li>- Ask Ss to work in pairs or individually to complete the activity.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B: saw → have seen</li> <li>2. C: had → have</li> <li>3. A: has been → is</li> </ol>
<p><b>Task 2: Choose the sentence that has the closest meaning to the given sentence. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. C</li> </ol>



- together.
- Ss work and check in pairs.
  - Ss practice reading the sentences.
  - 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.

**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.
- Ss listen to instructions and work in pairs.
- Have Ss first think of an urbanised area, make a list of changes in this area, and 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 urbanisation in the area that they know.
- Put Ss in pairs and have them share what they have written.
- Some Ss present answer in front of the class.
- Invite some Ss to read out loud their sentences to 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.

**D.O.P: 24/ 11/2024**  
**D.O.T: 29/11/2024**  
**Week: 12- Period: 35**

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

**I. OBJECTIVES**

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

**1. Knowledge**

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

**2. Competences**

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

**3. Personal qualities**

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

**II. MATERIALS**

- Grade 12 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector / TV

**III. PROCEDURES****1. WARM-UP (5 mins)****a. Objectives:**

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

**b. Content:**

- Game: Catch the fish

**c. Expected outcomes:**

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

**d. Organisation****TEACHER- STUDENTS' ACTIVITIES****CONTENTS****Game: Catch the fish**

- Ss work in 2 groups.
- There are several pictures, and Ss need to choose the correct fish that the picture represents.
- Ss raise their hands to answer.
- Ss raise hands to get turns and choose the correct 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. Look at the pictures in the article in 2 below. Discuss the following questions. (p.52)

**c. Expected outcomes:**

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

**d. Organisation****TEACHER- 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.
- Ss listen to the teacher's explanation and repeat the words.
- Teacher reveals that these five words will appear in the

**New words:**

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

reading text and asks students to open their textbook to discover further.	
<p><b>Task 1. Work in pairs. Look at the pictures in the article in 2 below. Discuss the questions.</b></p> <p>(5 mins)- Ask Ss to 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.</p> <ul style="list-style-type: none"> <li>- Invite some pairs to share their discussions with the class.</li> <li>- Ss pay attention to the teacher and may jot down some notes during the presentation.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● In the third and fourth pictures, I can see a present-day Ha Noi with many high-rise buildings. There are more modern vehicles such as cars and trains. Streets are very busy, too.</li> </ul>

#### e. Assessment

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

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

#### a. Objectives:

- To help Ss practise skimming texts to choose the best title.
- To help Ss practise the skill of guessing the meaning of words from context.
- To develop reading skills for general information.
- To develop reading skills for specific information.

#### b. Content:

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

#### c. Expected outcomes:

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

#### d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 2: Read the article. Choose the correct meanings of the highlighted words. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read the text. Ask them to locate the highlighted words in the text.</li> <li>- Ss listen to the instructions first, then do the exercise in a group.</li> <li>- Ask Ss to study the context of each highlighted word, and look for clues that they can use to guess the meaning.</li> <li>- Encourage Ss to replace the word with each choice to see which one best replaces the word.</li> <li>- Tell Ss to work in groups to discuss the clues and compare answers.</li> <li>- Check answers as a class.</li> <li>- Ss check answers and take notes.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. A</li> <li>4. B</li> <li>5. B</li> </ol>

**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.
- Ss listen to the instructions first, then do the exercise in pairs.
- 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.
- Ss check answers and 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. (5 mins)**

- Ask Ss to study the table to get the general ideas.
- Ss listen to the instructions first, then do the exercise in pairs.
- Encourage Ss to guess the type of information they need for each gap.
- Underline the keywords in the table to locate the information in the passage.
- Read the parts that contain the keywords 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.
- Ss check answers and take notes

**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 AND STIDENTS' ACTIVITIES	CONTENTS
<p><b>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?</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read the text again to get more information about Ha Noi in the past and Ha Noi at present.</li> <li>- Ss practise asking and answering about the reason why they want to live in Ha Noi in the past or at present.</li> <li>- Have Ss work in pairs to discuss the questions.</li> <li>- Invite several Ss to share their discussions.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <p>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.</p>

**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.