

D.O.P: 30/11/2024**UNIT 4: URBANISATION****D.O.T: 05/12/2024****Lesson: Speaking- Changes in a living area****Week: 13- Period: 36****I. OBJECTIVES**

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

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 AND STIDENTS' ACTIVITIES	CONTENTS
Quiz <ul style="list-style-type: none"> - Teacher shows the questions with multiple choices. - Ss look at the questions and work in groups. - Ss works in 4 groups. Each group raises their hands to take turns and answer the questions. - Ss raise their hands to answer. - The team with the highest points is the winner. 	Answer key: <ol style="list-style-type: none"> 1. ◆ 2. ↗ 3. ⇄ 4. ↘ 5. ▲ 6. ▲

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)**a. Objectives:**

- To get Ss to 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 describe the city in the past (P) and which now (N). (p. 54)

c. Expected outcomes:

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

d. Organisation

TEACHER AND 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,...) - Ss listen to the teacher's explanation and repeat the words. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes in their notebooks.	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 between River City in the past and River City at present. E.g., low-rise buildings (in the past) vs. high-rise buildings (at present) - Ss listen to the teacher's explanation. - Ask Ss to work in pairs, read the given words/phrases and decide which describes the city in the past and which today. - Ss do the task and take notes. - 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.	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 allow Ss 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:

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

d. Organisation

TEACHER AND 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 around the class to offer help if necessary.	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.

- Ss share the answers in pairs.
- Invite some pairs of Ss to read out loud their sentences about the changes in River City.

- 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 allow Ss to take part in a group activity to prepare a description about changes in River City, then report their description to the whole class.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3: Report your answers to the whole class. Vote for the best description. (7 mins)</p> <ul style="list-style-type: none"> - Ask Ss to form groups and share the sentences that they have produced about the changes in River City from the previous activity. - Ss work in group. - 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 practise 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. 	<p><i>Suggested answers:</i></p> <p><i>Description sample</i></p> <p>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.</p>

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.

D.O.P: 30/11/2024

UNIT 04: URBANISATION

D.O.T: 06/12/2024

Lesson: Listening - A radio talk about urbanisation

Week: 13- Period: 37

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

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:

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

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Quiz <ul style="list-style-type: none"> - Teacher shows the video about urbanisation. - Questions are shown one by one, and the whole class compete to answer the questions. - Students follow the teacher's instructions and do the task in teams. - After the game, student with the highest point is the winner. - Teacher leads in the lesson. 	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 students involved in the lesson.
- To set the context for the listening part.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary teaching (4 mins) - Teacher introduces the vocabulary. - Students listen to the explanation and repeat the words. - 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 students to take notes in their notebooks.	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 students that in the recording there will be some possible new words. Ask students to study the sentences in which these new words are used and choose the correct meanings of these words. - Students listen to instructions and find the answers. - Encourage students 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' gives the hint that it means A 'very quickly'. - Have students work in pairs to compare their answers. - Students pair up to check their answers and then check with the class. - Check answers as a class.	Answer key: 1. A 2. B 3. A

e. Assessment

- Teacher corrects students as a whole class.

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

a. Objectives: - To help students 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 AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (7 mins) - Tell students that the options could be in phrases (questions 1, 4, and 5) and graphs (questions 2 and 3). - Students listen to the instructions and do the task. - Have students look through the questions and options. Make sure they understand them. - Encourage students to brainstorm synonyms or paraphrases of the options, e.g. the world's urbanisation (urbanisation in the global world).	Answer keys: 1. C 2. A 3. B 4. C 5. A

<ul style="list-style-type: none"> - Play the recording twice and have students listen and choose their answers. - Ask students to compare their answers. - Ask students 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. 	
<p>Task 3: Listen to the talk again and answer the questions. use no more than THREE words and/or a number. (8 mins)</p> <ul style="list-style-type: none"> - Have students read through the questions carefully and check if they understand all the vocabulary. - Students listen to the instructions and do the task. - In stronger classes, ask students if they can answer the questions without listening to the conversation again. - Ask students to focus on the type of information that they will need. Remind students of the word limit for each answer. - Play the recording and ask students to listen and take notes. - Have students compare their answers. - Check answers as a class by writing them on the board. 	<p>Answer keys:</p> <ol style="list-style-type: none"> 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)

<p>a. Objectives:</p> <ul style="list-style-type: none"> - To check students' understanding and memorise the information in the recording. - To help some students enhance presentation skills. - To practise teamwork. - To allow students to use the language and ideas from the listening to express an opinion. <p>b. Content:</p> <ul style="list-style-type: none"> - Task 4. Work in groups. Discuss the following questions. (p.55) <p>c. Expected outcomes:</p> <ul style="list-style-type: none"> - Students can understand the lesson and do the tasks successfully. <p>d. Organisation</p>
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TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4. Work in groups. Discuss the following questions. (p.55)</p> <p>Question:</p> <p>What do you think is the biggest advantage of urbanisation?</p> <ul style="list-style-type: none"> - Students listen to the instructions and do the task. - Ask students 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 students into groups. Group members take turns telling what each of them thinks the biggest advantage of urbanisation is. - Walk around the class and offer help if necessary. - Invite students from some groups to share their opinions with the whole class. Encourage them to give reasons. 	<p>Suggested answer</p> <p><i>Sample answers</i></p> <ul style="list-style-type: none"> • <i>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> • <i>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.</i>

e. Assessment

- Teacher observation on students' 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.

D.O.P: 01/ 12/2024**D.O.T: 05/12/2024****Week: 13- Period: 38****UNIT 4: URBANISATION****Lesson: Writing – Description Of A Line Graph****I. OBJECTIVES**

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

1. Knowledge

- Write a description of a line graph.

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

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 AND STUDENTS' ACTIVITIES	CONTENTS
Quiz <ul style="list-style-type: none"> - Teacher shows the questions one by one, and the whole class competes to answer the questions. - Students listen to the instructions and do the task individually. - After each question, teacher pauses for a moment to ask students to raise their hands to answer. - Teacher leads in the lesson. 	

e. Assessment

- Teacher observes and gives feedback.

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

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Look at the line graph. Match the sentences with the information in the graph. (10 mins)</p> <ul style="list-style-type: none"> - Ask students to look at the line graph that shows the percentage of population in urban and rural areas over a long period of time. - Students listen to the instructions and work in pairs. - Focus students' attention on the changes over the years in the urban and rural population patterns. - Ask students to read the given descriptions and explain if they don't understand what these descriptions mean. - Tell students to match the phrases (descriptions) with the information in the graph. - Put students into pairs. Have them work together to do the matching. - Students check answers with the class. - Check answers as a class. 	<p>Answers key: 1. b 2. c 3. a</p>
<p>Task 2: Look at the line graph and put the paragraphs in the correct order. (10 mins)</p> <ul style="list-style-type: none"> - Ask students to read the instructions, look at the line graph and then study the outline of a line graph description. Explain any words/phrases that students don't know. - Students listen to the instructions and work in pairs. - Pre-teach some of the more difficult words and phrases, e.g., main trends, introduces,... - Put students 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. - Students check answers with the class. • Ask students to read the Tips box. In weaker classes, give students 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? 	<p>Answer key: The order is: B – C - A</p>

e. Assessment

- Teacher checks students' answers as a whole class.

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>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)</p> <ul style="list-style-type: none"> - Ask students to read the instructions, and then look at the line graph. Tell Ss that they are also provided with some suggestions to complete their description. - Students work in pairs and independently as instructed. - Have students complete the description in pairs or individually. - Have students work individually to write their first draft. - Put students in pairs and ask them to swap their writing for peer feedback. - Collect students' writings to mark and provide written feedback in the next lesson. 	Students' answers

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 pieces of writing.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>CROSS-CHECKING</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help students do the peer review. - Students perform peer review. - Students do the task as required. - After peer review, students 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 students have used to give suggestions to other students. - Teacher chooses typical errors and corrects them as a whole class without nominating the students' names. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p>TOTAL: .../50</p>

e. Assessment

- Teacher gives corrections and feedback.

5. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarize the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

D.O.P: 01/ 12/2024 UNIT 4: MY NEIGHBOURHOOD**D.O.T: 07/12/2024 Lesson: Communication and Culture/ CLIL****Week: 13- Period: 39****I. OBJECTIVES**

By the end of this lesson, students 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 students understand urbanisation in Malaysia and Australia.
- To help students relate what they have learnt in the reading text to their own culture.

2. Competences

- Develop communication skills and creativity.
- Develop presentation 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, Communication and CLIL.
- Computer connected to the Internet
- Projector / TV

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 AND STUDENTS' ACTIVITIES****CONTENTS****Video watching**

- The teacher shows a short video about travelling around "The planet Earth".
- Students watch the video and answer.
 - Teacher asks students to 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=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 task 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 AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)</p> <ul style="list-style-type: none"> - Ask students to read through the incomplete conversation. Check comprehension by asking questions, e.g. Who are the speakers? What are they talking about? - Students do the task as instructed. - Have students listen and complete the conversation with the expressions from the box. - Check answers by asking two Ss to read out the conversation. - Have students 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 students in pairs and have them practise the conversation. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. D 2. A 3. C 4. B
<p>Task 2: Work in pairs. Use the models in task 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)</p> <ul style="list-style-type: none"> - Ask students to read through the situations, and check their understanding. - Students do the task as instructed. - Underline words and phrases in the model conversation that students can replace with information from the new situations. - Go through the useful expressions in the box and remind students to use them in their conversations. - Have students spend a few minutes planning their conversations, e.g. deciding 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 students practise their conversations. 	<p><i>Students' performance</i></p>

e. Assessment

- Teacher checks students' answers as a whole class.

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

a. Objectives:

- To help students understand urbanization in Malaysia and Australia.
- To help students 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)

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Read the text and complete the table. (7 mins)</p> <ul style="list-style-type: none"> - Ask students to look at the two pictures showing these two countries. Raise some questions to find out what they already know about urbanisation in Malaysia and Australia, e.g. Is Malaysia/Australia urbanised? (Yes, it is.) When did urbanisation start in Malaysia/Australia? What is the percentage of the current urban population in Malaysia/Australia?... - Students do the task as instructed. - Ask students what they want to know about the topic. Write their questions on the board, e.g. How fast is the urbanisation rate in Malaysia/Australia? Why is urbanisation so fast in Malaysia/Australia?... - Put students 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 students wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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
<p>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)</p> <ul style="list-style-type: none"> - Have students look back at the text and refer to the text and the notes they completed in Activity 1 about urbanisation in Malaysia and Australia. - Students do the task as instructed. - Ask students to work in groups and compare Viet Nam's urbanisation with that in Malaysia and/ or in Australia, based on the suggested questions. Walk around and help Ss if necessary. - Invite some groups to report their discussion. 	<p><i>Students' answers.</i></p>

e. Assessment

- Teacher corrects for students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summary the main points of the lesson.

b. Homework

- Prepare for the next lesson.