



Date of planning: 15/ 12 / 2024

PERIOD 46:

UNIT 5: THE WORLD OF WORK

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 5;
- Apply what they have learned (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be respectful of different jobs;
- Establish a foundation for career choices in the future;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 5, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:





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

b. Content:

- Game: Brainstorming

c. Expected outcomes:

- Students can bring together all the different knowledge they have learned from various subjects.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Brainstorming</p> <ul style="list-style-type: none"> - Ss work in 4 teams. - T prepare 4 posters for 4 teams. - The team has more correct answers and the fastest will be the winner. 	<ul style="list-style-type: none"> - Work in 4 teams to fill in the blank. - Stick the posters on the board and correct. 	<p>Answer key:</p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise stressed auxiliary and modal verbs.
- To help Ss revise words and phrases they have learned in the unit.
- To help Ss revise simple, compound, and complex sentences.

b. Content:

- **Pronunciation:** Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs.
- **Vocabulary:** Choose the correct words to complete these sentences
- **Grammar:** Circle the mistake in each sentence. Then correct it.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Pronunciation: Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs. (4 mins)</p>		



<ul style="list-style-type: none"> - Ask Ss to listen to the recording and underline the auxiliary and modal verbs that are stressed. - Check answers as a class by playing the recording several times if needed. - Ask Ss to practise the questions in pairs. Draw their attention to the verbs that are stressed. - Call on some Ss to read the questions out loud in front of the class. - Give feedback. 	<ul style="list-style-type: none"> - Listen to the recording and underline the auxiliary and modal verbs that are stressed - Give the answers - Practise the questions in pairs. - Read the questions out loud in front of the class 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A: Have you started working for the new company? B: Yes, I <u>have</u>. I started last week. 2. A: Can people with no experience apply for this job? B: Yes, they <u>can</u>. We provide on-the-job training. 3. A: Do you like your job? B: Yes, I <u>do</u>. I <u>wasn't</u> interested in the job at first, but I <u>am</u> interested in it now. 4. A: You <u>haven't</u> sent the email to the customer. B: I <u>have</u>.
<p>Vocabulary: Choose the correct words to complete these sentences. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to choose the correct word in each of the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking Ss to play the game TUG OF WAR. 	<ul style="list-style-type: none"> - Ss do the activity individually. - Compare the answers with the partners. - Play the game to check the answers. - Correct the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. relevant 2. employed 3. bonus 4. challenging
<p>Grammar: Circle the mistake in each sentence. Then correct it. (4 mins)</p>		
<ul style="list-style-type: none"> - Explain to Ss that each sentence contains one mistake and ask them to find the mistakes and correct them. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why. 	<ul style="list-style-type: none"> - Ss do the activity individually. - Compare the answers with the partners. - Ss identify the incorrect part, give corrections and reasons for their corrections 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A (Despite => Although) 2. C (so => because) 3. B (such that => so that) 4. C (but => but also)

e. Assessment

- Teacher observes Ss's work and gives feedback.



3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Student part-time jobs

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/ PowerPoint presentation.- Have Ss work in their groups. Give them a few minutes to get ready for their presentations. Ask them to decide who is going to present and answer questions about it.- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist.- If necessary, go through the assessment criteria to make sure Ss are familiar with them.- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.- You can also give Ss marks for their posters and poster presentations	<ul style="list-style-type: none">- All groups exhibit their posters and make presentations.- When one group makes a presentation, others listen and complete the evaluation sheet.	<i>Students' presentations</i>



as part of their continuous assessment.		
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e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 5: The world of work</p> <p>Lesson 8: Looking back and project</p>
<p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary- Language <p>* Project: Student part-time jobs</p> <p>*Homework</p>



Date of planning: 15/ 12 / 2024

PERIOD 47:

REVIEW 2

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 4-5.
- Review the vocabulary and grammar they have learnt in Unit 4-5.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Review 2
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

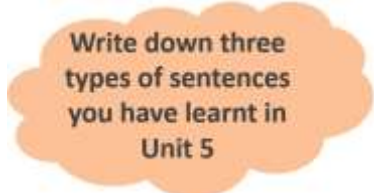
- Menti game

c. Expected outcomes:

- Students can recall the previous knowledge and develop interest in the lesson

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Menti Game</p> <ul style="list-style-type: none"> - Provide the link to the website MENTICOM and asks Ss to use their smart devices to get access to the link. - T checks if the answers are correct or incorrect and reviews the meaning of the learning methods. T draws Ss' attention to three types of sentences and lets them give more examples for each type. 	<ul style="list-style-type: none"> - Ss do as required in the link: Write down three types of sentences you have learnt in Unit 5. - Ss share the answers with each other. 	 <p>Answer key: Simple sentence Compound sentence Complex sentence</p>

e. Assessment

- Teacher observes the groups, listens to Ss' answers and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (15 mins)

a. Objectives:

- To check if Ss can identify different sounds and provide further pronunciation practice;
- To check if Ss can identify word stress and provide further pronunciation practice.

b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (p.72)
- Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (p.72)
- Task 3: Mark the letter A or B to indicate the stressed auxiliary or modal verb. Listen and check. Then practice saying the sentences in pairs. (p.72)
- Task 4: Read the following sentences. Underline the unstressed words in each one. Listen and check. Then practise saying the sentences in pairs. (p.72)

c. Expected outcomes:

- Students can revise different aspects of pronunciation learnt in Unit 4 and 5.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (4 mins)</p>		
<ul style="list-style-type: none"> - Have Ss pronounce all words, pay attention to the underlined sounds. - If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they 	<ul style="list-style-type: none"> - Pronounce the words. - Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Check the answers. 	<p>Answer key: 1. D 2. B</p>



<p>cannot be the correct answers. If not, one of them is the correct answer.</p> <ul style="list-style-type: none"> - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words. 		
<p>Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (4 mins)</p>		
<ul style="list-style-type: none"> - Have Ss pronounce all words, pay attention to the word stress. - If there is any word whose stress Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same stress, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words. 	<ul style="list-style-type: none"> - Pronounce the words. - Apply the tips to find the words whose stressed part differs from the other three. - Check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. C
<p>Task 3: Mark the letter A or B to indicate the stressed auxiliary or modal verb. Listen and check. Then practice saying the sentences in pairs. (3 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the sentences and identify part of speech of the words in bold e.g., auxiliary. - Tell Ss to circle the stressed auxiliary or modal verbs in each sentence. - In weaker classes, review the cases in which auxiliary or modal verbs are stressed in a sentence on the board or go back to Language sections in Unit 5. - Have Ss compare their answers in pairs. - Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers. - Have Ss work in pairs to practise saying these sentences. 	<ul style="list-style-type: none"> - Read the sentences and identify part of speech of the words in bold e.g., auxiliary. - Circle the stressed auxiliary or modal verbs in each sentence. - Check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. B
<p>Task 4: Read the following sentences. Underline the unstressed words in each one. Listen and check. Then practise saying the sentences in pairs. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the sentences. - Tell Ss to underline the unstressed words in each sentence. - In weaker classes, review how to identify the unstressed words in a sentence on the 	<ul style="list-style-type: none"> - Read the sentences. - Underline the unstressed words in each sentence. - Check the answers. - Practice in pairs 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Life <u>in the</u> city <u>is</u> very convenient <u>and</u> comfortable, <u>but</u> also expensive.



<p>board or go back to Language sections in Unit 4.</p> <ul style="list-style-type: none"> - Have Ss compare their answers in pairs. - Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers. - Have Ss work in pairs to practise saying these sentences. 		<p>2. <i>It usually</i> takes thirty <u>to</u> eighty job applications <u>to</u> get <u>a</u> job offer.</p>
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To check if Ss can understand and use topic-related words and phrases from Units 4 and 5 in meaningful contexts.

b. Content:

- Task 1. Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word. (p.72)
- Task 2. Mark the letter A, B, C, or D to indicate the word or phrase OPPOSITE in meaning to the underlined word. (p.72)
- Task 3: Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8. (p.72)

c. Expected outcomes:

- Students can complete the tasks on vocabulary.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word. (3 mins)		
<ul style="list-style-type: none"> - Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence. - Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, tell them to skip it and focus on the others. The words that change the meaning of the sentence cannot be the correct answers. - Ask Ss to share their answers with the whole class. - Confirm the correct answers and ask Ss to explain their choices. 	<ul style="list-style-type: none"> - Do the activity individually. - Replace the underlined word with each of the words from four options. - Check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. C 3. D 4. A
Task 2. Mark the letter A, B, C, or D to indicate the word or phrase OPPOSITE in meaning to the underlined word. (3 mins)		



<ul style="list-style-type: none"> - Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence. - Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, tell them to skip it and focus on the others. The word that makes the meaning of the sentence opposite can be the correct answer. - Ask Ss to share their answers with the whole class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Do the activity individually. - Replace the underlined word with each of the words from four options. - Check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. C 3. B 4. A
<p>Task 3. Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8. (6 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read and get an overview of the text. - Have Ss read each sentence more carefully and look through four options. Tell them to put each word from four options into the gap. - Tell them to choose the word that makes the sentence meaningful and grammatically correct. - Ask the individual to share their answers with the class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Read and get an overview of the text. - Choose the word that makes the sentence meaningful and grammatically correct. - Check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. D 4. C 5. A 6. C 7. A 8. B

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (10 mins)

a. Objectives:

- To check if Ss can use present perfect, double comparatives to show changes, and compound and complex sentences.
- To check if Ss can use gerunds and participle clauses.

b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (p.73)
- Task 2: Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the given sentences. (p.73)

c. Expected outcomes:

- Students can revise the learnt grammar points and do the tasks.

d. Organisation:



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (5 mins)		
<ul style="list-style-type: none">- Ask Ss to read each sentence and four options.- Remind Ss to identify the grammar points that are tested in the sentence.- Recall the related grammar point in each sentence. In weaker classes, categorize these sentences into groups corresponding to the grammar points Ss learnt in Units 4-5 and quickly review the uses of the grammar points on the board or go back to Language sections in these Units.- Eliminate the option that can be grammatically incorrect. The correct answer should be grammatically correct and make the sentence meaningful.- Then have them compare answers in pairs, before confirming answers as a class. <p>Exam strategies</p> <p>Grammar (MCQs): Choosing the best answer to complete each sentence</p> <ol style="list-style-type: none">1. Read the whole sentence and four options. Identify the grammar points that are tested in the sentence.2. Recall the related grammar point.3. Eliminate the option that can be grammatically incorrect. The correct answer should be grammatically correct and make the sentence meaningful.	<ul style="list-style-type: none">- Do the activity individually.- Choose the correct answers.- Check the answers.	<p>Answer key:</p> <ol style="list-style-type: none">1. A2. B3. C4. B5. D6. A
Task 2: Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the given sentences. (5 mins)		
<ul style="list-style-type: none">- Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence.- Tell Ss to read four options and choose the option that:<ul style="list-style-type: none">+ is grammatically correct+ does not change the meaning of the original sentences- Have Ss compare their answers in pairs.- Confirm the correct answers with the whole class.	<ul style="list-style-type: none">- Work in pairs to do the task.- Check the answers.	<p>Answer key:</p> <ol style="list-style-type: none">1. D2. B3. C4. B5. A6. D



e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Prepare for the next lesson: Review 2 - Skills (1)

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Review 2 Lesson 1: Language</p> <p>* Warm-up: Menti game</p> <p>Pronunciation</p> <p>Task 1: Choose the word whose underlined part differs from the other three in pronunciation.</p> <p>Task 2: Choose the word which differs from the other three in the position of the main stress.</p> <p>Task 3: Choose the stressed auxiliary or modal verbs.</p> <p>Task 4: Underline the stressed words</p> <p>Vocabulary</p> <p>Task 1: Choose the synonym.</p> <p>Task 2: Choose the antonym.</p> <p>Task 3: Choose the best answer to complete the passage.</p> <p>Grammar</p> <p>Task 1: Choose the correct answer.</p> <p>Task 2: Choose the sentence that is closest in meaning to each of the given sentences.</p> <p>* Homework</p>
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Date of planning: 15/ 12 / 2024

PERIOD 48:

REVIEW 2

Lesson 2: Skills (1) - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Practise listening for general ideas and specific information
- Use the learnt ideas and language to discuss and practise problem-solving skills

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Review 2
- Computer connected to the internet
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:





- To give excitement to students and lead in the lesson.

b. Content:

- Video watching

c. Expected outcomes:

- Students can listen for comprehension and answer the given questions.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Teacher asks Ss to watch a short video and try to remember the information in the video. - After Ss listen, teacher shows the question before playing the video. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson. 	<ul style="list-style-type: none"> - Watch a short video and try to remember the information in the video. - Share the answers with the whole class. 	<p><i>Link:</i> https://www.youtube.com/watch?v=TiIFzV4d2NE</p> <p>Questions: <i>What do cities of the future look like?</i></p> <p>Suggested answers: <i>The cities are smart with:</i></p> <ul style="list-style-type: none"> + flexible transport + energy efficient buildings + accessible electricity + advanced AI + new business and services + AI-based mobility

e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: LISTENING (18 mins)

a. Objectives:

- To practise listening for main ideas
- To practise listening for specific information

b. Content:

- Task 1. Listen to a talk about a city. What is it about? (p. 74)
- Task 2. Listen again and complete the note with no more than TWO words for each answer. (p. 74)

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and reorder the key information.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a talk about a city. What is it about? (8 mins)		
<ul style="list-style-type: none"> - Focus Ss' attention on three titles and ask them which information they expected to listen to from each title. - Tell Ss that they are going to hear a talk about a city. 	<ul style="list-style-type: none"> - Listen and do the task. - Share and check the answers. 	Answer keys: A



<ul style="list-style-type: none"> - Play the recording and encourage Ss to note down as much information as possible in their notebooks. - Call on some Ss to share their information. Ask Ss to eliminate the title that does not tell them about the main idea. - Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. option B is only a part of the talk or option C is NOT mentioned in the talk. 		
<p>Task 2. Listen again and complete the note with no more than TWO words for each answer. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to look at the sentences and underline the key words and decide what part of speech of each word in the gap is (e.g.: 1. noun/noun phrase; 2. noun/noun phrase; 3. noun/noun phrase; 4. adjective; 5. noun/noun phrase) - Play the recording again and have Ss listen and write down their answers in their notebooks. - Have Ss work in pairs to compare their answers. - Check answers as a class. - In weaker classes, play the recording again, pausing after the sentences containing the missing words. 	<ul style="list-style-type: none"> - Listen and do the task. - Share and check the answers. 	<p>Answer keys:</p> <ol style="list-style-type: none"> 1. old houses 2. high-rise buildings 3. traditional markets 4. frequent 5. traffic jams

e. Assessment

- Teacher checks students' work and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: SPEAKING (20 mins)

a. Objectives:

- To give Ss an opportunity to use the ideas and language from the Listening in a group discussion and practise problem-solving skills.

b. Content:

- Task 1. Work in pairs. Discuss the impact of urban development on people's life and complete the following table. (p.74)
- Task 2. Discuss in groups. Which change in 1 do you think has the most positive impact, and which one has the most negative impact on urban life? Then report the group's answers to the class. (p.74)

c. Expected outcomes:

- Students come up with good ideas and are able to talk about the positive and negative impacts of urban development on people's life.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1. Work in pairs. Discuss the impact of urban development on people's life and complete the following table. (9 mins)

<ul style="list-style-type: none"> - Have Ss read through the instructions. Draw the table on the board if necessary. - Ask them to work in pairs to discuss the impact of urban development. Tell Ss to add more ideas and complete the table. - Tell Ss that the impact on urban people's life can be positive and/or negative. - Walk around the class to offer help if necessary. - Invite some pairs to present their completed table in front of the class. 	<ul style="list-style-type: none"> - Work in pairs to discuss the impact of urban development. - Present their completed table in front of the class. 	<p>Suggested answers:</p> <table border="1"> <thead> <tr> <th data-bbox="911 320 1157 472">Urban development</th> <th data-bbox="1157 320 1455 472">Positive and/or negative impact on urban people's life</th> </tr> </thead> <tbody> <tr> <td data-bbox="911 472 1157 584">1. Growing population</td> <td data-bbox="1157 472 1455 584">Housing shortage, higher rents and home prices</td> </tr> <tr> <td data-bbox="911 584 1157 696">2. More people looking for jobs</td> <td data-bbox="1157 584 1455 696">Higher unemployment</td> </tr> <tr> <td data-bbox="911 696 1157 808">3. More schools and universities</td> <td data-bbox="1157 696 1455 808">More education opportunities</td> </tr> <tr> <td data-bbox="911 808 1157 887">4. Expanded roads</td> <td data-bbox="1157 808 1455 887">More convenient traffic</td> </tr> <tr> <td data-bbox="911 887 1157 1025">5. More shops, restaurants, and supermarkets</td> <td data-bbox="1157 887 1455 1025">More convenient shopping, but more difficulties for traditional markets.</td> </tr> </tbody> </table>	Urban development	Positive and/or negative impact on urban people's life	1. Growing population	Housing shortage, higher rents and home prices	2. More people looking for jobs	Higher unemployment	3. More schools and universities	More education opportunities	4. Expanded roads	More convenient traffic	5. More shops, restaurants, and supermarkets	More convenient shopping, but more difficulties for traditional markets.
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Task 2. Discuss in groups. Which change in 1 do you think has the most positive impact, and which one has the most negative impact on urban life? Then report the group's answers to the class. (11 mins)

<ul style="list-style-type: none"> - Have Ss work in groups and discuss the impacts of urbanisation using the table from 1 in Speaking. - Ask Ss to prepare a presentation to report what they have just discussed. - Walk around the class to offer help if necessary. - Invite some groups to present a summary of their group discussion to the class. 	<ul style="list-style-type: none"> - Work in groups and discuss the impacts of urbanisation. - Prepare a presentation to report what they have just discussed. - Present a summary of their group discussion to the class. 	<p>Suggested answers:</p> <p>Discussion:</p> <p>A: Today we'll be talking about which change has the most positive impact and which one has the most negative impact on urban life. Let's start with the positive one.</p> <p>B: Well, I believe that building more schools and universities is the most important change because it can have a huge effect on young people. This creates more education opportunities for students in the area.</p> <p>A: I agree, but most people want more shops, restaurants and supermarkets so they can have convenient shopping experiences and enjoy eating out.</p> <p>B: I see, if there are too many shops and supermarkets, traditional markets may struggle to survive ...</p>
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		Group's report: Among all changes, we believe that building more schools and universities will have the most positive impact on urban life because this will create more education opportunities for students and attract more young people.
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Review 1 - Skills (Reading & Writing).

Board Plan

<p><i>Date of teaching</i> REVIEW 2</p> <p>Lesson 2: Skills - Listening & Speaking</p> <p>*Warm-up Video watching</p> <p>* Listening - Task 1. Listen to a talk about a city. What is it about? - Task 2. Listen and complete the notes.</p> <p>* Speaking - Task 1: Complete the table. - Task 2: Discussion.</p> <p>*Homework</p>
