



Date of planning: 22/ 12 / 2024

PERIOD 49:

REVIEW 2

Lesson 3: Skills (2) - Reading & Writing

I. OBJECTIVES

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

1. Knowledge

- Practise reading for the main idea and specific information;
- Practise writing an application letter.

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:

- Brainstorming

c. Expected outcomes:

- Students can describe a picture and discuss the benefits of having a job while at school.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Brainstorming</p> <ul style="list-style-type: none"> - Teacher shows a picture to all the students. - Teacher asks Ss to work in groups and answer some questions: + <i>What are the benefits of having a part-time job while at school?</i> - Teacher asks each group to report their ideas. - Teacher corrects the answers and gives feedback. 	<ul style="list-style-type: none"> - Look at the picture. - Work in groups and answer some questions - Share the answer with the whole class. 	 <p>Suggested answers:</p> <ul style="list-style-type: none"> - boost students' confidence - build their professional network for future career - develop students' skills for future jobs - have more work experience

e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: READING (16 mins)

a. Objectives:

- To help Ss practise reading for main ideas.
- To help Ss practise reading for specific information.

b. Content:

- Task 1. Read the text. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (p.75)
- Task 2. Read the text again. Mark the letter A, B, C, or D to indicate the correct answer. (p.75)

c. Expected outcomes:

- Students can identify the main ideas as well as specific information of the reading passage.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Read the text. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (7 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read through the five headings and check understanding. - Then ask Ss to read the whole text once to acquire an overall idea. 	<ul style="list-style-type: none"> - Read through the five headings. - Read the whole text once to acquire an overall idea. - Work in pairs to do the task. 	<p>Answer keys:</p> <p>A - 4 B - 1 C - 2</p>



<p>- Put Ss into pairs to do the activity. Remind them to pay attention to the first or the last sentence of each paragraph, which can help them to find the answer. (e.g.: the first sentence of the first paragraph is “To begin with, students can gain and develop important skills ...”, so D can be the correct answer).</p> <p>- Check answers as a class.</p>	<p>- Check the answers.</p>	
Task 2. Read the text again. Mark the letter A, B, C, or D to indicate the correct answer. (9 mins)		
<p>- Have Ss read through the questions and the options. Make sure Ss understand the questions.</p> <p>- Ask Ss underline key words.</p> <p>- Then have Ss locate the parts where the relevant information appears in the passage.</p> <p>- Have Ss work in pairs to compare their answers.</p> <p>- Check the answers as a class and ask Ss to explain their choice.</p> <p>+ For question 1, the writer mentioned communication skills and teamwork skills in paragraph 1;</p> <p>+ For question 2, the word “equipped” is a verb in passive to show that something was provided for someone.</p> <p>+ For question 3, the pronoun “they” refers to people, not things and a plural noun.</p> <p>+ For question 4, the writer mentioned “a teaching assistant” as an example of how having part-time jobs can boost students’ experience and confidence.</p> <p>+ For question 5, the writer mentioned the development of students’ relationship through having a part-time job in paragraph 3.</p>	<p>- Read through the five headings.</p> <p>- Work in pairs to check.</p> <p>- Check the answers.</p>	<p>Answer keys:</p> <ol style="list-style-type: none">1. B2. C3. D4. B5. A

e. Assessment

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

3. ACTIVITY 2: WRITING (21 mins)

a. Objectives:

- To help Ss practise writing a letter of application.

b. Content:

Work in pairs. Read the advert below and write a letter of application (150–180 words) to the Human Resource Department.

c. Expected outcomes:



- Students develop writing skills on the given topic. They are able to write a letter of application and give feedback on their friends' work.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Work in pairs. Read the advert below and write a letter of application (150–180 words) to the Human Resource Department.		
<ul style="list-style-type: none"> - Ask Ss to read the advert. Pre-teach some vocabulary items if necessary. - Have Ss work in pairs. In stronger classes, ask Ss to discuss what qualities and experience they need to apply for the position of an English tutor and elicit the ideas from each group and write them on the board if necessary. In weaker classes, give Ss some suggested ideas on the qualities and experience they need to apply for the position of an English tutor. - Ask them to refer to the sample letter of application in Unit 5 and review the organization of a letter of application. - Give Ss enough time to write a letter of application using the information in the box. Set a time limit depending on the Ss' ability level. - Walk around the class and offer help. - If time allows, ask Ss to swap their letters of application with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation. - Collect Ss' letters of application to mark and provide written feedback in the next lesson. 	<ul style="list-style-type: none"> - Read the advert. - Work in pairs and examine the sample. - Write a letter of application using the information in the box. 	<p>Sample answer: 50 Hoang Quoc Viet Str, Hanoi The Human Resource Department, Language School 1150 Hang Dau Str., Ha Noi Ha Noi, October 19, 20..</p> <p>Dear Sir or Madam, I am writing to apply for the post of an English tutor that you advertised on your website. I am in my last year of secondary school. Last summer, I worked as a volunteer teaching assistant for the 'Education for All' project. I helped students learn English at a primary school. My responsibilities included checking students' attendance and homework. I also organised extracurricular activities to help children practise their English. I love working and interacting with children aged 6-10. I consider myself to be a sociable, caring and patient person. I understand that being a teaching assistant is not an easy job, but I will try my best. I would be delighted to meet you in person to discuss my application. I am available for an interview any afternoon during the week. If my application is successful, I will be free to start working after the 30th of October. I look forward to hearing from you soon.</p>



		Yours faithfully, Binh
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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

- Do exercises in the workbook.
- Prepare for the next lesson: Unit 6 – Lesson 1.

Board Plan

Date of teaching

REVIEW 2

Lesson 3: Skills – Reading and Writing

***Warm-up**

Brainstorming

*** Reading**

- Task 1: Read the text and match the headings
- Task 2: Choose the correct answer.

*** Writing**

Write a letter of application (150–180 words) to the Human Resource Department.

***Homework**



Date of planning: 22/ 12 / 2024

PERIOD 50:

REVISION

REVISION FOR THE FIRST TERM EXAMINATION

I. LISTENING:

PART 1: Listen to a conversation and decide whether the statements are True (T) or False (F).

Question 1. Housing in Dream City is affordable for all residents. **F**

Question 2. Many old houses in Dream City have been replaced by high-rise buildings and flats. **T**

Question 3. The expansion of Dream City has led to the decline of traditional markets. **T**

Question 4. Many people in Dream City prefer using public transport over driving their own cars. **F**

PART 2: Listen to a TV chat show and choose the correct answer A, B, C or D.

Question 5. What is Sally's job?

- A. A lorry driver** B. A teacher C. A hairdresser D. A student

Question 6. What does Sally like most about her job?

- A. travelling around and seeing different places.** B. sitting in a traffic jam.
C. passing the driving test. D. completing the course.

Question 7. How did Sally feel when she drove for the first time on her own?

- A. surprised B. patient C. rewarding **D. scary**

Question 8. How many women are there among 200 people who work in transport?

- A. Four B. Three C. two **D. One**

II. WRITING:

Finish the following sentences in such a way that it means the same as the sentence printed before it.

Question 9. If you run faster, you will finish the race sooner.

→The faster.....

Question 10. If she studies harder, she will get better grades.

→The harder.....

Question 11. If he speaks more clearly, people will understand him better.

→The more clearly

Question 12. If she communicates more effectively, she will build stronger relationships with others.



→The more effectively.....

Combine this pair of sentences into one by using the given words in bracket.

Question 13. She studies hard. She wants to pass the exam with flying colours. (Use “so that”)

→.....

Question 14. I left early. I wanted to catch the first bus. (Use “so that”)

→.....

Question 15. We are planting more trees. We want to protect the environment. (Use “so that”)

→.....

Question 16. I turned on the light. I wanted to read the book clearly. (Use “so that”)

→.....

III. LANGUAGE:

Read the following advertisement about a new travel platform and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 3.

FAQ on Finding Travel Buddy

What is the concept of finding a travel buddy at Join MyTrip?

You can find a travel buddy by joining trips hosted by passionate travel buddies, whom we call TripLeaders. The trips are (2) _____ handpicked and curated, offering you the best experience you can't find anywhere else. The TripLeaders will be in charge of these trips, from designing the itinerary to leading the way. Furthermore, TripLeaders (2) _____ travelers, called TripMates, on their trips and travel together. (3)_____, by joining our trips, you can connect with other amazing travelers from all over the world.

[Adapted from Find Travel Buddy]

Question 1. A. careful B. carefully C. caring D. carefulness

Question 2. A. had accepted B. is accepting C. accept D. will accept

Question 3. A. So B. However C. Although D. Nevertheless

Question 4. Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of sentences to make a meaningful conversation in the following question.

- a. Sarah: Not as much as I'd like. I've been trying to get outside more, though. How about you?
- b. Sarah: Hey Tom! What a beautiful day, isn't it?





- c. Tom: I come here almost every weekend. It helps me relax and clear my mind.
d. Tom: It really is! Perfect weather for a walk. Have you been out here often?
e. Sarah: That sounds nice! Do you have a favorite spot in the park?
- A. b-d-a-c-e** **B. d-c-e-a-b** **C. a-b-e-d-c** **D. a-d-c-b-e**

Question 5. *Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of sentences to make a meaningful conversation in the following question.*

- a. Anna: I'm planning to visit Spain next year.
b. Tom: Why are you learning Spanish?
c. Tom: Oh, that's exciting! How are your lessons going so far?
d. Anna: They're going well. I'm learning a lot about Spanish culture too.
e. Tom: That sounds fascinating!

(Adapted from *i-Learn Smart World*)

- A. a-c-e-b-d** **B. a-b-c-e-d** **C. b-a-c-d-e** **D. d-e-a-b-c**



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PERIOD 51:

REVISION

REVISION FOR THE FIRST TERM EXAMINATION

I. LANGUAGE:

Read the following advertisement and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 4 to 6.

"Welcome to FitLife Gym, the newest fitness center in town! We take pride in offering you a modern space equipped with state-of-the-art equipment and a team of expert trainers dedicated to helping you achieve your fitness goals. At FitLife, we provide a variety of programs designed for all fitness levels, from beginners to advanced athletes, which other people (1)_____ recently.

Not only do we feature cardio and strength training areas, (2)_____ we also offer yoga, pilates, and engaging group classes to keep you motivated. With flexible membership options you can (3)_____ choose the right plan that fits your schedule and lifestyle. At FitLife Gym, you'll experience the support of our dedicated team in a friendly and encouraging environment. Join us today to kickstart your health journey and discover the difference that a supportive community can make a difference in reaching your fitness aspirations!"

Question 1. A. choose B. chose C. have chosen D. had chosen

Question 2. A. but B. and C. so D. or

Question 3. A. easy B. ease C. easier D. easily

Question 4. *Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of sentences to make a meaningful conversation in the following question.*

- a. Sarah: Not as much as I'd like. I've been trying to get outside more, though. How about you?
- b. Sarah: Hey Tom! What a beautiful day, isn't it?
- c. Tom: I come here almost every weekend. It helps me relax and clear my mind.
- d. Tom: It really is! Perfect weather for a walk. Have you been out here often?
- e. Sarah: That sounds nice! Do you have a favorite spot in the park?

A. b-d-a-c-e

B. d-c-e-a-b

C. a-b-e-d-c

D. a-d-c-b-

e



Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.

Question 4. Sarah prefers to find a(n) _____ job with a stable income.

- A. nine-to-five B. on-the-job C. ill-paid D. tiring

Question 5. Starting a new business is often _____ but can be very rewarding in the long run.

- A. challenging B. effortless C. easy-going D. exciting

Question 6. She included all the _____ information in her job application to increase her chances of getting hired.

- A. personal B. confusing C. relevant D. rewarding

Question 7. Rural dwellers migrate to big cities to _____ better job opportunities.

- A. seek B. afford C. modernise D. upgrade

Question 8. Few newlyweds can _____ to buy their own house in big cities.

- A. fluctuate B. upgrade C. expand D. afford

Question 9. Their children _____ lots of new friends since they _____ to that town.

- A. have made - moved B. were making - have moved
C. made - were moving D. made - have moved

Question 10. Many people rely on public transportation to commute to work, _____ reduces air pollution in cities.

- A. that B. which C. what D. whom

Question 11. This festival aims to strengthen local people's sense of _____.

- A. specialty B. anxiety C. identity D. cuisine

Question 12. The _____ of the festival has grown over the years, attracting more visitors annually.

- A. popularity B. possibility C. mystery D. privacy

Question 13. The best way to overcome culture shock is to start learning about the new culture _____ moving there.

- A. during B. after C. before D. while

PART 2: Read the following passage and mark the letter A, B, C, or D to choose the word or phrase that best fits each of the numbered blanks from 14 to 18.

Urbanisation in Vietnam is rapidly transforming cities across the country. With increasing (14) _____ in urban areas, more and more people are moving from rural areas to cities. As a result, cities are becoming more crowded, leading to a (15) _____ of affordable housing. However, to accommodate the growing population, cities are being (16) _____ with modern infrastructure such as high-rise buildings and improved healthcare facilities.

(17) _____ these improvements, challenges remain, including the need for a reliable national grid and ensuring a living wage for urban workers. As Vietnam continues to urbanise, balancing economic growth with social welfare remains a (18) _____ priority for sustainable development.

Question 14. A. trends B. slums C. opportunities



- Question 15. A. density
D. inequalities
B. lack
C. sanitation
D. concern
- Question 16. A. fluctuated
B. afforded
C. expanded
D. upgraded
- Question 17. A. Despite
B. Although
C. Because
D. Because of
- Question 18. A. steady
B. colonial
C. key
D. sharp