

**Date of planning: 25 / 4 / 2025**

**PERIOD 100:**

## **LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

### **REVIEW 4**

#### **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 9 and 10.

#### **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 4
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

### **Assumptions**

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

### **III. PROCEDURES**

#### **1. WARM-UP (5 mins)**

##### **a. Objectives:**

- To revise the vocabulary related to the topic of Unit 9 and Unit 10.

##### **b. Content:**

- Miming game: Students guess the word using the clue given. The results are the words that they have learnt in 2 units.

**c. Expected outcomes:**

- Students can recall the important new words that they have learnt.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>MINI GAME: CATCH A WORD</b> - Divide 2 teams and tell students the rules of the game - T shows the pictures to students - Introduces the lesson	- Students raise hands and answer the questions in their team.	<b>Answers:</b> <i>Automate, adapt, go in for, bullying, live up to, brush up, adult education, complex</i>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION (12 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.
- To help Ss review stressed words in a sentence.
- To check whether Ss can identify the appropriate intonation pattern in different types of questions.

**b. Content:**

- Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (p. 140)
- 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. 140)
- Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p. 140)
- Circle the correct intonation pattern in the following questions. Listen and check. Then practice saying them in pairs. (p. 140)

**c. Expected outcomes:**

- Students understand the knowledge and do the task successfully.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (3 mins)</b>		
- Have Ss pronounce all words, pay attention to the underlined sounds.	- Follow the instructions and do the tasks.	Key: 1. B; 2. A;

<ul style="list-style-type: none"> <li>- If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Check the answers with the whole class.</li> <li>- Have Ss work in pairs to practise saying these words.</li> </ul>		
<b>Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the sentences 5-6 and underline the stressed words in each one.</li> <li>- In weaker classes, review what stressed words in a sentence are and how to identify them.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers.</li> <li>- Have Ss work in pairs to practise saying these sentences. Remind them to say these sentences with a natural rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p>Key + Audio script:</p> <p>5. I've been <u>taking online classes</u> for more than <u>three months</u>.</p> <p>6. <u>Lifelong learning</u> is the <u>key</u> to <u>success</u> for <u>people</u> of <u>all ages</u>.</p>
<b>Circle the correct intonation pattern in the following questions. Listen and check. Then practice saying them in pairs. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the questions 7-8 and identify the type of each question (e.g., 7. Yes/No question; 8. tag question).</li> <li>- Tell Ss to listen and circle the correct intonation pattern in each question.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Play the recording for Ss to listen, pausing after each sentence to check the answers with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p>Key:</p> <p>7. A; 8. B</p> <p>Audio script:</p> <p>7. Do you want to become a teacher or a businessman?</p> <p>8. A: Working as a firefighter is very dangerous, isn't it? B: Yes, but I got used to it.</p>

- Ask Ss to work in pairs to practise saying these sentences.		
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**e. Assessment**

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

**3. ACTIVITY 2: VOCABULARY (12 mins)**

**a. Objectives:**

- To help Ss review topic-related words and phrases from Units 9-10, and provide further vocabulary practice.

**b. Content:**

- Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase. (p.140)
- Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (p.140)
- 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.141)

**c. Expected outcomes:**

- Students understand the knowledge and do the task successfully.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence.</li> <li>- 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.</li> <li>- Ask Ss to share their answers with the whole class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p><b>Answer key:</b> 1- A; 2- C; 3- D; 4- A</p>
<b>Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (4 mins)</b>		

<ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence.</li> <li>- 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.</li> <li>- Ask Ss to share their answers with the whole class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p><b>Answer key:</b> 1- B; 2- C; 3- D; 4- A</p>
<p><b>Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase. (4 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the text to get an overview of the text.</li> <li>- Have Ss read each sentence more carefully and look through four options. Tell them to put each word from four options into the gap.</li> <li>- Tell Ss to eliminate the words that can be grammatical incorrect among them and choose the word that makes the sentence meaningful.</li> <li>- Have Ss compare their answers in pairs and share their answers with the whole class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p><b>Answer key:</b> 1- A; 2- A; 3- C; 4- D; 5- A; 6- B; 7- D; 8- C</p>

#### **e. Assessment**

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

#### **4. ACTIVITY 3: GRAMMAR (13 mins)**

##### **a. Objectives:**

- To help Ss revise the uses of phrasal verbs consisting of a verb, an adverb and a preposition as well as reported speech to report orders, requests, offers, and advice.

**b. Content:**

- Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (p. 141)
- Mark the letter A, B, C, or D to indicate the correct answer. (p.141)
- Mark the letter A, B, C, or D to indicate the reported sentence that is closest in meaning to each of the following direct speech sentences. (p.141)

**c. Expected outcomes:**

- Students understand the knowledge and do the task successfully.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss to read the whole sentence and focus on the underlined words/ phrases.</li> <li>- Check whether these underlined words/ phrases are grammatically correct or not by studying both the underlined parts, the phrases and the sentences that contain these parts.</li> <li>- If you're not sure about a choice, tell Ss to skip it and focus on the others to see if you can find the mistake in these choices or not.</li> <li>- Then have them compare answers and correct the mistakes in pairs, before confirming answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p><b>Answer key:</b></p> <p>1-A → to;  2-C → with;  3-B → to give;  4-C → put;  5-C → up;  6-D → on</p>
<b>Task 2. Mark the letter A, B, C, or D to indicate the correct answer. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read each sentence first and check the meaning.</li> <li>- Tell Ss to identify the grammar point needed for the gap by studying four options.</li> <li>- Tell Ss to eliminate the options that can be grammatically incorrect.</li> <li>- In weaker classes, categorize these sentences into groups corresponding to the grammar points Ss learnt in Units 9-10 and quickly review the uses of the grammar points on the board or go back</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p><b>Answer key:</b></p> <p>1.B; 2.A; 3. D; 4.A; 5. B; 6. C</p>

<p>to Language sections in these Units.</p> <ul style="list-style-type: none"> <li>- The correct answer should be grammatically correct and make the sentence meaningful.</li> <li>- Then have them compare answers in pairs, before confirming answers as a class.</li> </ul>		
<b>Task 3. Mark the letter A, B, C, or D to indicate the reported sentence that is closest in meaning to each of the following direct speech sentences. (5 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence.</li> <li>- Tell Ss to read four options and choose the option that: <ul style="list-style-type: none"> <li>- is grammatically correct; and</li> <li>- does not change the meaning of the original sentences</li> </ul> </li> <li>- Have Ss compare their answers in pairs.</li> <li>- Confirm the correct answers with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p><b>Answer key:</b> 1. C; 2.A; 3. B; 4. D</p>

**e. Assessment**

- Teacher 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 on workbook.
- Prepare for Review 4. Lesson 2. Listening and Speaking.

**Board Plan**

<i>Date of teaching</i>
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**REVIEW 4**  
**Lesson 1: Language**

**\*Warm-up**

Mini game

**\* Pronunciation**

- Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (p. 140)
- 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. 140)
- Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p. 140)
- Circle the correct intonation pattern in the following questions. Listen and check. Then practice saying them in pairs. (p. 140)

**\* Vocabulary**

- Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase. (p.140)
- Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (p.140)
- 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.141)

**\* Grammar**

- Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (p. 141)
- Mark the letter A, B, C, or D to indicate the correct answer. (p.141)
- Mark the letter A, B, C, or D to indicate the reported sentence that is closest in meaning to each of the following direct speech sentences. (p.141)

**\*Homework**



**Date of planning: 27 / 4 / 2025**

**PERIOD 101:**

## **LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

### **REVIEW 4**

#### **Lesson 2: Skills (1) - Listening & Speaking**

#### **I. OBJECTIVES**

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

**1. Knowledge**

- Review the Listening and Speaking skills they have learnt in Unit 9 and 10.

**2. Core competence**

- Develop critical thinking skill.
- 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
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.vn

#### **Assumptions**

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

#### **III. PROCEDURES**

##### **1. . ACTIVITY 1: LISTENING (20 mins)**

###### **a. Objectives:**

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

**b. Content:**

- **Task 1.** Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning? (p.142)
- **Task 2.** Listen again and complete the following notes with no more than THREE words for each gap. (p.142)

**c. Expected outcomes:**

- Students can understand the skills and solve the exercises successfully.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning? (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Focus Ss' attention on three options. Tell them that here can be the reasons for lifelong learning.</li> <li>- Tell Ss that they are going to hear a talk about lifelong and choose the one that is NOT mentioned in the talk.</li> <li>- Play the recording and encourage Ss to note down as much information as possible in their notebooks.</li> <li>- Call on some Ss to share their information. Ask Ss to eliminate the options that are mentioned in the talk.</li> <li>- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p><b>Answer key:</b> <i>B</i></p>
<b>Task 2. Listen to the talk show again. Choose the correct answers A, B, or C. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to look at the sentences and underline the key words. Tell them to decide which part of speech needed to fill in each blank (e.g.: 1. noun/noun phrase; 2. noun/noun phrase; 3. adjective; 4. noun/noun phrase; 5. noun/noun phrase; 6. noun/noun phrase)</li> <li>- Play the recording again and have Ss listen and write down their answers in their notebooks.</li> <li>- Have Ss work in pairs to compare their answers.</li> <li>- Check the answers as a class.</li> <li>- In weaker classes, play the recording</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p><b>Answer keys:</b>  <i>1) pursuit of knowledge; 2) AI 3) obsolete 4) high-skilled jobs 5) new things quickly 6) lifelong learning</i></p>

again, pausing after the sentences containing the missing words.		
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### Audio script

Good afternoon, everyone.

Last time, we talked about people who continued learning and updating their knowledge and skills throughout their lives. This continuous pursuit of knowledge is called lifelong learning. So, let's discuss now why we need it.

First, as you're aware we are living in the age of advanced technology and AI. Technology is developing rapidly and as a result, millions of jobs could be lost as companies cut down on the number of employees. Some jobs may even become obsolete as processes, systems and whole factories become fully automated. However, technology has also increased the demand for some other high-skilled jobs. That is why gaining new skill sets through lifelong learning enables people to shift from working in the jobs of yesterday to the jobs of tomorrow.

In addition, the job market is becoming more and more competitive. You'll be left behind and find it hard to get a job if you don't keep your knowledge and skills current. The first question a hiring manager may ask you is 'What did you learn last week?' They may also wonder if you have the ability to learn new things quickly and are aware of the new trends in your industry. If you're committed to lifelong learning, you'll be the most valuable employee.

So, if have just left school or graduated from university, remember that the knowledge and skills you've gained so far are not enough for you to succeed at work. You need to become a lifelong learner. ...

### e. Assessment

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

## 2. ACTIVITY 2: SPEAKING (20 mins)

### a. Objectives:

- To help Ss develop ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

### b. Content:

- **Task 1:** Work in pairs. Below are some ways to keep learning throughout life. Discuss and rank them in order of importance. (p.142)
- **Task 2.** Work in groups. Think about other ways to keep learning through life and add them to the table in 1. Share your group's ideas with the class. (p.142)

### c. Expected outcomes:

- Students can understand the skills and solve the exercises successfully.

### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Below are some ways to keep learning throughout life. Discuss and rank them in		

<b>order of importance. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss read some ways to keep learning throughout life. Make sure they can understand the ideas. Draw the table on the board if necessary.</li> <li>- Ask Ss to work in pairs to discuss and rank the ways in the table in order of importance (1 = the least important way and 5 = the most important). Encourage them to tell the reasons for their choice.</li> <li>- Walk around the class to offer help if necessary.</li> <li>- Invite some pairs to share the answers.</li> <li>- Confirm the answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<i>Students' performance</i>
<b>Task 2. Work in groups. Think about other ways to keep learning through life and add them to the table in 1. Share your group's ideas with the class. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in groups. Tell them to think about other ways of maintaining learning throughout life.</li> <li>- Have Ss work in groups and add their ideas to the table from 1 in Speaking.</li> <li>- Walk around the class to offer help if necessary.</li> <li>- Invite some groups to present summary of their group discussion to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<i>Students' performance</i>

#### **e. Assessment**

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

### **3. CONSOLIDATION (5 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 4. Lesson 3. Reading and Writing.

## Board Plan

*Date of teaching*

### **REVIEW 4**

#### **Lesson 2: Skills (1) - Listening & Speaking**

##### **\* Listening**

- **Task 1.** Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning? (p.142)
- **Task 2.** Listen again and complete the following notes with no more than THREE words for each gap. (p.142)

##### **\* Speaking**

- **Task 1:** Work in pairs. Below are some ways to keep learning throughout life. Discuss and rank them in order of importance. (p.142)
- **Task 2.** Work in groups. Think about other ways to keep learning through life and add them to the table in 1. Share your group's ideas with the class. (p.142)

##### **\*Homework**

**Date of planning: 28 / 4 / 2025**

**PERIOD 102:**

## **LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

### **REVIEW 4**

#### **Lesson 3: Skills (2) - Reading and Writing**

#### **I. OBJECTIVES**

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

**1. Knowledge**

- Review the Reading and Writing skills they have learnt in Unit 9 and 10.

**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
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.vn

#### **Assumptions**

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

#### **III. PROCEDURES**

##### **1. ACTIVITY 1: READING (20 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 article below. match each section (a–d) with a heading (1–5). There is one extra heading that you do not need to use. (p.143)
- **Task 2.** Read the article again. Choose the correct answer A, B, C, or D (p.143)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Read the article below. match each section (a–d) with a heading (1–5). There is one extra heading that you do not need to use. (7 mins)</b>		
<ul style="list-style-type: none"><li>- Have Ss read five headings (A-E) first and check their understanding.</li><li>- Then ask Ss to read the whole text once. For each paragraph, tell Ss to read the first and the last sentences of the paragraph, which can possibly help them get the main idea. After that, Ss look through the headings again and match the paragraph with the heading containing most relevant/ suitable information.</li><li>- Put Ss into pairs to do the activity.</li><li>- Check answers as a class. Explain why option D is wrong. For example, paragraph 4 also mentioned “university degree”, but it just one detail or an example of the paragraph, not the main idea.</li></ul>	<ul style="list-style-type: none"><li>- Follow the instructions and do the tasks.</li></ul>	<b>Answer keys:</b> 1-A; 2-E; 3-B; 4-C
<b>Task 2. Read the article again. Choose the correct answer A, B, C, or D. (13 mins)</b>		
<ul style="list-style-type: none"><li>- Have Ss read through the questions and the options. Make sure Ss understand the questions.</li><li>- Ask Ss to underline the key words in each question.</li><li>- Then have Ss read the text. For each question, tell Ss to locate the key words as well as the paraphrases of these key words in the text and decide the best</li></ul>	<ul style="list-style-type: none"><li>- Follow the instructions and do the tasks.</li></ul>	<b>Answer keys:</b> 1-D; 2-A ;3-C; 4-A; 5-B

<p>option for each question.</p> <ul style="list-style-type: none"> <li>- Have Ss work in pairs to compare their answers.</li> <li>- Check the answers as a class and ask Ss to explain their choice.</li> </ul> <p><b>For question 1</b>, the article is organised into four themes including (1) exploring career options, (2) getting to know yourself, (3) reaching out for guidance, and (4) taking action to turn goals into reality.</p> <p><b>For question 2</b>, in the last sentence of paragraph 2, the writer mentioned matching your career options to your personalities and interests to identify the suitable job.</p> <p><b>For question 3</b>, in the last sentence of paragraph 3, the writer mentioned researching the companies you are going to meet in advance.</p> <p><b>For question 4</b>, the writer asks those questions in paragraph 4 as a way of engaging readers and encouraging them to think about the answers to these questions.</p> <p><b>For question 5</b>, Ss can replace the word “monitor” by the other words from four options. The one that has the closest meaning to “monitor” is “check regularly”.</p>		
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#### **e. Assessment**

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

### **3. ACTIVITY 2: WRITING (20 mins)**

#### **a. Objectives:**



- To help Ss practise writing a CV which matches the job description.

**b. Content:**

- Look at the job advert below. Imagine that you want to apply for the job. Write your own CV. Try to match it with the job description. (p. 143)

**c. Expected outcomes:**

- Students develop writing skills on the given topic.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Write your proposal (150–180 words). Use the idea in 1 and the outline below to help you. (20 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss to imagine that they are going to apply for the position of a fashion assistant. Have Ss read through the job advert. Make sure that they understand it.</li> <li>- Ask them to work in pairs to discuss the qualifications, qualities and experience they may need if they apply for the job.</li> <li>- Have Ss to share their ideas with the whole class.</li> <li>- Review the outline by asking Ss to come back to the writing section in Unit 9. Tell Ss to use the information above to complete each part in the CV.</li> <li>- Give Ss enough time to write a CV which matches the job description. Set a time limit depending on the Ss' ability level.</li> <li>- Walk around the class and offer help.</li> <li>- If time allows, ask Ss to swap their CVs 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.</li> <li>- Collect Ss' CVs to mark and provide written feedback in the next lesson. In weaker classes, give Ss the outline below.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<i>Sample answer</i>

**Suggested ideas:**

<b>Qualification(s)</b>	<ul style="list-style-type: none"> <li>• Have a diploma in arts and fashion design, but a degree is not required</li> </ul>
<b>Qualities</b>	<ul style="list-style-type: none"> <li>• Have knowledge of clothing, textile, or fashion trends</li> <li>• Have creative and artistic skills</li> </ul>

<b>Experience</b>	<ul style="list-style-type: none"> <li>Have experience of working as a fashion assistant. If not, on-the-job training will be offered.</li> </ul>
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**Sample outline:**

<b>CURRICUMUM VITAE</b>	
<b>Personal details</b>	
Name: Phuong Mai Vu	
Phone: 0382461357	
Email: vuphuong@webmail.com	
<b>Personal statement</b>	
Enthusiastic and outgoing senior secondary school student currently studying towards a school graduation diploma. Interested in fashion design, with excellent drawing skills. Eager to find an entry position to help me gain work experience and prepare for a career in fashion design.	
<b>(1) Education</b>	
.....	
.....	
.....	
.....	
<b>(2) Work experience</b>	
.....	
.....	
.....	
.....	
<b>(3) Skills</b>	
.....	
.....	
.....	
.....	
<b>(4) Hobbies and interests</b>	
.....	
.....	
.....	
.....	
<b>References</b>	
Available upon request	

**Sample answer:**

<b>CURRICUMUM VITAE</b>	
<b>Personal details</b>	
Name: Phuong Mai Vu	
Phone: 0382461357	
Email: vuphuong@webmail.com	

**Personal statement**

Enthusiastic and outgoing senior secondary school student, currently studying towards a school graduation diploma. Interested in fashion design, with excellent drawing skills. Eager to find an entry position to help me gain work experience and prepare for a career in fashion design.

**(5) Education**

Nguyen Hue senior secondary school, Hanoi

20... - present

Le Loi junior secondary school, Hanoi

20... - 20XX

Subjects and grades: Arts – 9.5

Awards: the winner of the city design contest of book covers

Extracurricular activities: Founding member of the school arts club, the organising team member of the design contest every year.

**(6) Work experience**

The school arts club

20 - present

- Organise the school fashion exhibition
- Found the school arts club

The design contest every year

20 - present

- The organising team
- The winner of the design contest

20XX

**(7) Skills**

Good creative and artistic skills (drawing and painting)

Digital skills: Good understanding of common digital software and platform, basic design sketches

Effective communication

**(8) Hobbies and interests**

Drawing, painting, and singing

**References**

Available upon request

**e. Assessment**

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

**4. CONSOLIDATION (5 mins)****a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

*Date of teaching*

**REVIEW 4**

**Lesson 3: Skills (2) – Reading and Writing**

**\*Warm-up**

Watch videos.

**\* Reading**

- **Task 1.** Read the article below. match each section (a–d) with a heading (1–5). There is one extra heading that you do not need to use. (p.143)

- **Task 2.** Read the article again. Choose the correct answer A, B, C, or D (p.143)

- **Extension.**

**\* Writing**

- Look at the job advert below. Imagine that you want to apply for the job. Write your own CV. Try to match it with the job description. (p. 143)

**\*Homework**