



Date of planning: 27/ 10 / 2024

PERIOD 25:

## UNIT 3: GREEN LIVING

### 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 3;
- Apply what they have learnt (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 team work;
- Actively join in class activities.

##### 3. Personal qualities

- Be aware of going green and saving the environment.

#### II. MATERIALS

- Grade 12 textbook, Unit 3, 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"><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.</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 stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

###### b. Content:

- Game: Guessing words

###### c. Expected outcomes:



- Students can recall the vocabulary they have learnt in Unit 3.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Game: Guessing words</b></p> <ul style="list-style-type: none"> <li>- T divides the class into 2 teams.</li> <li>- T prepares some pieces of paper with suggested words written on them.</li> <li>- There are 8 words.</li> <li>- The teams take turns to choose 1 student to the board. This student will pick one paper, and explain the word so that the rest guess what word it is.</li> <li>- The team with the most points is the winner.</li> </ul>	<ul style="list-style-type: none"> <li>- Students join the game, describe and guess the words.</li> </ul>	<p><b>Suggested words:</b></p> <ol style="list-style-type: none"> <li>1. hair</li> <li>2. pair</li> <li>3. hear</li> <li>4. bear</li> <li>5. fear</li> <li>6. pear</li> <li>7. ear</li> <li>8. literature</li> </ol>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: LOOKING BACK (12 mins)**

**a. Objectives:**

- To help Ss review the pronunciation of the diphthongs /ɪə/, /eə/ and /ʊə/.
- To help Ss revise words they have learnt in this unit.
- To help Ss review the use of prepositions and relative clauses referring to a whole sentence.

**b. Content:**

- Pronunciation: Read the words and choose the odd one out. Then listen and check. (p.42)
- Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (p.42)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.42)

**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
<b>Pronunciation: Read the words and choose the odd one out. Then listen and check. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to try to pronounce all the words in each line, paying attention to the underlined sounds.</li> <li>- Tell them to choose the word with the underlined part which is pronounced differently from the rest. In weaker classes, give an example first. E.g. 1. fair /eə/, hair /eə/, container /eɪ/, pair /eə/. so C is the odd one out.</li> <li>- Ask Ss to listen to the recording and check their answers. Have them pay</li> </ul>	<ul style="list-style-type: none"> <li>- Students pronounce the words, and choose the correct answers.</li> <li>- Students check the answers with the whole class.</li> </ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. D</li> <li>3. A</li> <li>4. A</li> </ol>



<p>attention to the diphthongs /ɪə/, /eə/ or /ʊə/ in each word.</p> <ul style="list-style-type: none"> <li>- Ask Ss to listen to the recording again, but this time, have them repeat the words.</li> </ul>		
<p><b>Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word?</b> ( 4 mins)</p>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word.</li> <li>- Have Ss complete the activity.</li> <li>- Check answers as a class.</li> <li>- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. packaging first appears in the Language section.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss work in pairs</li> <li>- Ss solve the crossword.</li> </ul>	<p><b>Answer key:</b></p>
<p><b>Grammar: Circle the mistake in each sentence. Then correct it.</b> (4 mins)</p>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the sentences, focusing on the underlined words.</li> <li>- Encourage them to pay attention to the words before and after the underlined parts and decide if the phrases are grammatically correct, e.g. 1. Answer choice A. 'to' is part of the phrase 'learn to recycling', which is incorrect. We say 'learn to do sth' or 'learn about sth', not 'learn to doing sth'. So A is the mistake.</li> <li>- In weaker classes, remind them that the focus today is on verbs with prepositions and relative clauses referring to a whole sentence. Ask them to review the grammar explanations and examples in the Language section before they complete the activity.</li> <li>- Check answers as a class by asking individual Ss to identify the mistakes, correct them and provide reasons for their corrections.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss identify the incorrect part, give corrections and reasons for their corrections.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A (to → about)</li> <li>2. B (that → which)</li> <li>3. C (with → to)</li> <li>4. B (over → away)</li> </ol>

**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 writing a leaflet.

**b. Content:**

- Eco-friendly habits

**c. Expected outcomes:**

- Students practice giving a presentation.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"><li>- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a leaflet presentation.</li><li>- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.</li><li>- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying the leaflet or listening to the presentation, and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.</li><li>- If necessary, go through the assessment criteria to make sure Ss are familiar with them.</li><li>- If most students are handing out copies of their leaflets, ask them to swap their leaflets with one-two other groups. Give them time to study the leaflets and give written feedback and comments. When they finish, ask them to return the leaflets with comments to each other.</li><li>- If most students are giving a PowerPoint presentations, invite one or two groups to present their leaflets on the slides and briefly introduce them to everyone. Ask others to listen and write down their feedback and comments. At the end of each presentation, invite peer feedback from the audience in oral and/or written forms.</li><li>- Give praise and feedback at the end. You can also give Ss marks for their presentation as part of their continuous assessment.</li></ul>	<ul style="list-style-type: none"><li>- All groups exhibit their leaflets and make presentations.</li><li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li></ul>	<i>Students' presentations</i>

**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 learnt in the lesson.



**b. Homework**

- Do exercises in the workbook.
- Prepare for Unit 4.

**Board Plan**

*Date of teaching*

**Unit 3: Green living**

**Lesson 8: Looking back and project**

**\*Warm-up**

Guessing words

**\* Looking back**

- Pronunciation
- Vocabulary
- Language

**\* Project**

Eco-friendly habits

**\*Homework**



Date of planning: 27/ 10 / 2024

PERIOD 26:

## REVIEW 1

### 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 1, 2 and 3.

##### 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 1
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- *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"><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 excessively talkative students practise.</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 1, Unit 2 and Unit 3.



**b. Content:**

- Miming game: Students describe the words without saying them and then guess the words that they have learnt in 3 units.

**c. Expected outcomes:**

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

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>MIMING GAME</b></p> <ul style="list-style-type: none"> <li>- List out some key words of Unit 1, Unit 2 and Unit 3.</li> <li>- Have a volunteer come to the front then whispers one of the words into his/ her ears.</li> <li>- Explain the rules: Ss have to draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point.</li> <li>- Check if the answers are correct or incorrect and leads in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point.</li> <li>- The whole class plays the game together.</li> </ul>	<p><b>Suggested words:</b></p> <p><i>genius, cutting-edge, diversity, trend, globalization, culture shock, carbon footprint, compost, landfill</i></p>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION (12 mins)**

**a. Objectives:**

- To check if Ss can identify diphthongs 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.44)
- 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.44)

**c. Expected outcomes:**

- Students can identify diphthongs as well as word stress and apply exam strategies to do the exercises.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.</b></p>		
<ul style="list-style-type: none"> <li>- Have Ss pronounce all words, pay attention to the underlined sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Pronounce the words.</li> </ul>	<p><b>Answer key:</b></p>



<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 the 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 in words.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply the tips to find the words whose underlined part differs from the other three in pronunciation.</li>   <li>- Check the answers.</li> </ul>	<p>1-A 2-B 3-A 4-C</p>
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**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.**

<ul style="list-style-type: none"> <li>- Have Ss pronounce all words, pay attention to the word stress.</li> <li>- 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 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 in words.</li> </ul>	<ul style="list-style-type: none"> <li>- Pronounce the words.</li> <li>- Apply the tips to find the words whose underlined part differs from the other three in pronunciation.</li>   <li>- Check the answers.</li> </ul>	<p><b>Answer key:</b> 1-B 2-A 3-D 4-A</p> <p><b>Exam strategies</b> <b>Pronunciation (MCQs):</b> <b>Identifying words whose main stress placement differs from the other three's.</b></p> <ol style="list-style-type: none"> <li>1. Try pronouncing all words and mark the stress of each word.</li> <li>2. If there's any word whose stress you are not sure about, skip it and focus on others.</li> <li>3. If any two words share the same stress pattern, they cannot be the correct answers. If not, one of them is correct answer.</li> </ol>
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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 check if students can use words and phrases related to the topics that they have learnt in Unit 1, 2 and 3.

**b. Content:**





- Task 1: Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word. (p.44)
- Task 2: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (p.44)
- Task 3: Mark the letter A, B, C, or D to indicate the correct answer. (p.44, 45)

**c. Expected outcomes:**

- Students understand the meaning of words, memorise them and are able to use them in a meaningful context.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word.</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 and ask Ss to explain for their choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the sentences.</li> <li>- Try replacing the underlined words and guessing the answer.</li> <li>- Work with a partner and share the answer.</li> </ul>	<p><b>Answer key:</b> 1-A; 2-D; 3-C; 4-B</p> <p><b>Exam strategies</b> <b>Vocabulary (MCQs):</b> <b>Identifying the word(s)</b> <b>CLOSEST in meaning to the underlined word(s)</b></p> <ol style="list-style-type: none"> <li>1. Read the whole sentence, focus on the underlined word.</li> <li>2. Try to understand the context around the underlined word.</li> <li>3. Replace the underlined word with each of the words from four options. If you are not sure about the meaning of any word, skip it and focus on the others.</li> <li>4. The words that change the meaning of the sentence cannot be the correct answer.</li> </ol>
<b>Task 2. Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.</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> </ul>	<ul style="list-style-type: none"> <li>- Read the sentences.</li> <li>- Try replacing the underlined words and guessing the answer.</li> </ul>	<p><b>Answer key:</b> 1-A; 2-B; 3-D; 4-C</p> <p><b>Exam strategies</b> <b>Vocabulary (MCQs):</b> <b>Identifying the word(s)</b> <b>OPPOSITE in meaning to the underlined word(s)</b></p> <ol style="list-style-type: none"> <li>1. Read the whole sentence and focus on the underlined word.</li> <li>2. Try to understand the context around the underlined word.</li> </ol>



<ul style="list-style-type: none"> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with a partner and share the answer.</li> </ul>	<p>3. Replace the underlined word with each of the words from four options. If you are not sure about the meaning of any word, skip it and focus on the others.</p> <p>4. The words that makes the meaning of the sentence opposite can be the correct answer.</p>
<p><b>Task 3: Mark the letter A, B, C, or D to indicate the correct answer.</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually and tell Ss to read and try to understand the meaning of each sentence.</li> <li>- Have Ss look through four options and tell them to put each word from four options into the gap.</li> <li>- Tell them to choose the word that makes the sentence meaningful.</li> <li>- Ask Ss to share their answers with the class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Do the activity individually.</li> <li>- Try putting four options into the blanks and guessing the answer.</li> <li>- Share the answer with a partner.</li> </ul>	<p><b>Answer key:</b></p> <p>1-C 2-B 3-D 4-C 5-B 6-A 7-C 8-B</p>

**e. Assessment**

- Teacher's 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 past simple and past continuous, articles (a/ an/ the), verbs and prepositions, and non-defining relative clauses referring to all information in the previous clause.
- To help Ss revise the uses of past simple and past continuous and non-defining relative clauses referring to all information in the previous clause.
- To help Ss revise the uses of phrasal verbs they learnt from Unit 3.

**b. Content:**

- Task 1. Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (p.45)
- Task 2. Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences. (p.45, 46)
- Task 3. Mark the letter A, B, C, or D to complete each of the given sentences. (p.46)

**c. Expected outcomes:**

- Students know how to use the past simple and past continuous, articles (a/ an/ the), verbs and prepositions, and non-defining relative clauses referring to all information in the previous clause.

**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</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>- In weaker classes, categorize these sentences into groups corresponding to the grammar points Ss learnt in Units 1-3 and quickly review the uses of the grammar points on the board or go back to Language sections in these Units.</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>- Read the sentences.</li><li>- Study the underlined parts, the phrases and the sentences that contain these parts to find the mistake.</li><li>- Work with a partner and share the answer.</li></ul>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"><li>1-A → to</li><li>2-B → off</li><li>3-A → found</li><li>4-A → arrived</li><li>5-B → the</li><li>6-B → the</li><li>7-B → for</li><li>8-C → which</li></ul>
<b>Task 2. Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.</b>		
<ul style="list-style-type: none"><li>- Have Ss work in pairs. Tell them to read the sentences carefully and study the relationship between these sentences.</li><li>- Tell Ss to read four options and choose the option that:<ul style="list-style-type: none"><li>+ best represents the relationship between two sentences;</li><li>+ is grammatically incorrect; 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>- Read the sentences.</li><li>- Study the relationship between these sentences.</li><li>- Work with a partner and share the answer.</li></ul>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"><li>1-A</li><li>2-C</li><li>3-B</li><li>4-A</li></ul> <p><b>Exam strategies</b></p> <p><b>Sentence combination:</b></p> <p><b>Identifying the sentence that best combines a pair of given sentences</b></p> <ol style="list-style-type: none"><li>1. Read the two sentences and study the relationship between these sentences (e.g. addition, contrast, subordination).</li><li>2. Read four options and choose the option that:<ul style="list-style-type: none"><li>- best represents the relationship between two sentences;</li></ul></li></ol>



		- is grammatically incorrect; and - does not change the meaning of the original sentences.
<b>Task 3. Mark the letter A, B, C, or D to complete each of the given sentences.</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: + is grammatically correct; and + does not change the meaning of the original sentences.</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>- Work in pairs.</li> <li>- Identify the grammar points that can be used to rewrite the original sentence.</li>   <li>- Choose the most suitable option.</li>   <li>- Share the answer with a partner.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. B</li> <li>3. A</li> <li>4. C</li> </ol> <p><b>Exam strategies</b> <b>Sentence transformation:</b> <b>Identifying the sentence that is closest in meaning to a given sentence.</b></p> <ol style="list-style-type: none"> <li>1. Read the original sentence and recall the grammar structure that are tested in the original sentence.</li> <li>2. Read four options and eliminate the options that can be grammatically incorrect.</li> <li>3. Choose the sentence that doesn't change the meaning of the original sentence.</li> </ol>

**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 reviewed in the lesson.

**b. Homework**

- Do exercises in the workbook.
- Prepare for Review 1 - Lesson 2. Listening and Speaking.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>REVIEW 1</b></p> <p><b>Lesson 1: Language</b></p> <p><b>*Warm-up</b></p>
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Miming game

**- Pronunciation**

Task 1. Choose the underlined part that differs from the other three in pronunciation.

Task 2. Choose the word which differs from the other three in the position of the main stress.

**- Vocabulary**

Task 1. Choose the word CLOSEST in meaning to the underlined word.

Task 2. Choose the word OPPOSITE in meaning to the underlined word.

Task 3. Choose the correct answer.

**- Grammar**

Task 1. Choose the underlined part that needs correction in each of the following sentences.

Task 2. Choose the sentence that best combines each pair of sentences.

Task 3. Choose the correct answer.

**\*Homework**



Date of planning: 27/ 10 / 2024

PERIOD 27:

## REVIEW 1

### Lesson 2: Skills - Listening & Speaking

## I. OBJECTIVES

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

### 1. Knowledge

- Practise listening for main ideas and listening for specific information about traditional festivals and their environmental impacts.

### 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
- *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"><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 excessively talkative students practise.</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 give excitement to students and lead in the lesson.

**b. Content:**

- Watch a video and answer the questions.

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Watch a video</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to watch a short video and try to remember the information in the video.</li> <li>- After the Ss listen, teacher shows each question, one by one.</li> <li>- Ss raise their hands to grab the chance to answer.</li> <li>- T checks if the answers are correct or incorrect and leads in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Watch the video and try to remember the information.</li> <li>- Answer the questions.</li> <li>- Check the answers.</li> </ul>	<p><b>Link:</b> <a href="https://www.youtube.com/watch?v=5TXGiFpg5Mk">https://www.youtube.com/watch?v=5TXGiFpg5Mk</a></p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Which festivals are mentioned in the video and where do they take place?</li> <li>2. Which ones have a bad influence on the environment?</li> </ol> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>- Snow sculpture festival – China</li> <li>- Sand sculpture festival – Portugal</li> <li>- Lantern festival – Taiwan</li> <li>- Carnevale – Venice, Italy</li> <li>- Albuquerque Balloon Festival – New Mexico, USA</li> <li>- Oktoberfest – Munich, Germany</li> <li>- La Tomatina – Spain</li> <li>- Holi – India (Colour festival)</li> <li>- Burning man festival – Nevada, USA</li> <li>- Rio Carnival – Brazil</li> </ul> </li> <li>2. Students' answers</li> </ol>

**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 three traditional festivals and their environmental impact. Number the pictures of the festivals in the order you hear. (p.46)
- Task 2. Listen again and decide whether the following sentences are true (T) or false (F) (p.46)

**c. Expected outcomes:**

- Students can understand the main ideas of the listening passage and reorder the key information.
- Students can identify specific information of the listening and choose correct answers for the True/ False questions.

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Listen to a talk about three traditional festivals and their environmental impact. Number the pictures of the festivals in the order you hear.</b>		
<ul style="list-style-type: none"> <li>- Focus Ss' attention on three photos and ask them whether they know any of the festivals.</li> <li>- Tell Ss that they are going to hear a talk about three traditional festivals and their environmental impact. Ask Ss to look at three photos and guess what three festivals are. Encourage them to note down their guesses in their notebooks.</li> <li>- Call on some Ss to share their predictions.</li> <li>- Remind Ss to number the pictures in the order they hear. Play the recording for Ss to listen to check.</li> <li>- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. words or phrases which describe the photos.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the teacher's questions.</li> <li>- Look at the pictures and guess the order of three photos.</li> <li>- Share the prediction.</li> <li>- Listen and check.</li> </ul>	<p><b>Answer key:</b> 3 → 1 → 2</p>
<b>Task 2. Listen again and decide whether the following sentences are true (T) or false (F)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to look at the sentences and underline the key words, e.g. 1. India, Forest Festival, annually; 2. Only, adults, plant trees; 3. Vietnamese, release fish, lakes and rivers, after; 4. Paléo Festival, not use, their own cars; 5. Food stall, Paléo Festival, reusable cups.</li> <li>- Play the recording again and have Ss listen and write down their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the sentences and underline the key words.</li> <li>- Listen and write down the answers.</li> </ul>	<p><b>Answer key:</b> 1. T 2. F 3. F 4. T 5. F</p>





<ul style="list-style-type: none"> <li>- Have Ss work in pairs to compare their answers.</li> <li>- Check answers as a class.</li> <li>- In weaker classes, play the recording again, pausing after the clues. In stronger classes, ask Ss to provide the clues for their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with a partner and check the answers.</li> </ul>	
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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: SPEAKING (19 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. Discuss the purpose and eco-friendliness of these festivals and traditions and complete the table below. (p.46)
- Task 2. Work in groups. Choose a tradition or festival in your area. Discuss ideas about how to make this tradition or festival greener. (p.46)

**c. Expected outcomes:**

- Ss come up with good ideas and are able to talk about a tradition or festival in their area and know how to make this tradition or festival greener.

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS							
<b>Task 1. Work in pairs. Discuss the purpose and eco-friendliness of these festivals and traditions and complete the table below.</b>									
<ul style="list-style-type: none"> <li>- Have Ss read through the instructions. Draw the table on the board if necessary.</li> <li>- Ask them to work in pairs to discuss the purpose and eco-friendly impact of festivals and traditions around the world. Tell Ss to complete the table by adding more ideas.</li> <li>- Walk around the class to offer help if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the instructions.</li> <li>- Work in pairs and discuss.</li> <li>- Complete the table by adding more ideas.</li> </ul>	<p><b>Suggested answer:</b></p> <table border="1"> <thead> <tr> <th data-bbox="1002 1552 1214 1630">Festivals/ Traditions</th> <th data-bbox="1214 1552 1525 1630">Purpose/ Eco-friendliness</th> </tr> </thead> <tbody> <tr> <td data-bbox="1002 1630 1214 1888">1. 1. Forest Festival (India)</td> <td data-bbox="1214 1630 1525 1888">- To encourage every person in India to plant a tree - To raise people's awareness about the importance of forests</td> </tr> <tr> <td data-bbox="1002 1888 1214 1960">2. 2. Fish release</td> <td data-bbox="1214 1888 1525 1960">- To bring good luck</td> </tr> </tbody> </table>		Festivals/ Traditions	Purpose/ Eco-friendliness	1. 1. Forest Festival (India)	- To encourage every person in India to plant a tree - To raise people's awareness about the importance of forests	2. 2. Fish release	- To bring good luck
Festivals/ Traditions	Purpose/ Eco-friendliness								
1. 1. Forest Festival (India)	- To encourage every person in India to plant a tree - To raise people's awareness about the importance of forests								
2. 2. Fish release	- To bring good luck								



<p>- Invite some pairs to present their completed table in front of the class.</p>	<p>- Present the table in front of class.</p>	<p>(Tet Festival, Viet Nam)</p>	<p>- To promote the protection and conservation of aquatic resources</p>
		<p>3. 3. Paleo Festival (Switzerland)</p>	<p>- To encourage people to use public transports - To raise awareness of local, organic or vegetarian food. - To encourage people to use green energy</p>

**Task 2. Work in groups. Choose a tradition or festival in your area. Discuss ideas about how to make this tradition or festival greener.**

<p>- Have Ss work in groups and choose one tradition or festival they joined in their area (e.g. music festival). - Ask them to discuss how to make the festival or tradition greener. - Walk around the class to offer help if necessary. - Invite some groups to present a summary of their group discussion to the class. - In weaker classes, give Ss some suggested ideas on how to make the festival or tradition greener as follows: + Encourage public transport to and from the event; + Ban single-use plastic; + Sell local, organic and vegetarian food.</p>	<p>- Work in groups and choose one tradition and festival. - Discuss how to make the festival or tradition greener.  - Present a summary of group discussion to the class.</p>	<p><b>Suggested answers:</b> <b>Discussion sample:</b> A: The music festival to celebrate International Women’s Day at our school is so special. However, we need to consider some ways to organize an environmentally friendly event. In your opinion, what should we do? B: Well, I think people who join the festival should put the garbage into a suitable bin. We need to prepare trash bins around the area where the festival takes place. C: I totally agree with B. We should also introduce and encourage participants to buy some organic and local food. A: That’s a good idea. We can also reduce the amount of energy such as water and electricity for the festival. <b>Report sample:</b> In our group, we all agree that the music festival to celebrate International Women’s Day at our school should be greener in several ways. Firstly, participants should put the garbage into a suitable bin. It’s necessary to prepare trash bins around the area where the festival takes place.</p>
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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**

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

**b. Homework**

- Do exercises in the workbook.
- Prepare for Review 1 - Lesson 3. Reading and Writing.

**Board Plan**

*Date of teaching*

**REVIEW 1**

**Lesson 2: Skills**

**\*Warm-up**

Watch a video

**Listening**

- Task 1. Listen and put the pictures in the correct order.
- Task 2. Listen and decide True/ False.

**Speaking**

- Task 1. Discuss and complete the table.
- Task 2. Group discussion.

**\*Homework**