

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 19/ 4 / 2026

Thời gian thực hiện: Tuần 34

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 100:

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 11 textbook, Review 4

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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.	- Explain expectations for each task in detail. Have excessive talking students' practice. - Continue to explain task expectations in small chunks (before every activity).

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 AND STUDENTS' ACTIVITIES	CONTENTS
MINI GAME: CATCH A WORD <ul style="list-style-type: none">- Divide 2 teams and tell students the rules of the game- T shows the pictures to students- Introduces the lesson	Answers: <i>Depression, national park, ecosystem, crime, food chain, pressure</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To check if Ss can identify intonation in tag and choice questions and provide further pronunciation practice.

b. Content:

- Mark the intonation, using \sphericalangle (falling intonation) or \nearrow (rising intonation). Then listen and check. Practise saying the sentences in pairs. (p.120)

c. Expected outcomes:

- Students can express intonation in tag and choice questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Mark the intonation, using \sphericalangle (falling intonation) or \nearrow (rising intonation). Then listen and check. Practise saying the sentences in pairs. (12 mins) <ul style="list-style-type: none">- Ask students to study the questions. Encourage them to identify the type of questions (i.e. tag or choice questions).- Briefly review intonation in tag and choice questions on the board.- Ask Ss to mark the intonation in these questions. Then play the recording for them to check their answers.	

- Ask Ss to practise saying the questions in pairs, using the correct intonations.

- Ask some Ss to say these questions out loud in front of the whole class.

Extension: Ask Ss to work in pairs and change the tag questions into choice questions, and vice versa, e.g., 1. This is an example of negative peer pressure, isn't it? 6. Have you been to Cuc Phuong or U Minh National Park? Ask Ss to practise saying the new questions in pairs. Invite some Ss to say their sentences in front of the class.

Audio script – Track ... & key:

1. Is this an example of negative peer pressure ↗ or bad decision-making ↘?
2. Have you ever experienced physical ↗ or verbal bullying ↘?
3. Is the most serious issue cutting down trees ↗, hunting wild animals ↗ or littering ↘?
4. Is your awareness campaign going to focus on social issues ↗, environmental problems ↗ or educational themes ↘?
5. Cutting down forests is destroying ecosystems, isn't it ↘? Governments should stop deforestation.
6. You have been to Cuc Phuong National Park, haven't you ↗? – No, I haven't.
7. Buying products made from wild animals is not good, isn't it ↘? We shouldn't do it.
8. People don't want to harm the environment, do they ↘? But they do so little to protect it, don't they ↘?

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 Ss if Ss can understand and use topic-related words and phrases from Units 9-10.

b. Content:

- What are the missing letters? Complete the sentences using the pictures to help you. (p. 120)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
What are the missing letters? Complete the sentences using the pictures to help you. (12 mins)	

<ul style="list-style-type: none"> - Ask Ss to work individually, then compare answers in pairs. Encourage them to use the pictures as clues. - Check answers as a class. Call on individual Ss to spell the words or write them on the board. - In weaker classes, do the first item as a class. Read the beginning of the sentence and ask Ss what the picture shows. Elicit the answer (alcohol) from Ss. - Remind them that these are words they learnt in Unit 9 and Unit 10. - In weaker classes, put Ss in pairs to work on the activity. - Check answers as a class by asking individual Ss to spell the words on the board <p>Extension: Play a game to revise other key words Ss have learnt in Unit 9 and Unit 10. Have a volunteer come to the front. Whisper one of the words into his / her ear and have the student draw the word on the board or mime it. In stronger classes, ask the student to write the first two or three letters. Ask the rest of the class to make guesses. Give a point to the first student who correctly calls out the word. Continue with other words until all Ss have a go. The winner is the student with most points.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Alcohol – violent 2. Ashamed – bullied 3. Depression – pressure 4. Crime – physical 5. Species – national park 6. Fauna – flora 7. Biodiversity
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e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To check if Ss can use linking words and phrases.
- To check if Ss can use the compound nouns correctly.

b. Content:

- **Task 1.** Write one sentence using the linking words and phrases in brackets. Do not change the meaning of the original sentences. (p.121)
- **Task 2.** Circle the correct answer. (p.121)

c. Expected outcomes:

- Students know how to adapt linking words/ phrases and compound nouns for real life conversations.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
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<p>Task 1. Write one sentence using the linking words and phrases in brackets. Do not change the meaning of the original sentences. (7 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to read the sentences and check understanding. - Have Ss study the linking words and phrases and try to recall how they are used (i.e. whether they are followed by a noun/gerund or by a clause; whether they are used to add information or show reasons). In weaker classes, review the rules on the board. - Ask Ss to work individually, then compare their sentences in pairs. - Check answers as a class and provide explanations if necessary. E.g., 1. We use “because of” before a noun phrase to give explanations. <p>Extension: Ask Ss to work in pairs to connect these sentences using other linking words or phrases they know, e.g.. 1. Many teenagers are victims of cyberbullying, so they become depressed. Invite some Ss to share their answers new sentences with the whole class.</p>	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>Because of cyberbullying, many teenagers become depressed. / Many teenagers become depressed because of cyberbullying.</i> 2. <i>As people pollute the environment, ecosystems are damaged. / Ecosystems are damaged as people pollute the environment.</i> 3. <i>Although our awareness campaign was a success, there are still a lot of things to do to stop cyberbullying. / There are still ...</i> 4. <i>Since the forest has become</i> 5. <i>In spite of the many campaigns to protect the national park, some trees are still being cut down.</i> 6. <i>Despite the peer pressure from my friends, I didn't</i> 7. <i>In addition to working on</i> 8. <i>Despite the/our effort to save our local park, it was sold to a property developer.</i>
<p>Task 2. Circle the correct answer. (6 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to read the sentences and pay attention to answer options. - Remind them that these are words they have learnt in different units so far. - Quickly remind students of how compound nouns are often formed. - Check answers as a class. <p>Extension: Ask students if they remember in which unit these compound nouns first appear. <i>E.g., national park in Unit 10, cyberbullying in Unit 9.</i></p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>national</i> 2. <i>Cyberbullying</i> 3. <i>nature</i> 4. <i>vocational</i> 5. <i>life</i> 6. <i>generation</i> 7. <i>climate</i> 8. <i>social</i>

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

Date of teaching

REVIEW 4

Lesson 1: Language

***Warm-up**

Mini game

*** Pronunciation**

- Mark the intonation, using ∨ (falling intonation) or ↗ (rising intonation). Then listen and check. Practise saying the sentences in pairs. (p.120)

*** Vocabulary**

- What are the missing letters? Complete the sentences using the pictures to help you. (p. 120)

*** Grammar**

- **Task 1.** Write one sentence using the linking words and phrases in brackets. Do not change the meaning of the original sentences. (p.121)
- **Task 2.** Circle the correct answer. (p.121)

***Homework**

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Thời gian thực hiện: Tuần 34

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 101:

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 11 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.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. Have excessive talking students' practise.- 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:

- Watch a video and answer the questions.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video. https://www.youtube.com/watch?v=D9OOXCu5XMg</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 the Ss listen, teacher shows the question. - Ss raise their hands to grab the chance to answers. - T checks if the answers are correct or incorrect and leads in the lesson. <p>Question: <i>"What message does the video convey?"</i></p>	<p>Suggested answers: <i>The message is that it's good to be yourself. The film's goal is to empower children of all ages to find the courage to look inside and love themselves as they are.</i></p>

e. Assessment

- Teacher observes the students and give 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 show. Put the main points in the order they are mentioned. There is one extra choice. (p.121)
- **Task 2.** Listen to the talk show again. Choose the correct answers A, B, or C. (p.122)

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and solve the exercises successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Task 1. Listen to a talk show. Put the main points in the order they are mentioned. There is one extra choice. (9 mins)	
<ul style="list-style-type: none"> - Ask Ss if they remember what body-shaming is. Tell them that they are going to listen to a talk show about body-shaming. - Ask Ss to read the ideas (A-D) and put them in the order that they appear on the recording. Remind them that there is ONE extra option. - Play the recording for Ss to listen and number the points. - Check answers as a class. 	<p><i>Answer keys:</i> 1. A 2. D 3. B</p>
Task 2. Listen to the talk show again. Choose the correct answers A, B, or C. (9 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the questions and options, and check understanding. - T identifies the types of questions and review some strategies for each type, e.g., underlining key words for Q2 (listening for information not given in the text), paying attention to paraphrases for Q3 (making inference), and understanding the organization of ideas for Q4 (making prediction). - Check answers as a class. - Extension: Put Ss into pairs. Ask them to summarize the main contents of the talk. Invite some Ss to share their summary in front of the class. 	<p><i>Answer keys:</i> 1. A 2. C 3. A 4. B</p>

Audio script

TV host	Good evening, everyone. Welcome to Teens' World. Today we have in our studio Dr. Janet Harrison. She's a psychologist who has worked on teen issues for many years. Welcome to our program, Dr. Harrison.
Dr. Harrison	Thank you for having me here.
TV host	You told us that you'd like to discuss a serious teen problem today. What's it?
Dr. Harrison	Well, it's body-shaming - the act of making fun of someone because of his or her appearance.
TV host	Oh, I recall being called "fat" and "ugly" by one of my classmates when I was at secondary school. Is it an example of body-shaming?
Dr. Harrison	I'm sorry to hear that, and yes, it is. Although body-shaming is not a new topic, it has recently become more common today. You see, as young people are using more and more Internet, body-shaming can be done online. People can post anything offensive about others and invite others to join them.
TV host	That sounds terrible!
Dr. Harrison	It is. Victims of body-shaming may have to suffer from a lot of health and mental problems. The most common ones are depression and low self-confidence.
TV host	So, do you have any suggestion for teenagers who are the victims?
Dr. Harrison	Well, the first thing they should do is ... (fading)

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. Which of the ways below do you think is the best way to deal with body shaming? give your reasons. (p.122)
- **Task 2.** Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. Report to the class and vote for the best response. (p.122)

c. Expected outcomes:

- Students come up with good ideas and good ways to deal with body shaming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Which of the ways below do you think is the best way to deal with body shaming? give your reasons. (9 mins)	
<ul style="list-style-type: none">- Put Ss in pairs. Ask them to discuss which they think is the best way to deal with body-shaming.- Before they start, quickly review different techniques for starting, maintaining, and concluding a conversation or discussion by writing on the board some key communication strategies and eliciting useful expressions, e.g. <i>Can you tell me one way to start a conversation? When we end a conversation, what should we do?</i>- Encourage Ss to use the expressions when they discuss the questions in pairs.- Go through each point and ask Ss how each point will help victims of body shaming. e.g., 1) People should ignore negative comments especially online and pretend that they don't even hear them. Responding to rude comments will only give the other person more attention and more opportunities to be rude and offensive.- Walk around and provide help if necessary.	<i>Students' performance</i>
Task 2. Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. Report to the class and vote for the best response. (10 mins)	
<ul style="list-style-type: none">- Ask Ss to read the situations carefully.	<i>Students' performance</i>

- | | |
|--|--|
| <ul style="list-style-type: none"> - Tell Ss that they are going to work in groups to discuss each situation and provide a suitable response. Encourage them to continue using the communication strategies for starting, maintaining and concluding a discussion. - Put Ss in groups and assign one person to be the group note taker to take notes of their ideas. Ss can use the notes to formulate the final response that most group members agree on. - Set a time limit for the activity. - Have some Ss present their ideas the whole class. - Ask other Ss to vote for the best idea. Announce and praise the winners. | |
|--|--|

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 3. Reading and Writing.

Board Plan

Date of teaching

REVIEW 4

Lesson 2: Skills (1) - Listening & Speaking

***Warm-up**

Watch a video.

*** Listening**

- **Task 1.** Listen to a talk show. Put the main points in the order they are mentioned. There is one extra choice. (p.121)
- **Task 2.** Listen to the talk show again. Choose the correct answers A, B, or C. (p.122)

*** Speaking**

- **Task 1:** Work in pairs. Which of the ways below do you think is the best way to deal with body shaming? give your reasons. (p.122)

- **Task 2.** Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. Report to the class and vote for the best response. (p.122)

***Homework**

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Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 102:

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

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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.	- Explain expectations for each task in detail. Have excessive talking students practise. - 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:

- Watch 2 videos about national parks and answer the questions.

c. Expected outcomes:

- Students understand what is inside a national park.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher shows the rule to all students - There are two videos about two National Parks: Cuc Phuong (Ninh Binh- Vietnam) and Saguaro (Arizona- USA). - Ss watch the video and memorize the details (landscape- fauna- flora). - After the videos, T shows screenshots from the same 2 videos. - Ss raise hands and decide which national park the screenshots belong to. - T leads into the lesson. "What can be found inside a national park?" Ss elicit the idea from T and videos. 	<p><i>Answers:</i></p> <ol style="list-style-type: none"> 1. Saguaro NP 2. Saguaro NP 3. Cuc Phuong NP 4. Saguaro NP 5. Cuc Phuong NP 6. Cuc Phuong NP

e. Assessment

- Teacher observes the students and give feedback.

2. ACTIVITY 1: READING (18 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. Choose the best heading for each section. There are TWO extra headings. (p.122)
- **Task 2.** Read the article again. Which paragraph contains the following information? Write A, B, or C (p.123)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Read the article. Choose the best heading for each section. There are TWO extra headings. (6 mins)</p>	

<ul style="list-style-type: none"> - Ask Ss if they have been to Cuc Phuong National Park. Invite some Ss to quickly share their experiences and tell them that they are going to read about the national park today. - Ask Ss to quickly skim through the text and choose the best heading for each section. - Check answers as a class. Have Ss explain why options 4 and 5 are not appropriate, e.g. They mention some details in Section C, rather than the main idea of the whole section. 	<p>Answer keys: A.2 B.1 C.3</p>
<p>Task 2. Read the article again. Which paragraph contains the following information? Write A, B, or C. (6 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to read the five points and check understanding. - In stronger classes, have them do the activity first, then read the text to check their answers. In weaker classes, do the first one as an example and have Ss read the text again to locate the information. - Check answers as a class. - Ask Ss to provide evidence from the text to support each answer, e.g. 1 B (attracts many nature lovers, very popular). 	<p>Answer keys: 1 B 2A 3 C 4 B 5 C</p>
<p>Extension: (6 mins)</p>	
<p>Put Ss into teams. Ask them to study the numbers in the text for one minute, then close their books. Write a number on the board, e.g. 400, 2000, 3,000. The first group to say what the number refers to, e.g. 400 species of butterflies, 2000 kinds of plants, 3000 bird species wins a point The winner is the team with most points.</p>	

e. Assessment

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

3. ACTIVITY 2: WRITING (19 mins)

a. Objectives:

- To help Ss generate ideas for a proposal.
- To help Ss practise writing a proposal.

b. Content:

- **Task 1:** Work in pairs. Discuss the advert and the questions below. Add more details. (p. 123)
- **Task 2:** Write your proposal (150–180 words). Use the idea in 1 and the outline below to help you. (p. 123)

c. Expected outcomes:

- Students develop writing skills on the given topic. They can complete a proposal for protecting Cuc Phuong National Park.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the advert and the questions below. Add more details. (9 mins)	
<ul style="list-style-type: none">- Ask Ss to read the advert in the box and check understanding. Encourage them to underline key words to identify the topic (i.e., how to protect Cuc Phuong national park) and the task (i.e., writing a short proposal)- Put Ss in pairs to read the suggested plan for their proposal and complete the missing items.- Encourage Ss to add more ideas to the plan or come up with their own plan.	<i>Students' performance</i>
Task 2: Write your proposal (150–180 words). Use the idea in 1 and the outline below to help you. (10 mins)	
<ul style="list-style-type: none">- Ask Ss to write their proposals, using the ideas in Activity 1 and the outline in Activity 2.- In weaker class, quickly review the outline and useful sentence structures in writing a proposal.- Give Ss enough time to write their proposals. Walk round the class and offer help.- Collect some or all Ss' proposals and give written feedback in the next lesson.	<i>Sample answer</i>

Sample answer:

<p>Title: Preserving Cuc Phuong ecosystem To: Vietnam Wildlife Conservation Committee Date: February 25th, 20__ Prepared by: Vu Hoang Ha</p> <p>Introduction Cuc Phuong is famous for its wonderfully rich ecosystem. However, the National Park has been threatened by human activities such as illegal hunting, logging and littering. Therefore, we would like to propose some ideas for protecting its ecosystem.</p> <p>Details We would like to create an online photo album of the area on the park website. The photos will show eco-friendly activities such as picking up litter, going on ecotours, planting trees, and activities that can harm the ecosystem in Cuc Phuong, e.g., cutting down trees, or littering in the forest. Anyone interested, especially tourists to Cuc Phuong, will be able to take photos and post them on the website for everyone to see. This initiative will last for at least one year.</p> <p>Goals and benefits</p>

Our goals are to raise awareness of the need to protect Cuc Phuong ecosystem, and to promote environmentally friendly activities. The campaign will also help people identify any activity which can damage the ecosystem and report it when they see it.

Conclusion

We hope that you will consider our proposal. We believe that this initiative will encourage more people to take action against damaging the ecosystem of Cuc Phuong National park.

(182 words)

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.

Board Plan

Date of teaching

REVIEW 4

Lesson 3: Skills (2) – Reading and Writing

***Warm-up**

Watch videos.

*** Reading**

- **Task 1.** Read the article. Choose the best heading for each section. There are TWO extra headings. (p.122)

- **Task 2.** Read the article again. Which paragraph contains the following information? Write A, B, or C (p.123)

- **Extension.**

*** Writing**

- **Task 1:** Work in pairs. Discuss the advert and the questions below. Add more details. (p. 123)

- **Task 2:** Write your proposal (150–180 words). Use the idea in 1 and the outline below to help you. (p. 123)

***Homework**