

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

**Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG**

**Ngày soạn: 10/ 10 / 2025**

**Thời gian thực hiện: Tuần 6 (13/10 – 18/10/2025)**

**Lớp dạy: 11/2, 11/9, 11/10, 11/13**

**UNIT 2: THE GENERATION GAP**

**PERIOD 16: Lesson 7: Communication and Culture / CLIL**

**I. OBJECTIVES**

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

**1. Knowledge**

- Expand vocabulary with the topic of the unit;
- Know about the generation gap in Asian American families;
- Review asking for and giving permission.

**2. Core competence**

- Be able to ask for and give permission;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

**3. Personal qualities**

- Be ready to offer help to others when necessary;
- Recognise the generation gap in Asian American families.

**II. MATERIALS**

- Grade 11 textbook, Unit 2, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Assumption**

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<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>
Students may lack vocabulary to	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li></ul>

deliver a speech	<ul style="list-style-type: none"> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
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### III. PROCEDURES

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

##### a. Objectives:

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

##### b. Content:

- Game: Hidden picture

##### c. Expected outcomes:

- Students can get ready to learn about the generation gap in Asian American families

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Game: Hidden picture</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the instructions for the game and asks Ss how to play.</li> <li>- Teacher confirms the rules (if necessary).</li> <li>- Ss work in 4 big groups and quickly raise their hands to answer.</li> <li>- Teacher calls the fastest group to answer and gives points for the correct answers.</li> <li>- The winner is the group with the most correct answers.</li> <li>- Teacher congratulates the winner and leads in the new lesson.</li> </ul>	<p><b>Key:</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">   <b>Viet Nam</b> </div> <div style="text-align: center;">   <b>Thailand</b> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">   <b>America</b> </div> <div style="text-align: center;">   <b>Mexico</b> </div> </div>

##### e. Assessment

- Teacher observes the groups and gives feedback.

#### 2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

##### a. Objectives:

- To provide a model conversation in which speakers ask for and give permission.
- To review expressions to ask for and give permission.

##### b. Content:

- **Task 1:** Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.25)

- **Task 2:** Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Provide reasons for not giving permission. Use the expressions below to help you. (p.25)

**c. Expected outcomes:**

- Students can use appropriate language to ask for and give permission in certain situations.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about?</i></li> <li>- Teacher has Ss listen and complete the conversation with the expressions from the box.</li> <li>- Teacher checks answers by asking two Ss to read out the conversation.</li> <li>- Teacher has Ss underline expressions used to ask for permission (<i>Can I ...; Is it OK if I ...</i>) and giving permission (<i>Certainly./ I'm afraid not.</i>).</li> <li>- Teacher puts Ss in pairs and has them practise the conversation.</li> </ul>	<b>Answer key</b> 1. D 2. C 3. A 4. B
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 3 groups: asking for permission, giving permission, and refusing permission.</li> <li>- Ss work in groups to do the task.</li> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<b>Useful expressions</b> <b>Asking for permission:</b> • <i>(Please) Can I ...?</i> • <i>Do you mind if I (go) ...?</i> • <i>Would you mind if I (went) ...?</i> • <i>Is it OK if I (go) ...?</i> <b>Giving permission:</b> • <i>Sure.</i> • <i>Of course you can.</i> • <i>No problem.</i> • <i>Please feel free to ...</i> <b>Refusing permission:</b> • <i>I'm afraid not.</i> • <i>No, please don't.</i> • <i>I'm afraid you can't.</i> • <i>I'm sorry, but that's not possible.</i>
<b>Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Provide reasons for not giving permission. Use the expressions below to help you. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read through the situations and check understanding. Ask them if they have been in similar situations and if they have been given permission.</li> <li>- Teacher has Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board.</li> <li>- Teacher goes through the Useful expressions in the box and reminds Ss to use them in their conversations.</li> <li>- In stronger classes, encourage them to be more creative and use a variety of sentence structures.</li> <li>- Teacher has Ss spend a few minutes planning their conversations, e.g. decide how they are going to start each one, whether they are going to give</li> </ul>	<i>Students' answers</i>

<p>permission and what reasons they are going to give for not giving permission. Then have Ss practise their conversations.</p> <p>- Teacher invites several pairs of Ss to role-play their conversations in front of the class. Praise for good effort, clear pronunciation, and fluent delivery.</p>	
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#### e. Assessment

- Teacher observes Ss's work and gives feedback.
- Teacher gives a score to evaluate Ss' performance.

### 3. ACTIVITY 2: CULTURE (15 mins)

#### a. Objectives:

- To help Ss practise the words in meaningful contexts.
- To help Ss relate what they have learnt about the generation gap to real-life situations.

#### b. Content:

- **Task 1:** Read the text and complete the comparison table below. (p.25)
- **Task 2:** Work in groups. Discuss the following questions. (p.26)

#### c. Expected outcomes:

- Students understand the details in the text, memorise them and are able to use them in a meaningful context.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Read the text and complete the comparison table below (6 mins)</b>	
<p>- Teacher asks Ss some questions to find out what they already know about Asian American families, e.g. <i>Who are Asian Americans? (People in the USA who trace their roots in countries in Asia.) What ethnic groups do they come from? Do you think Asian American families are different from American families? What is the difference?</i></p> <p>- Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What causes the generation gap in these families? What are the parents in these families like? What are the teenagers in these families like?</i></p> <p>- Teacher puts Ss into pairs. Ask them to read the text about the generation gap in Asian American families and complete the comparison notes. Walk round the class and offer help, explaining unfamiliar words or answering questions.</p> <p>- Teacher checks answers as a class by calling on pairs to write the missing words on the board.</p> <p>- Teacher goes back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. English</li> <li>2. American traditions</li> <li>3. native</li> <li>4. cultural values</li> </ol>
<b>Task 2. Work in groups. Discuss the following questions. (5 mins)</b>	
<p>- Teacher has Ss look back at the text and list the information about the <i>conflicts in Asian American families, the parents' points of view; the teenagers' points of view ...</i></p>	<p><i>Students' answers.</i></p>

- Teacher asks Ss to work in groups and discuss the questions. Walk around and help Ss if necessary.	
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**e. Assessment**

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

**4. ACTIVITY 3: EXTRA ACTIVITY (5 mins)**

**a. Objectives:**

- To help Ss apply the knowledge to talk about the differences among Asian American children and Asian American parents.

**b. Content:**

- Talk about the differences among Asian American children and Asian American parents.

**c. Expected outcomes:**

- Students can talk about the differences among Asian American children and Asian American parents.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Talk about the differences among Asian American children and Asian American parents. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks the students to work in groups and look at the summary about the differences among Asian American children and Asian American parents.</li> <li>- Students use the structures to give opinions and the ideas in the summary to talk about.</li> <li>- Teacher calls some students to present in front of the class.</li> </ul>	<i>Students' answers</i>

**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.
- Prepare for Lesson 8 - Looking back and project.

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**UNIT 2: THE GENERATION GAP**

**PERIOD 17:**

**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 2;
- 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 more creative when doing the project;
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 2, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
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>- 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 stir up the atmosphere and activate students' knowledge on the topic of the generation gap.
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Game: Lucky number

##### c. Expected outcomes:

- Students can get ready to learn about differences among generations.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Game: Lucky number</b> <ul style="list-style-type: none"><li>- Ss work in 2 teams</li><li>- There are 7 numbers, 2 of which are lucky ones.</li><li>- If Ss choose a lucky number, they get one point without answering the question.</li><li>- If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it.</li><li>- This student has to use words or actions to describe it (without saying the word directly)</li><li>- Other Ss try to guess the words. One point for a correct answer.</li><li>- The group with the most points is the winner.</li></ul>	<b>Suggested words:</b> <ul style="list-style-type: none"><li>1. <i>cultural values</i></li><li>2. <i>traditional views</i></li><li>3. <i>lifestyle</i></li><li>4. <i>musical tastes</i></li><li>5. <i>career choices</i></li></ul>

##### e. Assessment

- Teacher observes the groups and gives feedback.

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

##### a. Objectives:

- To help Ss review contracted or full forms.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review Modal verbs: must, have to, and should.

##### b. Content:

- **Task 1:** Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs. (p.26)
- **Task 2:** Solve the crossword. Use the words or phrases you have learnt in this unit. (p.27)
- **Task 3:** Choose the correct answers A, B, C or D to complete the following sentences. (p.27)

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<b>Task 1: Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to listen and identify the forms: contracted or full forms in each sentence.</li> <li>- Teacher has Ss practise saying these exchanges in pairs paying attention to the contracted forms.</li> <li>- Teacher asks several pairs of Ss to role-play the exchanges in front of the class. Praise for good pronunciation and fluent delivery.</li> </ul>	<b>Answer key</b> 1. <i>mustn't</i> 2. <i>don't</i> 3. <i>It's</i> 4. <i>I have</i>
<b>Task 2: Solve the crossword. Use the words or phrases you have learnt in this unit. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss look at the crossword, and the clues.</li> <li>- Teacher asks Ss to read each clue and focus Ss' attention on the gap in it.</li> <li>- Teacher tells Ss to study the context carefully and decide on the word or phrase to fill in the gap. In weaker classes, brainstorm vocabulary items encountered in the unit and write them on the board for Ss' reference.</li> <li>- Teacher asks Ss to fill in the words/ phrases in the crossword.</li> <li>- Teacher has Ss check their answers in pairs / groups.</li> <li>- Teacher checks answers as a class by asking individual Ss to read the sentences.</li> </ul>	<b>Answer key</b> <b>DOWN</b> 1. <i>nuclear</i> 2. <i>generation</i> <b>ACROSS</b> 3. <i>screen time</i> 4. <i>extended</i> 5. <i>conflict</i> 6. <i>digital native</i>
<b>Task 3: Choose the correct answers A, B, C or D to complete the following sentences.. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read each sentence and choose the correct modal verb to complete it.</li> <li>- Teacher reminds Ss to study the context carefully and decide which option is the correct one.</li> <li>- Check answers as a class by playing the recording.</li> <li>- Teacher asks individual Ss to read the sentences.</li> </ul>	<b>Answer key:</b> 1. <i>A</i> 2. <i>B</i> 3. <i>C</i> 4. <i>D</i> 5. <i>A</i>

#### e. Assessment

- Teacher observes Ss's work and gives feedback.

### 3. ACTIVITY 2: PROJECT (28 mins)

#### a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.

#### b. Content:

- Presentation of generational differences among us.

#### c. Expected outcomes:

- Students are able to give an oral presentation about generational differences.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Instructions (already given in Lesson 1 – Getting Started)</b>	
<ul style="list-style-type: none"> <li>- T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups.</li> <li>- Ss work in groups and prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of survey results.</li> <li>- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick</li> </ul>	<i>Students' preparation</i>



<p>appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.</p> <ul style="list-style-type: none"> <li>- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	
<b>Students' presentations at class</b>	
<ul style="list-style-type: none"> <li>- All groups make presentations.</li> <li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li> </ul>	<i>Students' presentation</i>

#### **e. Assessment**

- T gives comments and feedback to all presentations and awards a prize to the group which has the most votes.

#### **4. CONSOLIDATION (3 mins)**

##### **a. Wrap-up**

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

##### **b. Homework**

- Do exercises in the workbook.
- Prepare for Review 1

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**REVIEW 1**

**PERIOD 18:**

**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 11 textbook, Review 1
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *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 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 AND STUDENTS' ACTIVITIES	CONTENTS
<b>MIMING GAME</b> <ul style="list-style-type: none"> <li>- Teacher lists out some key words of Unit 1, Unit 2 and Unit 3.</li> <li>- Teacher has a volunteer come to the front then whispers one of the words into his/her ears.</li> <li>- 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>- The class plays the game together.</li> <li>- T checks if the answers are correct or incorrect and leads in the lesson.</li> </ul>	<b>Suggested words:</b> <i>squat, star jump, bacteria, conflict, curious, screen time, infrastructure, skyscraper</i>

**e. Assessment**

- Teacher observes the groups and gives feedback.

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

- To help Ss review strong and weak forms, contractions and consonant-to-vowel linking and provide further pronunciation practice.

**b. Content:**

- Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (∪). Practise saying the conversation in pairs. (p.38)

**c. Expected outcomes:**

- Students can identify the strong and weak forms of auxiliary verbs, recognize contracted forms and revise how to link final consonants to initial vowels.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (∪). Practise saying the conversation in pairs. (p.38)</b>	
<ul style="list-style-type: none"> <li>- Teacher plays the recording for Ss to listen and do the activity individually. Then have them compare their answers in pairs.</li> <li>- Teacher plays the recording again, pausing after each</li> </ul>	<b>Answer keys:</b> A: What <u>is</u> it like living in <u>a</u> skyscraper? B: It <u>is</u> great. I <u>can</u> enjoy the best views <u>of</u> the city from my sofa. A: <u>Do</u> you have <u>a</u> balcony? B: No, I <u>don't</u> . But <u>I</u> have huge windows.

<p>sentence for Ss to check their answers.</p> <ul style="list-style-type: none"> <li>- Teacher writes the marked sentences on the board if necessary.</li> <li>- Ss work in pairs to practise the conversation.</li> </ul> <p><b>Extension:</b> Teacher asks Ss to choose a text from previous units. Mark any weak/strong/contracted forms and linked sounds, and practise it in pairs.</p>	
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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: Choose the correct answer A, B, C or D to complete the following sentences (p.38)
- Task 2: Solve the crossword. (p.39)

**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 AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Choose the correct answer A, B, C or D to complete each of the following sentences. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to do the activity individually, then compare answers in pairs.</li> <li>- Individual Ss share their answers with the class.</li> <li>- Teacher confirms the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. C</li> <li>4. D</li> <li>5. B</li> <li>6. C</li> </ol>
<p><b>Task 2. Solve the crossword. Use words or phrases you have learnt in Units 1, 2, and 3. The first letters are given to help you. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to do the activity individually, then compare answers in pairs.</li> <li>- Teacher tells Ss that they have learnt all the words and phrases in Unit 1, 2 and 3. The first letters are given to help them find the answer more easily.</li> <li>- Individual Ss share their answers with the class.</li> <li>- Teacher confirms the correct answers.</li> <li>- <b>Extension:</b> Invite individual Ss to add other topic-related words they have learnt from Unit 1 to Unit 3. Make sure there</li> </ul>	<p><b>Answer key:</b></p> <p>DOWN</p> <ol style="list-style-type: none"> <li>1. skyscrapers</li> <li>2. dwellers</li> </ol> <p>ACROSS</p> <ol style="list-style-type: none"> <li>3. treatment</li> <li>4. values</li> <li>5. screen time</li> <li>6. strength</li> </ol>

are about 15 words. Teacher writes all the words on the board. Have Ss study them for half a minute, then the teacher asks Ss to cover/close their eyes. Erase one word from the board. Have Ss open their eyes and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.

**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 review past simple and present perfect and provide further grammar practice.
- To help Ss review linking verbs and stative verbs in the continuous form and provide further grammar practice.
- To help Ss review modal verbs *must*, *have to* and *should* and provide further grammar practice.

**b. Content:**

- Task 1. Complete the sentences with the correct forms of the verbs in brackets. (p.39)
- Task 2. Choose the correct words or phrases. (p.39)
- Task 3. Choose the correct answer A, B, C or D to complete each of the following sentences (p.39)

**c. Expected outcomes:**

- Students know how to use the past simple or the present perfect, review linking verbs and stative verbs in continuous form and distinguish the use of modal verbs.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Complete the sentences with the correct forms of the verbs in brackets. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the sentences and check comprehension.</li> <li>- Ss complete the sentences individually with the correct form of the verbs in brackets.</li> <li>- Teacher checks answers by having individual Ss call out the verb forms first, then read the complete sentences.</li> <li>- Teacher confirms the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. took up</li> <li>2. has just decided</li> <li>3. have won</li> <li>4. started</li> <li>5. have received</li> <li>6. have already shown</li> </ol>
<b>Task 2. Choose the correct words or phrases. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to do the activity individually, then compare answers in pairs.</li> <li>- Individual Ss share their answers with the class.</li> <li>- Teacher confirms the correct answers.</li> <li>- <b>Extension:</b> Put Ss into two teams. Have Team 1 write sentences using stative verbs describing feelings, emotions, thoughts, or senses, e.g. <i>I think I need a holiday.</i> Team 2</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. angry</li> <li>2. I'm thinking / stressed</li> <li>3. Do you remember</li> <li>4. is getting / do you think</li> </ol>

should write sentences using stative verbs in the continuous form, e.g. <i>I'm seeing my cousin tomorrow</i> . Then have teams swap their sentences and try to write new sentences using the same verb, but changing its meaning to an action or a state, e.g. <i>I'm thinking about my next holiday</i> . <i>I don't see the house now</i> .	
<b>Task 3. Choose the correct answer A, B, C or D to complete each of the following sentences.</b> (4 mins)	
<ul style="list-style-type: none"><li>- Teacher asks Ss to do the activity individually, then compare answers in pairs.</li><li>- Individual Ss share their answers with the class.</li><li>- Teacher confirms the correct answers.</li></ul>	<b>Answer key:</b> <div>1. A            2. B            3. C</div> <div>4. D            5. C            6. B</div>

**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.