

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN
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: 12/1, 12/5

UNIT 2: A MULTICULTURAL WORLD

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;
- Gain knowledge about culture shock;
- Review expressions for making introductions and responding to them.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be sensible when making introductions and responding to them;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 2, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<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.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks- Encourage students to work in groups so that they

	can help each other.
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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;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Board race

c. Expected outcomes:

- Students can get knowledge about famous people in the world and their famous sayings.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Board race <ul style="list-style-type: none"> - Teacher divides the class into four teams and the board in four sections and gives a board pen to one of the Ss in each team. - Teacher calls out the theme (<i>Festivals</i>) and gives them two minutes to write as many names of festivals as they can in 2 minutes. - Each student of the team comes to the board and writes down a name. - When the game is finished, Teacher has teams check each other's spelling and count how many correct names each team has written. - Teacher leads in the new lesson by asking some questions. 	<ul style="list-style-type: none"> - Students come to the board one by one to write the answer. - Students check their answers with the class. 	<i>Students' answers</i>

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 make introductions and respond.
- To review how to make introductions and respond.
- To help Ss practise making introductions and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.28)

- Useful expressions
- Task 2: Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you. (p.28)

c. Expected outcomes:

- Students can use appropriate language to make introductions and respond.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?</i> - Give Ss a few minutes to read the expressions in the box and check student's understanding. - In stronger classes, encourage Ss to fill in the gaps based on context clues. - Have Ss listen and complete the conversation with the words from the box. - Check answers by asking two Ss to read out the conversations. - Have Ss underline expressions used to make introductions and respond (<i>I'd like you to meet...; this is...; It's nice to meet you...; Pleased to meet you...</i>) - Put Ss in pairs and have them practise the conversation. - Invite some pairs to role play the conversation in front of the class. 	<ul style="list-style-type: none"> - Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A 3. C 4. D
Useful expressions (7 mins)		
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: Introducing people and responding to introduction - Teacher asks Ss to classify the expressions into two groups. - Check as a class. - T asks if Ss can add some more expressions. 	<ul style="list-style-type: none"> - Ss work in groups to do the task. 	<p>* Introducing people</p> <p>Formal/ Semi-formal</p> <ul style="list-style-type: none"> • <i>I'd like you to meet ...</i> • <i>I'd like to introduce/present ...</i> • <i>It's a pleasure to introduce ...</i> • <i>May I introduce/present ...?</i> <p>Informal</p> <ul style="list-style-type: none"> • <i>This is ...</i> • <i>I want you to meet ...</i> • <i>Let me introduce you to ...</i> • <i>Please meet ...</i>

		<ul style="list-style-type: none"> • <i>Have you met ...?</i> <p>* Responding Formal/ Semi-formal</p> <ul style="list-style-type: none"> • <i>It's nice to meet you.</i> • <i>How nice to meet you.</i> • <i>It's a pleasure to meet you.</i> • <i>How do you do?</i> <p>Informal</p> <ul style="list-style-type: none"> • <i>Hi, great/ nice to meet you.</i> • <i>Pleased/ Happy to meet you.</i>
Task 2: Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read through the situations and check students' understanding. Ask them if they have been in similar situations, e.g. if their class or club has a new member, how they make introductions and respond. - Have Ss work in groups of three. 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. - Go through the <i>Useful expressions</i> in the box and remind Ss to use them in their conversations. - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. <i>how they are going to start the conversation, how they introduce a new member to the whole class, how their class will respond...</i> - Walk around the class and provide help if needed. - Call on some groups to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for making introductions and responses, clear pronunciation and fluent delivery. 	<ul style="list-style-type: none"> - Students work in groups of three. - Make plan for the role-play - Practice the role-play, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Sample conversations:</p> <p>1.</p> <p>Student A: Hello class. I would like to introduce Nam – a new member of our class. He has just moved from Nam Dinh High School. Please welcome him.</p> <p>Student B: Hello, everyone. My name is Nam. It's nice to meet you.</p> <p>Student C: Hi, Nam. Nice to meet you, too. Welcome to our class</p> <p>2.</p> <p>Student B: Hey, Long. Have you met Pit? He has joined our football club this week.</p> <p>Student A: Not yet. Hi, happy to meet you, Pit. I'm Long.</p> <p>Student C: Hi Long, great to meet you, too.</p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help Ss learn about culture shock;
- To help Ss relate what they have learnt about culture shock to the situation in Viet Nam.

b. Content:

- Task 1: Read the text and put a tick (✓) or cross (X) in the box next to the pictures to show the appropriate behaviour in different cultures. (p.29)
- Task 2: Work in groups. Discuss the questions. (p.29)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about culture shock to the situation in Viet Nam.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and put a tick (✓) or cross (X) in the box next to the pictures to show the appropriate behaviour in different cultures. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. <i>What does culture shock mean? Have you ever experienced culture shock? Who do you think often experience culture shock?</i> - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What is culture shock? How can people overcome culture shock? Can you list some examples of culture shock?</i> - Put Ss into pairs. Ask them to read the text and complete the question by putting a tick or a cross in the box. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer. - Go 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. 	<ul style="list-style-type: none"> - Students answer the questions. - Students work in pairs to read the text and complete the question by putting a tick or a cross in the box. 	<p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. ✓ 2. X 3. ✓ 4. X
Task 2: Work in groups. Discuss the questions. (8 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in groups to discuss the two questions. - In weaker classes, ask questions to brainstorm ideas as a class, e.g. <i>Do foreigners experience culture shock when they visit Viet Nam? What are they?</i> - To answer the first question, encourage Ss to compare the cultural features of Viet 	<ul style="list-style-type: none"> - Students work in groups to discuss the question. - Students share their ideas in front of class. 	<p><i>Suggested answers:</i></p> <p>Visitors may experience different kinds of culture shock when they come to Viet Nam. For example, they may not be used to using chopsticks when eating or enjoying many</p>

<p>Nam with other western countries, e.g: <i>eating habits (using chopsticks, street foods), transportation (full of vehicles on the road), languages (different dialects across regions; shopping (street markets, bargaining)</i>. Then they come up with some solutions to help foreigners overcome these shocks (<i>make friends with foreigners and guide them, design leaflets/clips/videos about cultural features of Viet Nam..</i>)</p> <p>- Invite some groups to present a summary of their discussion to the class.</p>		<p>dishes in the streets. Some may find Vietnamese people in different regions (the North, Middle and the South) have different dialects.</p> <p>To help these visitors, we can make friends with them and guide them when they want to explore the city or culture. Moreover, we can design some clips or leaflet to introduce special features of Vietnamese culture and some taboo topics they should avoid.</p>
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e. Assessment

- Teacher corrects students' answers as a whole class.
- Teacher checks students' pronunciation and gives feedback.

5. 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: A MULTICULTURAL WORLD

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 proud and respectful of Vietnamese and other cultures
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, 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">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 2.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number <ul style="list-style-type: none"> - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly). - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	<ul style="list-style-type: none"> - Students join the game in two teams, describe and guess the words. 	Suggested words: <ol style="list-style-type: none"> 1. originate 2. trend 3. identity 4. cuisine 5. booth

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 /ɔɪ/, /aɪ/, and /aʊ/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Past Simple and Past Continuous.

b. Content:

- Pronunciation: Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (p.30)
- Vocabulary: Choose the correct word to complete each of the sentences. (p.30)
- Grammar: Choose the best answer A, B, C, or D. (p.30)

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																				
Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (4 mins)																						
<ul style="list-style-type: none">- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline and circle those words respectively.- Check answers as a class by playing the recording.- Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.	<ul style="list-style-type: none">- Students do the task individually.- Students listen to the recording and check the answers as a whole class.	<div>Answer key:<table><tr><th></th><th>/ɔɪ/</th><th>/aɪ/</th><th>/aʊ/</th></tr><tr><td>1</td><td></td><td>my, idols</td><td>shouted, loudly</td></tr><tr><td>2</td><td>enjoyed</td><td>Mike, life, despite</td><td></td></tr><tr><td>3</td><td>choice</td><td>wide, spicy</td><td></td></tr><tr><td>4</td><td></td><td>final</td><td>announced</td></tr></table></div>		/ɔɪ/	/aɪ/	/aʊ/	1		my, idols	shouted, loudly	2	enjoyed	Mike, life, despite		3	choice	wide, spicy		4		final	announced
	/ɔɪ/	/aɪ/	/aʊ/																			
1		my, idols	shouted, loudly																			
2	enjoyed	Mike, life, despite																				
3	choice	wide, spicy																				
4		final	announced																			
Choose the correct word to complete each of the sentences. (4 mins)																						
<ul style="list-style-type: none">- Ask Ss to read each sentence and check comprehension. Then focus Ss' attention on the options and differentiate them.- Tell Ss to study the context carefully and decide on the suitable word to complete each sentence.- Have Ss check their answers in pairs.- Check answers as a class by asking individual Ss to read the sentences.	<ul style="list-style-type: none">- Students do the task individually.- Students check their answers with their partners.	<div>Answer key:<ol style="list-style-type: none">trendoriginateidentitycuisine</div>																				
Choose the best answer A, B, C, or D. (4 mins)																						
<ul style="list-style-type: none">- Ask Ss to read the text and then decide which option is needed for each blank.- Have Ss check their answers in pairs / groups.- Check answers by asking individual Ss to read a blank each and elicit the use of articles in each blank.	<ul style="list-style-type: none">- Ss read the text and then decide which option is needed for each blank.- Students check the answers in pairs.	<div>Answer key:<ol style="list-style-type: none">ABADB</div>																				

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 a presentation.


b. Content:

- Introduce a culture

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster.- Have Ss work in their groups. Give them a few minutes to get ready for their poster presentation. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters.- Have groups display their posters. Ask the group representative to stand next to their posters while the rest of the class walk around, study the posters and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions.- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.	<ul style="list-style-type: none">- All groups exhibit their posters and make presentations.- When one group makes a presentation, others listen and complete the evaluation sheet.	<p>Students' presentations</p> 

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 3.

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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 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">- 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 excessively talkative students practise.- 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 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
MIMING GAME - List out some key words of Unit 1, Unit 2 and Unit 3. - Have a volunteer come to the front then whispers one of the words into his/ her ears. - 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. - Check if the answers are correct or incorrect and leads in the lesson.	- Draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point. - The whole class plays the game together.	Suggested words: <i>genius, cutting-edge, diversity, trend, globalization, culture shock, carbon footprint, compost, landfill</i>

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
Task 1. Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the		

other three in pronunciation.		
<ul style="list-style-type: none"> - Have Ss pronounce all words, pay attention to the underlined sounds. - 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. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words. 	<ul style="list-style-type: none"> - Pronounce the words. - Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Check the answers. 	Answer key: 1-A 2-B 3-A 4-C
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"> - Have Ss pronounce all words, pay attention to the word stress. - 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. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words. 	<ul style="list-style-type: none"> - Pronounce the words. - Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Check the answers. 	Answer key: 1-B 2-A 3-D 4-A Exam strategies Pronunciation (MCQs): Identifying words whose main stress placement differs from the other three's. 1. Try pronouncing all words and mark the stress of each word. 2. If there's any word whose stress you are not sure about, skip it and focus on others. 3. If any two words share the same stress pattern, they cannot be the correct answers. If not, one of them is correct answer.

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
Task 1. Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word.		
<ul style="list-style-type: none"> - Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence. - 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. - Ask Ss to share their answers with the whole class. - Confirm the correct answers and ask Ss to explain for their choices. 	<ul style="list-style-type: none"> - Read the sentences. - Try replacing the underlined words and guessing the answer. - Work with a partner and share the answer. 	<p>Answer key: 1-A; 2-D; 3-C; 4-B</p> <p>Exam strategies Vocabulary (MCQs): Identifying the word(s) CLOSEST in meaning to the underlined word(s)</p> <ol style="list-style-type: none"> 1. Read the whole sentence, focus on the underlined word. 2. Try to understand the context around the underlined word. 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. 4. The words that change the meaning of the sentence cannot be the correct answer.
Task 2. Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.		
<ul style="list-style-type: none"> - Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence. - 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 	<ul style="list-style-type: none"> - Read the sentences. - Try replacing the underlined words and guessing the answer. 	<p>Answer key: 1-A; 2-B; 3-D; 4-C</p> <p>Exam strategies Vocabulary (MCQs): Identifying the word(s) OPPOSITE in meaning to the underlined word(s)</p> <ol style="list-style-type: none"> 1. Read the whole sentence and

<p>skip it and focus on the others. The word that makes the meaning of the sentence opposite can be the correct answer.</p> <ul style="list-style-type: none"> - Ask Ss to share their answers with the whole class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Work with a partner and share the answer. 	<p>focus on the underlined word.</p> <p>2. Try to understand the context around the underlined word.</p> <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>
Task 3: Mark the letter A, B, C, or D to indicate the correct answer.		
<ul style="list-style-type: none"> - Ask Ss to do the activity individually and tell Ss to read and try to understand the meaning of each sentence. - Have Ss look through four options and tell them to put each word from four options into the gap. - Tell them to choose the word that makes the sentence meaningful. - Ask Ss to share their answers with the class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Do the activity individually. - Try putting four options into the blanks and guessing the answer. - Share the answer with a partner. 	<p>Answer key:</p> <p>1-C</p> <p>2-B</p> <p>3-D</p> <p>4-C</p> <p>5-B</p> <p>6-A</p> <p>7-C</p> <p>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
Task 1. Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences		
<ul style="list-style-type: none"> - Tell Ss to read the whole sentence and focus on the underlined words/phrases. - 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. - 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. - 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. - Then have them compare answers and correct the mistakes in pairs, before confirming answers as a class. 	<ul style="list-style-type: none"> - Read the sentences. - Study the underlined parts, the phrases and the sentences that contain these parts to find the mistake. - Work with a partner and share the answer. 	Answer key: 1-A → to 2-B → off 3-A → found 4-A → arrived 5-B → the 6-B → the 7-B → for 8-C → which
Task 2. Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.		
<ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to read the sentences carefully and study the relationship between these sentences. - Tell Ss to read four options and choose the option that: <ul style="list-style-type: none"> + best represents the relationship between two sentences; + is grammatically incorrect; and + does not change the meaning of the original sentences. - Have Ss compare their answers in pairs. - Confirm the correct answers with the 	<ul style="list-style-type: none"> - Read the sentences. - Study the relationship between these sentences. 	Answer key: 1-A 2-C 3-B 4-A Exam strategies Sentence combination: Identifying the sentence that best combines a pair of given sentences 1. Read the two sentences and study the relationship between these sentences (e.g. addition, contrast, subordination).

whole class.	- Work with a partner and share the answer.	2. Read four options and choose the option that: - best represents the relationship between two sentences; - is grammatically incorrect; and - does not change the meaning of the original sentences.
Task 3. Mark the letter A, B, C, or D to complete each of the given sentences.		
<ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence. - Tell Ss to read four options and choose the option that: + is grammatically correct; and + does not change the meaning of the original sentences. - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole class. 	<ul style="list-style-type: none"> - Work in pairs. - Identify the grammar points that can be used to rewrite the original sentence. - Choose the most suitable option. - Share the answer with a partner. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. D 2. B 3. A 4. C <p>Exam strategies</p> <p>Sentence transformation: Identifying the sentence that is closest in meaning to a given sentence.</p> <ol style="list-style-type: none"> 1. Read the original sentence and recall the grammar structure that are tested in the original sentence. 2. Read four options and eliminate the options that can be grammatically incorrect. 3. Choose the sentence that doesn't change the meaning of the original sentence.

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.