



## REVIEW 2

### 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 4-5.
- Review the vocabulary and grammar they have learnt in Unit 4-5.

##### 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 2
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

#### Assumption

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</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;
- To enhance students' skills of cooperating with teammates.

###### b. Content:

- Menti game

###### c. Expected outcomes:

- Students can recall the previous knowledge and develop interest in the lesson

###### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p><b>Menti Game</b></p> <ul style="list-style-type: none"> <li>- Provide the link to the website MENTI.COM and asks Ss to use their smart devices to get access to the link.</li> <li>- T checks if the answers are correct or incorrect and reviews the meaning of the learning methods. T draws Ss' attention to three types of sentences and lets them give more examples for each type.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss do as required in the link: Write down three types of sentences you have learnt in Unit 5.</li> <li>- Ss share the answers with each other.</li> </ul>	<p>Write down three types of sentences you have learnt in Unit 5</p> <p><b>Answer key:</b> Simple sentence Compound sentence Complex sentence</p>
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**e. Assessment**

- Teacher observes the groups, listens to Ss' answers and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION (15 mins)**

**a. Objectives:**

- To check if Ss can identify different sounds and provide further pronunciation practice;
- To check if Ss can identify word stress and provide further pronunciation practice.

**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.72)
- 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.72)
- Task 3: Mark the letter A or B to indicate the stressed auxiliary or modal verb. Listen and check. Then practice saying the sentences in pairs. (p.72)
- Task 4: Read the following sentences. Underline the unstressed words in each one. Listen and check. Then practise saying the sentences in pairs. (p.72)

**c. Expected outcomes:**

- Students can revise different aspects of pronunciation learnt in Unit 4 and 5.

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Have Ss pronounce all words, pay attention to the underlined sounds.</li> <li>- If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Check the answers with the whole class.</li> </ul>		
	<ul style="list-style-type: none"> <li>- Pronounce the words.</li> <li>- Apply the tips to find the words whose underlined part differs from the other three in pronunciation.</li> <li>- Check the answers.</li> </ul>	<p><b>Answer key:</b> 1. D 2. B</p>



<ul style="list-style-type: none"> <li>- Have Ss work in pairs to practise saying these in words.</li> </ul>		
<b>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. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss pronounce all words, pay attention to the word stress.</li> <li>- If there is any word whose stress Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same stress, they cannot be the correct answers. If not, one of them is the correct answer.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Check the answers with the whole class.</li> <li>- Have Ss work in pairs to practise saying these in words.</li> </ul>	<ul style="list-style-type: none"> <li>- Pronounce the words.</li> <li>- Apply the tips to find the words whose stressed part differs from the other three.</li> <li>- Check the answers.</li> </ul>	<b>Answer key:</b> 1. A 2. C
<b>Task 3: Mark the letter A or B to indicate the stressed auxiliary or modal verb. Listen and check. Then practice saying the sentences in pairs. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the sentences and identify part of speech of the words in bold e.g., auxiliary.</li> <li>- Tell Ss to circle the stressed auxiliary or modal verbs in each sentence.</li> <li>- In weaker classes, review the cases in which auxiliary or modal verbs are stressed in a sentence on the board or go back to Language sections in Unit 5.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers.</li> <li>- Have Ss work in pairs to practise saying these sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the sentences and identify part of speech of the words in bold e.g., auxiliary.</li> <li>- Circle the stressed auxiliary or modal verbs in each sentence.</li> <li>- Check the answers.</li> </ul>	<b>Answer key:</b> 1. B 2. B
<b>Task 4: Read the following sentences. Underline the unstressed words in each one. Listen and check. Then practise saying the sentences in pairs. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the sentences.</li> <li>- Tell Ss to underline the unstressed words in each sentence.</li> <li>- In weaker classes, review how to identify the unstressed words in a sentence on the board or go back to Language sections in Unit 4.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the sentences.</li> <li>- Underline the unstressed words in each sentence.</li> <li>- Check the answers.</li> <li>- Practice in pairs</li> </ul>	<b>Answer key:</b> 1. Life <u>in the</u> city <u>is</u> very convenient <u>and</u> comfortable, <u>but</u> also expensive. 2. <u>It</u> <u>usually</u> takes thirty <u>to</u> eighty job applications <u>to</u> get <u>a</u> job offer.



- |   |  |  |
|---|--|--|
| - Have Ss work in pairs to practise saying these sentences. |  |  |
|---|--|--|

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.

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

**a. Objectives:**

- To check if Ss can understand and use topic-related words and phrases from Units 4 and 5 in meaningful contexts.

**b. Content:**

- Task 1. Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word. (p.72)
- Task 2. Mark the letter A, B, C, or D to indicate the word or phrase OPPOSITE in meaning to the underlined word. (p.72)
- Task 3: Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8. (p.72)

**c. Expected outcomes:**

- Students can complete the tasks on vocabulary.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence.</li> <li>- Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, tell them to skip it and focus on the others. The words that change the meaning of the sentence cannot be the correct answers.</li> <li>- Ask Ss to share their answers with the whole class.</li> <li>- Confirm the correct answers and ask Ss to explain their choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Do the activity individually.</li> <li>- Replace the underlined word with each of the words from four options.</li> <li>- Check the answers.</li> </ul>	<b>Answer key:</b> 1. A 2. C 3. D 4. A
<b>Task 2. Mark the letter A, B, C, or D to indicate the word or phrase OPPOSITE in meaning to the underlined word. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence.</li> <li>- Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, tell them to skip it and focus on</li> </ul>	<ul style="list-style-type: none"> <li>- Do the activity individually.</li> <li>- Replace the underlined word with each of the words from four options.</li> <li>- Check the answers.</li> </ul>	<b>Answer key:</b> 1. B 2. C 3. B 4. A



the others. The word that makes the meaning of the sentence opposite can be the correct answer. - Ask Ss to share their answers with the whole class. - Confirm the correct answers.		
<b>Task 3. Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8. (6 mins)</b>		
- Ask Ss to read and get an overview of the text. - Have Ss read each sentence more carefully and look through four options. Tell them to put each word from four options into the gap. - Tell them to choose the word that makes the sentence meaningful and grammatically correct. - Ask the individual to share their answers with the class. - Confirm the correct answers.	- Read and get an overview of the text. - Choose the word that makes the sentence meaningful and grammatically correct. - Check the answers.	<b>Answer key:</b> 1. A   2. B   3. D 4. C   5. A   6. C 7. A   8. B

#### e. Assessment

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

#### 4. ACTIVITY 3: GRAMMAR (10 mins)

##### a. Objectives:

- To check if Ss can use present perfect, double comparatives to show changes, and compound and complex sentences.
- To check if Ss can use gerunds and participle clauses.

##### b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (p.73)
- Task 2: Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the given sentences. (p.73)

##### c. Expected outcomes:

- Students can revise the learnt grammar points and do the tasks.

##### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (5 mins)</b>		
- Ask Ss to read each sentence and four options. - Remind Ss to identify the grammar points that are tested in the sentence. - Recall the related grammar point in each sentence. In weaker classes, categorize	- Do the activity individually. - Choose the correct answers. - Check the answers.	<b>Answer key:</b> 1. A 2. B 3. C 4. B 5. D



<p>these sentences into groups corresponding to the grammar points Ss learnt in Units 4-5 and quickly review the uses of the grammar points on the board or go back to Language sections in these Units.</p> <ul style="list-style-type: none"><li>- Eliminate the option that can be grammatically incorrect. The correct answer should be grammatically correct and make the sentence meaningful.</li><li>- Then have them compare answers in pairs, before confirming answers as a class.</li></ul> <p><b>Exam strategies</b></p> <p><b>Grammar (MCQs): Choosing the best answer to complete each sentence</b></p> <ol style="list-style-type: none"><li>1. Read the whole sentence and four options. Identify the grammar points that are tested in the sentence.</li><li>2. Recall the related grammar point.</li><li>3. Eliminate the option that can be grammatically incorrect. The correct answer should be grammatically correct and make the sentence meaningful.</li></ol>		6. A
<b>Task 2: Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the given sentences. (5 mins)</b>		
<ul style="list-style-type: none"><li>- Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence.</li><li>- Tell Ss to read four options and choose the option that:<ul style="list-style-type: none"><li>+ is grammatically correct</li><li>+ does not change the meaning of the original sentences</li></ul></li><li>- Have Ss compare their answers in pairs.</li><li>- Confirm the correct answers with the whole class.</li></ul>	<ul style="list-style-type: none"><li>- Work in pairs to do the task.</li><li>- Check the answers.</li></ul>	<b>Answer key:</b> <ol style="list-style-type: none"><li>1. D</li><li>2. B</li><li>3. C</li><li>4. B</li><li>5. A</li><li>6. D</li></ol>

**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**



- Prepare for the next lesson: Review 2 - Skills (1)

### Board Plan

*Date of teaching*

#### **Review 2**

#### **Lesson 1: Language**

##### **\* Warm-up: Menti game**

##### **Pronunciation**

Task 1: Choose the word whose underlined part differs from the other three in pronunciation.

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

Task 3: Choose the stressed auxiliary or modal verbs.

Task 4: Underline the stressed words

##### **Vocabulary**

Task 1: Choose the synonym.

Task 2: Choose the antonym.

Task 3: Choose the best answer to complete the passage.

##### **Grammar**

Task 1: Choose the correct answer.

Task 2: Choose the sentence that is closest in meaning to each of the given sentences.

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



## REVIEW 2

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

#### I. OBJECTIVES

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

##### 1. Knowledge

- Practise listening for general ideas and specific information
- Use the learnt ideas and language to discuss and practise problem-solving skills

##### 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 2
- Computer connected to the internet
- Projector/ TV
- *hoclieu.vn*

#### Assumptions

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

#### III. PROCEDURES

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

###### a. Objectives:

- To give excitement to students and lead in the lesson.

###### b. Content:

- Video watching

###### c. Expected outcomes:

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

###### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p><b>Video watching</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to watch a short video and try to remember the information in the video.</li> <li>- After Ss listen, teacher shows the question before playing the video.</li> <li>- Ss raise their hands to grab the chance to answer.</li> <li>- T checks if the answers are correct or incorrect and leads in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Watch a short video and try to remember the information in the video.</li> <li>- Share the answers with the whole class.</li> </ul>	<p><i>Link:</i> <a href="https://www.youtube.com/watch?v=TiIFzV4d2NE">https://www.youtube.com/watch?v=TiIFzV4d2NE</a></p> <p><b>Questions:</b> <i>What do cities of the future look like?</i></p> <p><b>Suggested answers:</b> <i>The cities are smart with:</i></p> <ul style="list-style-type: none"> <li>+ <i>flexible transport</i></li> <li>+ <i>energy efficient buildings</i></li> <li>+ <i>accessible electricity</i></li> <li>+ <i>advanced AI</i></li> <li>+ <i>new business and services</i></li> <li>+ <i>AI-based mobility</i></li> </ul>
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**e. Assessment**

- Teacher observes the students and gives feedback.

**2. ACTIVITY 1: LISTENING (18 mins)**

**a. Objectives:**

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

**b. Content:**

- Task 1. Listen to a talk about a city. What is it about? (p. 74)
- Task 2. Listen again and complete the note with no more than TWO words for each answer. (p. 74)

**c. Expected outcomes:**

- Students can understand the main ideas of the listening passage and reorder the key information.

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Listen to a talk about a city. What is it about? (8 mins)</b>		
<ul style="list-style-type: none"> <li>- Focus Ss' attention on three titles and ask them which information they expected to listen to from each title.</li> <li>- Tell Ss that they are going to hear a talk about a city.</li> <li>- Play the recording and encourage Ss to note down as much information as possible in their notebooks.</li> <li>- Call on some Ss to share their information. Ask Ss to eliminate the title that does not tell them about the main idea.</li> <li>- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and do the task.</li> <li>- Share and check the answers.</li> </ul>	<p><b>Answer keys:</b> A</p>



option B is only a part of the talk or option C is NOT mentioned in the talk.		
<b>Task 2. Listen again and complete the note with no more than TWO words for each answer. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to look at the sentences and underline the key words and decide what part of speech of each word in the gap is (e.g.: 1. noun/noun phrase; 2. noun/noun phrase; 3. noun/noun phrase; 4. adjective; 5. noun/noun phrase)</li> <li>- Play the recording again and have Ss listen and write down their answers in their notebooks.</li> <li>- Have Ss work in pairs to compare their answers.</li> <li>- Check answers as a class.</li> <li>- In weaker classes, play the recording again, pausing after the sentences containing the missing words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and do the task.</li> <li>- Share and check the answers.</li> </ul>	<b>Answer keys:</b> <ol style="list-style-type: none"> <li>1. old houses</li> <li>2. high-rise buildings</li> <li>3. traditional markets</li> <li>4. frequent</li> <li>5. traffic jams</li> </ol>

#### e. Assessment

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

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

#### a. Objectives:

- To give Ss an opportunity to use the ideas and language from the Listening in a group discussion and practise problem-solving skills.

#### b. Content:

- Task 1. Work in pairs. Discuss the impact of urban development on people's life and complete the following table. (p.74)
- Task 2. Discuss in groups. Which change in 1 do you think has the most positive impact, and which one has the most negative impact on urban life? Then report the group's answers to the class. (p.74)

#### c. Expected outcomes:

- Students come up with good ideas and are able to talk about the positive and negative impacts of urban development on people's life.

#### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS	
Task 1. Work in pairs. Discuss the impact of urban development on people's life and complete the following table. (9 mins)			
- Have Ss read through the instructions. Draw the table on the board if necessary. - Ask them to work in pairs to discuss the impact of urban	- Work in pairs to discuss the impact of urban development. - Present their completed table in front of the class.	Suggested answers:	
		Urban development	Positive and/or negative impact on urban people's life



<p>development. Tell Ss to add more ideas and complete the table.</p> <ul style="list-style-type: none"> <li>- Tell Ss that the impact on urban people's life can be positive and/or negative.</li> <li>- Walk around the class to offer help if necessary.</li> <li>- Invite some pairs to present their completed table in front of the class.</li> </ul>		1. Growing population	Housing shortage, higher rents and home prices
		2. More people looking for jobs	Higher unemployment
		3. More schools and universities	More education opportunities
		4. Expanded roads	More convenient traffic
		5. More shops, restaurants, and supermarkets	More convenient shopping, but more difficulties for traditional markets.

**Task 2. Discuss in groups. Which change in 1 do you think has the most positive impact, and which one has the most negative impact on urban life? Then report the group's answers to the class. (11 mins)**

<ul style="list-style-type: none"> <li>- Have Ss work in groups and discuss the impacts of urbanisation using the table from 1 in Speaking.</li> <li>- Ask Ss to prepare a presentation to report what they have just discussed.</li> <li>- Walk around the class to offer help if necessary.</li> <li>- Invite some groups to present a summary of their group discussion to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups and discuss the impacts of urbanisation.</li> <li>- Prepare a presentation to report what they have just discussed.</li> <li>- Present a summary of their group discussion to the class.</li> </ul>	<p><b>Suggested answers:</b></p> <p><b>Discussion:</b></p> <p>A: Today we'll be talking about which change has the most positive impact and which one has the most negative impact on urban life. Let's start with the positive one.</p> <p>B: Well, I believe that building more schools and universities is the most important change because it can have a huge effect on young people. This creates more education opportunities for students in the area.</p> <p>A: I agree, but most people want more shops, restaurants and supermarkets so they can have convenient shopping experiences and enjoy eating out.</p> <p>B: I see, if there are too many shops and supermarkets, traditional markets may struggle to survive ...</p> <p><b>Group's report:</b> Among all changes, we believe that building more schools and universities will have the most positive impact on urban life because</p>
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		this will create more education opportunities for students and attract more young people.
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**e. Assessment**

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

**4. CONSOLIDATION (2 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.
- Prepare for Review 1 - Skills (Reading & Writing).

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>REVIEW 2</b></p> <p><b>Lesson 2: Skills - Listening &amp; Speaking</b></p> <p><b>*Warm-up</b> Video watching</p> <p><b>* Listening</b></p> <ul style="list-style-type: none"><li>- Task 1. Listen to a talk about a city. What is it about?</li><li>- Task 2. Listen and complete the notes.</li></ul> <p><b>* Speaking</b></p> <ul style="list-style-type: none"><li>- Task 1: Complete the table.</li><li>- Task 2: Discussion.</li></ul> <p><b>*Homework</b></p>
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## REVIEW 2

### Lesson 3: Skills (2) - Reading & Writing

#### I. OBJECTIVES

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

##### 1. Knowledge

- Practise reading for the main idea and specific information;
- Practise writing an application letter.

##### 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 2
- Computer connected to the internet
- Projector/ TV
- *hoclieu.vn*

#### Assumptions

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

#### III. PROCEDURES

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

###### a. Objectives:

- To give excitement to students and lead in the lesson.


###### b. Content:

- Brainstorming

###### c. Expected outcomes:

- Students can describe a picture and discuss the benefits of having a job while at school.

###### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Brainstorming</b> - Teacher shows a picture to all the students. - Teacher asks Ss to work in groups and answer some questions: + <i>What are the benefits of having a part-time job while at school?</i> - Teacher asks each group to report their ideas. - Teacher corrects the answers and gives feedback.	- Look at the picture. - Work in groups and answer some questions - Share the answer with the whole class.	 <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- boost students' confidence</li> <li>- build their professional network for future career</li> <li>- develop students' skills for future jobs</li> <li>- have more work experience</li> </ul>

**e. Assessment**

- Teacher observes the students and gives feedback.

**2. ACTIVITY 1: READING (16 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 text. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (p.75)
- Task 2. Read the text again. Mark the letter A, B, C, or D to indicate the correct answer. (p.75)

**c. Expected outcomes:**

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

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Read the text. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (7 mins)</b>		
- Have Ss read through the five headings and check understanding. - Then ask Ss to read the whole text once to acquire an overall idea. - Put Ss into pairs to do the activity. Remind them to pay attention to the first or the last sentence of each paragraph, which can help them to find the answer. (e.g.: the first sentence	- Read through the five headings. - Read the whole text once to acquire an overall idea. - Work in pairs to do the task. - Check the answers.	<b>Answer keys:</b> A - 4 B - 1 C - 2



of the first paragraph is “To begin with, students can gain and develop important skills ...”, so D can be the correct answer). - Check answers as a class.		
<b>Task 2. Read the text again. Mark the letter A, B, C, or D to indicate the correct answer. (9 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss read through the questions and the options. Make sure Ss understand the questions.</li> <li>- Ask Ss underline key words.</li> <li>- Then have Ss locate the parts where the relevant information appears in the passage.</li> <li>- Have Ss work in pairs to compare their answers.</li> <li>- Check the answers as a class and ask Ss to explain their choice.</li> </ul> <p>+ <b>For question 1</b>, the writer mentioned communication skills and teamwork skills in paragraph 1;</p> <p>+ <b>For question 2</b>, the word “equipped” is a verb in passive to show that something was provided for someone.</p> <p>+ <b>For question 3</b>, the pronoun “they” refers to people, not things and a plural noun.</p> <p>+ <b>For question 4</b>, the writer mentioned “a teaching assistant” as an example of how having part-time jobs can boost students’ experience and confidence.</p> <p>+ <b>For question 5</b>, the writer mentioned the development of students’ relationship through having a part-time job in paragraph 3.</p>	<ul style="list-style-type: none"> <li>- Read through the five headings.</li> <li>- Work in pairs to check.</li> <li>- Check the answers.</li> </ul>	<p><b>Answer keys:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. D</li> <li>4. B</li> <li>5. A</li> </ol>

**e. Assessment**

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

**3. ACTIVITY 2: WRITING (21 mins)**

**a. Objectives:**

- To help Ss practise writing a letter of application.

**b. Content:**

Work in pairs. Read the advert below and write a letter of application (150–180 words) to the Human Resource Department.

**c. Expected outcomes:**

- Students develop writing skills on the given topic. They are able to write a letter of application and give feedback on their friends’ work.

**d. Organisation:**





TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Work in pairs. Read the advert below and write a letter of application (150–180 words) to the Human Resource Department.</b>		
<ul style="list-style-type: none"><li>- Ask Ss to read the advert. Pre-teach some vocabulary items if necessary.</li><li>- Have Ss work in pairs. In stronger classes, ask Ss to discuss what qualities and experience they need to apply for the position of an English tutor and elicit the ideas from each group and write them on the board if necessary. In weaker classes, give Ss some suggested ideas on the qualities and experience they need to apply for the position of an English tutor.</li><li>- Ask them to refer to the sample letter of application in Unit 5 and review the organization of a letter of application.</li><li>- Give Ss enough time to write a letter of application using the information in the box. Set a time limit depending on the Ss' ability level.</li><li>- Walk around the class and offer help.</li><li>- If time allows, ask Ss to swap their letters of application with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation.</li><li>- Collect Ss' letters of application to mark and provide written feedback in the next lesson.</li></ul>	<ul style="list-style-type: none"><li>- Read the advert.</li><li>- Work in pairs and examine the sample.</li><li>- Write a letter of application using the information in the box.</li></ul>	<p><b>Sample answer:</b> 50 Hoang Quoc Viet Str, Hanoi The Human Resource Department, Language School 1150 Hang Dau Str., Ha Noi Ha Noi, October 19, 20..</p> <p>Dear Sir or Madam, I am writing to apply for the post of an English tutor that you advertised on your website. I am in my last year of secondary school. Last summer, I worked as a volunteer teaching assistant for the 'Education for All' project. I helped students learn English at a primary school. My responsibilities included checking students' attendance and homework. I also organised extracurricular activities to help children practise their English. I love working and interacting with children aged 6-10. I consider myself to be a sociable, caring and patient person. I understand that being a teaching assistant is not an easy job, but I will try my best. I would be delighted to meet you in person to discuss my application. I am available for an interview any afternoon during the week. If my application is successful, I will be free to start working after the 30<sup>th</sup> of October. I look forward to hearing from you soon. Yours faithfully, Binh</p>

#### 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 the next lesson: Unit 6 – Lesson 1.

#### Board Plan

*Date of teaching*

#### REVIEW 2

#### Lesson 3: Skills – Reading and Writing

##### \*Warm-up

Brainstorming

##### \* Reading

- Task 1: Read the text and match the headings
- Task 2: Choose the correct answer.

##### \* Writing

Write a letter of application (150–180 words) to the Human Resource Department.

##### \*Homework