

School:
Teacher's name:
Class:

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)

REVIEW 4 **Lesson 1: Language**

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 9 and 10.

2. Core competence

- Develop critical thinking skills.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Review 4
- 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 excessive talking students' practice.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To revise the vocabulary related to the topic of Unit 9 and Unit 10.

b. Content:

- Game: Catch a word

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>GAME: CATCH A WORD (PPT slides)</p> <ul style="list-style-type: none"> - Divide 2 teams and tell students the rules of the game - T shows the pictures to students - Introduces the lesson 	<ul style="list-style-type: none"> - Students raise hands and answer the questions in their team. 	<p>Key:</p> <ol style="list-style-type: none"> 1. automate 2. adapt 3. go in for 4. bullying 5. live up to 6. brush up 7. adult education 8. complex

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To check if Ss can review different sounds and provide further pronunciation practice.
- To check if Ss can review word stress and provide further pronunciation practice.
- To help Ss review stressed words in a sentence.
- To check whether Ss can identify the appropriate intonation pattern in different types of questions.

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. 140)
- 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. 140)
- Task 3: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p. 140)
- Task 4: Circle the correct intonation pattern in the following questions. Listen and check. Then practice saying them in pairs. (p. 140)

c. Expected outcomes:

- Students understand the knowledge and do the task successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (3 mins)</p>		
<ul style="list-style-type: none"> - Have Ss pronounce all words, paying attention to the underlined sounds. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Pronounce all the words. 	<p>Key:</p> <ol style="list-style-type: none"> 1. B 2. A

<ul style="list-style-type: none"> - Explain that if any two words share the same underlined sound, neither of them can be the correct answer. If they don't, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check answers as a class. - Have Ss work in pairs to practise saying the words. 	<ul style="list-style-type: none"> - Compare the answers in pairs. 	
<p>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. (3 mins)</p>		
<ul style="list-style-type: none"> - Have Ss pronounce all words, paying attention to the word stress. - Explain that if any two words share the same stress pattern, neither of them can be the correct answers. If they don't, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check answers as a class. - Have Ss work in pairs to practise saying the words. 	<ul style="list-style-type: none"> - Pronounce all words and identify the word stress. - Check the answers in pairs and with the whole class. 	<p>Key: 1. C 2. D</p>
<p>Task 3: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (3 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the sentences and underline the stressed words in each one. - In weaker classes, review the kind of words usually stressed in connected speech, i.e. content words. - Have Ss compare their answers in pairs. - Play the recording, pausing after each sentence for Ss to check their answers. - Have Ss work in pairs to practise saying the sentences. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Underline the stressed words in each one. - Compare the answers in pairs. 	<p>Key: 1. I've been <u>taking online classes</u> for more than <u>three months</u>. 2. <u>Lifelong learning</u> is the <u>key to success</u> for <u>people of all ages</u>.</p>
<p>Task 4: Circle the correct intonation pattern in the following questions. Listen and check. Then practice saying them in pairs. (3 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the questions and identify the type of question, e.g. 1. Yes/No question; 2. tag question. - Tell Ss to circle the correct intonation pattern in each question. - Have Ss compare their answers in pairs. - Play the recording, pausing after each sentence for Ss to check their answers. - Confirm the correct answers as a class. - Ask Ss to work in pairs to practise saying the sentences. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Read the questions and identify the type of each question. - Listen and circle the correct intonation pattern in each question. 	<p>Key: 1. A 2. B</p>

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 help Ss review topic-related words and phrases from Units 9-10, and provide further vocabulary practice.

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 or phrase. (p.140)
- Task 2: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (p.140)
- 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.141)

c. Expected outcomes:

- Students understand the knowledge and do the task successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase. (4 mins)		
<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.	<ul style="list-style-type: none">- Follow the instructions and do the tasks.- Replace the underlined word with each of the words from four options.- Some ss share their answers with the whole class.	<i>Answer key:</i> 1. A 2. C 3. D 4. A
Task 2: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (4 mins)		
<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 word that makes the meaning of the sentence opposite can be the correct answer.	<ul style="list-style-type: none">- Follow the instructions and do the tasks.- Replace the underlined word with each of the words from four options.- Some ss share their answers with the whole class.	<i>Answer key:</i> 1. B 2. C 3. D 4. A

<ul style="list-style-type: none"> - Ask Ss to share their answers with the whole class. - Confirm the correct answers. 		
<p>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. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the text to 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 Ss to eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful. - Have Ss compare their answers in pairs and share their answers with the whole class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Read the sentences. - Eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful. - Some ss share their answers with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A 3. C 4. D 5. D 6. B 7. D 8. C

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 three-word phrasal verbs and reported speech to report orders, requests, offers, and advice, and provide exam practice.

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. 141)
- Task 2: Mark the letter A, B, C, or D to indicate the correct answer. (p.141)
- Task 3: Mark the letter A, B, C, or D to indicate the reported sentence that is closest in meaning to each of the following direct speech sentences. (p.141)

c. Expected outcomes:

- Students understand the knowledge and do the task successfully.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 1. Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (4 mins)</p>		
<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. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Check whether these underlined words/ phrases are grammatically correct or not. - Compare the answers in pairs and with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A → to 2. C → with 3. B → to give 4. C → put

<ul style="list-style-type: none"> - 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. - Then have them compare answers and correct the mistakes in pairs, before confirming answers as a class. 		<ul style="list-style-type: none"> 5. C → up 6. D → on
Task 2. Mark the letter A, B, C, or D to indicate the correct answer. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to read each sentence first and check the meaning. - Tell Ss to identify the grammar point needed for the gap by studying four options. - Tell Ss to eliminate the options that can be grammatically incorrect. - In weaker classes, categorize these sentences into groups corresponding to the grammar points Ss learnt in Units 9-10 and quickly review the uses of the grammar points on the board or go back to Language sections in these Units. - The correct answer should be grammatically correct and make the sentence meaningful. - Then have them compare answers in pairs, before confirming answers as a class. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Eliminate the options that can be grammatically incorrect. - Share their answers in pairs and with the whole class. 	<p><i>Answer key:</i></p> <ul style="list-style-type: none"> 1. B 2. A 3. D 4. A 5. B 6. C
Task 3. Mark the letter A, B, C, or D to indicate the reported sentence that is closest in meaning to each of the following direct speech sentences. (5 mins)		
<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: <ul style="list-style-type: none"> - is grammatically correct - 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"> - Follow the instructions and do the tasks. - Read four options and choose the option. - Some ss share their answers with the whole class. 	<p><i>Answer key:</i></p> <ul style="list-style-type: none"> 1. C 2. A 3. B 4. D

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 Review 4: Lesson 2 – Listening and Speaking.

Board Plan

Date of teaching

REVIEW 4

Lesson 1: Language

*Warm-up

Catch a word

* Pronunciation

- Task 1 + 2: Choose the correct answer.
- Task 3: Underline the stressed words.
- Task 4: Circle the correct intonation.

* Vocabulary

- Task 1: Choose the synonyms.
- Task 2: Choose the antonyms.
- Task 3: Choose the correct answers.

* Grammar

- Task 1: Find the mistakes.
- Task 2+3: Choose the correct answers.

*Homework

REVIEW 4

Lesson 2: Skills (1) - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Review the Listening and Speaking skills they have learnt in Unit 9 and 10.

2. Core competence

- Develop critical thinking 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 4
- 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"> - 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 introduce the topic of the unit.
- To set the context for the listening and speaking part.

b. Content:

- Video watching

c. Expected outcomes:

- Students have an overview of the lesson's topic.

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching	- Follow the instructions and do the tasks.	<i>Answer key:</i> 1. True

<p>- Tell Ss that they are going to watch a video about lifelong learning. <i>As stated in the video:</i></p> <ol style="list-style-type: none"> 1. <i>People normally think they no longer need to learn when they begin working.</i> 2. <i>Many students are eager to finish school life to go to work.</i> 3. <i>The skills required in jobs are similar to what people learnt at school.</i> <p>- Encourage Ss to work in groups and find the key words in the sentences. - Play the video. - Confirm the correct answer. Ask Ss to give the clues that help them work out the answer.</p>	<p>- Read the questions and identify key words. - Watch the video and try to choose true or false.</p>	<ol style="list-style-type: none"> 2. True 3. False (They are different.)
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e. Assessment

- Teacher observes students' work and gives feedback.

2. ACTIVITY 1: LISTENING (17 mins)

a. Objectives:

- To help Ss practise listening for the main idea.
- To help Ss practise listening for specific information.

b. Content:

- Task 1: Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning? (p.142)
- Task 2: Listen again and complete the following notes with no more than THREE words for each gap. (p.142)

c. Expected outcomes:

- Students can practice listening skills and solve the exercises successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning? (7 mins)</p>		
<p>- Focus Ss' attention on three options. Tell them that here can be the reasons for lifelong learning. - Tell Ss that they are going to hear a talk about lifelong and choose the one that is NOT mentioned in the talk. - Play the recording and encourage Ss to note down as much information as possible in their notebooks. - Call on some Ss to share their information. Ask Ss to eliminate the options that are mentioned in the talk.</p>	<p>- Follow the instructions and do the tasks. - Listen to the talk. - Some Ss share information with the class.</p>	<p><i>Answer key:</i> <i>B</i></p>

- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer.		
Task 2: Listen to the talk show again. Choose the correct answers A, B, or C. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the sentences and underline the key words. Tell them to decide which part of speech needed to fill in each blank (e.g.: 1. noun/noun phrase; 2. noun/noun phrase; 3. adjective; 4. noun/noun phrase; 5. noun/noun phrase; 6. noun/noun phrase) - Play the recording again and have Ss listen and write down their answers in their notebooks. - Have Ss work in pairs to compare their answers. - Check the answers as a class. - In weaker classes, play the recording again, pausing after the sentences containing the missing words. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Underline the keywords. - Work in pairs and find out the answers. 	<p>Answer keys:</p> <ol style="list-style-type: none"> 1. pursuit of knowledge 2. AI / artificial intelligence 3. obsolete 4. high-skilled jobs 5. new things quickly 6. lifelong learning

e. Assessment

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

3. ACTIVITY 2: SPEAKING (18 mins)

a. Objectives:

- To help Ss develop ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

b. Content:

- Task 1: Work in pairs. Below are some ways to keep learning throughout life. Discuss and rank them in order of importance. (p.142)
- Task 2: Work in groups. Think about other ways to keep learning through life and add them to the table in 1. Share your group's ideas with the class. (p.142)

c. Expected outcomes:

- Students can practise speaking skills and talk about lifelong learning.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Below are some ways to keep learning throughout life. Discuss and rank them in order of importance. (8 mins)		
<ul style="list-style-type: none"> - Have Ss read some ways to keep learning throughout life. Make sure they can understand the ideas. Draw the table on the board if necessary. - Ask Ss to work in pairs to discuss and rank the ways in the table in order of importance (1 = the least important) 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Discuss and rank the ways and give reasons. - Some Ss share the answers with the class 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. a 2. b 3. d 4. c 5. e <p>Discussion:</p>

<p>way and 5 = the most important). Encourage them to tell the reasons for their choice.</p> <ul style="list-style-type: none"> - Walk around the class to offer help if necessary. - Invite some pairs to share the answers. - Confirm the answers as a class. 		<p>A: Today we'll discuss five ways to engage in lifelong learning. We also need to rank them in order of importance. Which one do you think is the most important way?</p> <p>B: Well, I think attending training courses and professional seminars is essential especially after we leave school and join the workforce. This is the best way to keep our knowledge and skills current.</p> <p>A: Yes, I agree. Let's give it the top ranking. How about the second one – researching topics of interest and gathering information? I think this way of learning is also very important because it'll help us develop research skills.</p> <p>B: I agree with you. Let's rank it as the second most important way of learning. Now, moving to the third one in the table. ...</p>
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Task 2: Work in groups. Think about other ways to keep learning through life and add them to the table in 1. Share your group's ideas with the class. (10 mins)

<ul style="list-style-type: none"> - Ask Ss to work in groups. Tell them to think about other ways of maintaining learning throughout life. - Have Ss work in groups and add their ideas to the table from 1 in Speaking. - Walk around the class to offer help if necessary. - Invite some groups to present a summary of their group discussion to the class. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Some Ss share the answers with the class 	<p>Suggested answer:</p> <p>Summary: Our group came up with three additional opportunities for lifelong learning provided by the Internet. First, we can access many online platforms and learn from user-created content and how-to videos. Video content is especially useful because online videos are usually short and very focused on a particular topic or skill. Second, we can join learning communities on the Internet, where we can share knowledge, interact with peers and build teamwork skills. Third, there are many open online courses that are freely available for people interested in expanding</p>
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		their knowledge and can help us meet our lifelong learning needs.
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e. Assessment

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

4. CONSOLIDATION (5 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 4: Lesson 3 - Reading and Writing.

Board Plan

Date of teaching

REVIEW 4

Lesson 2: Skills (1) - Listening & Speaking

***Warm-up**

Video watching

*** Listening**

- Task 1: Listen and choose the correct answer.
- Task 2: Listen and complete the notes.

*** Speaking**

- Task 1: Discuss and rank ways to keep learning throughout life.
- Task 2: Discussion.

***Homework**

REVIEW 4

Lesson 3: Skills (2) - Reading and Writing

I. OBJECTIVES

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

1. Knowledge

- Review the Reading and Writing skills they have learnt in Unit 9 and 10.

2. Core competence

- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Review 4
- 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">- 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.

b. Content:

- Video watching

c. Expected outcomes:

- Students can have an overview of the lesson's topic.

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p>Video watching</p> <ul style="list-style-type: none"> - Tell Ss that they are going to watch a video about lifelong learning. <p><i>As stated in the video:</i></p> <ol style="list-style-type: none"> 1. <i>People are changing jobs more frequently.</i> 2. <i>Jennifer's jobs are consistent and related.</i> 3. <i>The video gives a detailed description of how to develop your career.</i> <ul style="list-style-type: none"> - Encourage Ss to work in groups and find the key words in the sentences. - Play the video. - Confirm the correct answer. Ask Ss to give the clues that help them work out the answer. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Read the questions and identify key words. - Watch the video and try to choose true or false. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. True 2. False (She does many different unrelated jobs.) 3. False (It provides a general picture of career.)
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e. Assessment

- Teacher observes students' work and gives feedback.

2. ACTIVITY 1: READING (17 mins)

a. Objectives:

- To help Ss practise reading for main ideas.
- To help Ss practise reading for specific information.

b. Content:

- Task 1: Read the article below. Match each section (A-D) with a heading (1-5). There is one extra heading that you do not need to use. (p.143)
- Task 2: Read the article again. Mark the letter A, B, C, or D to indicate the correct answer. (p.143)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Read the article below. match each section (A-D) with a heading (1-5). There is one extra heading that you do not need to use. (7 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read the five headings and check understanding. - Then ask Ss to read the whole text once. Remind Ss to pay particular attention to the first and the last sentence of each paragraph, which is usually the topic sentence expressing the main idea. - Put Ss in pairs to do the activity. - Check answers as a class. Explain why option 4 is the extra heading, e.g. Although 'a university degree' is mentioned in paragraph D, it is just one specific 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Read the whole text once, and find the main idea. - Work in pairs and do the matching. 	<p>Answer keys:</p> <ol style="list-style-type: none"> A. 1 B. 5 C. 2 D. 3

detail and an example of a goal, not the main idea of the paragraph.		
Task 2: Read the article again. Mark the letter A, B, C, or D to indicate the correct answer. (10 mins)		
<ul style="list-style-type: none"> - Have Ss read through the questions and the options. Make sure Ss understand the questions. - Ask Ss to underline the key words in each question. - Then have Ss read the text. For each question, tell Ss to locate the key words as well as the paraphrases of these key words in the text and decide the best option for each question. - Have Ss work in pairs to compare their answers. - Check the answers as a class and ask Ss to explain their choice. <ol style="list-style-type: none"> 1. the information is organised into four themes including (A) exploring career options, (B) getting to know yourself, (C) reaching out for guidance, and (D) taking action to turn goals into reality; 2. in the last sentence of Section B, the writer mentions matching career options to personality type and interests to help identify a suitable job; 3. in the last sentence of Section C, the writer mentions researching companies taking part in job fairs in advance; 4. the writer asks the questions in section D as a way of engaging readers and encouraging them to think about the answers to these questions; 5. the word ‘monitor’ means ‘check regularly’ and both verbs are often used with the noun ‘progress’. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Underline the keywords. - Find the best options. - Work in pairs to compare answers. 	<p>Answer keys:</p> <ol style="list-style-type: none"> 1. D 2. A 3. C 4. A 5. B

e. Assessment

- Teacher checks students’ work and gives feedback.

3. ACTIVITY 2: WRITING (18 mins)

a. Objectives:

- To help Ss practise writing their own CVs to match a job description.

b. Content:

- Look at the job advert below. Imagine that you want to apply for the job. Write your own CV. Try to match it with the job description. (p. 143)

c. Expected outcomes:

- Students develop writing skills on the given topic.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
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Look at the job advert below. Imagine that you want to apply for the job. Write your own CV. Try to match it with the job description. (18 mins)

<ul style="list-style-type: none"> - Tell Ss to imagine that they are going to apply for the position of a fashion assistant. Have Ss read through the job advert. Make sure that they understand it. - Ask them to work in pairs to discuss the qualifications, qualities and experience they may need if they apply for the job. - Have Ss to share their ideas with the whole class. - Review the outline by asking Ss to come back to the writing section in Unit 9. Tell Ss to use the information above to complete each part in the CV. - Give Ss enough time to write a CV which matches the job description. Set a time limit depending on the Ss' ability level. - Walk around the class and offer help. - If time allows, ask Ss to swap their CVs 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. - Collect Ss' CVs to mark and provide written feedback in the next lesson. In weaker classes, give Ss the outline below. 	<ul style="list-style-type: none"> - Follow the instructions and do the tasks. - Discuss the qualifications, qualities and experience they may need if they apply for the job. - Come back to the writing section in Unit 9. - Write a CV 	<p><i>Sample answer below</i></p>
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Sample answer:

CURRICULUM VITAE

Personal details

Name: Phuong Mai Vu

Phone: 0382461357

Email: vuphuong@webmail.com

Personal statement

Enthusiastic and outgoing senior secondary school student, currently studying towards a school graduation diploma. Interested in fashion design, with excellent drawing skills. Eager to find an entry position to help me gain work experience and prepare for a career in fashion design.

Education

Nguyen Hue Senior Secondary School, Ha Noi

20XX - present

Le Loi Junior Secondary School, Ha Noi

20XX - 20XX

Subjects and predicted grades: Arts – 9.5, English – 8, Maths - 7

Awards: the winner of the Young Fashion Designers' Contest

Extracurricular activities: Founding member of the school art club, organising monthly art exhibitions

Work experience

Part-time shop assistant at a clothing store

20XX - present

- Help create clothing window displays
- Greet and assist customers

Skills

Good creative and artistic skills, good at drawing

Digital skills: Good understanding of common digital software and platforms, digital sketching

Effective communication skills

Hobbies and interests

Drawing, painting, and singing

References

Available upon request

e. Assessment

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

4. CONSOLIDATION (5 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 end-of-term test.

Board Plan

Date of teaching

REVIEW 4**Lesson 3: Skills (2) – Reading and Writing*****Warm-up**

Video watching

*** Reading**

Task 1: Match the sections with the headings.

Task 2: Choose the correct answer.

*** Writing**

Write your own CV

***Homework**