

# REVIEW 3

## Lesson 1 - Language

### I. OBJECTIVES

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

#### 1. Knowledge

- Revise the language and Ss have learnt in Units 6-7-8: practice speaking with a correct intonation, the phrases related to preserving heritage, education after leaving schools and teen independence and life skills.
- Summarise Ss' answers and add some more information if necessary.

#### 2. Core competence

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

#### 3. Personal qualities

- Develop self-study skills.

### II. MATERIALS

- Grade 11 textbook, Review 3
- 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"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li></ul>

### III. PROCEDURES

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

##### a. Objectives:

- Revise what students have learnt in the three units.
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Game: Listing

##### c. Expected outcomes:

- Students can remember all about sentence stress, intonation and vocab related to topics in Units 6,7,8.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Game: Listing</b></p> <ul style="list-style-type: none"> <li>- Ss work in 2 teams.</li> <li>- In turns, in each team one student stands up and says a key word that they can remember from units 6, 7, 8.</li> <li>- Then that student can point at any student of the other team to continue saying. The game goes on.</li> <li>- If one student cannot remember any word, that team loses.</li> </ul>	<p><b>Suggested answer:</b></p> <ol style="list-style-type: none"> <li>1. Intonation</li> <li>2. Words and phrases related to preserving heritage, education after school and teen independence</li> <li>3. To infinitive, perfect gerunds and participle clauses and cleft sentences</li> </ol>

#### e. Assessment

- Teacher observes the groups and gives feedback.

### 2. ACTIVITY 1: PRONUNCIATION (6 mins)

#### a. Objectives:

- To help Ss review intonation and sentence stress.

#### b. Content:

Mark the intonation in the following sentences, using falling intonation, rising intonation, level-rising intonation or fall-rise intonation symbols. Then listen and check. Practice saying them in pairs. (p.96)

#### c. Expected outcomes:

- Students can practise speaking with a correct intonation.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Mark the intonation in the following sentences, using falling intonation, rising intonation, level-rising intonation or fall-rise intonation symbols. Then listen and check. Practice saying them in pairs. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the sentences and mark the changes in intonation using appropriate arrows to indicate different patterns of intonation.</li> <li>- Play the recording and have Ss check their answers. Check answers as a class.</li> <li>- Play the recording again, pausing after each sentence for Ss to repeat as naturally as possible.</li> </ul>	<p><b>Suggested answer:</b></p> <ol style="list-style-type: none"> <li>1. <i>Could you show me the way to the Museum of History?</i> ↗</li> <li>2. <i>What do you want to see during the festival?</i> ↘</li> <li>3. <i>How about going on a boat trip this weekend?</i> ↗</li> <li>4. <i>I want to go to a vocational school after finishing secondary school.</i> ↘</li> <li>5. <i>Would you like to go to the cinema with me?</i> ↗</li> <li>6. <i>Why don't you join the cooking classes?</i> ↗</li> <li>7. <i>During my trip, I visited a historic</i></li> </ol>

	<i>monument</i> → , <i>an ancient pagoda</i> → , and <i>an old village.</i> → 8. <i>Are you good at time management?</i> →
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**e. Assessment**

- Teacher observes Ss's work and gives feedback.

**2. ACTIVITY 2: VOCABULARY (29 mins)**

**a. Objectives:**

- To help Ss revise words and phrases they have learnt in 3 units.

**b. Content:**

- Task 1. Complete the following sentences using the words and phrases in the box. (p.96)

- Task 2. Choose the correct word to complete each of the following sentences. (p.96)

**c. Expected outcomes:**

- Students can use all the vocabulary they have learnt in the three units to complete the tasks.

**d. Organisation**

<b>Task 1: Complete the following sentences using the words and phrase in the box. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss do this activity individually and then share their answers with a partner.</li> <li>- Call on one or two Ss to write their answers on the board.</li> <li>- Check and confirm the correct ones.</li> </ul>	<b>Answer key:</b> 1. <i>manage</i> 2. <i>school-leavers</i> 3. <i>vocational school</i> 4. <i>heritage</i> 5. <i>qualifications</i> 6. <i>self-motivated</i> 7. <i>folk singing</i> 8. <i>preserve</i>
<b>Task 2: Choose the correct word or phrase to complete each of the following sentences. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss do this activity individually or in pairs.</li> <li>- Call on some Ss to give their answers.</li> <li>- Ask Ss to provide reasons for their answers</li> </ul> <p>e.g. for question 1, the correct word is 'historic' because it means 'very important in history'.</p> <ul style="list-style-type: none"> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> 1. <i>historic</i> 2. <i>degree</i> 3. <i>money-management</i> 4. <i>vocational</i> 5. <i>Decision-making</i> 6. <i>graduation</i> 7. <i>restored</i> 8. <i>academic</i>

**e. Assessment**

- Teacher observes Ss's work and gives feedback.

**3. ACTIVITY 3: GRAMMAR (16 mins)**

**a. Objectives:**

- To help Ss review the use of to-infinitive clauses, perfect participle clauses and cleft sentences.

**b. Content:**

- Task 1. Choose the correct answers a, B, C, or d to complete the following sentences. (p.97)

- Task 2. Rewrite the sentences beginning with the words given. (p97)

**c. Expected outcomes:**

- Students can use to-infinitive clauses, perfect participle clauses and cleft sentences to complete the tasks.

**d. Organisation**

<b>Task 1: Choose the correct answers a, B, C, or d to complete the following sentences. (6 mins)</b>	
<ul style="list-style-type: none"><li>- Review to-infinitive clauses, perfect participle clauses and cleft sentences by explaining the most important notes of each grammatical point.</li><li>- Ask Ss to do the activity individually.</li><li>- Have Ss compare their answers in pairs.</li><li>- Call on some Ss to read their sentences aloud or call on some Ss to write their answers on the board.</li><li>- Check answers as a class.</li></ul>	<b>Suggested answers:</b> <ol style="list-style-type: none"><li>1. A</li><li>2. B</li><li>3. A</li><li>4. D</li><li>5. A</li><li>6. C</li><li>7. A</li><li>8. B</li></ol>
<b>Task 2: Rewrite the sentences beginning with the words given. (10 mins)</b>	
<ul style="list-style-type: none"><li>- Ask Ss to do the exercise individually.</li><li>- Have Ss compare their answers in pairs.</li><li>- Call on some Ss to read their sentences aloud or write them on the board.</li><li>- Check answers as a class.</li></ul>	<ol style="list-style-type: none"><li>1. It was at a university in Canada that I applied to study.</li><li>2. Having watched the documentary, I came up with some ideas for my project.</li><li>3. We went to Hoi An to see old beautiful Japanese bridges and French houses.</li><li>4. Having done the project, I felt more confident in my abilities.</li><li>5. It was community work that gave many young people of Gen Z real-life experiences.</li><li>6. Marie Curie is the only person to win a Nobel prize in two different fields.</li><li>7. Having done the course, I got better at managing my study time.</li><li>8. It was in 2010 that The Imperial Citadel of Thang Long was recognized as the world heritage.</li></ol>

**e. Assessment**

- Teacher observes Ss's work and give feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

b. Homework

- Do exercises on workbook.
- Prepare for Skills 1.

**Board Plan**

*Date of teaching*

**REVIEW 3.1: LANGUAGE**

**\*Warm-up**

**\* Language**

- Pronunciation

- Vocabulary

- Grammar

**\*Homework**

**REVIEW 3.2**  
**SKILLS: LISTENING & SPEAKING**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise the listening skills for main and specific information and improve speaking skills of discussion.
- Summarise Ss' answers and add some more information if necessary.

**2. Core competence**

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

**3. Personal qualities**

- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Review 3.2
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li></ul>

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on a basic life skill;
- To set the context for the speaking part;

**b. Content:**

- Choosing the essential things to live on an island alone.

**c. Expected outcomes:**

- Students choose and explain why they choose those things.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- T shows some items on the screen (or may use relia), then asks students to choose which two things they need if they intend to live on an island alone.</li> <li>- Students choose and explain.</li> <li>- T listens, observes and gives comments.</li> </ul>	<p><b>Some items:</b>  <i>blanket, knife, water, mosquito net, papers, lighter, torch, food, clothes...</i></p>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 2: LISTENING (15 mins)**

**a. Objectives:**

- To help students revise the listening skills for main and specific information.

**b. Content:**

- Task 1: Listen to a short talk by a student advisor. What is it about? (p.98)
- Task 2: Listen again and complete the notes with no more than TWO words for each answer. (p.98)

**c. Expected outcomes:**

- Students use all the skills to do the exercises.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen to a short talk by a student advisor. What is it about? (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to a talk by a student advisor and ask them to predict what the talk is about.</li> <li>- Call on some Ss to share their predictions.</li> <li>- Have Ss read the three options about the main idea of the talk.</li> <li>- Play the recording for Ss to listen for the first time and check if their guesses are correct.</li> <li>- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. The word 'Tips' in A means 'Advice' so the answer is A. In option C, we have 'Advice' but it is about how to learn a foreign language, not about how to become independent.</li> <li>- For weaker classes, play the recording again if Ss can't find the answers after the first time of listening.</li> </ul>	<p><b>Key: A</b></p>
<b>Task 2: Listen again and complete the notes with no more than TWO words for each answer. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to look at the notes, underline the keywords and decide what part of speech they need to fill in each blank (e.g. 1: verb; 2: noun (phrase); 3: noun (phrase); 4: noun (phrase); 5: noun (phrase).</li> <li>- Play the recording again and have Ss write down their answers. in their notebooks.</li> <li>- Have Ss work in pairs to compare their answers.</li> </ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. study for</li> <li>2. conversations with</li> <li>3. pocket money</li> <li>4. work experience</li> <li>5. independence</li> </ol>

<ul style="list-style-type: none"> <li>- Check answers as a class.</li> <li>- In weaker classes, play the recording again, pausing after the sentences containing the</li> <li>- missing word.</li> </ul>	
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**Tapescript:**  
 More and more school leavers are choosing to study abroad after finishing secondary school. While this is definitely an exciting experience, it's living independently in a foreign country that is challenging for many students. In today's talk, I'll share some tips with you to help you become more independent when studying abroad.

First of all, you should learn the foreign language well. This way, you will become more independent while attending the lectures at the university and studying for the exams afterwards. A good knowledge of the local language will also help you take part in conversations with local people, thus making you more confident in your daily life.

Another way to become more independent is to get a part-time job, which will allow you to earn some pocket money. You will also learn how to be more organised and feel more independent by gaining some work experience. The best thing is that you will be regularly paid, cover some of your expenses and even save some money.

Cooking for yourself is also a good way to become more independent. When you are living abroad, you have to learn to cook if you don't want to eat junk food or spend a lot of money at restaurants. Knowing to cook and knowing what ingredients you put in your meals will give you a sense of freedom and independence.

**e. Assessment**

- Teacher observes the groups and gives feedback.

**3. ACTIVITY 3: SPEAKING (20 mins)**

**a. Objectives:**

- To help students improve the skills of discussion in pairs and groups.

**b. Content:**

- Task 1: Work in pairs. What can you do to become more independent while studying abroad? Give your reasons? (p.98)
- Task 2: Work in groups. What skills do you think you will gain while studying abroad? Report your group's answer to the class. (p.98)

**c. Expected outcomes:**

- Students use all the skills to do the exercises.

**d. Organisation**

**Task 1: Work in pairs. What can you do to become more independent while studying abroad? Give your reasons? (10 mins)**

<ul style="list-style-type: none"> <li>- Have Ss work in pairs and discuss things Ss should do to become independent while studying abroad.</li> <li>- In weaker classes, tell them to use the ideas and expressions in the listening to help them with discussion. In stronger classes, encourage Ss to come up with their own ideas using their own vocabulary and language expressions.</li> <li>- Tell Ss to use the example as guidelines for their discussion.</li> </ul>	<p><b>Suggested ideas for discussion</b></p> <ul style="list-style-type: none"> <li>- Learn the language of the country where you study</li> <li>- Get a part-time job</li> <li>- Learn how to cook for yourself</li> <li>- Travel alone</li> <li>- Make friends</li> </ul>
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<ul style="list-style-type: none"> <li>- Go around the class and provide help when necessary.</li> </ul>	
<p><b>Task 2: Work in groups. What skills do you think you will gain while studying abroad? Report your group's answer to the class. (10 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in groups and brainstorm ideas for further discussion.</li> <li>- Tell Ss to think of activities international students do and what skill this activity helps them gain, e.g. Students meet people from different cultures. And this helps them gain intercultural communication skills.</li> <li>- Call on some Ss to present their ideas in front of the class.</li> <li>- Praise for interesting ideas and fluent delivery.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <ul style="list-style-type: none"> <li>- Time-management (important for submitting assignments on time, scheduling time for revisions, doing part-time jobs, playing sports, relaxing, etc.)</li> <li>- Language skills</li> <li>- Cooking skills</li> <li>- Managing money</li> <li>- Learning to take care of yourself (cleaning, shopping, doing laundry, etc.)</li> <li>- Strengthen your communication and study skills</li> <li>- Problem-solving skills</li> <li>- Cultural awareness or understanding (familiar with new culture and costumes)</li> <li>- I think learning how to cook for yourself is very important to become independent. When you live abroad, it is the life skill you must have because it saves you money. Besides, It also makes you confident to introduce your country's special dishes to your international friends.</li> <li>- I think travelling alone is a good way to become independent. By travelling alone, you will have to organize everything beforehand and afterwards. Therefore, you will have to take care of everything. The experience you have will really make independent then.</li> </ul>

**e. Assessment**

- T gives comments and feedback students' answers.

**4. CONSOLIDATION (3 mins)**

a. Wrap-up

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

b. Homework (2 mins)

- Do exercises on workbook.
- Prepare for Review 3.3: Skills 2

## Board Plan

*Date of teaching*

### **REVIEW 3.2**

### **SKILLS: LISTENING AND SPEAKING**

#### **\*Warm-up**

#### **\* Skills**

#### **LISTENING**

- Task 1: Listen to a short talk by a student advisor. What is it about?
- Task 2: Listen again and complete the notes with no more than TWO words for each answer.

#### **SPEAKING**

- Task 1: Work in pairs. What can you do to become more independent while studying abroad? Give your reasons?
- Task 2: Work in groups. What skills do you think you will gain while studying abroad?  
Report your group's answer to the class.

#### **\*Homework**

## REVIEW 3.3

### SKILLS: READING AND WRITING

#### I. OBJECTIVES

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

##### 1. Knowledge

- practice reading for main idea and specific information.
- Summarize Ss' answers and add some more information if necessary.

##### 2. Core competence

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

##### 3. Personal qualities

- Develop self-study skills.

#### II. MATERIALS

- Grade 11 textbook, Review 3
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác 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"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Have excessive talking students practice.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li></ul>

#### III. PROCEDURES

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

###### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on a basic life skill;
- To set the context for the reading part;

###### b. Content:

- Songs

###### c. Expected outcomes:

- Students are excited to start the lesson.

###### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- Ask students to listen to some pieces of music.</li> <li>- Ask students to give names of the songs.</li> </ul>	<p><b>Suggested words:</b> <i>songs</i></p>

**e. Assessment**

- Teacher observes the groups and give feedback.

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

**a. Objectives:**

- To help Ss practice reading for main idea and specific information.

**b. Content:**

- **Task 1:** Read the text. Choose the best heading (1–5) for each paragraph (a–C). There are TWO extra headings. (p.98)
- **Task 2:** Read the text again and decide whether the statements are true (T) or false (F). (p.99)

**c. Expected outcomes:**

- Students can use all the skills to complete the tasks successfully.

**d. Organisation**

<p><b>Task 1: Read the text. Choose the best heading (1–5) for each paragraph (A–C). There are TWO extra headings. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the whole text once to get an overall idea.</li> <li>- Have Ss read again paying attention to the main idea of each paragraph and match it with appropriate heading.</li> <li>- Note that there are two extra headings which are not used.</li> <li>- Tell Ss to work in groups to compare answers.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Key:</b> 1. D 2. B 3. A</p>
<p><b>Task 2: Read the text again and decide whether the statements are true (T) or false (F). (8 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the text again and complete the exercise.</li> <li>- Check answers as a class.</li> <li>- Ask Ss to provide evidence from the text to support each answer, e.g. the information for question 1 is available in the first paragraph (Recognised as UNESCO's world cultural heritage in 2013).</li> </ul>	<p><b>Key:</b> 1. T 2. F 3. F 4. T 5. T</p>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 2: WRITING (20 mins)**

**a. Objectives:**

- To help Ss practise writing an email requesting information about Don Ca Tai Tu.

**b. Content:**

- **Task 1:** Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member. (p.99)

- **Task 2:** Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you. (p.99)

**c. Expected outcomes:**

- Students complete the tasks successfully.

**d. Organisation**

<p><b>Task 1: Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member. (5 mins)</b></p>	
<p>- Tell Ss to read the advertisement and check understanding by asking questions, e.g. What kind of club is it? Is it open to everyone? What kind of people does it invite to join the club?</p> <p>- Tell Ss to imagine that they want to join. Put them in pairs and have them think about what kinds of information they want to know about joining the club.</p> <p>- In weaker classes, write the best ideas on the board, any requirements for becoming a club member including age and education, if members will have to pay a fee, benefits of becoming a member...</p>	
<p><b>Task 2: Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you. (15 mins)</b></p>	
<p>- Ask Ss to work individually and write an email requesting information about becoming a member of the Don ca tai tu club.</p> <p>Tell Ss that they can use the suggested ideas and outline in the box. Remind them to pay attention to word choice, linking words, sentence structures and punctuation.</p> <p>- Give Ss enough time to complete their email. Walk around the class and offer help.</p> <p>- In stronger classes, encourage them to use their own ideas. In weaker classes, read the sample answer below and write some key words from it as prompts on the board.</p> <p>- Call on some Ss to read their paragraphs to the class. Encourage the rest of the class to ask questions or make comments.</p> <p>- Collect Ss' proposals to mark and provide written feedback in the next lessons.</p>	<p><b>Suggested answer :</b></p> <p>Dear Sir / Madam,</p> <p>I am writing this email to ask for information about joining the Don ca tai tu club.</p> <p>First, I would like to know if there is an application form that I need to complete. If not, do you need any other information about me, such as age, school, interests, music skills?</p> <p>Second, I wonder whether there is a club fee. If there is one, how much is it and how often do I need to make payments? Are there any discounts for students?</p> <p>Finally, I want to know what benefits I will get for my membership. Will I get any training in Dan ca tai tu singing? Will I get any free tickets to enjoy Dan ca tai tu performances?</p> <p>I look forward to hearing from you.</p> <p>Yours faithfully,</p>

**e. Assessment**

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

#### 4. CONSOLIDATION (5 mins)

##### a. Wrap-up

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

##### b. Homework

- Do exercises on workbook.
- Prepare for Unit 9.

### Board Plan

*Date of teaching*

#### **REVIEW 3.3**

#### **SKILLS: READING AND WRITING**

##### **\*Warm-up**

##### **\* Skills**

##### **READING**

- Task 1: Read the text. Choose the best heading (1–5) for each paragraph (a–C). There are TWO extra headings.
- Task 2: Read the text again and decide whether the statements are true (T) or false (F).

##### **WRITING**

- Task 1: Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member.
- Task 2: Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you.

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