

LESSON PLAN

Period 1: INTRODUCTION TO ENGLISH 12

I. Aims: - To introduce the textbook- English 12 Global Success

- To introduce the way of testing.
- To set up some class regulations.
- To give a fifteen- minute test

II. Procedures:

1. Textbook introduction:

a. Contents: - 4 themes

b. The Structure of the book: -There are ten units. In each unit, there are eight main parts:

Getting started/ Language: Vocabulary, pronunciation, grammar/ Reading/ Speaking/ Listening/ Writing/ Communication and culture/ Looking back and project

2. The system of testing.

a. *Listening skill*: Listen and match, Listen and number, Listen and tick, Listen and complete, Listen and select the correct option, Listen and give short answer, Other listening questions

b. *Reading skill*: Read and match, Read and number, Read and tick, Read and complete, Read and select the correct option, Read for the main idea, Read for specific details, Read and summarize, Other reading questions

c. *Writing skill*

+ Complete the sentences with a word or a phrase (picture can be used)

+ Arrange the words to make complete sentences

+ Use the provided words or phrases to write complete sentences

+ Arrange sentences to make a complete paragraph

+ Use the provided words or phrases to write a complete paragraph

+ Use the provided words or phrases to write a short passage

+ Write short passages about relevant and familiar topics

d. *Speaking skill*: Introduction, Interview, Free talk, Other speaking tasks

e. *Language*: Multiple choice questions-MCQs/ Matching/ Gap filling/ Information gaps/ Reordering/ Word form/ Other similar and suitable questions

3. Class regulations.

4. Pronunciation and phonetic symbols

5. Game:

- Teacher writes 5 funny/tricky sentences about himself/herself on the board (among them only 2 sentences are true, 3 others are fault). Students will guess which ones are True/False.

- Each student takes out an A4 paper, please. Then write 5 sentences both true and fault about yourself in your paper. Next roll it into a ball

- T divides class in 2 groups. Students throw the balls to the other side

- Each student picks up one ball. T asks some students to read aloud the papers. The others have to guess the name of the people who own the paper and decide which sentence is true/false.

5. A fifteen-minute test.

UNIT 1: LIFE STORIES WE ADMIRE

Period 2 - Lesson 1: Getting started – The diary of Dang Thuy Tram

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Life stories we admire*;
- Gain vocabulary to talk about famous people's life stories;
- Get to know the language aspects: Past simple vs. Past continuous.

2. Competences

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

3. Personal qualities

- Be proud and respectful of famous people in Viet Nam and in the world;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. surgeon (n)	/ˈsɜːdʒən/	a doctor who is trained to perform surgery	bác sĩ phẫu thuật
2. resistance (n)	/rɪˈzɪstəns/	the act of using force to oppose somebody/something	sự chống lại
3. enemy (n)	/ˈenəmi/	a country or group that you are fighting a war against	quân địch
4. soldier (n)	/ˈsəʊldʒə(r)/	a member of an army, especially one who is not an officer	người lính
5. devote (sth to sth)	/dɪˈvəʊt/	to give an amount of time, attention, etc. to something	cống hiến

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks.

- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Who is this?

c. Expected outcomes:

- Students can describe and guess the names of some famous people.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Who is this? (PPT slides) - Teacher divides the class into two teams. - Teacher prepares the pictures of 7 famous people. - Teacher gives instructions for the game: + One student from each group comes and sees a picture. Students use their own words to describe the person so that their teammates can say the famous person's name. + If the answer is correct, the team gets one point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The team having more points is the winner of the game.	- Students work in groups. - Students look at the picture that the teacher shows them and give descriptions of the famous figure. - Other students try to guess the name.	7 famous people:  1. Barack Obama 2. Dang Thuy Tram 3. Steve Jobs 4. Nelson Mandela 5. Vo Nguyen Giap 6. Pelé 7. Michael Jackson

e. Assessment

- T observes and gives feedback.

Grade: 12

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related to the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. surgeon (n) 2. resistance (n) 3. enemy (n) 4. soldier (n) 5. devote (sth to sth)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to life stories of Dang Thuy Tram;
- To help Ss identify the Past simple and Past continuous.

b. Content:

- Task 1: Listen and read. (p.8)
- Task 2: Read the conversation again and circle the correct answer to complete each of the sentences. (p.9)
- Task 3: Find words and a phrase in Task 1 with the following meanings. (p.9)
- Task 4: Complete the sentences based on the conversation. (p.9)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
- Set the context for the listening and reading. - Ask Ss to look at the picture, the heading and the conversation, and ask questions. - Play the recording twice for Ss to listen and read silently along. Have Ss	- Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to life events of Dang Thuy Tram.	Questions: 1. Who are the speakers? 2. What do you think they are discussing? 3. Who is the person in the picture?

underline words/phrases related to life events (e.g. was born, joined the army, worked as a surgeon). - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on two or three pairs of Ss to read the conversation aloud. - In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.	- Students compare the words and phrases with their partners. - Students read the conversation aloud.	4. Do you know anything about her? <i>Suggested answers:</i> 1. Nam and his friend, Mark. 2. They are talking about the person in the picture. 3. A woman called Dang Thuy Tram. 4. She's a Vietnamese heroine who wrote a famous diary during the war.
Task 2: Read the conversation again and circle the correct answer to complete each of the sentences. (5 mins)		
- Ask Ss to read the conversation again and circle the correct answers. Ask them to identify and underline the key words in the statements first. Then have them read the conversation again and locate the part that contains the information for each statement. Have them compare the information in the conversation with each statement to work out which is the correct answer, and why. - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.	- Students work independently to do the activity. - Students compare the answers in pairs.	<i>Answer key:</i> 1. Hue 2. operated on 3. young 4. more than three decades
Task 3: Find words and a phrase in Task 1 with the following meanings. (6 mins)		
- Have Ss look at the first letters of the words. Explain that these words are related to life stories and events and they are all in the conversation in Activity 1. - Ask Ss to read the definitions and find the words so that the words on the right match the definitions on the left, and they should start with the letters given. - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board.	- Students read the conversation again and work independently to do the activity. - Students share and check the answers.	<i>Answer key:</i> 1. accounts 2. death 3. devoting 4. youth
Task 4: Complete the sentences based on the conversation. (5 mins)		
- Tell Ss to read the summary. Focus attention on the blanks.	- Students work individually to complete the sentences	<i>Answer key:</i> 1. wrote

- Ask Ss to complete the sentences, using the words and phrases from the conversation in Activity 1. In weaker classes, remind them that they are all verbs and verb phrases. - Check answers as a class. - Elicit the verb tenses, i.e. Past Simple and Past Continuous	- Students share and check the answers.	2. was working 3. was killed 4. was doing her duty 5. kept

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)**a. Objectives:**

- To help Ss memorize the key information about the life story of Dang Thuy Tram;
- To get Ss to speak about the main life events of Dang Thuy Tram.

b. Content:

- Poster presentation

c. Expected outcomes:

- Ss can design a poster and make a short presentation about life events of Dang Thuy Tram.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Design a poster to introduce the life events of Dang Thuy Tram. (10 mins)		
- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and coloured pencils. - Give instructions to students. - Ask students to draw a brief timeline of Dang Thuy Tram's life events. They can use words, icons or images to illustrate. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their stories. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group.	- Students work in groups to follow teacher's instructions. - Students perform in front of the class.	<i>Students' own creativity</i>

e. Assessment

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

5. CONSOLIDATION**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

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

Date of teaching
Unit 1: Life stories we admire
Lesson 1: Getting started

*** Warm-up**

*** Vocabulary**

1. surgeon (n)
2. resistance (n)
3. enemy (n)
4. soldier (n)
5. devote (sth to sth)

Task 1: Listen and read.

Task 2: Circle the correct answer.

Task 3: Find words and a phrase.

Task 4: Complete the sentences.

Poster design

***Homework**

UNIT 1: LIFE STORIES WE ADMIRE

Period 3 - Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Life stories we admire*;
- Recognise and practise diphthongs /eɪ/ and /əʊ/;
- Review the use of Past Simple and the Past Continuous tenses.

2. Competences

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

3. Personal qualities

- Be proud and respectful of famous people in Vietnam and in the world;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 1, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Past simple tense	Past continuous tense
1. Describe something started and finished in the past <i>E.g. You did a great job yesterday.</i>	1. Describe an action which was happening at a specific point of time in the past. <i>E.g. I was reading a good book at 10 p.m. last night.</i>
2. Describe main events in a story. <i>E.g. Mary read a few pages of her book and went to bed.</i>	2. Describe the settings of a story. <i>E.g. It was raining heavily outside. Mary read a few pages of her book and went to bed.</i>
• When one action in the past happens in the middle of another, we use the past simple to talk about the shorter action, and the past continuous for the longer action. <i>E.g. I was reading a book when the phone rang.</i> • When two or more actions in the past are happening at the same time, we use the past continuous for both/all. <i>E.g. While I was reading a book, my mother was watching TV.</i>	

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

Some students will excessively talk in the class.

- Define expectation in explicit detail.
- Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Say a name

c. Expected outcomes:

- Students can revise vocabulary related to famous people.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Say a name - Divide the class into two teams. There are 5 turns for each team. - Give instructions. There are two separate boxes. One box (A) contains the names of some nationalities, the other box (B) contains names of jobs. Students pick up one card from box A and one from box B. Students have to say the name of at least one famous person corresponding to their cards. - If one team cannot answer, they lose their turn, and the chance is transferred to the other team. For example, the card in box A says "South African" and box B says "politician" students should say "Nelson Mandela". - One point for a correct answer. - The group getting the highest points will be the winner.	- Students work in groups to do the activity. - Students pick the cards and say a name.	<i>Suggested ideas:</i> Box A: Vietnamese, American, British Box B: politician, footballer, singer, writer <i>Some possible answers:</i> Vietnamese politician: <i>Ho Chi Minh, Nguyen Phu Trong, Le Duan</i> Vietnamese footballer: <i>Nguyen Quang Hai, Nguyen Cong Phuong</i> Vietnamese singer: <i>My Tam, My Linh</i> Vietnamese writer: <i>To Hoai, Luu Quang Vu, Nam Cao</i> American politician: <i>Donald Trump, Barack Obama</i> American footballer: <i>Landon Donovan</i> American writer: <i>Mark Twain, Ernest Hemingway</i> American singer: <i>Micheal Jackson, Whitney Houston ...</i> British politician: <i>Margaret Thatcher, Theresa May ...</i> British footballer: <i>David Beckham, Raheem Sterling ...</i> British singer: <i>Adele, Elton John</i> British writer: <i>William Shakespeare, J.K Rowling...</i>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise diphthongs /eɪ/ and /əʊ/ in single words;
- To help Ss recognise and practise diphthongs /eɪ/ and /əʊ/ in a complete text.

b. Content:

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- Task 1: Listen and repeat. Then practise saying the words. (p.9)
- Task 2: Work in pairs. Underline the words that contain the /eɪ/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud. (p.9)

c. Expected outcomes:

- Students can correctly pronounce diphthongs /eɪ/ and /əʊ/ in single words and in a complete text.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS										
Task 1: Listen and repeat. Then practise saying the words. (6 mins)												
- Ask Ss to listen to the recording. Have them pay attention to the highlighted letter(s) which contain the diphthongs /eɪ/ (blue) and /əʊ/ (orange). - Ask Ss to listen to the recording again, but this time, have them repeat the words. - Tell students that they can find the /eɪ/ and /əʊ/ sounds in various spellings, such as: /eɪ/ - ‘ae’ as in age, save, fame - ‘ai’ as in aim, again - ‘ay’ as in play, essay - ‘ei’ as in eight, vein - ‘ea’ as in break, great /əʊ/ - ‘oa’ as in boat, coach - ‘ow’ as in snow, growth - ‘ou’ as in although, shoulder - In stronger classes, ask them to add more to these examples.	- Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the diphthongs /eɪ/ and /əʊ/.	<table><tr><td>/eɪ/</td><td>/əʊ/</td></tr><tr><td>age</td><td>soldier</td></tr><tr><td>saved</td><td>wrote</td></tr><tr><td>translated</td><td>hero</td></tr><tr><td>against</td><td>shows</td></tr></table>	/eɪ/	/əʊ/	age	soldier	saved	wrote	translated	hero	against	shows
/eɪ/	/əʊ/											
age	soldier											
saved	wrote											
translated	hero											
against	shows											
Task 2: Work in pairs. Underline the words that contain the /eɪ/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud (6 mins)												
- Ask Ss to read quickly through the text to get a broad understanding. - Have Ss work in pairs to underline the words with the diphthongs /eɪ/ and /əʊ/ in each sentence. - Ask them to listen to the recording and check their answers. - Have Ss practise reading the whole text aloud in pairs. - In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text. - In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /eɪ/ and /əʊ/ as possible. Invite them to read these sentences aloud in front of the class, and have other students listen and count the number of	- Students underline the words with the diphthongs /eɪ/ and /əʊ/ first. Then listen to the recording. - Students read the whole text aloud.	Answer key: <i>In the first year when ‘The Diary of Dang Thuy Tram’ was published, more than 300,000 copies were <u>sold</u>. The book was <u>also translated</u> into more than 16 different languages. A film <u>based</u> on the diary was <u>made</u> in 2009. Its <u>name</u> is ‘Don’t burn’.</i>										

correct words with diphthongs. The pair(s) with the most correct diphthongs are winners.

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 introduce words / phrases related to the topic *Life stories*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases with the meanings below. (p.10)
- Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (p.10)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases with the meanings below. (6 mins)		
- Tell Ss that the words / phrases in the activity are related to events happening in a person's life. - Have Ss match each word/phrase on the left with the one on the right so that they make a phrase with the given meaning. Encourage Ss to study the meanings and underline key words. This way, they will develop a better understanding of the phrases. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class.	- Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words.	Answer key: 1. c 2. d 3. b 4. e 5. a
Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (6 mins)		
- Tell Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Check answers as a class. Have Ss call out the phrase they have used in each sentence first. - Confirm the correct answers. Ask Ss to explain the meaning of each phrase using the definitions in Task 1. - Ask some Ss to read the complete sentences. Extension: Invite individual Ss to add other topic-related words/phrases they have learnt from Getting started or Activity 1 (e.g. was	- Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences.	Answer key: 1. attended college 2. had a long marriage 3. had a difficult childhood 4. impressive achievements 5. admired for

born in, volunteer to, join the army). Have Ss study them for half a minute, then turn away. Erase one word from the board. Have Ss turn back and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)**a. Objectives:**

- To help Ss recognise the difference between the Past Simple and the Past Continuous;
- To help Ss practise the Past Simple and the Past Continuous.

b. Content:

- Task 1: Circle the correct answer to complete each of the sentences. (p.11)
- Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past simple and past continuous. (p.11)

c. Expected outcomes:

- Students know how to use the Past simple or the Past continuous and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Circle the correct answer to complete each of the sentences. (6 mins)		
- Ask Ss to read the notes in the Remember box to review the differences between the Past Simple and the Past Continuous. Give more explanation and examples if necessary. - Ask Ss to circle the correct answers. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. which verb refers to the complete action or the one happening at a specific time, the setting or the completed action, the longer or shorter action). - Check answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. 1. We use Past continuous here because it is an action which was happening at a specific point of time in the past. Extension: Ask Ss to add 2-3 more sentences to each item, using the Past tense and/or Past Continuous where appropriate, e.g. <i>My dad was watching a documentary about war heroes at 9 p.m. on 30th April. He enjoyed the documentary very much. Sometimes, he turned to my mother, who was knitting on the sofa, to talk about the parts of the documentary he enjoyed the most...</i>	- Students read the notes in the Remember box. - Students circle the correct answers. - Students explain their answers.	Answer key: 1. was watching 2. was snowing, were blowing 3. finished, applied 4. started, became
Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past simple		

and past continuous. (7 mins)

- Ask Ss to work in pairs. Ask them to take turns to tell the life stories of someone they know and admire. They should make 3-5 sentences, using the past simple and past continuous as much as they can.

- Encourage them to study the example in pairs first. Tell them to pay attention to the use of past simple and past continuous.

- Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud.

- When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of the past simple and past continuous.

Extension: Invite 3-4 pairs to read the sentences aloud, and have other Ss listen and count the correct uses of past simple and past continuous. The pair with the most correct uses win, and the pair with the best story voted by the whole class are also winners.

- Students work in pairs and think of a person they admire.

- Students decide on the ideas they are going to say and make 3-5 sentences, using the past simple and past continuous.

- Present their ideas in front of class.

Suggested answers:

When the war started, my grandfather was enjoying a happy life and marriage with my grandmother. Then he left his hometown to join the army. When he was fighting in the war, my grandmother was taking care of the whole family. While he was serving in the army, he was awarded a medal for bravery.

e. Assessment

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

5. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

Date of teaching
Unit 1: Life stories we admire
Lesson 2: Language

*** Warm-up**

Game: Say a name

*** Pronunciation**

- Task 1. Listen and repeat.
- Task 2. Underline the words.

*** Vocabulary**

- Task 1. Match the words/phrases with the words/preposition.
- Task 2. Complete the sentences.

*** Grammar**

- Task 1. Circle the correct answer.
- Task 2. Tell the life stories of people you know and admire.

*** Homework**

UNIT 1: LIFE STORIES WE ADMIRE

Period 4 - Lesson 3: Reading – A creative genius

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about a famous person.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Be respectful of a famous person – Steve Jobs and his achievements;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 1, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. (to) bond	/bʌnd/	to develop or create a relationship of trust with somebody	gắn bó
2. cutting-edge (adj)	/ˌkʌtɪŋ ˈedʒ/	at the newest, most advanced stage in the development of something	tiên tiến
3. blockbuster (n)	/ˈblɒkbʌstə(r)/	something very successful, especially a very successful book or film	phim bom tấn
4. (to) diagnose with	/ˈdaɪəgnəʊz/	to say exactly what an illness or the cause of a problem is	chẩn đoán
5. visionary (adj)	/ˈvɪʒənri/	original and showing the ability to think about or plan the future with great imagination and intelligence	có tầm nhìn

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak.

- | |
|---|
| <ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary. |
|---|

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. - The team with the higher score will be the winner.	- Students work in groups to do the activity. - Students raise their hands to answer the questions.	Link: https://www.youtube.com/watch?v=bTpvbKCYaoQ Questions: 1. Where was he born? (San Francisco) 2. Who are Clara and Paul? (his foster parents) 3. What does his dad do? (a mechanic) 4. What does his mum do? (an accountant) 5. Where did he meet his best friend? (in computer club) 6. What do Steve Jobs and his best friend both love? (electronics) 7. Which company did Steve Job and his best friend create? (Apple)

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the questions. (p.11)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Task 1. Work in pairs. Discuss the questions. (4 mins)

- Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about him. Write their questions on the board. - Introduce the topic of the reading text.	- Students work in pairs and answer the questions. - Students write questions they want to know on the board.	Suggested answers: 1. He is Steve Jobs. 2. He is famous for co-founding the Apple company and inventing products such as the iPhone and the iPod.

Vocabulary pre-teaching (5 mins)

- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. (to) bond 2. cutting-edge (adj) 3. blockbuster (n) 4. (to) diagnose with 5. visionary (adj)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)**a. Objectives:**

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Choose the words or phrases with the closest meaning to the highlighted words or phrases in the text. (p.11)
- Task 3: Read the article again. Match each section (a–c) with a heading (1–5). There are TWO extra headings. (p.12)
- Task 4: Read the article again. Complete the diagram with information from the text. Use one word for each gap. (p.12)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Choose the words or phrases with the closest meaning to the highlighted words or phrases in the text. (6 mins)		
- Ask Ss to read the text. Ask them to locate the highlighted words/phrases in the text, e.g. 1. The word 'adopted' is found in the sentence: "He was adopted by Clara and Paul Jobs." - Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. 1. The word 'adopted' is found among these sentences: His biological parents were not married and gave him up for	- Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required.	Answer key: 1. B 2. B 3. A 4. A 5. A Strategy: Reading for vocabulary To read and understand the meanings of words/phrases in context,

<i>adoption. He was adopted by Clara and Paul Jobs.</i> - Encourage Ss to replace the word/phrase with each choice to see which one best replaces the word/phrase. E.g. 1. <i>His biological parents were not married and gave him up for adoption. He was given birth to / taken by another family as their own child by Clara and Paul Jobs. The choice B. "taken by another family as their own child" best replaces the word 'adopted' because his biological parents gave him up.</i> - In weaker classes, check their understanding of the words by asking Ss to make sentences with them.		students should: 1. Locate the word or phrase in the text. 2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully. 3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.
Task 3: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (7 mins)		
- Ask Ss to read the headings carefully. Make sure they understand them. - Ask Ss to skim through each section, and choose the heading that covers the ideas of the whole section. - Remind them that there are TWO extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only). - Check answers as a class. - Have Ss explain why certain headings are not needed, e.g. <i>Heading 3 only focuses on part of Section C so does not represent the main idea of the whole section. Similarly, Heading 4 is also incorrect since it only covers part of Section A.</i>	- Students read the headings first, then skim through each section. - Students choose the heading that covers the ideas of the whole section. - Students check answers with the whole class and give explanations for their choice.	Answer key: A-2 B-1 C-5 Strategy: Reading for main ideas (Headings) To read and understand the main ideas of a text and select the best headings for a section, students should: 1. Read the headings carefully. Make sure you understand them. 2. Skim through each section, and choose the heading that covers the ideas of the whole section. 3. Pay attention to the number of extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).
Task 4: Read the article again. Complete the diagram with information from the text. Use one word for each gap. (7 mins)		
- Ask Ss to study the timeline to get the general ideas. Make sure they understand that each number/year on the timeline is a	- Students do as instructed to complete the diagram. - Students compare their	Answer key: 1. adopted 2. Apple

milestone in the life of Steve Jobs. In weaker classes, give Ss an example, <i>e.g. In 1955, he was born in California ...</i> - Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap. <i>E.g. For Blank (1) we need a verb in passive voice. For Blank (2) it is an adjective.</i> - Check answers as a class. Extension: Play a game: Make some statements based on the text and have Ss decide whether they are True, False or Not Given by doing some actions. If the statement is True according to the text, they should raise their right hand. They should raise their left hand for a false statement, and stand up if it is Not given (No information is provided). <i>E.g. Steve Jobs was born in Oregon (False/left hand). His parents were rich (Not given/stand up). His friend was very good at computer engineering. (True/right hand)</i>	answers with partners then check with the whole class.	3. company 4. products 5. cancer

e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)**a. Objectives:**

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 5: Work in pairs. Discuss the following question. *What do you admire the most about Steve Jobs?* (p.12)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about their admiration for Steve Jobs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following question. <i>What do you admire the most about Steve Jobs?</i>		
- Ask Ss to work in pairs. Have them discuss which achievement by Steve Jobs they find most admirable. Encourage them to explain why they admire that achievement the most. - Invite some pairs to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible.	- Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedback.	Suggested answers: What I admire the most about Steve Jobs is how he overcame difficulties in his life to achieve a significant breakthrough in communication technology. He dedicated his life to building technology and inventing the first real personal computer, that is user-friendly, efficient and stylish.

Grade: 12

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about the life stories of Steve Jobs and what you admire most about him.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board plan

Date of teaching
Unit 1: Life stories we admire
Lesson 3: Reading

*** Warm-up**

Video watching

Vocabulary

1. (to) bond
2. cutting-edge (adj)
3. blockbuster (n)
4. (to) diagnose with
5. visionary (adj)

- Task 1: Discuss the questions.
- Task 2: Choose the words with the closest meaning to the highlighted.
- Task 3: Match each section with a heading.
- Task 4: Complete the diagram.
- Task 5: Discussion.

*** Homework**

UNIT 1: LIFE STORIES WE ADMIRE

Period 5 - Lesson 4: Speaking – National heroes of Viet Nam

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the lives of a famous hero and heroine in Viet Nam;
- Memorise vocabulary to talk about the lives of a famous hero and heroine in Viet Nam.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be proud and respectful of national heroes of Viet Nam

II. MATERIALS

- Grade 12 textbook, Unit 1, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. the Communist Party of Viet Nam	/ðə 'kɒmjənɪst pɑːti əv vi:et'nɑ:m/	the single political party in power in Viet Nam	Đảng Cộng sản Việt Nam
2. battle (n)	/'bætl/	a fight between armies, ships or planes, especially during a war	trận chiến
3. campaign (n)	/kæm'peɪn/	a series of planned activities that are intended to achieve a particular social, commercial or political aim	chiến dịch
4. pass away	/ pɑ:s ə'wei/	to die	qua đời

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

b. Content:

Grade: 12

- Guessing game

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Guessing game - Teacher divides class into two groups. - There are four questions, the answers of which provide four clues for the key word. - Each group choose a question. If they have a correct answer, they get one point. - If a team can guess the key word, they will get 5 points. - The team with more points is the winner. - Teacher leads in the lesson.	- Students take turns, choose a number and answer the question. - Students guess the key word. - Students explain their key word.	Questions: 1. Which was a decisive Vietnamese military victory that brought an end to French colonial rule in Vietnam? (Dien Bien Phu) 2. Which province is home to the World Heritage Phong Nha - Ke Bang National Park? (Quang Binh) 3. Fill in the blank: They're calling on all men and boys over the age of 18 to join the _____. (army) 4. When did Nguyen Tat Thanh start his journey abroad from Nha Rong Wharf? (1911) KEY WORD: GENERAL VO NGUYEN GIAP

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (25 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about, listening to, and taking notes about the life of Vo Thi Sau and General Vo Nguyen Giap.

b. Content:

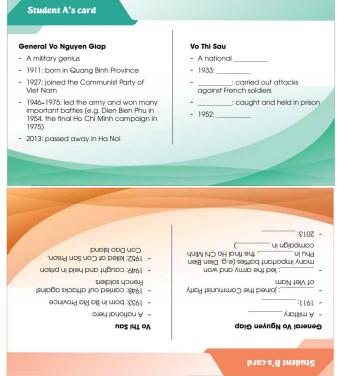
- Task 1: Work in pairs. One of you is A, the other is B. A reads the information card about General Vo Nguyen Giap. B reads the information card about Vo Thi Sau below. Use the glossary (page 147) to help you. (p.13)
- Pre-teach vocabulary
- Task 2: Work in pairs. A should ask B questions to complete his/her card about Vo Thi Sau. Then B should do the same to complete his/her card about general Vo Nguyen Giap. Then compare your notes. (p.14)

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students have an overview about the national heroes.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. One of you is A, the other is B. A reads the information card about General Vo Nguyen Giap. B reads the information card about Vo Thi Sau below. Use the glossary (page 147) to help you. (10 mins)		

- Ask Ss if they know the two people in the photos. Invite some Ss to share what they know about each person briefly in front of the class. - Put the Ss in pairs. Assign them the roles of Student A and Student B. - Ask them to read the cards assigned to them in the book according to their roles. Remind them not to look at the other card. - Give Ss time to read and understand the information on their cards. Ask them to use the glossary if they do not know any word in the card. Check their understanding of some difficult words.	- Students share what they know about the two people. - Students read and understand the information on their cards.	
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. the Communist Party of Viet Nam 2. battle (n) 3. campaign (n) 4. pass away
Task 2: Work in pairs. A should ask B questions to complete his/her card about Vo Thi Sau. Then B should do the same to complete his/her card about general Vo Nguyen Giap. Then compare your notes. (10 mins)		
- Ask Student A to talk about the life of General Vo Nguyen Giap, using the notes in the Student A's card. Encourage Student A to study the example before he/she starts. - Remind Student B to listen carefully to Student A and complete the notes about the life of General Vo Nguyen Giap on Student B's card. - For weaker class, allow Student A to repeat his/her talk for Student B to listen again and complete his/her notes. - Ask each pair to swap roles. Specifically: - Ask Student B to talk about the life of Vo Thi Sau, using the notes in the Student B's card. Encourage Student B to study the example before he/she starts. - Remind Student A to listen carefully to Student B and complete the notes about the life of General Vo Nguyen Giap on Student A's card. - For weaker classes, allow Student B to repeat his/her talk for Student A to listen again and complete his/her notes. - Ask them to compare notes when they finish. - Walk around to provide help if necessary.	- Students work in pairs to ask and complete his/her card about General Vo Nguyen Giap or Vo Thi Sau. - Students compare their notes with their partners.	Students' practice

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

Grade: 12

- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (13 mins)

a. Objectives:

- To give Ss an opportunity to practise talking about the lives of a famous hero and heroine in front of the class;
- To help some students enhance presentation skills.

b. Content:

- Task 3. Use your notes to tell the life story of General Vo Nguyen Giap or Vo Thi Sau to the class. Vote for the best-told story. (p.14)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the lives of a famous hero and heroine in front of the class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Use your notes to tell the life story of General Vo Nguyen Giap or Vo Thi Sau to the class. Vote for the best-told story.		
- Ask some Ss to use the notes they have just completed to talk about the life of General Vo Nguyen Giap or Vo Thi Sau in front of the class. - For stronger classes, encourage them to add more information they know about them, or share opinions about their lives in the talk. - Ask the class to listen and vote for the best talk. Extension: Ask Ss to work in pairs and come up with a story about the life of another famous person. Invite them to share the stories in front of the class. Have the class listen and vote for the best story.	- Students work in pairs, use the notes and talk about the life of General Vo Nguyen Giap or Vo Thi Sau in front of the class. - Students add more details if they can. - Vote for the best story.	<i>Suggested answer:</i> We'd like to talk about the life of Vo Thi Sau, a national heroine of our country. She was born in 1933 in Ba Ria Province. At the age of 15, she joined the Viet Minh, the league for the independence of Viet Nam from French rule. In 1947, she was brave enough to carry out attacks against French soldiers. She managed to kill some of them by throwing grenades at them. Unfortunately, in another unsuccessful attempt in 1949, she was caught and put in prison. She was sentenced to death at Con Son Prison, Con Dao Island at the age of 19. Although she died nearly 80 years ago, many generations in Viet Nam still admire Vo Thi Sau for her great bravery and sacrifice for the independence of our country.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about the life of a national hero that you admire.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

Date of teaching
Unit 1: Life stories we admire
Lesson 4: Speaking

*** Warm-up**

Guessing game

*** Vocabulary**

1. the Communist Party of Viet Nam
2. battle (n)
3. campaign (n)
4. pass away

Task 1: Read the cards.

Task 2: Ask and answer to fill in the blanks.

Task 3: Talk about the life story of General Vo Nguyen Giap or Vo Thi Sau.

*** Homework**

UNIT 1: LIFE STORIES WE ADMIRE

Period 6 - Lesson 5: Listening – The father of Mickey Mouse

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about Walt Disney;
- Memorize vocabulary to talk about Walt Disney.

2. Competences

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

3. Personal qualities

- Be respectful of a famous person - Walt Disney and his achievements
- Develop self-study skills

II. MATERIALS

- Grade 12 textbook, Unit 1, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. profitable (adj)	/ˈprɒfɪtəbl/	that makes or is likely to make money	có lợi nhuận
2. theme park	/ˈθi:m pɑ:k/	a large park where people go to enjoy themselves, for example by riding on large machines such as roller coasters, and where much of the entertainment is connected with one subject or idea	công viên giải trí
3. dwarf (n)	/dwɔ:f/	(in stories) a creature like a small man, who has magic powers and who is usually described as living and working under the ground, especially working with metal	chú lùn
4. inspire (v)	/ɪnˈspaɪə(r)/	to give somebody the desire, confidence or enthusiasm to do something well	truyền cảm hứng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the

questions before they listen.
- Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Game: Lucky song

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky song - Class is divided into 2 groups. - Teacher asks each group to choose a number. There are 8 pieces of music, 5 of which are the soundtracks of Disney films. - If Ss open a soundtrack, they listen and guess the name of the film. Ss get one point if the answer is correct. - If they open a lucky piece of music, they get a point without having to answer the question. - The group with more points is the winner.	- Students follow the teacher's instructions and play the game in two teams.	Suggested directions: 1. I see the light - Tangled 2. Beauty and the beast - Beauty and the beast 3. A whole new world - Aladdin 4. Let it go - Frozen 5. Can you feel the love tonight? - Lion King

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Solve the crossword to reveal the secret name. Share what you know about him or his films. (p.14)
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Solve the crossword to reveal the secret name. Share what you know about him or his films. (4 mins)		
- Ask Ss to work in pairs and solve the crossword. Tell them that there's a hidden name in the highlighted column. - Tell them to use the names of famous story characters as suggested in the pictures and clues. - For weaker classes, give an example first.	- Students work in pairs and solve the crossword.	Answer key:

- Check answers as a class. Extension: Invite some Ss to the board. Point at any picture in the book to the student only. Have him/her talk about the character in the story without revealing the name (e.g. This girl is a princess who is killed by poison). The whole class listen and guess the name of the character (e.g. Snow White).		
Vocabulary teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students say the meaning of the words. - Students write new words on their notebook.	New words: 1. profitable (adj) 2. theme park (n) 3. dwarf (n) 4. inspire (v)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)**a. Objectives:**

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about Walt Disney.

b. Content:

- Task 2: Listen to a talk about Walt Disney's life. Number the events in the order they are mentioned. (p.15)
- Task 3: Listen to the talk again. Choose the correct answer A, B, or C. (p.15)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a talk about Walt Disney's life. Number the events in the order they are mentioned. (10 mins)		
- Tell Ss that they are going to listen to a talk about the life of Walt Disney. - Have them read the main ideas A-E. Make sure they understand these ideas. Encourage them to predict the order of main ideas. E.g. It's very likely that after the introduction (B), the speaker is going to talk about Disney's life in time order, so I guess that A. A difficult beginning is the next main idea. - Ask Ss to listen carefully and select the main ideas in the order they hear. Suggest that they can take notes and use these notes to arrange the main ideas later if they want. - Check answers as a class.	- Students make predictions before listening. - Listen and check the order.	Answer key: B A D E C F

Task 3: Listen to the talk again. Choose the correct answer A, B, or C. (10 mins)

- Tell Ss that they are going to listen to the recording again. This time, they should choose the correct answers A, B, C or D.

- Have them read the questions and choices and underline the key words.

- Ask them to listen and pay attention to the key words, as well as paraphrases of these key words.

- Ask Ss to choose the option that matches the information in the recording. Remind them that they should watch out for distractors, especially options that may be mentioned in part in the recording, but are not true.

- For Question 3, remind them that they should choose the information NOT mentioned in the recording, so it's a good idea to cross out all the options that match the information in the recording. The remaining option is the correct answer.

- Play the recording. Ask Ss to circle the correct answers.

- Check answers as a class.

Extension: Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. Who are his films popular with? (Both children and adults) How was his first company? (It was not very successful).

- Students read the questions and underline the key words.

- Students choose the option that match in the information in the recording.

Answer key:

1. B
2. A
3. C
4. B
5. B

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)**a. Objectives:**

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share opinions about Walt Disney's life and achievements.

b. Content:

- Task 4: Work in pairs. Discuss the question.

What do you think is most impressive about Walt Disney's life and achievements? (p.15)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question.		
- Ask Ss to work in pairs. Have them discuss which achievement by Walt Disney they find most impressive.	- Students work in pairs and discuss. - Students share their ideas to the whole class.	Suggested answer: I am most impressed by his determination to overcome difficulties in his life to become

Encourage them to explain why they are impressed by that achievement the most. - Invite some pairs to share their answers with the whole class.		successful. Although his first film company was a failure, he did not give up, but started over and built up a very successful business afterwards. It shows the importance of perseverance in achieving your goals and making your dreams come true.

e. Assessment

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

5. CONSOLIDATION (3 mins)**a. Wrap-up**

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 5: Listening *Warm-up Game: Lucky song - Task 1: Solve the crossword. - Vocabulary 1. profitable (adj) 2. theme park (n) 3. dwarf (n) 4. inspire (v) - Task 2: Listen and number. - Task 3: Choose the correct answer. - Task 4: Work in pairs and discuss. *Homework

UNIT 1: LIFE STORIES WE ADMIRE

Period 7 - Lesson 6: Writing – A biography of Walt Disney

I. OBJECTIVES

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

1. Knowledge

- Synthesise and summarise information in order to write a biography about the life of Walt Disney;
- Apply structures to write a biography.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Be proud and respectful of famous people in Viet Nam and in the world

II. MATERIALS

- Grade 12 textbook, Unit 1, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Listen to music. Fill in the lyrics of a song.

c. Expected outcomes:

- Students can fill in the blanks to complete the lyrics of a Disney song and get ready for the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Listen to music - Teacher prepares the hand-out of the song lyrics and asks Ss to read and guess the words to fill in the blanks. - Teacher plays the song once. - Teacher checks answers with the whole class. - Teacher replays and pauses the song if necessary.	- Students listen to the song and fill in the blanks. - Students check their answers with the class.	Link: https://www.youtube.com/watch?v=ILRs2r6lcHY Answer key: 1. windows 2. starlight 3. lifted 4. different 5. chasing 6. crystal 7. lifted

e. Assessment

- Teacher observes and gives feedback.

Song: I see the light (Mandy Moore, Zachary Levi – Tangled OST)

<i>All those days watching from the (1) _____</i>	<i>All those days (5) _____ down a daydream</i>
<i>All those years outside looking in</i>	<i>All those years living in a blur</i>
<i>All that time never even knowing</i>	<i>All that time, never truly seeing</i>
<i>Just how blind I've been</i>	<i>Things the way they were</i>
<i>Now I'm here, blinking in the (2) _____</i>	<i>Now she's here, shining in the starlight</i>
<i>Now I'm here, suddenly I see</i>	<i>Now she's here, suddenly I know</i>
<i>Standing here, it's all so clear</i>	<i>If she's here, it's (6) _____ clear</i>
<i>I'm where I'm meant to be</i>	<i>I'm where I'm meant to go</i>
<i>And at last I see the light</i>	<i>And at last I see the light</i>
<i>And it's like the fog has (3) _____</i>	<i>And it's like the fog has (7) _____</i>
<i>And at last I see the light</i>	<i>And at last I see the light</i>
<i>And it's like the sky is new</i>	<i>And it's like the sky is new</i>
<i>And it's warm and real and bright</i>	<i>And it's warm and real and bright</i>
<i>And the world has somehow shifted</i>	<i>And the world has somehow shifted</i>
<i>All at once everything looks (4) _____</i>	<i>All at once, everything is (8) _____</i>
<i>Now that I see you</i>	<i>Now that I see you</i>
	<i>Now that I see you</i>

2. ACTIVITY 1: PRE-WRITNG (9 mins)**a. Objectives:**

- To help Ss recall and select the key information about Walt Disney's life from Listening;
- To help Ss read a webpage for more information about Walt Disney;
- To help Ss synthesise and summarise information from two different sources;
- To help students get familiar with the format of a biography.

b. Content:

- Task 1: Work in pairs. Answer these questions, using the information from Listening. Write NG (not given) if you cannot find the answer. (p.15)
- Task 2: Read some facts about Walt Disney. Then work in pairs to answer all the questions in Task 1. (p.15)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about Walt Disney's life in the next part.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Answer these questions, using the information from Listening. Write NG (not given) if you cannot find the answer. (8 mins)		
- Ask Ss to skim through the questions individually. Make sure they understand the questions. - Put Ss in pairs. Ask them to answer the questions by referring to information in the listening lesson. - Encourage them to look at their answers and notes in the listening section to recall the information. Remind them to write NG where they cannot find the answer.	- Students read the questions and understand them. - Students work in pairs and answer the questions. - Students write NG if they cannot find the answer.	Answer key: 1. NG 2. NG 3. NG 4. He created Mickey Mouse, and produced successful animated films such as Snow White and the Seven Dwarfs. He also won

- Check their answers as a class.		26 Oscars. 5. He created the Disneyland theme park. 6. NG 7. NG
Task 2: Read some facts about Walt Disney. Then work in pairs to answer all the questions in Task 1. (8 mins)		
- Tell the Ss that they may need to read more to find the answers to the NG questions in Activity 1. - Have the Ss to read a text about Walt Disney. Ask them to focus on information they need to answer the NG questions in Activity 1. - Walk around to provide support when necessary. - Check their answers as a class. - Tell them that in a simple sense, by collecting and combining information from different sources, they are synthesising information. By selecting key information from what they read, they are summarising it. Both synthesising and summarising information are very important for them in reading in real life. Extension: Put them in pairs to discuss in what real-life situations they might need to synthesise and summarise information (e.g. writing a report, writing an article, preparing for a presentation), and what they might need to do when synthesising and summarising information (e.g. reading and listening skills, note-taking skills, summarising skills)	- Students read the text and find information to answer NG questions in Task 1.	Answer key: 1. He was born in Chicago in 1901. 2. He attended Brenton Grammar School, but dropped out at the age of 16. 3. He had talent for drawing and painting. 6. Yes, he was married and had two children. 7. He died in 1966.

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

- To help Ss practise writing an article about the life of Walt Disney.

b. Content:

- Task 3: Write a biography (180 words) of Walt Disney for your school newspaper. Select and combine information from Task 1 and Task 2, and use the following outline and suggestions to help you. (p.15)

c. Expected outcomes:

- Students can write an article about the life of Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Write a biography (180 words) of Walt Disney for your school newspaper. Select and combine information from Task 1 and Task 2, and use the following outline and suggestions to		

help you.

- Tell Ss that they are going to write a 180-word biography of Walt Disney. They should use the information they have synthesised and summarised in Activity 1 and 2.
- Ask them to study the outline and suggestions in 3 first. For weaker classes, ask questions to help them know what information to include in each part of the article. *E.g. What should we write in the Childhood and education section?* (Information about his birthplace and schools he went to)
- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary.

- Students brainstorm for the ideas and the language necessary for writing
- Students write the first draft individually using the ideas in task 1 and 2.

Suggested answer:**WALT DISNEY – THE FATHER OF MICKEY MOUSE**

Walt Disney is famous around the world for making a lot of successful films, which are loved by children and adults of many generations.

Childhood and education

Walt Disney was born in Chicago in 1901. During his childhood, he loved drawing and painting. He attended Brenton Grammar School, but he left school when he was 16.

Achievements

Disney was a very successful film maker, who created Mickey Mouse and produced successful animated films such as Snow White and the Seven Dwarfs. Throughout his career, Disney won or received 26 Oscars, three Golden Globe Awards, one Emmy Award – a record in history.

He is also famous for building the first theme park in the world, called Disneyland. Now many more Disney parks have been built and have become popular worldwide.

Family

Walt Disney had three older brothers and a younger sister. He married Lillian Bounds, and they were together for 41 years. They had one biological daughter and one adopted daughter.

Death and the continued success of the Walt Disney Studios

Disney died from cancer in 1966, but the Walt Disney Studios continued to make live-action and animated films. These films inspire people of all ages to follow their dreams.

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)**a. Objectives:**

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

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TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	- Students swap their piece of writing with their partners and give peer review.	Writing rubric 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 6: Writing *Warm-up Listen to music and fill in the blanks - Task 1: Answer the questions. - Task 2: Read some facts about Walt Disney. Answer all the questions. - Task 3: Write a biography of Walt Disney. - Peer review *Homework

UNIT 1: LIFE STORIES WE ADMIRE
Period 8 - Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about some famous queens of the world;
- Review expressions for expressing pleasure and happiness and responding.

2. Competences

- Develop communication skills and creativity;

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

3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 1, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. kingdom (n)	/ˈkɪŋdəm/	a country that has a king or queen as head of state	vương quốc
2. empire (n)	/ˈempaɪə(r)/	a group of countries or states that are controlled by one leader or government	đế chế
3. (to) rule	/ru:l/	to control and have authority over a country, a group of people, etc.	trị vì
4. navy (n)	/ˈneɪvi/	the part of a country's armed forces that fights at sea, and the ships that it uses	hải quân
5. (to) defeat	/dɪˈfi:t/	to win against somebody in a war, competition, sports game, etc	đánh bại

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Who says it?

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Who says it? (PPT slides) - Teacher divides class into two teams. - Teacher shows 6 famous sayings by famous people on the PPT slides. - Students have to say who said that. - If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team. - The team with higher score is the winner.	- Students join the game and answer the questions.	Suggested ideas: 1. "Genius is one percent inspiration, ninety-nine percent perspiration." - Thomas Edison 2. "Stay hungry, stay foolish" - Steve Jobs 3. "Life is like riding a bicycle. To keep your balance, you must keep moving." - Albert Einstein 4. "If you want something said, ask a man; if you want something done, ask a woman." - Margaret Thatcher 5. "That's one small step for a man, a giant leap for mankind." - Neil Armstrong 6. "To be or not to be, that is the question." - William Shakespeare

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)**a. Objectives:**

- To provide a model conversation in which speakers offer express pleasure and happiness and respond;
- To review expressions for expressing pleasure and happiness and responding;
- To help Ss practise expressing pleasure and happiness and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.16)
- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (p.16)

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)		
- Give Ss some time to skim through the conversations. Use the photos to illustrate the context of the conversation if necessary. E.g: <i>Mark looks excited about something and he is sharing his news with Nam. Nam looks happy for Mark too.</i> - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.	- Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs.	Answer key: 1. C 2. D 3. A 4. B

- Put Ss into pairs and have them practise the conversation.		
Useful expressions (7 mins)		
- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: expressing pleasure and happiness, and responding. - Teacher asks Ss to classify the expressions into two groups. - Check as a class. - T asks if Ss can add some more expressions.	- Ss work in groups to do the task.	* Expressing pleasure - ... is/was amazing/wonderful /great. - That was a(n) amazing/ wonderful/great ... - It is/was (such) a pleasure to ... - I was so pleased to ... - I'm on top of the world/on cloud nine/over the moon. * Responding - Wow! - I'm so happy/excited for you. - Good for you! - That's fantastic/amazing /great! - I'm pleased to hear (that you like it).
Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (6 mins)		
- Tell Ss that the words they used to fill in the gaps in Activity 1 are used to express pleasure and happiness and responding. - Put Ss in pairs and explain the task: to role-play conversations similar to the one in Activity 1, but based on the two situations. Ss should play the roles given in this activity. - Give Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.	- Make plan for the role-plan - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class.	Sample conversations: 1. A: Yesterday, I saw the new Disney movie, The Lion King. I enjoyed it so much. It's such a wonderful animated movie. B: That's great. I'm pleased to hear you like it. 2. B: I'm on cloud nine! My article about Steve Job's life and achievements has just been published in the local newspaper! A: Wow! I'm so happy for you! You've worked so hard on it!

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help Ss learn about the lives of three famous queens in the world;
- To help Ss relate what they have learnt about famous queens in the world to the history of their own country.

b. Content:

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- Task 1. Read the following text and complete the comparison table on page 18. (p.17)
- Task 2. Work in groups. Discuss the questions. (p.18)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about famous queens in the world to the history of their own country.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text and complete the comparison table on page 18. (10 mins)		
- Ask Ss some questions to find out what they already know about the topic, <i>e.g. Do you know the people in the picture? Who were they? What made them famous?</i> - Ask Ss what they want to know about the topic. Write their questions on the board, <i>e.g. Where were they from? (Egypt, England and Russia), In which period/era did they live? (69 BC –30 BC, 1533-1603, 1729-1796)</i> - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. Encourage them to study the examples. - Tell Ss that they are going to read about three famous queens in history. As they read, they should fill in the comparison table to show the differences between their lives and achievements. - Explain or elicit any new or difficult words, <i>e.g. determination, Empire, rule/ruling</i>. In stronger class, encourage them to guess their meaning from context as they read the text. - Have Ss read the text and complete the table individually. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	- Students answer the name of the people in the picture. - Students study the content of the table and complete the missing information.	Suggested answers: 1. England 2. Russia 3. 21 4. 34 5. saved her country from becoming part of the expanding Roman Empire 6. defeated the powerful Spanish Navy; encouraged the development of arts
Task 2: Work in groups. Discuss the questions. (5 mins)		
- Read the question and check understanding. - Put Ss in groups to discuss the answers. - For weaker classes, give some examples about famous women in Vietnam, such as Hai Ba Trung, Queen Le Ngoc Han, Queen Mother Y Lan. - Ask some Ss to share their answers in front of the class. Extension: Ask the students to play the “Guess who?” game, in which a student is invited to the front of the class. He/she is shown a picture of a famous female figure	- Students work in groups to discuss the question. - Students share their ideas in front of class.	Suggested answers: Hai Ba Trung: The Trung sisters were military leaders who led the people against the colonial government of the Han Dynasty. They are regarded as national heroines of Viet Nam. They were both well educated. Queen Mother Y Lan: She was the wife of King

in history (preferably among those the Ss have talked or discussed about in the lesson/unit). Then the student talks about the figure until the whole class can guess the name of the figure.		Ly Thanh Tong, and the mother of King Ly Can Duc. She knew a lot about Buddhism, and helped build hundreds of temples around the country. Queen Le Ngoc Han: As the only daughter of King Le Hien Tong, she helped to improve education and social status of women by giving titles to female scholars and educating female domestic servants.

e. Assessment

- Teacher corrects for students as a whole class.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 7. Communication and Culture / CLIL *Warm-up Game: Who says it? *Everyday English Task 1: Listen and complete the conversations Task 2: Make similar conversations *Culture Task 1: Read the text and complete the table. Task 2: Discussion * Homework

UNIT 1: LIFE STORIES WE ADMIRE

Period 9 - Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 1;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be proud and respectful of famous people in Viet Nam and in the world
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 1, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 1.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number (PPT slides) - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question.	- Students join the game, describe and guess the words.	<i>Suggested words:</i> 1. determination 2. animation 3. genius

- If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner.		4. adopt 5. drop out

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review the pronunciation of the diphthongs /eɪ/ and /əʊ/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Past Simple and Past Continuous.

b. Content:

- Pronunciation: Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs. (p.18)
- Vocabulary: Replace each underlined word or phrase with one word you have learnt in this unit. (p.18)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.18)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs. (4 mins)		
- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline and circle those words respectively. - Check answers as a class by playing the recording. - Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.	- Students join the game, describe and guess the words.	Answer key: 1. Cleopatra VII, a queen of <u>ancient</u> Egypt, was <u>famous</u> for her beauty. 2. I love Disney animated films like <u>Snow</u> White and the Seven Dwarfs and The Little <u>Mermaid</u> . 3. Vo Thi Sau attacked some French <u>soldiers</u> when she was <u>only</u> 14. 4. Steve Jobs passed <u>away</u> when he was only 56 years <u>old</u> .
Replace each underlined word or phrase with one word you have learnt in this unit. (4 mins)		
- Select some words from the unit to write on the board, one letter at a time (also known as a slow reveal game, in which one letter of a word is given at a time from left to right until a student can guess the whole word). Have individual Ss call out their guesses. - Focus attention on the sentences and have Ss skim through them. Check if they know all the words. - Have Ss complete the activity. - Check answers as a class.	- Ss guess the words that teacher is writing on the board. - Ss pay attention on the sentences and replace the words as required.	Answer key: 1. devoted 2. genius 3. admired - achievements 4. attending

- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. devoted first appears in the Getting started section.		
Circle the mistake in each sentence. Then correct it. (4 mins)		
- Explain to Ss that they are going to review the use of the Past Simple and Past Continuous. In weaker classes, give Ss some time to revise the grammar rules in the Language lesson before doing the activity. - Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for their corrections, e.g. 1. C. was finding is incorrect. It should be found because the action is short (as opposed to was looking for, which is a longer action)	- Ss identify the incorrect part, give corrections and reasons for their corrections	Answer key: 1. C (found) 2. B (dropped) 3. B (was trying) 4. B (was reading)

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Visual stories

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a visual presentation. - Have Ss work in their groups. Give them a few minutes to get ready for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentation and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - If most students are giving PowerPoint presentations, invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - If most students are giving poster presentations,	- All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet.	Students' presentations

organize a class exhibition where every group can display their posters and Ss walk around, listen to everyone's presentation and ask questions about their posters.

- If most students are designing comics, ask them to pass their comics around in a circle and read them silently. Write down their comments or questions on an attached sheet. Near the end of the lesson, invite some groups to share their answers to the questions they have received on their comics.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 2.

Board Plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 8: Looking back and project *Warm-up * Looking back - Pronunciation - Vocabulary - Language * Project: Visual stories *Homework

UNIT 2: A MULTICULTURAL WORLD

Period 10 - Lesson 1: Getting started – At the International Cultural Festival

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *A multicultural world*;
- Gain vocabulary to talk about international cultural festival;
- Get to know the language aspects: the article.

2. Competences

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

3. Personal qualities

- Be proud and respectful of Vietnamese culture;

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. cultural diversity (n)	/ˈkʌltʃərəl daɪˈvɜːsəti/	the quality of diverse or different cultures	sự đa dạng văn hoá
2. cuisine (n)	/kwɪˈziːn/	a style of cooking	ẩm thực
3. autograph (n)	/ˈɔːtəgrɑːf/	a signature (= your name written by yourself), especially of a famous person	chữ kí
4. booth (n)	/buːð/	a small space like a box that a person can go into	gian hàng
5. tug of war (n)	/ˌtʌɡ əv ˈwɔːr/	a type of sport in which two teams show their strength by pulling against each other at the opposite ends of a rope, and each team tries to pull the other over a line on the ground	kéo co

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: What is this?

c. Expected outcomes:

- Students can describe and guess the names of some famous people.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: What is this? - Teacher divides the class into two teams. - Teacher prepares the pictures of 6 signature dishes of Viet Nam, Japan and Korea. - Teacher gives instructions for the game: + Students work in 4 teams, look at the picture and raise their hand to answer. + If the answer is correct, the team gets one point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The team having more points is the winner of the game.	- Students work in groups. - Students look at the picture that the teacher shows them and give the name of the food.	6 signature dishes:  1. kimchi 2. tteokbokki – spicy rice cakes 3. bun cha – grilled pork meatballs with noodles 4. spring rolls 5. sushi 6. sashimi

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)**a. Objectives:**

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. cultural diversity (n) 2. cuisine (n) 3. autograph (n) 4. booth (n) 5. tug of war (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to the International Cultural Festival;
- To help Ss identify the articles.

b. Content:

- Task 1: Listen and read. (p.20-21)
- Task 2: Read the conversation again and complete the table. (p.21)
- Task 3: Find words and a phrase in Task 1 with the following words and phrases. (p.21)
- Task 4: Complete the sentences based on the conversation. (p.21)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
- Set the context for the listening and reading. - Ask Ss to look at the picture, the heading and the conversation, and ask questions. - Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the culture in the conversation. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud. - In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.	- Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to the culture in the conversation. - Students compare the words and phrases with their partners. - Students read the conversation aloud.	Questions: 1. What can you see in the first photo? 2. What does the second picture show? 3. Where can you buy the souvenirs in the third photo? 4. Who are the speakers? Suggested answers: 1. a bowl of kimchi, bun cha, rice cake 2. some teenagers playing tug-of-war – a Vietnamese traditional game 3. England 4. Nam, Mai and Linda
Task 2: Read the conversation again and complete the table. (5 mins)		
- Ask Ss to work in pairs and look at the given table carefully. Ask them to identify the part of speech which is needed to fill in each blank (E.g: 1-Noun (name of food); 2: noun; 3 – noun (name of food); 4- noun (name of food). Then	- Students work independently to do the activity. - Students compare the answers in pairs.	Answer key: 1. sushi 2. group / singers and get autographs 3. fish and chips

read the conversation and locate the part of the conversation that contains the information. - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer. Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g., <i>Where was the Festival organised? Which booth did Linda want to visit most? Which booth would they visit first?</i>		4. bun cha
Task 3: Find words and a phrase in Task 1 with the following words and phrases. (6 mins)		
- Ask Ss to identify the part of speech of four given words and phrases and work out their meanings. - Have Ss read the conversation quickly again, and find suitable words which have the same or similar meaning to the given words or phrases. - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board.	- Students read the conversation again and work independently to do the activity. - Students share and check the answers.	Answer key: 1. diversity 2. cuisine 3. delicious 4. attractions
Task 4: Complete the sentences based on the conversation. (5 mins)		
- Tell Ss to read the summary. Focus attention on the blanks. - Ask Ss to complete the sentences, using the words and phrases from the conversation in Activity 1. In a weaker class, encourage Ss to read the conversation again and underline the sentences which have the same information. Then try to fill in the correct article. - Check answers as a class. - Elicit the use of articles.	- Students work individually to complete the sentences - Students share and check the answers.	Answer key: 1. the 2. Ø 3. a 4. an

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorise the key information about the International Cultural Festival;
- To get Ss to speak about the International Cultural Festival.

b. Content:

- Design a poster to introduce the International Cultural Festival.

c. Expected outcomes:

- Ss can design a poster and make a short presentation about the International Cultural Festival.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Design a poster to introduce the International Cultural Festival (10 mins)		
- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to draw a diagram of activities in the International Cultural Festival. They can use words, icons or images to illustrate. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their stories. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group.	- Students work in groups to follow the teacher's instruction. - Students perform in front of the class.	<i>Students' own creativity</i>

e. Assessment

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

5. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

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

Board plan

<i>Date of teaching</i> Unit 2: A multicultural world Lesson 1: Getting started – At the international cultural festival * Warm-up * Vocabulary 1. cultural diversity (n) 2. cuisine (n) 3. autograph (n) 4. booth (n) 5. tug of war (n) Task 1: Listen and read. Task 2: Read and complete the table. Task 3: Find words and a phrase. Task 4: Complete the sentences. Poster design *Homework

UNIT 2: A MULTICULTURAL WORLD

Period 11 - Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Cultural diversity*;
- Recognise and practise diphthongs /ɔɪ/, /aɪ/, and /aʊ/;
- Review and extend the use of articles.

2. Competences

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

3. Personal qualities

- Be proud and respectful of Cultural diversity;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

There are two types of articles in English: indefinite (*a/an*) and definite (*the*).

- We use the indefinite articles *a* and *an* before singular, countable nouns when the reader or the listener does not know which one we are referring to.

Example: I want to buy a souvenir.

- We use the definite article *the* before singular or plural nouns when we think that the reader or the listener knows what we are referring to because of the following:

- there is only one in general or only one in that context.

Example: The sun rises in the east.

- it has already been mentioned.

Example: A boy lost a watch. A woman found the watch and returned it to the boy.

- we refer to a musical instrument.

Example: I'm learning to play the piano.

- We also use the definite article *the* with:

- countries whose names include words like kingdom or state, or countries which have plural nouns as their names.

Example: the UK (the United Kingdom), the US (the United States of America), the Philippines

- oceans, seas, mountain ranges, etc.

Example: The Pacific is the largest of all oceans.

- We do not need an article with plural, countable nouns or uncountable nouns which are used in a generic or non-specific way.

Example: Tigers are endangered animals.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.

Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Listen to a song

c. Expected outcomes:

- Students can revise vocabulary related to cultural diversity.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Listen to a song - Teacher prepares the hand-out of the song lyrics and asks Ss to read and guess the words to fill in the blanks. - Teacher plays the song once. - Teacher checks answers with the whole class. - Teacher replays and pauses the song if necessary.	- Students listen to the song and fill in the blanks. - Students check their answers with the class.	Link: https://www.youtube.com/watch?v=moSF1vxnbkg Answer key: 1. the 2. A 3. the 4. distance 5. rules 6. the 7. an 8. the

e. Assessment

- Teacher observes and gives feedback.

Song: Let it go (Idina Menzel)

Grade: 12

The snow glows white on mountain tonight
Not a footprint to be seen
_____ kingdom of isolation
And it looks like I'm the queen
The wind is howling like this swirling storm inside
Couldn't keep it in, heaven knows I tried
Don't let them in, don't let them see
Be _____ good girl you always have to be
Conceal, don't feel, don't let them know
Well, now they know
Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn away and slam the door
I don't care what they're going to say
Let the storm rage on
The cold never bothered me anyway
It's funny how some _____ makes everything seem small
And the fears that once controlled me can't get to me at all
It's time to see what I can do
To test the limits and break through
No right, no wrong, no _____ for me
I'm free
Let it go, let it go
I am one with _____ wind and sky
Let it go, let it go
You'll never see me cry
Here I stand and here I stay
Let the storm rage on
My power flurries through the air into the ground
My soul is spiraling in frozen fractals all around
And one thought crystallizes like _____ icy blast
I'm never going back, the past is in the past
Let it go, let it go
And I'll rise like the break of dawn
Let it go, let it go
That perfect girl is gone
Here I stand in _____ light of day
Let the storm rage on
The cold never bothered me anyway

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in words and in sentences.

b. Content:

- Task 1: Listen and repeat. Then practise saying the words. (p.21)

- Task 2: Work in pairs. Underline the words that contain the /ɔɪ/, /aɪ/, and /aʊ/ sounds. Listen and check.
Then practise reading the whole text aloud (p.21)

c. Expected outcomes:

- Students can correctly pronounce diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in single words and in a complete text.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS									
Task 1: Listen and repeat. Then practise saying the words. (6 mins)											
- Write three words: <i>point, try, now</i> on the board and call on one or two Ss to read it. Check if Ss can say out the correct sounds of three words containing three diphthongs. - Play the recording and ask Ss to listen and repeat, paying attention to the words. - Ask Ss to listen to the recording again, but this time, have them repeat the words. - Tell students that they can find the /ɔɪ/, /aɪ/, and /aʊ/ sounds in various spellings, such as: /ɔɪ/ - 'oi' as in <i>choice, oil</i> - 'oy' as in <i>enjoy, employ</i> /aɪ/ - 'uy' as in <i>buy</i> - 'ei' as in <i>height</i> - 'i' as in <i>line, high</i> - 'ie' as in <i>tie, lie</i> /aʊ/ - 'ow' as in <i>cow, bow</i> - 'ou' as in <i>house, cloud</i> - In stronger classes, ask them to add more to these examples.	- Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the diphthongs /ɔɪ/, /aɪ/, and /aʊ/.	<table border="1"> <tr> <td>/ɔɪ/</td><td>/aɪ/</td><td>/aʊ/</td></tr> <tr> <td>join</td><td>spicy</td><td>crowded</td></tr> <tr> <td>boy</td><td>buy</td><td>around</td></tr> </table>	/ɔɪ/	/aɪ/	/aʊ/	join	spicy	crowded	boy	buy	around
/ɔɪ/	/aɪ/	/aʊ/									
join	spicy	crowded									
boy	buy	around									
Task 2: Work in pairs. Underline the words that contain the /ɔɪ/, /aɪ/, and /aʊ/ sounds. Listen and check. Then practise reading the whole text aloud (6 mins)											
- Ask Ss to read quickly through the text to get a broad understanding. - Have Ss underline the words that contain the three diphthongs in each sentence individually. Then ask them to work in pairs to compare their answers. - Check answers as a class by playing the recording. Pause after each sentence and confirm the answers. - Put Ss in pairs and have them practise reading the sentences aloud. Extension: Ss work in pairs and make up new sentences using words which contain these three diphthongs. Then they take turn to read out their sentences and the other S has to tell how many words containing /ɔɪ/, /aɪ/, and /aʊ/ they can hear.	- Students underline the words with the diphthongs /ɔɪ/, /aɪ/, and /aʊ/ first. Then listen to the recording. - Students read the whole text aloud.	Answer key: 1. <u>Joyce</u> feels so <u>proud</u> to become a top designer. 2. The country's <u>identity</u> as a separate nation was never <u>destroyed</u>. 3. <u>Mike</u> and <u>Diana</u> came to the fair to <u>enjoy</u> food from <u>around</u> the world. 4. A <u>noisy crowd</u> cheered as the band <u>finally</u> appeared on stage. 5. The detective <u>tried</u> to <u>find out</u> where the strange <u>sound</u> came from.									

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 introduce words / phrases related to the topic *Cultural identity*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.22)
- Task 2: Complete the sentences using the correct forms of the words in Task 1. (p.22)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
- Tell Ss that the words in the activity are related to cultural diversity. - Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class.	- Students match each word on the left with the meaning on the right - Students study the meanings and underline key words.	Answer key: 1. c 2. a 3. e 4. b 5. d
Task 2: Complete the sentences using the correct forms of the words in Task 1. (6 mins)		
- Ask Ss to work individually. Tell them to read the sentences carefully to decide which word in 1 can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/ phrase. - Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first. - Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each sentence using contextual clues, e.g. <i>The first sentence needs a noun and it refers to a feature of a nation/ culture. The second sentence needs a noun to go with 'New Year's', and the word 'festivities' is the best choice.</i>	- Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences.	Answer key: 1. identity 2. festivities 3. origin 4. trends 5. popularity

e. Assessment

- Teacher's observation on Ss' performance.

Grade: 12

- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise the use of articles;
- To help Ss practise using articles.

b. Content:

- Task 1: Circle the correct answer to complete each of the sentences. (p.23)
- Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (p.23)

c. Expected outcomes:

- Students know how to use articles and can apply the knowledge about articles to give a short talk on the given topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Circle the correct answer to complete each of the sentences. (6 mins)		
- Tell Ss to look at the sentences with articles in Activity 4 in GETTING STARTED. Elicit the formation of articles e.g. <i>How many types of articles? When are they used?</i> - Have Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary. - Ask Ss to work in pairs to choose the correct phrase to complete the sentences. Clarify the difference between two options in each sentence: one phrase has an article and the other doesn't. - Call on individual Ss to write their answers on the board. Check answers as a class. Have Ss explain their choice by telling the use of articles in each sentence, e.g. 1. <i>the full moon</i> – <i>the only one</i>; 2. <i>the Atlantic</i> – <i>the ocean</i>; 3. <i>Vietnamese women</i> – <i>a group of people</i>; 4. <i>the US</i> – <i>a country whose name includes states</i>; 5. <i>Rome</i> – <i>a city</i>.	- Students read the notes in the Remember box. - Students circle the correct answers. - Students explain their answers.	Answer key: 1. the full moon 2. the Atlantic 3. Vietnamese women 4. the US 5. Rome
Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (7 mins)		
- Have Ss read the instruction and example, make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student.	- Students work in pairs and make questions and answers using the correct articles in given topics. - Present their ideas in front of class.	Suggested answers: A: Can you play the guitar? B: No, I can't, but I

- Point to the example and the article in these sentences. Ask <i>What are the uses of these articles?</i> (We use the definite article <i>the</i> with some musical instruments.) - Put Ss in pairs to make questions and answer using the correct articles in given topics. - In stronger classes, set a time limit of four minutes and have pairs come up with as many sentences as they can. - Invite pairs to share their interviews with the whole class.	can play the piano.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

<i>Date of teaching</i> Unit 2: A multicultural world Lesson 2: Language * Warm-up Listening to a song * Pronunciation - Task 1: Listen and repeat. - Task 2: Underline the words. * Vocabulary - Task 1: Match the words with the meanings. - Task 2: Complete the sentences. * Grammar - Task 1: Circle the correct answer. - Task 2: Ask and answer questions about the topics. * Homework

UNIT 2: A MULTICULTURAL WORLD

Period 12 - Lesson 3: Reading – Globalisation and cultural identity

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about globalisation and cultural identity.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Be respectful of cultural diversity;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. globalisation (n)	/ˌgləʊbəlaɪˈzeɪʃn/	the fact that different cultures and economic systems around the world are becoming connected and similar to each other because of the influence of large multinational companies and of improved communication	sự toàn cầu hoá
2. custom (n)	/ˈkʌstəm/	an accepted way of behaving or of doing things in a society or a community	phong tục
3. ingredient (n)	/ɪnˈɡriːdiənt/	one of the things from which something is made, especially one of the foods that are used together to make a particular dish	nguyên liệu
4. speciality (n)	/ˌspeʃiˈæləti/	a type of food or product that a restaurant or place is famous for because it is so good	đặc sản

5. captivate (v)	/ˈkæptɪveɪt/	to keep somebody's attention by being interesting, attractive, etc.	làm say đắm
6. keep up with (ph.v)	/ki:p ʌp wɪð/	to continue to be in contact with somebody	theo kịp

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. - The team with the higher score will be the winner.	- Students work in groups to do the activity. - Students raise their hands to answer the questions.	Link: https://www.youtube.com/watch?v=zfn0XHCfDHA Questions: 1. Environmental problems of globalisation include global warming, the _____ of natural resources and the production of harmful chemicals. 2. Polluting industries, logging forest and exploiting _____ are consequences of globalisation. 3. Loss of _____ is another effect of globalisation.

		4. Globalisation supports faster _____ growth and quicker access to new technology. Answers: 1. depletion 2. labour 3. culture 4. economic

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)**a. Objectives:**

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the questions. (p.23)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (4 mins)		
- Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about globalisation. Write their questions on the board. - Introduce the topic of the reading text.	- Students work in pairs and answer the questions. - Students write questions they want to know on the board.	Questions: 1. What is globalisation? 2. How does globalisation affect local cultures?
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook.	New words: 1. globalisation (n) 2. custom (n) 3. ingredient (n) 4. speciality (n) 5. captivate (v) 6. keep up with (ph.v)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)**a. Objectives:**

- To get Ss to practise guessing the meaning of words from context;

Grade: 12

- To help Ss develop reading skills for general and specific information;

b. Content:

- Task 2: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (p.23-24)

- Task 3: Read the article again and choose the correct answer A, B, or C. (p.24-25)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (8 mins)		
- Read the four headings and check understanding. - Ask Ss to read the text and identify the main idea of each paragraph, then match each heading with a suitable paragraph. Remind Ss to underline key words or phrases in the text which help them identify the correct heading. - Check answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text.	- Students read the headings first, then skim through each section. - Students choose the heading that covers the ideas of the whole section. - Students check answers with the whole class and give explanations for their choice.	Answer key: A - 3 B - 4 C - 2 Strategy: Reading for main ideas (Headings) To read and understand the main ideas of a text and select the best headings for a section, students should: 1. Read the headings carefully. Make sure you understand them. 2. Skim through each section, and choose the heading that covers the ideas of the whole section. 3. Pay attention to the number of extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).
Task 3: Read the article again and choose the correct answer A, B, or C. (12 mins)		
- Ask Ss to read the questions and four options, and underline the key words in each of them. - Check whether Ss have got the right keywords. - Ask Ss to scan the text to locate the key words, as well as paraphrases of these keywords. Then choose the option that matches the information in the text. Remind them to watch out for distractors, especially options that may be mentioned in part in the text, but are	- Students read the headings first, then skim through each section. - Students choose the heading that covers the ideas of the whole section. - Students check answers with the whole class and give explanations for their choice.	Answer key: 1. C 2. B 3. A 4. B 5. B Exam strategy: Reading for specific information: 1. Read the questions and three options (A, B, and C) and underline the key words in the questions. 2. Read the text and locate the

not true. - Have Ss work in pairs or groups to compare answers. - In weaker classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information in the article. - In stronger class, ask Ss to explain their answers by providing clues from the text.		key words, as well as paraphrases of these keywords. 3. Choose the option that matches the information in the text. Watch out for distractors, especially options that may be mentioned in part in the text, but are not true. Exam strategy: reading for negative facts 1. Read and underline the key words in the questions and four options. 2. Read the text and locate the key words, as well as paraphrases of these keywords. 3. Eliminate the options containing the ideas/information mentioned in the text. The answer is the option which has wrong/different information or not stated in the text.

e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)**a. Objectives:**

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 4: Work in groups. Discuss the following question. *What are some other effects of globalisation on cultural diversity? Give some examples in the context of Viet Nam.* (p.25)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about other effects of globalisation on cultural diversity and give examples in the context of Viet Nam

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in groups. Discuss the following question. <i>What are some other effects of globalisation on cultural diversity? Give some examples in the context of Viet Nam.</i>		
- Ask Ss to work in groups. Have them discuss which achievement by Steve Jobs they find most admirable. Encourage them to explain why they admire that achievement the most. - Invite some groups to share their answers with the whole class. - Ask other Ss to give comments	- Students practise speaking in groups. - Students share their answers with the whole class. - Students listen and give feedback.	Suggested answers: Globalisation can foster cultural exchange, enabling individuals from different backgrounds to learn from one another, celebrate diversity, and develop a deeper appreciation for varied cultural expressions.

and correct any mistakes if possible.		

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about the effects of globalisation on cultural identity.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board plan

Date of teaching
Unit 2: A multicultural world
Lesson 3: Reading

*** Warm-up**

Video watching

- Task 1: Discuss the questions.
- Vocabulary
 1. globalisation (n)
 2. custom (n)
 3. ingredient (n)
 4. speciality (n)
 5. captivate (v)
 6. keep up with (ph.v)
- Task 2: Match each section with a heading.
- Task 3: Choose the correct answer A, B, or C.
- Task 4: Discussion.

*** Homework**

UNIT 2: A MULTICULTURAL WORLD

Period 13 - Lesson 4: Speaking – Planning a Cultural Diversity Day

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to plan a culture day;
- Memorise vocabulary to talk about plans for a culture day.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be proud and respectful of the cultures of Vietnam.

II. MATERIALS

- Grade 12 textbook, Unit 2, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. spicy (adj)	/ˈspaɪsi/	(of food) having a strong taste because spices have been added to it	cay
2. focus on (v)	/ˈfəʊkəs ɒn/	to give attention, effort, etc. to one particular subject, situation or person rather than another	tập trung vào
3. professional (adj)	/prəˈfeʃənl/	doing something as a paid job rather than as a hobby	chuyên nghiệp

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

b. Content:

Grade: 12

- Guessing game

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Guessing game - Teacher divides the class into two groups. - There are four questions, the answers of which provide four clues for the keyword. - Each group chooses a question. If they have a correct answer, they get one point. - If a team can guess the keyword, they will get 5 points. - The team with more points is the winner. - Teacher leads in the lesson.	- Students take turns, choose a number and answer the question. - Students guess the keyword. - Students explain their keyword.	Questions: 1. What is the name of this music band?  (Blackpink) 2. Who are they?  (BTS) 3. Fill in the blank: They're going to organise a _____ Diversity Day next weekend.(Cultural) 4. What is the name of a spicy food which is mainly made from Chinese cabbage? (kimchi) -> KEY WORD: South Korea

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about and taking notes about the similarities and differences in Vietnamese and Korean cultures.

b. Content:

- Task 1: Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know about. Use the ideas in Getting Started and Reading, and the table and examples below to help you. (p.25)

- Pre-teach vocabulary

- Task 2: Work in groups. Your school is organising a Cultural Diversity Day. Discuss what the event should include. Use the ideas in 1 to create the event programme. (p.26)

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students can come to the final plan for a culture day.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know about. Use the ideas in Getting Started and Reading, and the table and examples below to help you. (10 mins)		
- Remind Ss of the reading text about the Korean Wave, and elicit what its effects on the life of Vietnamese people. - Ask, <i>How much do you know about Korean culture?</i> and encourage Ss to come up with as many points as they can (tradition, cuisine, clothes, music, ...) - Then ask Ss to read the table to see if any of their points are included there. Have them work in pairs and discuss the similarities and differences between South Korean and Vietnamese cultures. - Check answers as a class. - Recap the comparison Ss have found and write some of them on board, e.g. * Similarities: <i>both countries eat rice and noodles, a lot of vegetables and soups; use chopsticks; street food is a big part of both cultures. They both worship ancestors, celebrate Lunar New Year, Middle Autumn Festival, Buddha's Birthday. They have traditional clothes.</i> * Differences: <i>Koreans eat spicy food and a lot of kimchi; each person eats their own bowl, plates and dishes; they don't talk when eating and don't hold their bowl; greetings...</i>	- Students share what they know about the two people. - Students read and understand the information on their cards.	Example: A: South Koreans seem to eat a lot of spicy food, such as kimchi and tteokbokki, while our traditional dishes, like bun cha and pho, are not very spicy in general. B: I agree. How about music? I think in both countries, young people like to listen to pop music, but K-pop focuses mainly on dance groups while our pop music is usually produced by solo artists.
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook.	New words: 1. spicy (adj) 2. focus on (v) 3. professional (adj)
Task 2: Work in groups. Your school is organising a Cultural Diversity Day. Discuss what the event should include. Use the ideas in 1 to create the event programme. (15 mins)		

- Put Ss in groups and have them discuss their own plan for a Cultural Diversity Day. Remind Ss to think of the popularity of culture diversity in Viet Nam (regarding to the reading section) - In weaker classes, write some guiding questions on the board and ask Ss to think of the answers to these questions. E.g. <i>What activities will you include in the programme? ; Who will be the participants? Where/when will you organise the event?...</i> - Walk around and provide help if necessary. - Invite Ss to share their plans with the class.	- Students work in groups to discuss how to organise the event. - Students compare their notes with their partners.	Suggested answer: A: We've decided to organise a Cultural Diversity Day in our school. Let's discuss what activities to include. B: First, we should set up some food stalls offering traditional dishes from different cultures. C: That sounds fun! We can call them 'Taste the World'. We can also show visitors how to cook these dishes. D: I like your idea, but we don't have any cooking experience. We may need to involve professional cooks.

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)**a. Objectives:**

- To give Ss an opportunity to present their group discussion to the class;
- To help some students enhance presentation skills.

b. Content:

- Task 3: Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme. (p.26)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about their ideas for the Cultural Diversity Day.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme.		
- Have a representative from all groups share their plan in front of the class. - Praise for good effort, well-structured responses and fluent delivery. - After all groups present their plans to a situation, ask the class to vote for the best programme (suggested criteria: number of	- Students work in pairs, use the notes and talk about their ideas of a culture day they want to organise. - Students add more details if they can. - Vote for the best story.	

activities, duration, participants, preparation for the event...). Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan.		

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about the similarities and differences in Vietnamese and Korean cultures.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

<i>Date of teaching</i> Unit 2: A multicultural world Lesson 4: Speaking * Warm-up Guessing game Task 1: Discuss and complete the table. Vocabulary 1. spicy (adj) 2. focus on (v) 3. professional (adj) Task 2: Discuss the plans for the event. Task 3: Report the discussion. * Homework

UNIT 2: A MULTICULTURAL WORLD

Period 14 - Lesson 5: Listening – Celebrating Halloween in Viet Nam

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about Halloween and how it is celebrated in Vietnam;
- Memorise vocabulary to talk about Halloween.

2. Competences

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

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 2, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. celebrate (v)	/ˈselɪbreɪt/	to show that a day or an event is important by doing something special on it	làm lễ kỉ niệm
2. annually (adv)	/ˈænjuəli/	once a year	hàng năm
3. be of importance	/bi: əv ɪm'pɔ:tns/	be important	quan trọng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

Grade: 12

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number - Class is divided into 2 groups. - Teacher asks each group to choose a number. There are 6 numbers, 5 of which include a picture of a world festival. - If Ss look at the picture and say the name of the festival. Ss get one point if the answer is correct. - If they open a lucky number, they get a point without having to answer the question. - The group with more points is the winner.	- Students follow the teacher's instructions and play the game in two teams.	<i>Suggested directions:</i> 1. Mid-autumn festival 2. Christmas 3. Halloween 4. Hung Kings' festival 5. Lim festival

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Label the following pictures. Do you often see them in Viet Nam? (p.26)
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Label the following pictures. Do you often see them in Viet Nam? (4 mins)		
- Ask Ss to look at the pictures and then say: <i>In the first picture, we see some kids holding buckets, wearing hats and asking for candies. The second one shows a house which is mysterious and located in an isolated area. The third one displays some fire pumpkins.</i> - Ask Ss to work in pairs, label the pictures using the given letters and guess the name of a festival. Explain that that festival will appear in the recording. - Call on some pairs to share their	- Students work in pairs and label the picture.	<i>Answer key:</i> 1. trick or treating 2. haunted house 3. pumpkin

answers. Correct answers as a whole class. - Have Ss share what they know about Halloween and their experience if any.		
Vocabulary teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) -Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students say the meaning of the words. - Students write new words on their notebook.	New words: 1. celebrate (v) 2. annually (adv) 3. be of importance (v)

e. Assessment

- Teacher checks students' pronunciation and answers and gives feedback.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)**a. Objectives:**

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about celebrating Halloween in Vietnam.

b. Content:

- Task 2: Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase. (p.26)
- Task 3: Listen to the interview again and complete each sentence with no more than TWO words. (p.26)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase. (10 mins)		
- Have Ss read four statements, and make guesses before listening. Ss can also underline other key words besides the two options in each statement to have more clues. E.g. 1. <i>Halloween</i> ; 2. <i>History</i> , <i>Halloween</i> ; 3. <i>celebrate</i> , <i>Viet Nam</i> ; 4. <i>popularity</i> , <i>Western festivals</i> - Play the recording and tell Ss to listen, pay attention to the key words and circle the correct word or phrase. For this kind of question – listen for opinions, remind Ss to pay attention to words or expressions the speaker may use to describe likes, dislikes, agreement, disagreement etc. as well as his/her tone of voice to choose the correct option that best reflect his/her attitudes. E.g. <i>Question 1. Minh says "it's great fun"</i>	- Students make predictions before listening. - Listen and do the task. - Correct the answers as a whole class.	Answer key: 1. likes 2. interesting 3. shouldn't 4. no cause for alarm

when the interviewer asked if he likes taking part in Halloween parties; so the answer for question 1 is “likes”.

- Have Ss compare their answers in pairs / groups.
- Check answers as a class and confirm the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening.
- In weaker classes, play the recording again, pausing at the places where they can get the information.

Task 3: Listen to the interview again and complete each sentence with no more than TWO words. (10 mins)

- Have Ss read each of the statements, underline key words, and identify the part of speech to fill in each blank; e.g. 1. (*a noun*) Students, New Era school, preparing; 2. (*an adjective*) Halloween, celebrated, Minh’s school; 3. (*an adjective*) Halloween, roots, Celtic festival, Ireland; 4. (*a prepositional phrase*) Halloween, popular; 5. (*a plural noun*) Viet Nam, of great importance.
- Tell Ss to pay more attention to these words and phrases, and the context around them. Remind Ss that the statements may include paraphrased from what they hear in the recording so they should listen for synonyms, or phrases with similar meanings.
- In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening.
- Play the recording and have Ss fill in the missing words. Remind them not to exceed the word limit (no more than TWO words for each blank)
- Have Ss compare their answers in pairs / groups.
- Check answers as a class. Invite individual Ss to say out the word/ phrase for each blank.
- Let Ss listen again, pausing at the places where Ss can find the information.

- Students read the questions and underline the key words.
- Students listen to the recording and do the task.
- Correct the answers as a whole class.

Answer key:

1. special event
2. popular
3. ancient
4. in Asia
5. traditional festivals

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To help some students enhance presentation skills;

Grade: 12

- To practise team working;
- To give Ss the opportunity to use the ideas and language in the listening to give opinions and reasons.

b. Content:

- Task 4: Work in groups. Discuss the question. (p.27)

c. Expected outcomes:

- Students can use the language and ideas from the unit to give opinions and reasons about festivals in the world.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss the question.		
- Ask Ss to work in pairs. Have them discuss other festivals which are celebrated in Viet Nam. Encourage them to explain why they are popular in Viet Nam. - Invite some pairs to share their answers with the whole class.	- Students work in groups and discuss. - Students share their ideas to the whole class.	<i>Suggested answer:</i> Some Western festivals are celebrated in Viet Nam such as Valentine, Christmas, New Year Eve. The reasons why they are becoming popular are they are organised based on the solar calendar and they are organised all over the world. Moreover, many young Vietnamese people learn English as their second language so they want to celebrate these festivals to learn language and explore western cultures.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

<i>Date of teaching</i> Unit 2: A multicultural world Lesson 5: Listening	
*Warm-up Game: Lucky song	
* Listening - Task 1: Work in pairs and label the pictures. - Vocabulary 1. celebrate (v) 2. annually (adv) 3. be of importance (v) - Task 2: Listen and circle.	

Grade: 12

- Task 3: Listen and complete.
- Task 4: Work in groups and discuss.

***Homework**

UNIT 2: A MULTICULTURAL WORLD

Period 15 - Lesson 6: Writing – An opinion essay on the impacts of world festivals on young Vietnamese people

I. OBJECTIVES

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

1. Knowledge

- Synthesise and summarise information in order to write an essay to present their opinions on the impact of world festivals on young Vietnamese people;
- Apply structures to write an opinion essay.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Be proud and respectful of festivals in the world.

II. MATERIALS

- Grade 12 textbook, Unit 2, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Game: Hot seat

c. Expected outcomes:

- Students can recall some words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Hot seat - Teacher divides the class into four teams and prepares a chair on the stage.	- Students listen to the clues and guess the words. - Students check their answers with the class.	Word lists: 1. trick or treat 2. trend 3. globalisation 4. spring rolls

- Teacher calls one student at a time to sit on the table and show the student a word. - The chosen student will describe the word using action and related words. - The teams will raise their hands to answer. The fastest will get the chance. - When the game is finished, teacher counts how many correct answers each team has. The winner will be the one with the most correct answers. - Teacher leads in the new lesson by asking some questions.		5. haunted house

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (9 mins)**a. Objectives:**

- To help Ss recall and select the key information about the effects of world festivals on young Vietnamese people;
- To help students have the ideas for their writing.

b. Content:

- Task 1: Work in pairs. Decide whether the following points are positive or negative impacts of celebrating world festivals. Discuss the reasons. (p.27)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about the effects of world festivals on young Vietnamese people

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Decide whether the following points are positive or negative impacts of celebrating world festivals. Discuss the reasons. (8 mins)		
- Have Ss work in pairs. Tell them to read the statements and discuss which of them are positive or negative effects of celebrating Western festivals. Ss may refer to the ideas in the listening sections (the celebrations of Western festivals in Viet Nam). - Ask Ss to discuss the reasons for their choices. For example: * <i>Negative effects:</i> + <i>Western festivals are expensive one to celebrate: most students don't have a lot of money to buy Halloween costumes or Christmas decorations.</i> + <i>They may make young people ignore local festivals: more young people attend Western</i>	- Students read the given points and decide whether they are positive or negative. - Students share their opinions with the whole class.	Answer key: Positive: 2,4,6 Negative: 1,3,5

<i>festivals than local ones and their dates are easier to remember than local ones which are organised according to the lunar calendar.</i> <i>+ They may make young people lose their sense of identity: young people tend to remember the history, customs and dress up like Westerners in those festivals</i> * Positive effects: <i>+ encourage extra-curricular activities: students can organise Christmas fairs or Halloween parties, prepare cultural performances...</i> <i>+ bring a lot of fun, happiness and joy: they can relax and spend time with friends and family, enjoy musical performances or taste traditional dishes of those festivals</i> <i>+ help young people learn about other cultures: they learn about the origin and history of a festival, the tradition and customs of the people in other countries</i> - Call on some pairs to share their answers. - Check answers as a class.		

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)**a. Objectives:**

- To help Ss practise writing an essay to present their opinions on the impact of world festivals on young Vietnamese people.

b. Content:

- Task 2: Write an opinion essay (180 words) on the following topic. Use the ideas in 1 and the outline and suggestions below to help you. (p.27)

c. Expected outcomes:

- Students can write an opinion essay on the impacts of world festivals on young Vietnamese people.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Write an opinion essay (180 words) on the following topic. Use the ideas in 1 and the outline and suggestions below to help you.		
- Ask Ss to study the outline and the useful expressions and check understanding. - Review the structure of an opinion essay. Write its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss refer to the Writing section in Unit 10 – Tiếng Anh 11 to check their answers if possible	- Students brainstorm for the ideas and the language necessary for writing. - Students write the first draft individually using the ideas in task 1 and 2.	Suggested answer: Nowadays, more and more young people celebrate Western festivals in Viet Nam. Some people think there is nothing wrong with this while others are worried about the influence of foreign cultures. In my opinion, celebrating Western festivals has more positive than negative effects on young

- Put Ss into groups and have them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of reasons to support their view. - Set a time limit for the task. Walk round the class to give further support if needed. - When Ss finish writing, give them time to check their essays.- Put Ss in pairs and ask them to swap their essays for peer review. Encourage them to comment on each other's ideas, vocabulary and grammar. If time allows, ask Ss to make revisions based on peer feedback before they produce a final draft. - Collect Ss' essays to mark and provide written feedback in the next lesson. Extension: In stronger classes, introduce another type of essay – the two-sided argumentative or discussion essay, in which a writer presents both points of view objectively before giving their own opinion. Have Ss work in groups and try to write an introductory paragraph for this type of essay, e.g. <i>There has been a lot of discussion on the effects of Western festivals on local youth. Some people consider these festivals are good chances for young people to learn other cultures while others are worried about the loss of national identity. This essay will discuss both points of view and argue in favour of the latter/former.</i> - Encourage Ss to write their two-sided argumentative essays at home.		Vietnamese. Firstly, festivals are a great way to understand a nation's culture. Taking part in celebrations can help young people learn more about other people's traditions and customs. For example, Christmas is a typical holiday in Western countries so when joining the festivities, young people can learn about its origin and history, the tradition of decorating one's home and getting presents for family and close friends, and putting them under the Christmas tree. Secondly, festivals are special events that help bring fun, happiness and joy to young people's lives. They give an opportunity for young people to relax and spend enjoyable time with their friends and family. They can enjoy the festive spirit by watching performances, dressing up and eating festive food. Finally, it cannot be denied that Western festivals also encourage extra-curricular activities at schools. Organising special events every year, such as Halloween parties or Christmas fairs, encourages students to discover interesting things about the festivals, socialise with friends from other cultures or create their own performances. In conclusion, I firmly believe that celebrating Western festivals in Viet Nam does more good than harm to young people. They can have fun, broaden their cultural knowledge and enjoy their school life more.

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)**a. Objectives:**

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Cross-checking		
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	- Students swap their piece of writing with their partners and give peer review. - After peer review, Ss give the writing back to the owner and discuss how to improve it.	Writing rubric 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)**a. Wrap-up**

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebook.
- Do exercises in the workbook.
- Prepare for Lesson 7 – Communication & Culture.

Board Plan

<i>Date of teaching</i> Unit 2: A multicultural world Lesson 6: Writing	
*Warm-up	
Hot seat	
- Task 1: Decide whether the given points are positive or negative.. - Task 2: Write an opinion essay. - Peer review	
*Homework	

UNIT 2: A MULTICULTURAL WORLD

Period 16 - Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about culture shock;
- Review expressions for making introductions and responding to them.

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Board race

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Board race - Teacher divides the class into four teams and the board in four sections and gives a board pen to one of the Ss in each team. - Teacher calls out the theme (<i>Festivals</i>) and gives them two minutes to write as many names of festivals as they can in 2 minutes. - Each student of the team comes to the board and writes down a name. - When the game is finished, Teacher has teams check each other's spelling and count how many correct names each team has written. - Teacher leads in the new lesson by asking some questions.	- Students come to the board one by one to write the answer. - Students check their answers with the class.	<i>Students' answers</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)**a. Objectives:**

- To provide a model conversation in which speakers make introductions and respond.
- To review how to make introductions and respond.
- To help Ss practise making introductions and responding.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)		
- Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?</i> - Give Ss a few minutes to read the	- Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs.	<i>Answer key:</i> 1. B 2. A 3. C 4. D

expressions in the box and check student's understanding. - In stronger classes, encourage Ss to fill in the gaps based on context clues. - Have Ss listen and complete the conversation with the words from the box. - Check answers by asking two Ss to read out the conversations. - Have Ss underline expressions used to make introductions and respond (<i>I'd like you to meet...; this is...; It's nice to meet you...; Pleased to meet you...</i>) - Put Ss in pairs and have them practise the conversation. - Invite some pairs to role play the conversation in front of the class.		
Useful expressions (7 mins)		
- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: Introducing people and responding to introduction - Teacher asks Ss to classify the expressions into two groups. - Check as a class. - T asks if Ss can add some more expressions.	- Ss work in groups to do the task.	* Introducing people Formal/ Semi-formal • <i>I'd like you to meet ...</i> • <i>I'd like to introduce/present ...</i> • <i>It's a pleasure to introduce ...</i> • <i>May I introduce/present ...?</i> Informal • <i>This is ...</i> • <i>I want you to meet ...</i> • <i>Let me introduce you to ...</i> • <i>Please meet ...</i> • <i>Have you met ...?</i> * Responding Formal/ Semi-formal • <i>It's nice to meet you.</i> • <i>How nice to meet you.</i> • <i>It's a pleasure to meet you.</i> • <i>How do you do?</i> Informal • <i>Hi, great/ nice to meet you.</i> • <i>Pleased/ Happy to meet you.</i>
Task 2: Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you. (6 mins)		
- Ask Ss to read through the situations and check students' understanding. Ask them if they have been in similar situations, e.g. if their class or club has a new member, how they make introductions and respond. - Have Ss work in groups of three. In weaker classes, underline words and phrases in the model conversation that	- Students work in groups of three. - Make plan for the role-plan - Practice the role-play, based on the two situations. - Swap the role and continue practising. - Perform in front of class.	Sample conversations: 1. Student A: Hello class. I would like to introduce Nam – a new member of our class. He has just moved from Nam Dinh High School. Please welcome him. Student B: Hello, everyone.

Ss can replace with information from the new situations. You can also write some prompts on the board. - Go through the <i>Useful expressions</i> in the box and remind Ss to use them in their conversations. - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. <i>how they are going to start the conversation, how they introduce a new member to the whole class, how their class will respond...</i> - Walk around the class and provide help if needed. - Call on some groups to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for making introductions and responses, clear pronunciation and fluent delivery.		My name is Nam. It's nice to meet you. Student C: Hi, Nam. Nice to meet you, too. Welcome to our class 2. Student B: Hey, Long. Have you met Pit? He has joined our football club this week. Student A: Not yet. Hi, happy to meet you, Pit. I'm Long. Student C: Hi Long, great to meet you, too.

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (15 mins)**a. Objectives:**

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and put a tick (✓) or cross (✗) in the box next to the pictures to show the appropriate behaviour in different cultures. (7 mins)		
- Ask Ss some questions to find out what they already know about the topic, e.g. <i>What does culture shock mean? Have you ever experienced culture shock? Who do you think often experience culture shock?</i> - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What is culture shock? How can people overcome culture shock? Can you list some examples of culture shock?</i>	- Students answer the questions. - Students work in pairs to read the text and complete the question by putting a tick or a cross in the box.	Suggested answers: ✓ ✗ ✓ ✗

- Put Ss into pairs. Ask them to read the text and complete the question by putting a tick or a cross in the box. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer. - Go back to the questions on the board, i.e., the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.		
Task 2: Work in groups. Discuss the questions. (8 mins)		
- Ask Ss to work in groups to discuss the two questions. - In weaker classes, ask questions to brainstorm ideas as a class, e.g. <i>Do foreigners experience culture shock when they visit Viet Nam? What are they?</i> - To answer the first question, encourage Ss to compare the cultural features of Viet Nam with other western countries, e.g: <i>eating habits (using chopsticks, street foods), transportation (full of vehicles on the road), languages (different dialects across regions; shopping (street markets, bargaining).</i> Then they come up with some solutions to help foreigners overcome these shocks (<i>make friends with foreigners and guide them, design leaflets/clips/videos about cultural features of Viet Nam..</i>) - Invite some groups to present a summary of their discussion to the class.	- Students work in groups to discuss the question. - Students share their ideas in front of class.	<i>Suggested answers:</i> Visitors may experience different kinds of culture shock when they come to Viet Nam. For example, they may not be used to using chopsticks when eating or enjoying many dishes in the streets. Some may find Vietnamese people in different regions (the North, Middle and the South) have different dialects. To help these visitors, we can make friends with them and guide them when they want to explore the city or culture. Moreover, we can design some clips or leaflet to introduce special features of Vietnamese culture and some taboo topics they should avoid.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 2: A multicultural world

Lesson 7: Communication and Culture / CLIL

***Warm-up**

Board race

***Everyday English**

Task 1: Listen and complete the conversations.

Task 2: Make similar conversations.

***CLIL**

Task 1: Read the text and put a tick or cross.

Task 2: Discussion

*** Homework**

UNIT 2: A MULTICULTURAL WORLD

Period 17 - Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 2;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

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

II. MATERIALS

- Grade 12 textbook, Unit 2, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Lucky number

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number - Ss work in 2 teams.	- Students join the game in two teams, describe and guess the	Suggested words: 1. originate

- There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly). - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner.	words.	2. trend 3. identity 4. cuisine 5. booth

e. Assessment

- Teacher observes the groups and gives feedback.

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

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS																				
Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (4 mins)																						
- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline and circle those words respectively. - Check answers as a class by playing the recording. - Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.	- Students do the task individually. - Students listen to the recording and check the answers as a whole class.	Answer key: <table><tr><th></th><th>/ɔɪ/,</th><th>/aɪ/</th><th>/aʊ/</th></tr><tr><td>1</td><td></td><td>my, idols</td><td>shouted, loudly</td></tr><tr><td>2</td><td>enjoyed</td><td>Mike, life, despite</td><td></td></tr><tr><td>3</td><td>choice</td><td>wide, spicy</td><td></td></tr><tr><td>4</td><td></td><td>final</td><td>announced</td></tr></table>		/ɔɪ/,	/aɪ/	/aʊ/	1		my, idols	shouted, loudly	2	enjoyed	Mike, life, despite		3	choice	wide, spicy		4		final	announced
	/ɔɪ/,	/aɪ/	/aʊ/																			
1		my, idols	shouted, loudly																			
2	enjoyed	Mike, life, despite																				
3	choice	wide, spicy																				
4		final	announced																			
Choose the correct word to complete each of the sentences. (4 mins)																						
- Ask Ss to read each sentence and check comprehension. Then focus Ss' attention on the options and	- Students do the task individually. - Students check their	Answer key: 1. trend 2. originate																				

differentiate them. - Tell Ss to study the context carefully and decide on the suitable word to complete each sentence. - Have Ss check their answers in pairs. - Check answers as a class by asking individual Ss to read the sentences.	answers with their partners.	3. identity 4. cuisine
Choose the best answer A, B, C, or D. (4 mins)		
- Ask Ss to read the text and then decide which option is needed for each blank. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read a blank each and elicit the use of articles in each blank.	- Ss read the text and then decide which option is needed for each blank. - Students check the answers in pairs.	Answer key: 1. A 2. B 3. A 4. D 5. B

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)**a. Objectives:**

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

b. Content:

- Introduce a culture

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentation. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters. - Have groups display their posters. Ask the group representative to stand next to their posters while the rest of the class walk around, study the posters and ask questions about them. In stronger classes, you can have	- All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet.	Students' presentations 

group members take turns to stand by the poster and answer questions. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.		

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 3.

Board Plan

<i>Date of teaching</i> Unit 2: A multicultural world Lesson 8: Looking back and project * Warm-up * Looking back - Pronunciation - Vocabulary - Language * Project: Introduce a culture * Homework

UNIT 3: GREEN LIVING

Period 18 - Lesson 1: Getting started – Green Classroom Competition

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic green living;
- Understand and use words and phrases related to green lifestyles;
- Use verbs with prepositions, and phrasal verbs correctly.

2. Competences

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

3. Personal qualities

- Be aware of current environmental issues and think of new ways to protect the environment;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 3, Getting started
- Computer connected to the Internet
- A0-size paper
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. awareness (n)	/ə'weənəs /	knowledge or understanding of a particular subject or situation	nhận thức
2. decompose (v)	/,di:kəm'pəʊz /	decay or make something decay	phân hủy
3. reusable (adj)	/,ri:'ju:.zə.bəl (r)/	able to be used more than once	có thể tái sử dụng
4. carbon footprint	/,kɑ:.bən 'fɒt.prɪnt/	a measurement of the amount of carbon dioxide that human activities produce	dấu chân carbon

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small

	chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Guessing game

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Guessing game - Teacher divides the class into two teams. - Teacher prepares the pictures of 6 types of pollution. - Teacher gives instructions for the game: + One student from each group comes and sees a picture. Students use their own words to describe the picture so that their teammates tell what type of pollution it is. + If the answer is correct, the team gets one point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The team having more points is the winner of the game.	- Students work in groups. - Students look at the picture that the teacher shows them and describe the picture. - Other students try to guess the name.	Key: 1. plastic pollution 2. light pollution 3. air pollution 4. noise pollution 5. water pollution 6. soil pollution

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

Grade: 12

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. awareness (n) 2. decompose (v) 3. reusable (adj) 4. carbon footprint

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;

- To introduce words and phrases related to green living;

- To help Ss identify some verbs with prepositions.

b. Content:

- Task 1: Listen and read. (p.32)

- Task 2: Read the conversation again and tick the green ideas mentioned in task 1. (p.33)

- Task 3: Find words and phrases in Task 1 with the following meanings. (p.33)

- Task 4: Complete the sentences with words from task 1. (p.33)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
- Set the context for the listening and reading. - Ask Ss to look at the picture, the heading and the conversation, and ask questions. - Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to green living: awareness, refill, reusable, ecotour, decompose....	- Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to green living. - Students compare the words and phrases with their partners.	Questions: 1. Who are the speakers? 2. What do you think they are discussing? Suggested answers: 1. Nam and his friend, Mark. 2. They are talking about

- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on two or three pairs of Ss to read the conversation aloud. - In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.	- Students read the conversation aloud.	how to win an ecotour by participating in a Green Classroom Competition.
Task 2: Read the conversation again and tick the green ideas mentioned in task 1. (5 mins)		
- Ask Ss to read the conversation again and tick the green ideas. Ask them to identify and underline the key words in the statements first. Then have them read the conversation again and locate the part that contains the information for each statement. Have them compare the information in the conversation with each statement to work out which is the correct answer, and why. - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.	- Students work independently to do the activity. - Students compare the answers in pairs.	Answer key: ✓ ✓ ✓
Task 3: Find words and phrases in Task 1 with the following meanings. (6 mins)		
- Have Ss look at the first letters of the words. Explain that these words are all in the conversation in Activity 1. - Ask Ss to read the definitions and find the words so that the words on the right match the definitions on the left, and they should start with the letters given. - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board.	- Students read the conversation again and work independently to do the activity. - Students share and check the answers.	Answer key: - cleaning up - eco-friendly - decompose - carbon footprint
Task 4: Complete the sentences with words from task 1. (5 mins)		
- Tell Ss to read the sentences. Focus attention on the blanks. - Ask Ss to complete the sentences, using the words and phrases from the	- Students work individually to complete the sentences - Students share and check the answers.	Answer key: - away - which

conversation in task 1. - Check answers as a class.		3. off 4. on 5. which

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)**a. Objectives:**

- To help Ss memorize the key information about living green;
- To get Ss to speak about some ways to protect the environment.

b. Content:

- Make a mind map about ways to protect the environment.

c. Expected outcomes:

- Ss can make a mind map and present it before class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Make a mind map about ways to protect the environment. (10 mins)		
- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to make a mind map. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their map. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group.	- Students work in groups to follow the teacher's instruction. - Students perform in front of the class.	<i>Students' own creativity</i>

e. Assessment

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

5. CONSOLIDATION**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

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

Board plan

Date of teaching
Unit 3: GREEN LIVING
Lesson 1: Getting started

*** Warm-up**

*** Vocabulary**

1. awareness (n)
2. decompose (v)
3. reusable (adj)
4. carbon footprint

Task 1: Listen and read.

Task 2: Tick the correct answer.

Task 3: Find words and a phrase.

Task 4: Complete the sentences.

Mind Map

***Homework**

UNIT 3: GREEN LIVING
Period 19 - Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Green living*
- Recognise and practise diphthongs /ɪə/, /eə/, and /ʊə/
- Use verbs with prepositions, and phrasal verbs correctly
- Use relative clauses to refer to the whole sentence correctly

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities

- Be eager to learn more about ways to protect environment
- Develop self-study skills

II. MATERIALS

- Grade 12 textbook, Unit 3, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

VERBS WITH PREPOSITIONS	
1. V + prep. + O: The meaning of these two words is usually very similar to the original meaning of the	- V + about: ask, care, talk, think, learn,... - V + for: ask, apply, apologise, wait, prepare,... - V + to: introduce, refer, respond, listen,

verb.	explain,...
2. V + prep = a phrasal verb The meaning of a phrasal verb is often very different from the original meaning of the main verb. Phrasal verbs use adverbs as well as prepositions.	work out, carry out, turn on, turn off, look for, look after, look up,...

RELATIVE CLAUSES REFERRING TO A WHOLE SENTENCE	
We use a non-defining relative clause to refer to all the information in the previous clause. This type of clause is introduced with the relative pronoun <i>which</i> .	Eg: More and more people are interested in recycling nowadays, <u>which is good for the environment</u> .

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

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

b. Content:

- Kim's game

c. Expected outcomes:

- Students can revise vocabulary related to green cleaning.
- Students can do all the exercises.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Kim's game - Divide the class into two teams. - Give instructions. Look at the pictures in 10 seconds. Try to remember all the pictures without writing anything. Students have 2 minutes to go to the board and write the words one by one. The team with more correct answers becomes the winner.	- Students work in groups to do the activity. - Students remember and write words on the board.	Keys: ear, pears, chair, deer, stairs, tourists

e. Assessment

- Teacher observes and gives feedback.

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

- To help Ss recognise and practise diphthongs /ɪə/, /eə/ and /ʊə/ in single words and in a complete text.

b. Content:

- Task 1: Listen and repeat. Then practise saying the words. (p.33)
- Task 2: Work in pairs. Underline the words that contain the /ɪə/, /eə/ and /ʊə/ sounds. Listen and check. Then practise saying the sentences. (p.33)

c. Expected outcomes:

- Students can correctly pronounce diphthongs /ɪə/, /eə/ and /ʊə/ in single words and in a complete text.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Then practise saying the words. (6 mins)		
- Remind Ss what a diphthong is and elicit the ones they have learnt so far. Ask them if they know any other diphthongs. - Ask Ss to listen to the recording. Have them pay attention to the diphthongs /ɪə/, /eə/ or /ʊə/ in each word. In weaker classes, write the words on the board and underline the letters representing these sounds, e.g. idea, awareness, sure. - Ask Ss to listen to the recording again, but this time, have them repeat the words. - In stronger classes, put Ss in pairs and have them add more examples of words containing the diphthongs, e.g. /ɪə/near, here, prettier, beer, weird; /eə/ hair, bear, share, compare, Claire; /ʊə/secure, curious, during, endure. Elicit from Ss the various spellings of the diphthongs.	- Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the diphthongs /ɪə/, /eə/ and /ʊə/.	Scripts: /ɪə/: idea, years /eə/: awareness, air conditioners /ʊə/: sure, ecotour
Task 2: Work in pairs. Underline the words that contain the /ɪə/, /eə/ and /ʊə/ sounds. Listen and check. Then practise saying the sentences. (6 mins)		
- Ask Ss to read quickly through the text to get a broad understanding. - Have Ss work in pairs to underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ in each sentence. - Ask them to listen to the recording and check their answers. - Have Ss practise reading the whole text	- Students underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ first. Then listen to the recording. - Students read the whole text aloud.	Answer key: 1. <u>There</u> are many <u>volunteers</u> <u>here</u> to help clean up the beach. 2. <u>Ecotourism</u> encourages the <u>tourists</u> to develop eco-friendly habits when travelling.

aloud in pairs. - In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text. - In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /ɪə/, /eə/ and /ʊə/ as possible. Invite them to read these sentences aloud in front of the class, and have other students listen and count the number of correct words with diphthongs. The pair(s) with the most correct diphthongs are winners.		3. It is <u>clear</u> that not all people are <u>aware</u> of the negative impact of <u>their</u> daily habits on the environment.

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 introduce words / phrases related to the topic *Green living*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match each word (1-5) with its meaning (a-e). (p.34)
- Task 2: Complete the following sentences using the correct forms of the words in Task 1. (p.34)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match each word (1-5) with its meaning (a-e). (6 mins)		
- Have Ss look at the pictures and tell you what they describe, e.g. <i>1. running tap water</i>. Ask questions such as, <i>Why is running tap water a waste?</i> (because the clean water goes into the sewage system and has to be treated and pumped again) <i>Why do some people leave the tap running?</i> (because they're careless). Try to elicit some of the words used in the definitions. - Have Ss match each word with its meaning. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class.	- Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words.	Answer key: 1. e 2. a 3. d 4. b 5. c

- Point out that Ss have learnt the word waste, but with a different meaning, i.e. materials that are no longer needed and are thrown away. Elicit some sentences, e.g. Cleaning up industrial waste is expensive. It is illegal to dump waste in rivers.		
Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (6 mins)		
- Tell Ss to read the sentences carefully and decide which word in 1 can be used to complete each of the sentences. Ask them to change the forms of some words if necessary. - Check answers as a class by asking some Ss to read the completed sentences. <i>Extension:</i> Put Ss in groups and have each group come up with synonyms and related words and phrases, e.g. waste: misuse, abuse, squandering, destruction, not good use. Explain the meaning of any unfamiliar words and have Ss make sentences with them, e.g. Misuse of pesticides can cause soil pollution.	- Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences.	Answer key: 1. waste 2. packaging 3. containers 4. reuse 5. landfill

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 recognise and practise the use of verbs with prepositions in short sentences.
- To help Ss recognise and practise the use of relative clauses referring to a whole sentence in short sentences.

b. Content:

- Task 1: Complete the sentences with the suitable prepositions. (p.35)
- Task 2: Combine the sentences using relative clauses. (p.35)
- Task 3: Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. (p.35)

c. Expected outcomes:

- Students know how to use verbs + prep, phr.V and relative clauses and can apply them to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Complete the sentences with the suitable prepositions. (3 mins)		
- Ask Ss to read the notes in the Remember! box to remember the use of prepositions after some verbs. Give more explanation and examples if necessary. - Ask Ss to complete the sentences with the suitable prepositions. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. which verb comes before the blank, and which preposition often	- Students read the notes in the Remember! box. - Students write the correct prepositions. - Students explain their answers.	Answer key: 1. about 2. on 3. out 4. after

follows that verb, as suggested in the Remember box). - Check answers as a class. Go through each sentence and ask Ss to explain the meaning of the whole phrase, e.g. 1. We use 'about', because 'care about' means 'worrying about or paying attention to'.		
Task 2: Combine the sentences using relative clauses. (4 mins)		
- Ask Ss to read the notes in the Remember! box to introduce the use of relative clauses to refer to a whole sentence. - Ask Ss to combine the sentences using relative clauses. In weaker classes, remind them that each clause should refer to the whole sentence that comes before it. - Check answers as a class by asking some students to write the full sentences on the board.	- Students read the notes in the Remember! box. - Students combine the sentences and explain their answers.	Answer key: 1. Plastic takes hundreds of years to decompose in the ground, which (explains why it) is harmful to the environment. 2. Public transport does not pollute the air as much as private vehicles, which is why more people should consider using it. 3. All students work very hard to help clean up the school, which is encouraged by the teacher/ the teacher encourages.
Task 3: Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. (6 mins)		
- Ask Ss to work in pairs. Ask them to take turns to talk about green things and activities they and their family often do. They should make 3-5 sentences, using the verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence as much as they can. - Encourage them to study the example in pairs first. Tell them to pay attention to the use of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. - Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud. - When they finish, invite some pairs to read the sentences aloud in front of the class.	- Students work in pairs. - Talk about green things and activities they and their family often do.	Suggested answers: <i>My family often get around our city by bicycle, which is more friendly to the environment than using a car or motorbike.</i> <i>I often help clean up our neighbourhood with the family, which is a fun activity to do at weekends.</i> <i>I often help my mother sort out the household</i>

Correct any misuse of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence.		<i>waste, which helps reduce the waste entering landfills.</i>

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

	<i>Date of teaching</i> Unit 3: Green living Lesson 2: Language
* Warm-up Kim's game	
* Pronunciation - Task 1. Listen and repeat. - Task 2. Underline the words.	
* Vocabulary - Task 1. Match each word with its meaning. - Task 2. Complete the sentences.	
* Grammar - Task 1. Complete the sentences. - Task 2. Combine the sentences. - Task 3. Talk about green things and activities.	
* Homework	

UNIT 3: GREEN LIVING

Period 20 - Lesson 3: Reading – Going green with plastics

I. OBJECTIVES

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

1. Knowledge

- Read for specific information in emails about green ways to deal with plastic

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Be responsible for saving the environment
- Develop self-study skills

II. MATERIALS

- Grade 12 textbook, Unit 3, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. leftover (n)	/ˈleftəʊvə /	remaining after all the rest has been used, taken, or eaten	đồ ăn thừa
2. contaminate d (adj)	/kənˈtæmɪneɪtɪd/	poisonous or not pure	ô nhiễm
3. get rid of	/get rɪd əv/	to throw away or destroy something you do not want anymore	loại bỏ
4. rinse (v)	/rɪns/	to wash something with clean water only, not using soap	tráng qua
5. convenience (n)	/kənˈviːniəns/	the quality of being useful, easy or suitable for somebody	sự thuận tiện

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak.

- | |
|---|
| - Encourage students to work in pairs, in groups so that they can help each other.
- Provide feedback and help if necessary. |
|---|

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher plays the video. - Teacher asks students some questions related to the video. - Teacher observes and gives feedback to students' answers.	- Students watch the video. - Students raise their hands to answer the questions.	Link: https://www.youtube.com/watch?v=_6x1NyWPpB8 Questions: 1. How many stories are there in the video? 2. What happened to the first plastic bottle? 3. What happened to the second plastic bottle? 4. What happened to the third plastic bottle?

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs to solve the quiz. (p.35)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs to solve the quiz. (4 mins)		
- Have Ss look at the picture and elicit the topic, e.g. <i>There is too much plastic waste. Our oceans and rivers are polluted by</i>	- Students work in pairs and solve the quiz. - Students write questions	Key: 1. C 2. C

<i>plastic. Millions of plastic bottles and bags end up in our oceans every year.</i> - Read through the quiz and check understanding. - Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about the topic. Write their questions on the board.	they want to know on the board.	3. A 4. A
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. leftover (n) 2. contaminated (adj) 3. get rid of 4. rinse (v) 5. convenience (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)**a. Objectives:**

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read some extracts from the emails sent to the Teen magazine. Match the highlighted words and phrases (1-4) with the pictures (a-d). (p.36)
- Task 3: Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap. (p.37)
- Task 4: Read the email extracts again. Match the following information with the right names. (p.37)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read some extracts from the emails sent to the Teen magazine. Match the highlighted words and phrases with the pictures. (6 mins)		
- Ask Ss to read the text. Ask them to locate the highlighted words/phrases in the text, e.g. 1. The phrase 'cardboard boxes' is found in the sentence: "The supermarket near my house even provides cardboard boxes." - Ask students to study the context	- Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required.	Answer key: 1. c 2. a 3. d 4. b Strategy: Reading for vocabulary

(including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. 1. I try to use fewer plastic bags when shopping. The supermarket near my house even provides cardboard boxes so I can pack my groceries and get rid of plastic packaging! - Encourage Ss to study the pictures to see which one best represents the word/phrase. E.g. 1. Picture C is the correct match, because it shows images of boxes which can be used to contain things such as groceries and can replace plastic bags at stores and supermarkets. - In weaker classes, check understanding of the words by asking Ss to make sentences with them.		To read and understand the meanings of words/phrases in context, students should: 1. Locate the word or phrase in the text. 2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully. 3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.
Task 3: Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap. (7 mins)		
- Ask Ss to study the summary notes to get the general ideas. Make sure they understand that each idea on the right are examples of ways to deal with single-use plastic on the left. In weaker classes, give Ss an example, e.g. To reduce the use of single-use plastic, we could use cardboard boxes instead of plastic packaging. - Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap. E.g. For Blank (1) we need a noun or noun phrase in plural. For Blank (2) it is a singular noun or noun phrase. - Underline key words in the notes to locate the information in the passage. E.g. Blank (1) is related to the idea of reducing plastic packaging. Therefore, it can be found in the first extract (by Hai, 18). - Read the parts that contain the key words carefully to identify the words/phrases. - Make sure the word/phrase for each blank is exactly the same as taken from the passage. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit. - Check answers as a class.	- Students read the extracts again. - Students write no more than two words for each gap. - Students check answers with the whole class and give explanations for their choice.	Answer key: 1. cardboard boxes 2. reusable 3. plastic bags 4. numbers 5. rinse out
Task 4: Read the email extracts again. Match the following information with the right names. (7 mins)		
- Ask Ss to study the list of people's names and locate them in the passage. Remind them that their names can be	- Students do the matching. - Students compare their answers with partners then	Answer key: 1. e 2. a

found at the end of the extracts. - Encourage Ss to underline key words in the statements. E.g. 1. This person has learnt from a past mistake how to recycle things properly. 2. This person's green lifestyle is supported by a local business. - Have Ss re-read each person's or ideas and compare them with the list of options. Encourage them to pay attention to paraphrases and implications (if any). E.g. Hai's extract does not mention any mistake as in Statement 1, or recycling symbols in Statement 3. Nor does it talk about the drinking water as in Statement 4 or the use of single-use containers as in Statement 5. However, it talks about a local business (i.e., "a the supermarket near my house") and how it supports his/her green lifestyles (i.e., The supermarket near my house even provides cardboard boxes so I can pack my groceries and get rid of plastic packaging). So 2 is the correct match with Hai. - Check answers as a class.	check with the whole class.	3. d 4. b 5. c

e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)**a. Objectives:**

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the unit to express their ideas and opinions.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p. 37)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about their habits.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions. (p. 37)		
- Ask Ss to work in pairs. Have them discuss which green habits mentioned in the article have been adopted by them. Encourage them to say which ones they want to try in the future. - Invite some pairs to share their answers with the whole class.	- Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedback.	Suggested answers: Similarly to Hai, I try to use less plastics when I go shopping. I also reuse any takeaway containers like Hoang. Besides, I bring a reusable water bottle to school like Phuong. But I have never paid attention to the numbers at the bottom of plastic

		objects described by Ha. Neither do I rinse out plastic objects carefully before recycling them as Binh recommends. So I think I will try to adopt Ha's and Binh's green habits in the future.

e. Assessment

- Teacher's observation on Ss' performance.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Write a paragraph about what green habits you would like to develop in the future.
- Prepare for the next lesson – Speaking.

Board plan

<i>Date of teaching</i> Unit 3: Green living Lesson 3: Reading * Warm-up Video watching Vocabulary 1. leftover (n) 2. contaminated (adj) 3. get rid of 4. rinse (v) 5. convenience (n) - Task 1: Solve the quiz. - Task 2: Match the highlighted words with the pictures. - Task 3: Complete the summary notes. - Task 4: Match the information with the right names. - Task 5: Discussion. * Homework

REVIEW 1

Period 21 - Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 1, 2 and 3.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Review 1
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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.	- Explain expectations for each task in detail. Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To revise the vocabulary related to the topic of Unit 1, Unit 2 and Unit 3.

b. Content:

- Miming game: Students describe the words without saying them and then guess the words that they have learnt in 3 units.

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
MIMING GAME - List out some key words of Unit 1, Unit 2 and Unit 3.	- Draw or mime the word. The rest of the class makes guesses. The first student who	Suggested words: <i>genius, cutting-edge, diversity, trend, globalization, culture</i>

- Have a volunteer come to the front then whispers one of the words into his/ her ears. - Explain the rules: Ss have to draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point. - Check if the answers are correct or incorrect and leads in the lesson.	correctly calls out the word gets a point. - The whole class plays the game together.	<i>shock, carbon footprint, compost, landfill</i>

e. Assessment

- Teacher observes the groups and gives feedback.

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

- To check if Ss can identify diphthongs and provide further pronunciation practice.
- To check if Ss can identify word stress and provide further pronunciation practice.

b. Content:

- Task 1. Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (p.44)
- Task 2. Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (p.44)

c. Expected outcomes:

- Students can identify diphthongs as well as word stress and apply exam strategies to do the exercises.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.		
- Have Ss pronounce all words, pay attention to the underlined sounds. - If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words.	- Pronounce the words. - Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Check the answers.	Answer key: 1-A 2-B 3-A 4-C
Task 2. Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.		
- Have Ss pronounce all words, pay	- Pronounce the words.	Answer key:

attention to the word stress. - If there is any word whose stress Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same stress, they cannot be the correct answers. If not, one of them is correct answer. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words.	- Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Check the answers.	1-B 2-A 3-D 4-A Exam strategies Pronunciation (MCQs): Identifying words whose main stress placement differs from the other three's. 1. Try pronouncing all words and mark the stress of each word. 2. If there's any word whose stress you are not sure about, skip it and focus on others. 3. If any two words share the same stress pattern, they cannot be the correct answers. If not, one of them is correct answer.

e. Assessment

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

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

- To check if students can use words and phrases related to the topics that they have learnt in Unit 1, 2 and 3.

b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word. (p.44)
- Task 2: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (p.44)
- Task 3: Mark the letter A, B, C, or D to indicate the correct answer. (p.44, 45)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in a meaningful context.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word.		
- 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	- Read the sentences. - Try replacing the underlined words and guessing the answer.	Answer key: 1-A; 2-D; 3-C; 4-B Exam strategies Vocabulary (MCQs): Identifying the word(s) CLOSEST in meaning to the underlined word(s)

skip it and focus on the others. The words that change the meaning of the sentence cannot be the correct answers. - Ask Ss to share their answers with the whole class. - Confirm the correct answers and ask Ss to explain for their choices.	- Work with a partner and share the answer.	1. Read the whole sentence, focus on the underlined word. 2. Try to understand the context around the underlined word. 3. Replace the underlined word with each of the words from four options. If you are not sure about the meaning of any word, skip it and focus on the others. 4. The words that change the meaning of the sentence cannot be the correct answer.
Task 2. Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.		
- 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. - Ask Ss to share their answers with the whole class. - Confirm the correct answers.	- Read the sentences. - Try replacing the underlined words and guessing the answer. - Work with a partner and share the answer.	Answer key: 1-A; 2-B; 3-D; 4-C Exam strategies Vocabulary (MCQs): Identifying the word(s) OPPOSITE in meaning to the underlined word(s) 1. Read the whole sentence and focus on the underlined word. 2. Try to understand the context around the underlined word. 3. Replace the underlined word with each of the words from four options. If you are not sure about the meaning of any word, skip it and focus on the others. 4. The words that makes the meaning of the sentence opposite can be the correct answer.
Task 3: Mark the letter A, B, C, or D to indicate the correct answer.		
- Ask Ss to do the activity individually and tell Ss to read and try to understand the meaning of each sentence. - Have Ss look through four options and tell them to put each word from four options into the gap. - Tell them to choose the word that makes the sentence meaningful. - Ask Ss to share their answers with the class. - Confirm the correct answers.	- Do the activity individually. - Try putting four options into the blanks and guessing the answer. - Share the answer with a partner.	Answer key: 1-C 2-B 3-D 4-C 5-B 6-A 7-C 8-B

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)**a. Objectives:**

- To help Ss revise the uses of past simple and past continuous, articles (a/ an/ the), verbs and prepositions, and non-defining relative clauses referring to all information in the previous clause. - To help Ss revise the uses of past simple and past continuous and non-defining relative clauses referring to all information in the previous clause.
- To help Ss revise the uses of phrasal verbs they learnt from Unit 3.

b. Content:

- Task 1. Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (p.45)
- Task 2. Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences. (p.45, 46)
- Task 3. Mark the letter A, B, C, or D to complete each of the given sentences. (p.46)

c. Expected outcomes:

- Students know how to use the past simple and past continuous, articles (a/ an/ the), verbs and prepositions, and non-defining relative clauses referring to all information in the previous clause.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences		
- Tell Ss to read the whole sentence and focus on the underlined words/ phrases. - Check whether these underlined words/ phrases are grammatically correct or not by studying both the underlined parts, the phrases and the sentences that contain these parts. - If you're not sure about a choice, tell Ss to skip it and focus on the others to see if you can find the mistake in these choices or not. - In weaker classes, categorize these sentences into groups corresponding to the grammar points Ss learnt in Units 1-3 and quickly review the uses of the grammar points on the board or go back to Language sections in these Units. - Then have them compare answers and correct the mistakes in pairs, before confirming answers as a class.	- Read the sentences. - Study the underlined parts, the phrases and the sentences that contain these parts to find the mistake. - Work with a partner and share the answer.	Answer key: 1-A to 2-B off 3-A found 4-A arrived 5-B the 6-B the 7-B for 8-C which

Task 2. Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.

- Have Ss work in pairs. Tell them to read the sentences carefully and study the relationship between these sentences. - Tell Ss to read four options and choose the option that: + best represents the relationship between two sentences; + is grammatically incorrect; and + does not change the meaning of the original sentences. - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole class.	- Read the sentences. - Study the relationship between these sentences. - Work with a partner and share the answer.	Answer key: 1-A 2-C 3-B 4-A Exam strategies Sentence combination: Identifying the sentence that best combines a pair of given sentences 1. Read the two sentences and study the relationship between these sentences (e.g. addition, contrast, subordination). 2. Read four options and choose the option that: - best represents the relationship between two sentences; - is grammatically incorrect; and - does not change the meaning of the original sentences.

Task 3. Mark the letter A, B, C, or D to complete each of the given sentences.

- Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence. - Tell Ss to read four options and choose the option that: + is grammatically correct; and + does not change the meaning of the original sentences. - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole class.	- Work in pairs. - Identify the grammar points that can be used to rewrite the original sentence. - Choose the most suitable option. - Share the answer with a partner.	Answer key: 1. D 2. B 3. A 4. C Exam strategies Sentence transformation: Identifying the sentence that is closest in meaning to a given sentence. 1. Read the original sentence and recall the grammar structure that are tested in the original sentence. 2. Read four options and eliminate the options that can be grammatically incorrect. 3. Choose the sentence that doesn't change the meaning of the original sentence.

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Review 1 - Lesson 2. Listening and Speaking.

Board Plan

<i>Date of teaching</i> REVIEW 1 Lesson 1: Language *Warm-up Miming game - Pronunciation Task 1. Choose the underlined part that 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. - Vocabulary Task 1. Choose the word CLOSEST in meaning to the underlined word. Task 2. Choose the word OPPOSITE in meaning to the underlined word. Task 3. Choose the correct answer. - Grammar Task 1. Choose the underlined part that needs correction in each of the following sentences. Task 2. Choose the sentence that best combines each pair of sentences. Task 3. Choose the correct answer. *Homework

REVIEW 1 (2)

Period 22 - Lesson 2: Skills

I. OBJECTIVES

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

1. Knowledge

- Practise listening for main ideas and listening for specific information about traditional festivals and their environmental impacts.
- Practise reading for main ideas and specific information about Alexandre Yersin and Ton That Tung and writing a biography about Ton That Tung.

2. Core competence

- Develop critical thinking skill;
- Be collaborative and supportive in pair work and team work;

Grade: 12

- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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.	- Explain expectations for each task in detail. Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watch a video - Teacher asks Ss to watch a short video and try to remember the information in the video. - After the Ss listen, teacher shows each question, one by one. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson.	- Watch the video and try to remember the information. - Answer the questions. - Check the answers.	Link: https://www.youtube.com/watch?v=5TXGiFpg5Mk Questions: 1. Which festivals are mentioned in the video and where do they take place? 2. Which ones have a bad influence on the environment? Suggested answers: 1. - Snow sculpture festival – China - Sand sculpture festival – Portugal - Lantern festival – Taiwan

		- Carnevale – Venice, Italy - Albuquerque Balloon Festival – New Mexico, USA - Oktoberfest – Munich, Germany - La Tomatina – Spain - Holi – India (Colour festival) - Burning man festival – Nevada, USA - Rio Carnival – Brazil 2. Students' answers

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 three traditional festivals and their environmental impact. Number the pictures of the festivals in the order you hear. (p.46)
- Task 2. Listen again and decide whether the following sentences are true (T) or false (F) (p.46)

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and reorder the key information.
- Students can identify specific information of the listening and choose correct answers for the True/False questions.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a talk about three traditional festivals and their environmental impact. Number the pictures of the festivals in the order you hear.		
- Focus Ss' attention on three photos and ask them whether they know any of the festivals. - Tell Ss that they are going to hear a talk about three traditional festivals and their environmental impact. Ask Ss to look at three photos and guess what three festivals are. Encourage them to note down their guesses in their notebooks. - Call on some Ss to share their predictions. - Remind Ss to number the pictures in the order they hear. Play the recording for Ss to listen to check. - Confirm the correct answer. Ask Ss	- Answer the teacher's questions. - Look at the pictures and guess the order of three photos. - Share the prediction. - Listen and check.	Answer key: 3 1 2

to give the clues that help them work out the answer, e.g. words or phrases which describe the photos.		
Task 2. Listen again and decide whether the following sentences are true (T) or false (F)		
- Ask Ss to look at the sentences and underline the key words, e.g. 1. India, Forest Festival, annually; 2. Only, adults, plant trees; 3. Vietnamese, release fish, lakes and rivers, after; 4. Paléo Festival, not use, their own cars; 5. Food stall, Paléo Festival, reusable cups. - Play the recording again and have Ss listen and write down their answers. - Have Ss work in pairs to compare their answers. - Check answers as a class. - In weaker classes, play the recording again, pausing after the clues. In stronger classes, ask Ss to provide the clues for their answers.	- Look at the sentences and underline the key words. - Listen and write down the answers. - Work with a partner and check the answers.	Answer key: 1. T 2. F 3. F 4. T 5. F

e. Assessment

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

3. ACTIVITY 2: SPEAKING (19 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. Discuss the purpose and eco-friendliness of these festivals and traditions and complete the table below. (p.46)
- Task 2. Work in groups. Choose a tradition or festival in your area. Discuss ideas about how to make this tradition or festival greener. (p.46)

c. Expected outcomes:

- Ss come up with good ideas and are able to talk about a tradition or festival in their area and know how to make this tradition or festival greener.

d. Organisation:

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS	
Task 1. Work in pairs. Discuss the purpose and eco-friendliness of these festivals and traditions and complete the table below.			
- Have Ss read through the instructions. Draw the table on the	- Read the instructions.	Suggested answer:	
		Festivals/	Purpose/ Eco-

board if necessary. - Ask them to work in pairs to discuss the purpose and eco-friendly impact of festivals and traditions around the world. Tell Ss to complete the table by adding more ideas. - Walk around the class to offer help if necessary. - Invite some pairs to present their completed table in front of the class.	- Work in pairs and discuss. - Complete the table by adding more ideas. - Present the table in front of class.	Traditions	friendliness
		1. 1. Forest Festival (India)	- To encourage every person in India to plant a tree - To raise people’s awareness about the importance of forests
		2. 2. Fish release (Tet Festival, Viet Nam)	- To bring good luck - To promote the protection and conservation of aquatic resources
		3. 3. Paleo Festival (Switzerland)	- To encourage people to use public transports - To raise awareness of local, organic or vegetarian food. - To encourage people to use green energy

Task 2. Work in groups. Choose a tradition or festival in your area. Discuss ideas about how to make this tradition or festival greener.

- Have Ss work in groups and choose one tradition or festival they joined in their area (e.g. music festival). - Ask them to discuss how to make the festival or tradition greener. - Walk around the class to offer help if necessary. - Invite some groups to present a summary of their group discussion to the class. - In weaker classes, give Ss some suggested ideas on how to make the festival or tradition greener as follows: + Encourage public transport to and from the event; + Ban single-use plastic; + Sell local, organic and vegetarian food.	- Work in groups and choose one tradition and festival. - Discuss how to make the festival or tradition greener. - Present a summary of group discussion to the class.	Suggested answers: Discussion sample: A: The music festival to celebrate International Women's Day at our school is so special. However, we need to consider some ways to organize an environmentally friendly event. In your opinion, what should we do? B: Well, I think people who join the festival should put the garbage into a suitable bin. We need to prepare trash bins around the area where the festival takes place. C: I totally agree with B. We should also introduce and encourage participants to buy some organic and local food. A: That's a good idea. We can also reduce the amount of energy such as water and electricity for the festival. Report sample: In our group, we all agree that the music festival to celebrate International Women's Day at our school should be greener in several

		ways. Firstly, participants should put the garbage into a suitable bin. It's necessary to prepare trash bins around the area where the festival takes place.

e. Assessment

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

3. ACTIVITY 1: READING (18 mins)**a. Objectives:**

- To help Ss practise reading for the main idea and specific information.
- To help Ss practise reading for the specific information and develop the ideas for writing.

b. Content:

- Task 1. Read the text about Alexandre Yersin. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions (p.47)
- Task 2. Read the following passage about Ton That Tung's contributions to the medicine in Viet Nam. Mark the letter A, B, C, or D to indicate the correct word that best fits each blank. (p.47)

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
Task 1. Read the text about Alexandre Yersin. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.		
- 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. For question 1, option B is mentioned in paragraph 2 only; option C is mentioned in paragraphs 3 and 4; option D is NOT mentioned. For question 2, the word "fund" in paragraph 3 is a verb that means to raise money or finance. For question 3, the word "it" in	- Read through the questions and the options. - Underline the key words in each question. - Locate the key words as well as the paraphrases of these key words in the text. - Decide the best option for each question. - Work in pairs and compare their answers. - Check the answers.	Answer key: 1-A 2-D 3-B 4-C Exam strategies Reading comprehension MCQs (for main ideas) 1. Read four options. 2. Read through the whole text/ section and try to understand the overview of the text/ section. Pay attention to the first or the last sentences of each paragraph to get the main idea. 3. The correct answer should best summarize the main ideas of the whole text/ section. Watch out for distractors, especially choices that are "irrelevant" (i.e., not mentioned in the text/section), "incorrect" (i.e., not

paragraph 3 refers to a singular noun and something that later became a branch of the <i>Pasteur Institute</i> in Paris. For question 4, the information is mentioned in paragraph 4.		true according to the text/ section), “too narrow” (i.e., only representing part of the text/ section) or “too general” (i.e., not specific to that section only). Reading comprehension MCQs (for referents) 1. Read the question and locate the part that contains the referent (e.g. it, they, him) 2. Try to understand the context around the referent. 3. Choose the correct answer by replacing the referent with each of the words from four options. Pay attention to the nouns in the sentence and check whether they are singular/ plural.
Task 2. Read the following passage about Ton That Tung’s contributions to the medicine in Viet Nam. Mark the letter A, B, C, or D to indicate the correct word that best fits each blank.		
- 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.	- Read the text to get the overview. - Read each sentence more carefully and look through four options. - Put each word from four options into the gap. - Eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful. - Check the answers.	Answer key: 1-B 2-C 3-D 4-A 5-B

e. Assessment

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

4. ACTIVITY 2: WRITING (19 mins)

a. Objectives:

- To help Ss practise writing a paragraph about a life story.

b. Content:

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Use the information about Ton That Tung below and details from 2 in Reading above to write a biography (180 words) about Ton That Tung.

c. Expected outcomes:

- Students develop writing skills on the given topic. They are able to complete an essay and give feedback on their friends' work.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Use the information about Ton That Tung below and details from 2 in Reading above to write a biography (180 words) about Ton That Tung.		
- Ask Ss to read more information about Dr. Ton That Tung and check their understanding. Pre-teach some vocabulary items if necessary. - Have Ss work in pairs. Ask Ss to use the information about Dr. Ton That Tung from the box in Writing and from 2 in Reading above to write a short biography (150-180 words) of Dr. Ton That Tung. Remind Ss to select, combine and put the information in order of time. - Give Ss enough time to write a paragraph (150-180 words) about Dr. Ton That Tung. 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 essays 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' essays to mark and provide written feedback in the next lesson.	- Read the information about Ton That Tung in the textbook. - Use the information about Dr. Ton That Tung from the box in Writing and from 2 in Reading above to write a short biography of Dr. Ton That Tung. - Select, combine and put the information in order of time. - Write a paragraph (150-180 words) about Dr. Ton That Tung. - Swap the essays with a partner for peer review.	Sample answer: <i>Ton That Tung was born in 1912 in Thanh Hoa province in Vietnam, and passed away at the age of 70 in Hanoi. He was a famous surgeon who had impressive achievements in the medicine of Vietnam. In 1931, he moved to Hanoi and studied at Buoi school, which is Chu Van An high school today. From 1935 to 1939, when he attended the Indochina School of Medicine and Pharmacy, he performed operations on over 200 livers of dead bodies and analysed them. Later, he started working as a private doctor for Uncle Ho in August, 1945. Until 1958, he carried out the first heart surgery in Vietnam. In the late 1960s, he found a new surgery method to reduce bleeding and shorten the time for the operation down to only four to eight minutes. His impressive achievements were admired by many doctors and other people in Vietnam. The Government also introduced an award named after him, and many streets in various local areas are now named after him.</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

Board Plan

<i>Date of teaching</i> REVIEW 1 Lesson 2: Skills *Warm-up Watch a video Listening - Task 1. Listen and put the pictures in the correct order. - Task 2. Listen and decide True/ False. Speaking - Task 1. Discuss and complete the table. - Task 2. Group discussion. Reading - Task 1: Reading comprehension: Alexandre Yersin. - Task 2: Read the following passage about Ton That Tung and choose the correct word that best fits each blank. Writing Write a biography. *Homework

Period 23

MID – TERM REVISION 1

I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, pronunciation and grammar taught .
- **Skills:** Integrated skills
- **Attitude:** To make students recall knowledge of LIFE STORIES WE ADMIRE

A MULTI-CULTURAL WORLD, GREEN LIVING

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).
- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

2. Stabilization (2 mins)

- Greets the whole class.
- Checks the attendance.

3. Check-up (during the lesson)

3 Classroom activities**P. START/ WARM UP ACTIVITY (5 mins)**

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To get Ss to list out the topics they have learnt	- Show the slide with topics in the text book and ask Ss to match the units with the topics given: - Unit 1: LIFE STORIES WE ADMIRE - Unit 2: A MULTI-CULTURAL WORLD - Unit 3: GREEN LIVING - Have a student answer - Check the answers	- Ss' answers may vary. - Suggested answer:

Q. PRACTICE ACTIVITIES

ACTIVITY 1: Choose the word whose underlined part is pronounced differently from that of the others.. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To revise pronunciation	- Guides and reminds Ss of some tips to do this kind of task. - Ask Ss to work individually to do activity - Go around the class to help if necessary. - Then ask Ss to compare their answers in pairs. - Call Ss to present answers. - Corrects and gives feedback.	- Suggested answer:

ACTIVITY 2: Choose the word whose stress is placed differently from that of the others. (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To help Ss distinguish stress of different words.	- Asks students to look through the task then choose the words having different stress from the others. - Asks them to work in pairs to do the task and compare their answers - Calls some students to give the answers and then get the correct answers.	- Suggested answer: ▪

ACTIVITY 3: Choose the best option to complete the following sentences. (15 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work

To check Ss' comprehension of vocabulary and application of grammar	- Have Ss work in pairs and choose the correct answer for each question. - Calls some Ss to give the answers.	Suggested answer:

ACTIVITY 4: Mark the letter that indicates the word(s) CLOSEST in meaning to the underlined (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of learnt vocabulary and their application to find synonyms	- Have Ss work in pairs and find the words closest in meaning to the underlined ones. - Go around & provide help if any - Calls some Ss to give the answers.	Suggested answer:

ACTIVITY 4: Mark the letter that indicates the word(s) OPPOSITE in meaning to the underlined (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of learnt vocabulary and their application to find antonyms	- Have Ss work in pairs and find the words opposite in meaning to the underlined ones. - Go around & provide help if any. - Calls some Ss to give the answers.	Suggested answer:

HOMEWORK: (5 ms)

- Summarise the main points of the lesson.
- Asks sts to:
 - + raise questions if they don't understand any parts.
 - + prepare the next lesson (Revision 2), and do the rest exercises.

IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation (Handout 2)

11. Knowledge

- Revise the vocabulary again and do pronunciation, vocabulary & grammar, closest/opposite meaning tasks.

12. Comprehension

- Find words and phrases to fill in the blanks as well as finding their synonyms/antonyms.

3. Low application

- Discuss and choose the best answers.

9. High application

- Explain for their choices

V. Appendix

HANDOUT 1

Mark the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

Grade: 12

- Question 1:** A. dedicated B. animation C. sales D. general
Question 2: A. devote B. blockbuster C. diagnose D. post

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

- Question 3:** A. childhood B. resign C. expand D. defeat
Question 4: A. ambitious B. achievement C. impressive D. enemy

Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

Question 5: The phonograph _____ by Thomas Edison while he _____ on the telephone repeater.

- A. invented - worked B. was invented - was working
C. was invented - worked D. was inventing - was working

Question 6: Ernest Hemingway, who was a well-known American novelist, _____ the Nobel Prize for Literature in 1954.

- A. winning B. was winning C. won D. has won

Question 7: It is believed that Beethoven _____ in Vienna at the age of 56 after suffering from liver disease.

- A. passed away B. carried out C. went away D. dropped out

Question 8: Those soldiers survived and returned home from the war, _____?

- A. did they B. didn't they C. had they D. weren't they

Question 9: Alexander Hamilton, _____ to shaping American financial system, had a difficult childhood.

- A. who was contributing B. who contributes C. contributed D. contributing

Read the following advertisement/ announcement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

TALK SHOW ON VIETNAMESE NATIONAL HERO

Join us for an (10) _____ talk show dedicated to the remarkable life of a Vietnamese national hero from the war era. Here are the details:

The Speaker: A well-known Historian and Expert on Viet Nam's War Heroes

Time: February 10, 2023 (please arrive 15 minutes early)

Location: Main hall of University of Economics

Main Content of the Talk Show:

- Introduction to the historical background of the Viet Nam War
- Personal (11) _____ of the hero's experiences
- Heroic acts and contributions (12) _____ the nation's struggle
- The hero's impact on Vietnamese history

Don't miss this opportunity to learn about the extraordinary life of a Vietnamese national hero.

Admission is free, but you must register in advance, visit our website or contact email:

openyourmind@gmail.com for registration details. See you there!

Question 10: A. inspirationally B. inspiring C. inspiration D. inspire

Question 11: A. accounts B. attacks C. rules D. posts

Question 12: A. on B. for C. with D. to

VIETNAMESE FAMOUS FIGURES EXHIBITION

Join us for an enlightening exhibition celebrating (13) _____ lives of renowned Vietnamese figures!

Time: April, 20th

Năm học 2025 – 2026

Location: National Museum

- Attending the exhibition, you (14) _____ do a variety of activities as follows:
 - Discover the extraordinary contributions of influential personalities from Viet Nam.
 - Immerse yourself in interactive exhibits showcasing their life stories and achievements.
 - Admire artworks inspired by their legacies, (15) _____ by local artists.
 - Share your thoughts and learn from fellow attendees in engaging discussions.
- Grasp this unique opportunity to connect with Viet Nam's rich history and be inspired by the stories of remarkable individuals. Admission is free so bring your friends, family, and curiosity. See you there!

Question 13: A. an

B. Ø (no article)

C. the

D. a

Question 14: A. need

B. can

C. must

D. might

Question 15: A. creating

B. was creating

C. was created

D. created

Mark the letter A, B, C, or D to indicate the correct arrangement of the sentences to make a meaningful paragraph/letter in each of the following questions.

Question 16:

- Moreover, we discover their significant contributions or achievements, seeing how they impacted the world.
- Secondly, exploring their marriages and families gives us information about their personal lives and the support systems they had.
- Biographies of famous people teach us many things.
- Finally, learning about their health issues helps us understand the challenges they faced.
- First, we learn about their early life and education, understanding how their childhood shaped their future

A. e-b-a-d-c

B. c-e-b-a-d

C. e-b-c-a-d

D. c-e-b-d-a

Question 17:

- I hope you find Kim Dong's biography as inspiring as I did and hope to hear from you soon.
- Hi Anna,
- He was a remarkable figure in Vietnamese history, known for his bravery and dedication to the country.
- I hope this email finds you well. Today, I want to share with you the inspiring story of a Vietnamese hero, Kim Dong, whose real name is Nong Van Den.
- At a young age, Kim Dong actively participated in the resistance war against the French. He died at the age of 14 while he was doing his duty.
- Born in 1929 in Na Ma village, Truong Ha commune, Ha Quang district, Cao Bang province, A Kim Dong grew up during the French colonial period.
- Best regards,

A. b-c-d-f-e-a-g

B. b-d-c-e-f-a-g

C. b-d-c-f-e-a-g

D. b-d-c-a-f-e-g

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

Vo Thi Sau was born in Ba Ria- Vung Tau province in 1933. She was just a schoolgirl (18) _____ in revolutionary activities. When Ho Chi Minh declared independence against the French in 1945, she was only 12 years old. A few years later, she joined the Viet Minh and became a guerrilla fighter. At the age of 14 while in a busy market, she threw a grenade at a group of French soldiers. She managed to kill one officer and (19) _____. She was able to escape unnoticed. At 16, she planned another grenade attack, however, the grenade failed to explode and (20) _____. She was then shipped off to three different prisons, the final being Con Son prison on the Con Dao archipelago. She

was executed by firing squad in 1952 when she was only 19-years-old. It's said she refused to be blindfolded and stared into the eyes of the soldiers while singing (21) _____.

Today, she is considered a national hero and a symbol of the revolutionary spirit. Her grave is frequently visited by Vietnamese citizens, especially at night, to honour (22) _____. (23) _____.

Adapted from <https://www.atlasobscura.com/places/grave-of-vo-th-sau>

Question 18: A. when she became involved B. becoming involved

C. when became involved D. to become involved

Question 19: A. injured several others B. injure several others

C. injuring several others D. to injured several others

Question 20: A. she arrested the French authorities

B. the French authorities was arrested

C. was arrested by the French authorities

D. she was arrested by the French authorities

Question 21: A. until she was killed B. not until she was skilled

C. until was she skilled D. not until she killed

Question 22: A. their memory B. its memory C. her memory D. their memory

Question 23: A. Many streets, parks, and schools have names after her across Viet Nam.

B. Many streets, parks, and schools are named after her across Viet Nam.

C. She named after many streets, parks, and schools across Viet Nam.

D. She is named after by many streets, parks, and schools across Viet Nam.

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

Alexander Graham Bell was a Scottish-born scientist and inventor (24) _____ was best known for inventing the first working telephone.

Bell was born in Edinburgh, Scotland, on March 3, 1847. During his youth, Bell was strongly (25) _____ by his family and his environment. Bell's hometown of Edinburgh, Scotland, was known as the "Athens of the North" for its rich culture of arts and science.

By age 16, Alexander had joined his father in his work with the deaf. In 1870, the family settled in Brantford, Ontario, Canada. There, Alexander set up a workshop to continue his study of the human voice. On July 11, 1877, Bell married Mabie Hubbard who had been deaf (26) _____ her early childhood years.

On March 10, 1876, after (27) _____ years of work, Bell perfected his most well-known invention, the telephone, and made his first telephone call. The Bell Telephone Company was organised on July 9, 1877. In 1880, Bell established the Volta Laboratory in Washington, D.C., an experimental facility devoted to (28) _____ discovery.

Throughout his life, Bell continued his family's work with the deaf. Bell died peacefully on August 2, 1922, at his home in Baddeck on Cape Breton Island, Nova Scotia, Canada.

Adapted from <https://www.biography.com/inventors/alexander-graham-bell>

Question 24: A. whom B. which C. who D. when

Question 25: A. admired B. influenced C. devoted D. confused

Question 26: A. since B. because C. until D. despite

Question 27: A. little B. much C. many D. lot of

Question 28: A. scientifically B. science C. scientist D. scientific

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the following questions from 29 to 33.

Born on January 27, 1756, in Salzburg, Austria, Wolfgang Amadeus Mozart was the sole surviving son of Leopold and Maria Pertl Mozart. Leopold was a successful composer, violinist, and assistant concertmaster at the Salzburg court. Wolfgang's mother, Anna Maria Pertl, was born to a middle class family of local community leaders. His only sister was Maria Anna (nicknamed "Nannerl"). With their father's encouragement and guidance, they both were introduced to music at an early age. Leopold started Nannerl on keyboard when she was seven, as three-year-old Wolfgang looked on. Mimicking her playing, Wolfgang quickly began to show a strong understanding of chords, tonality, and tempo. Soon, he was being tutored by his father, too.

Leopold was a devoted teacher to both his children. He made the lessons fun, but also insisted on a strong work ethic and perfection. Fortunately, both children excelled well in these areas. Recognizing their special talents, Leopold devoted much of his time to their education in music as well as other subjects. Wolfgang soon showed signs of excelling beyond his father's teachings with an early composition at age five and demonstrating outstanding ability on the violin. Apart from this instrument, he would soon go on to play **others** such as the piano, organ and viola.

In 1762, Mozart's father took Nannerl, now age eleven, and Wolfgang, age six, to the courts of Paris, London, The Hague, and Zurich performing. Mozart met a number of **accomplished** musicians and became familiar with their works. Particularly important was his meeting with Johann Christian Bach (Johann Sebastian Bach's youngest son) in London who had a strong influence on Mozart.

Adapted from <https://www.biography.com/musicians/wolfgang-mozart>

Question 29: Which of the following can be the best title for the passage?

- A. Wolfgang Mozart's Early Life
- B. The Mozart Family's Music Tour
- C. The Influence of Johann Christian Bach on Mozart
- D. Leopold and Maria Pertl Mozart's Success

Question 30: which of the following is stated in paragraph 1?

- A. Nannerl, Wolfgang's sister, was introduced to the keyboard at the age of seven.
- B. Wolfgang Mozart was the sole-surviving child of Leopold and Maria Peril Mozart.
- C. Wolfgang's mother was born to an upper class family of local community leaders.
- D. Leopold Mozart started teaching Nannerl and Wolfgang music when they were teenagers.

Question 31: The word "**others**" in paragraph 2 refers to _____.

- A. signs
- B. teachings
- C. compositions
- D. instruments

Question 32: The word "**accomplished**" in paragraph 3 is closest in meaning to _____.

- A. dedicated
- B. incapable
- C. talented
- D. ambitious

Question 33: which of the following is NOT true in the passage?

- A. Leopold Mozart had a relaxing approach to music lessons, requiring less work ethic.
- B. Wolfgang Mozart is capable of playing different kinds of music instruments.
- C. Leopold dedicated much time to teaching his children music and other subjects.
- D. Wolfgang Mozart's meeting with Johann Christian had a significant impact on him.

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.

Nguyen Du is a celebrated Vietnamese poet who wrote in *Chữ Nôm*, the ancient writing script of Viet Nam. His poetry is celebrated for the directness of its language and of its metaphors. Despite a number of Vietnamese poets pre-dated him, Nguyen Du is considered by many Vietnamese to be the founding-figure of Vietnamese literature. His epic poem *Truyen Kieu* (The Tale of Kieu), relating the brief and tragic life of a Vietnamese girl, is considered as a **masterpiece**.

Nguyen Du was born in 1765 in Tien Dien village, Nghi Xuan district, NgheTinh province, Viet Nam. By the age of 13, Nguyen had lost both of his parents, and for most of his teenage years he lived with his brother or with his brother-in-law.

At the age of 19, Nguyen passed the provincial examination. After that, he was **appointed** to the position of a military advisor in the Trinh army. After the Trinh Lords were defeated in 1786 by Nguyen Hue, Nguyen Du refused to serve in the new administration. He was arrested and held for some time before he moved back to his native village in the northern part of the country.

Later, when yet another warlord, Nguyen Anh, ruled Viet Nam in 1802, Nguyen Du agreed to serve in his administration. At first, he was given his old post of military advisor but after a decade, he was promoted to an ambassador to China in 1813.

While in China, he discovered and translated the Ming dynasty era tale “Kim Van Kieu” that would become the basis for the Tale of Kieu. He was later appointed to two more missions to Beijing, but before he could depart for the last **one**, he died of a long illness for which he refused treatment in 1820. Nguyen Du’s father worked as a minister for the Lê dynasty, and his family did well during this time. However, Nguyen Du spent much of his life feeling guilty because he worked for a new ruler who took over, and he thought this was a betrayal of the true leaders of Viet Nam. He believed this brought dishonour to him and his family.

Adapted from https://www.newworldencyclopedia.org/entry/Nguy%E1%BB%85n_Du

Question 34: Which of the following can be the best title for the passage?

- A. Nguyen Du: Life and Career
- B. The Tale of Kieu: A Masterpiece in Vietnamese Literature
- C. Vietnamese Warlords and Their Rule
- D. The Life Challenges of Nguyen Du

Question 35: The word “**masterpiece**” in paragraph 1 is closest in meaning to _____.

- A. genius
- B. neglect
- C. account
- D. treasure

Question 36: Which of the following is stated in paragraph 3 about Nguyen Du?

- A. He refused to hold the position of an ambassador to China in 1813.
- B. He worked as military advisor under Nguyen Anh’s rule in 1802.
- C. He translated the tale “Kim Van Kieu” and wrote the Tale of Kieu in 1813.
- D. He died of an illness after completing two more missions to Beijing in 1820.

Question 37: The word “**appointed**” in paragraph 3 is closest in meaning to _____.

- A. resigned
- B. devoted
- C. selected
- D. defeated

Question 38: The word “**one**” in paragraph 4 refers to _____.

- A. post
- B. mission
- C. tale
- D. ambassador

Question 39: Which of the following is NOT true according to the passage?

- A. Nguyen Du’s father was a military advisor in the Trinh army.
- B. Nguyen Du disagreed to serve in Nguyen Hue’s administration.
- C. Nguyen Du passed the provincial examination in 1784.
- D. Nguyen Du died of a long illness in spite of medical treatment.

Question 40: Which of the following can be inferred from the passage?

- A. He considered himself the founding figure of Vietnamese literature.
- B. He did not face any hardships after losing his parents at a young age.
- C. Nguyen Du felt guilty for serving who he perceived to be a wrong ruler.
- D. Nguyen Du played the same role in Trinh Army and under Nguyen Hue’s rule.

Period 24:

REVISION FOR MID-TERM TEST (2)



I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, grammar, and reading skills.
- **Skills:** Integrated skills
- **Attitude:** To make students recall knowledge of LIFE STORIES WE ADMIRE
A MULTI-CULTURAL WORLD, GREEN LIVING

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).
- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

3. Stabilization (2 mins)

- Greet the whole class, Check the attendance.

4. Check-up (during the lesson)

5. Classroom activities

A. PRACTICE ACTIVITIES

ACTIVITY 1: Mark the letter A, B, C, or D that needs correction. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To revise the use of learnt lexical items & grammar from Unit 1-3	- Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers. - Corrects and gives feedback.	- Suggested answer:

ACTIVITY 2: Mark the letter that best completes each of the following exchanges. (3ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To make Ss find appropriate exchanges in	- Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers.	- Suggested answer:

conversations	- Corrects and gives feedback.	

ACTIVITY 3: Read the paragraph and choose the best answers. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a reading text	- Ask Ss to work individually to do activity (at home) - Call a student to give answers on the board. - Check and give feedback.	- Suggested answer:

ACTIVITY 4: Give correct word form (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' application of word form to find correct answers for each sentence	- Ask Ss to work individually to do activity - Call a student to give answers on the board. - Check and give feedback/ explanations if any.	- Suggested answer:

ACTIVITY 5: Choose the words to fill in the blanks. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a text and skills to find suitable words in the gaps	- Have Ss do this exercise at home - Call a student to give answers on the board. - Check and give feedback.	- Suggested answer:

ACTIVITY 6: Give correct verb form. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' application of verb tense to give correct verb form	- Ask Ss to work in pairs to do this exercise - Call Ss to read out loud the answers for each sentence. - Give comments and check.	- Suggested answer:

B. HOMEWORK

- Summarise the main points of the lesson.

- Asks Ss to:

+ do the rest exercises (if they haven't finished), check & correct them. Otherwise, T collects all the Ss' papers and check for them.

+ prepare the next lesson (Mid-term test).

IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation (Handout 2)

13. Knowledge

- Revise the vocabulary again and do pronunciation, vocabulary & grammar, closest/opposite meaning tasks.

14. Comprehension

- Find words and phrases to fill in the blanks as well as finding their synonyms/antonyms.

3. Low application

- Discuss and choose the best answers.

10. High application

- Explain for their choices

V. Appendix

HANDOUT 2

Mark the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

Question 1: A. souvenir B. tipping C. insulting D. ignore

Question 2: A. custom B. consider C. specialist D. reflect

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

Question 3: A. strengthen B. respect C. staple D. culture

Question 4: A. captivate B. celebrate C. confusion D. element

Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

Question 5: _____ most lively and energetic cultural performances take place in _____ heart of New York City.

A. A / the B. The / a C. The / Ø D. The / the

Question 6: _____ interesting cultural shock for travellers in Spain is _____ tradition of siestas in the afternoon.

A. An / the B. An / a C. An / Ø D. The / Ø

Question 7: It is _____ unique cultural experience to attend _____ Rio de Janeiro Carnival in Brazil.

A. the / the B. a / the C. an / the D. an / Ø

Question 8: He did not _____ the lesson about cultural diversity seriously.

A. make B. go C. set D. take

Question 9: She is a cultural _____. She is specialised in ethnic minority culture.

A. specialist B. richness C. identity D. shock

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

EXPERIENCE VIET NAM: A JOURNEY OF CULTURE AND FLAVOR!

1. Activities:

- Watch the Water Puppet Show, a traditional Vietnamese art form.
- Try (10) _____ our *Ao Dai* (traditional dress) corner for a unique photo experience.
- Master the art of Vietnamese calligraphy in engaging hands-on sessions.

2. Landmark Showcase:

- Admire the beauty of Ha Long Bay with our (11) _____ model display.

- Discover the charm of (12) _____ Hoi An Ancient Town through captivating visual presentations.

3. Contact:

For more information, reach us at discovervietnam@gmail.com or visit our booth at Booth 216.

Question 10: A. in B. on C. of D. at

Question 11: A. detailed B. detailing C. detailion D. detail

Question 12: A. an B. a C. the D. Ø

DISCOVER THE UK: WHERE TRADITION MEETS INNOVATION!

1. Activities:

- Enjoy snippets of Shakespearean brilliance with our mini-theater performances.
- Learn the art of British tea-drinking etiquette in our interactive workshop.
- Dive (13) _____ British history and traditions with a live session on royal heritage.

2. Landmark Showcase:

- Marvel at a miniature model of (14) _____ historic Tower of London.
- Explore the mystery of Stonehenge through captivating (15) _____ displays.
- Take a virtual tour of Buckingham Palace, the iconic symbol of British royalty.

3. Contact:

For inquiries, contact us at 51476329 or visit our booth at Booth 85. Join us for an unforgettable journey into the heart of the United Kingdom!

Question 13: A. into B. of C. down D. from

Question 14: A. a B. an C. the D. Ø

Question 15: A. information B. informationally C. informational D. inform

Mark the letter A, B, C, or D to indicate the correct arrangement of the sentences to make a meaningful paragraph/ letter in each of the following questions.

Question 16:

- a. Firstly, it's considered impolite to point your feet at someone, especially an older person, as the feet are considered the lowest part of the body.
- b. In conclusion, these cultural taboos reflect the importance placed on harmony, respect, and maintaining social order in Vietnamese society.
- c. Additionally, raising your voice or showing anger in public is seen as breaking social harmony.
- d. In Viet Nam, respecting elders is a cultural norm that holds great significance.
- e. Lastly, discussing personal matters or asking someone's age, salary, or marital status upon first meeting is often seen as intrusive.

A. d-a-c-e-b B. c-b-e-d-a C. b-d-a-c-e D. a-d-e-c-d

Question 17:

- a. I hope you have a fantastic time exploring Vietnamese cuisine!
- b. Secondly, using both hands to receive or give something is a sign of respect.
- c. First and foremost, it's common to wait for the host to start the meal before you begin eating.
- d. Best regards,
- e. Dear Michael, I hope you're doing well! I am writing to share some dining etiquette tips for your upcoming visit to Viet Nam.
- f. Lastly, don't be surprised if people insist you take more servings - it's a way of expressing hospitality.

A. f-c-d-a-b-e B. d-a-e-b-c-f C. e-c-b-f-a-d D. c-e-a-b-f-d

Read the following passage and mark the letter A, B, c, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

One of the most obvious effects of globalisation on local cultures is the spread of popular culture. (18) _____ global media and the internet, cultural products such as music, films, and television shows (19) _____ in even the most remote corners of the world. This has led to the erosion of traditional cultural practices and music. For example, many traditional music styles and instruments are being replaced by Western pop music and electric instruments, and traditional dress is being replaced by Western-style clothing. This can lead to a loss of cultural identity and (20) _____. Another effect of globalisation on local cultures is the erosion of traditional languages. As people (21) _____ global media and travel more, they are (22) _____ the language of the dominant global culture, often at the expense of their own traditional languages. This can lead to a loss of linguistic diversity. In some cases, it can also lead to the extinction of languages (23) _____.

Adapted from: <https://reflections.live/articles/986/impact-of-globalization-on-local-culture-an-article-by-ayesha-sana-8142-ldimi231.html>

Question 18: A. On the rise with B. On the rise of C. With the rise on D. With the rise of

Question 19: A. now are accessible easy B. are now accessibly easily
C. are now easily accessible D. now are easy accessibly

Question 20: A. a sense of disconnection from one's own heritage

B. a disconnection of sense from one's own heritage

C. a heritage of disconnection from one's own sense

D. a sense of own from one's disconnection heritage

Question 21: A. become more exposing to B. become more exposed to

C. become more exposing on D. become more exposed on

Question 22: A. more likely adopting B. likelier adapting

C. more likely to adopt D. likelier to adopt

Question 23: A. that not being passed down to future generations

B. not passing down to future generations

C. that do not pass down to future generations

D. that are not passed down to future generations

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

Dining together with family is an important tradition in many cultures, and for good reason. However, shifting social realities might be painting a newer picture for the future of restaurants. (24) _____ an increasing number of individuals choose to live alone, this means that the restaurant business will need to continue to evolve and adapt to allow customers to savour their dining experience, (25) _____ translates to more single-serving meals, better food delivery options, or more specialised restaurants and cafes. One thing is certain: the future of diners in Japan (26) _____ by the rise of single households.

One of the most (27) _____ changes in the dining industry has been the rise of single-serving meals. This has led to a rise (28) _____ "lonely meals" or meals that are eaten alone at home or in public spaces like parks and cafes.

Adapted from: <https://www.linkedin.com/pulse/new-generation-diners-how-solo-dining-revolutionizing-aisha-stapi%C4%87>

Question 24: A. As

B. Despite

C. Although

D. So

Question 25: A. when

B. which

C. that

D. where

Question 26: A. is shaped

B. shapes

C. will be shaped

D. will shape

Question 27: A. big

B. noticeable

C. global

D. raw

Question 28: A. of

B. on

C. to

D. in

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 29 to 34.

When the British transport minister presented a watch to a Chinese official, her act was described by BBC as a “cultural **gaffe**”. So why is a “watch” not a good gift in Chinese eyes? And what are the right and wrong choices for gifts to Chinese business associates and friends? The answer lies in the Chinese language.

Giving someone a clock or a watch as a present is traditionally a taboo in Chinese culture due to “giving a clock” and “attending a person’s funeral” having the same pronunciation, regardless of the different written characters. Therefore, avoiding presenting a gift which has “the same pronunciation of any unlucky meaning” is important in building relationships with Chinese people.

Gifts are presented with two hands in China. The receiving person may decline the gift at first (or even up to three times). It is part of the custom for Chinese to do so as **they** consider themselves not worthy of the gift. However, do not withdraw the gift as your persistent trying will persuade the Chinese into accepting your gift. If presenting organisational gifts, it is done during a toast or at the end of a meal, just prior to departure. In modern time China, sometimes a business meeting is planned on short notice and can be quite short. In this case, organisational gifts are exchanged after the first speaker of meeting parties or just before the end of the meeting.

Adapted from: <https://www.reginacoeli.com/blog/presenting-gifts,-the-dos-and-donts-of-chinese-culture.html>

Question 29: What would be the best title for the passage?

- A. Unlucky Meanings in Chinese Gift Exchange
- B. Cultural Mistakes with Gift-giving
- C. Chinese Gift-Giving Etiquette
- D. Gift-Giving in Chinese Parties

Question 30: The word “**gaffe**” in paragraph 1 is closest in meaning to _____.

- A. root
- B. feature
- C. order
- D. mistake

Question 31: Why is a “watch” considered an inappropriate gift in Chinese culture?

- A. because it is too expensive
- B. due to its association with funerals in Chinese language
- C. Chinese people prefer digital clocks
- D. it is not mentioned in the passage

Question 32: The word “**they**” in paragraph 3 refers to _____.

- A. Chinese
- B. gifts
- C. hands
- D. parties

Question 33 Which of the following is NOT true according to the passage?

- A. People need to give gifts with two hands in China.
- B. A business meeting can sometimes be short.
- C. People in China can exchange gifts at the end of a meeting.
- D. The receiving person will accept the gift right away.

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.

Although Spain is widely **credited** with popularising the term “*siesta*” the idea of taking siestas seems to have roots in Islamic Law. Siesta rests are specifically mentioned in the Koran.

But it’s worth mentioning that there is a strong Spanish connection to *siestas*. The word *siesta* is actually a Spanish word. It comes from the Latin word “**hora sexto,**” which means “the sixth hour.”

Many people believe “the sixth hour” is a reference to noontime since noon is situated about six hours after dawn. That’s why *siesta* is now defined as “a midday or afternoon nap or rest.”

There are several different theories about why *siestas* have become so popular in Spain over the years. **They** range from practical theories to theories that are **relatively** dark in nature.

One of the dark theories suggests that people in Spain started taking *siestas* back in the 1930s at the height of the Spanish Civil War. According to the theory, *siestas* were a necessity because of the economic conditions at the time.

During the Spanish Civil War, most of those living in Spain were forced to deal with poverty. To make ends meet, they had to work two or three jobs at a time in order to generate enough income to support their families.

Siestas provided people with a break from their work. Many of them would work all morning long, take *siestas*, and then get back to work in the afternoon before working a night shift as well.

Adapted from: <https://barcelonaexclusiveprivatetours.com/blog/a-brief-history-of-the-spanish-siesta>

Question 34: Which of the following could be the best title for the passage?

- A. The Origin of Siestas
- B. Spain's Influence on the Global Siesta Tradition
- C. Practical and Cultural Perspectives on Siestas in Spain
- D. Siesta in Spain Nowadays

Question 35: The word "**credited**" in paragraph 1 is CLOSEST in meaning to _____.

- A. referred
- B. removed
- C. celebrated
- D. captivated

Question 36: What does the Latin term "**hora sexto**" mean, and why is it relevant to siestas?

- A. It means noon, and it is related to the sixth hour after dawn.
- B. It means midnight, and it marks the end of the day.
- C. It means the third hour, and it refers to mid-morning.
- D. It means dusk, and it relates to the end of the workday.

Question 37: The word "**They**" in paragraph 4 refers to _____.

- A. siesta
- B. people
- C. years
- D. theories

Question 38: The word "**relatively**" in paragraph 4 is opposite in meaning to _____.

- A. hardly
- B. extremely
- C. manually
- D. rudely

Question 39: Why did siestas become popular in Spain during the 1930s?

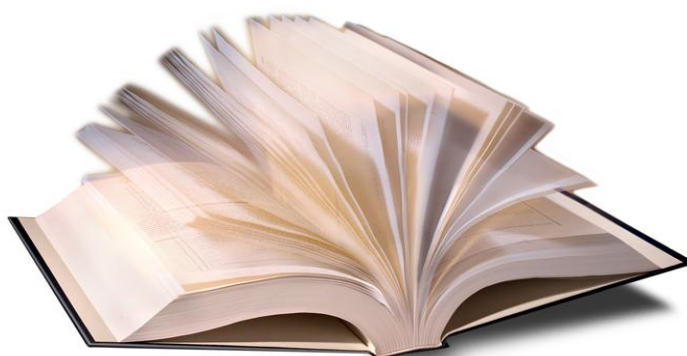
- A. Siestas were a way to escape the crazy heat of Spanish afternoons.
- B. Siestas were a response to the economic conditions during the Spanish civil War.
- C. Siestas became fashionable due to the influence of the upper class.
- D. Siestas were promoted by the government as a cultural practice.

Question 40: It can be inferred from the passage that _____.

- A. Siestas were entirely originated and popularised by Spain.
- B. Most theories about siestas were not true.
- C. People in Spain had to work many shifts during the Spanish civil War.
- D. Spanish people were not allowed to have a break at work during the Spanish Civil War.

Period 25:

THE MID-TERM TEST



I. Objectives :

1. Knowledge, skills, attitude

- **Knowledge:** Test Ss' ability of using language: present simple, present continuous, past simple, past progressive, present perfect, infinitive with to, infinitive without to, infinitive and gerund, passive infinitive and gerund.

Test their knowledge about famous people's life, multicultural, green living

To have students apply what they have learnt in unit 1-3 to the mid-term test.

Finding Ss' common mistakes to check and correct them.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge of family life, your body and you, music.

2. Orientation for competency development

- To help students to develop learning competences.

- To enable Ss to use the vocabulary and language for correctly in order to develop students' language competence.

II. Contents of the test:

Part 1: Phonetics

Part 2: Vocabulary

Part 3: Grammar

Part 4: Reading

Part 5: Writing

Part 6: Listening

UNIT 3: GREEN LIVING

Period 26 - Lesson 4: Speaking – Paper: Reduce, Reuse, and Recycle!

I. OBJECTIVES

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

1. Knowledge

- Discuss ways to reduce, reuse, and recycle paper and express an opinion.
- Memorise vocabulary to talk about how to reduce, reuse and recycle.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be aware and more responsible with the products used every day.

II. MATERIALS

- Grade 12 textbook, Unit 3, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. sort (v)	/sɔ:t/	to arrange things in groups or in a particular order according to their type, etc.; to separate things of one type from others	phân loại
2. packaging (n)	/'pækɪdʒɪŋ/	materials used to wrap or protect goods that are sold in shops	bao bì
3. waste (n)	/weɪst/	materials that are no longer needed and are thrown away	rác thải

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

b. Content:

- Brainstorming

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Brainstorming - Teacher brings a piece of cloth, then asks students: What can you do with this piece of cloth?	- Students brainstorm, then raise hands to give answers.	Suggested answers: - throw it away. - make it into a flower - put it aside for future use - use it as a cleaning cloth ...

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (15 mins)**a. Objectives:**

- To provide knowledge and language input for the main speaking task.
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss discuss ways to reduce, reuse, and recycle paper and express an opinion.

b. Content:

- Task 1: How can we save trees, energy, and water used to make paper? Sort these activities into Reduce, Reuse, or Recycle activities. (p.37)
- Pre-teach vocabulary
- Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (p.37)

c. Expected outcomes:

- Ss will be able to discuss ways to reduce, reuse, and recycle paper and express an opinion.
- Students have an overview of 3R.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: How can we save trees, energy and water used to make paper? Sort these activities into Reduce, Reuse, and Recycle activities. (7 mins)		
- Elicit three main ways to deal with plastic they learned from the last lesson (i.e., Reduce, Reuse, Recycle). Tell them that they can do the same with	- Students work individually to decide. - Students share their answers.	KEY: a. Reduce b. Recycle c. Reduce

another type of common waste around them as well, which is paper. - In stronger classes, ask them to brainstorm some ideas to reduce, reuse, and recycle paper without looking at the book. - Ask Ss to work in pairs and sort out the activities into Reduce, Reuse or Recycle activities. Make sure they understand all the statements before they start. - Check their answers as a whole class.		d. Reuse e. Reduce f. Reduce g. Reuse h. Reduce i. Recycle
Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (8 mins)		
- Put Ss in pairs. Ask them to read the questions in the book before discussing them. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. - Ask some pairs to share their ideas in front of the class.	- Students work in pairs to talk about how to reduce, reuse and recycle paper. - Students compare their notes with their partners.	Suggested answers: - I'm/We're doing Options c (printing on both sides of the paper), f (using smart devices to take notes instead of using paper) and g (using the blank side of a sheet to take notes). - I/We suggest donating second-hand books to charity or schools and local libraries instead of throwing them away. - Cardboard boxes around the house could be used to store things, or turned into useful objects such as decorations, pencil cases or pen stands. - These simple ways can help us save trees by reusing used paper products, rather than throwing them away after a single use.

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 3: LESS-CONTROLLED PRACTICE (22 mins)**a. Objectives:**

- To help Ss practise discussing in groups about ways to reduce, reuse and recycle paper;
- To help some students enhance presentation skills.

b. Content:

- Task 3: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer. (p.37)
- Task 4: Report your group's answers to the whole class. Vote for the most interesting responses. (p.37)

c. Expected outcomes:

Grade: 12

- Students can use the language and ideas from the unit to talk about the activities they have been doing to protect the environment.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3 + 4: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer.		
- Ask them to read the situations and study the example for the first situation in the book. Make sure they understand them. - Put Ss in groups of three or four. Tell them to think of some possible responses to promote a greener lifestyle with paper as well as provide good reasons for their responses. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. - Have some Ss or groups share their answers to each situation in front of the class. - Praise for good effort, well-structured responses, and fluent delivery. - After all groups present their responses to a situation, ask the class to vote for the most interesting answer. - Count the votes for each group and announce the winners.	- Students work in groups, use the notes and think of ways to give responses. - Students add more reasons. - Report group's answers to the whole class.	<i>Suggested answers:</i> 2. We shouldn't print them all out. It is a waste of resources such as paper and ink. We can reduce the use of paper by reading and summarising the information in a Word file first, then only printing out the most important parts. When we have to print something out, we should make sure we use both sides of the paper. 3. We think we should replace Post-it notes with something else. We can take turns to write on the board, or on the unused side of printouts. Alternatively, we can ask people to type on their smartphones, then we can project their introductions on a TV screen. It will be friendlier to the environment.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about what you have done to save the environment.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

Date of teaching
Unit 3: Green living
Lesson 4: Speaking

*** Warm-up**

Brainstorming

Task 1: Sort activities.

Task 2: Talk about how to reduce, reuse and recycle paper.

Task 3+4: Practise giving responses to promote a greener lifestyle.

*** Homework**

UNIT 3: GREEN LIVING

Period 27 - Lesson 5: Listening – Creating a compost pile

I. OBJECTIVES

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

1. Knowledge

- Listen to instructions about creating a compost pile;
- Memorize vocabulary to talk about creating a compost pile.

2. Competences

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

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 3, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. compost (n)	/'kɒmpɒst/	a mixture of decayed plants, leaves etc used to improve the quality of soil	phân hữu cơ
2. layer (n)	/'leɪə/	an amount or piece of a material or substance that covers a surface or that is between two other things	lớp
3. pile (n)	/paɪl/	things of the same type that are put on top of each other	đống, chông

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Video watching

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher asks students to watch a video. - Ask Ss some questions about the video. - Teacher observes Ss and gives feedback to their answers.	- Students watch the video and answer the questions.	Link: https://www.youtube.com/watch?v=LxNumOifkT0 Suggested questions: - What does 3R stand for? - What things can we reduce? - How can we recycle according to the video? - How many things can we reuse? What are they?

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Match the words and phrases (1-5) with the pictures (a-e). (p.38)

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some new words.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words and phrases (1-5) with the pictures (a-e). (9 mins)		
- Ask Ss if they know what a compost pile is, or how to make one. - In weaker classes, read the definition of compost and elicit the matching picture. Have Ss read the definitions and explain any difficult words. - Have Ss match the other words/phrases and their definitions with the pictures. Tell them that the words and phrases will appear in the conversation they are going to listen to. - Check answers as a class.	- Students read the definitions and do the matching. - Students check answers with the whole class. - Students read new words aloud and write them in the notebook.	Answer key: 1. c 2. e 3. d 4. b 5. a

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for specific information;
- To help Ss practise listening for instructions and understand the main steps to take.

b. Content:

- Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (p.38)
- Task 3: Listen again. Decide whether the statements are true or false. (p.39)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (10 mins)		
- Tell Ss that they are going to listen to instructions to make a compost pile. - Put the Ss in pairs and have them study the pictures carefully before playing the recording. Encourage them to describe what they see in each picture to each other. E.g. In Picture a, I can see someone is mixing up a lot of things such as dried leaves and vegetable pieces. - Ask Ss to listen carefully and select the pictures in the order they hear. Also, suggest that they can take notes and use these notes to arrange the main ideas later if they want. - Check answers as a class.	- Students make predictions before listening. - Listen and check the order.	Answer key: 1. c 2. b 3. d 4. e 5. a
Task 3: Listen again. Decide whether the statements are true or false. (10 mins)		
- Tell Ss that they are going to listen to the recording again. This time, they should decide whether each statement (1-5) is true or false. - Have them read the statements and underline the key words. - Ask them to listen and pay attention to the key words, as well as paraphrases of these key words. - Tell them to write T (True) if the statement matches the information in the recording, and F (False) if it doesn't. - Play the recording. Ask Ss to circle the correct answers. - Check answers as a class.	- Students read the questions and underline the key words. - Students listen and decide T or F.	Answer key: 1. F 2. T 3. T 4. F 5. F

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

Grade: 12

a. Objectives:

- To help Ss use the language and ideas from the listening to share their experiences of dealing with household and garden waste.

b. Content:

- Task 4: Work in groups. Discuss these questions.

How do you manage your household and garden waste? Is it environmentally friendly? (p.39)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about managing your household and garden waste.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss the questions.		
- Ask Ss to work in groups. Have them discuss the ways they have used to manage their household and garden waste, and share opinions if these ways are sustainable or not. - Invite some groups to share their answers with the whole class.	- Students work in groups and discuss. Students share their ideas to the whole class.	<i>Suggested answer:</i> In my group, most people including me simply throw away household and garden waste. Some pile up and burn the dry leaves in their garden. Throwing away or burning waste is not sustainable as there are many ways to reuse or recycle such waste. Moreover, burning dry leaves is not only polluting the environment, but also increasing fire risks. We all agreed that we should try to manage our household and garden waste in a way that is more eco-friendly and sustainable.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

<i>Date of teaching</i> Unit 3: Green living Lesson 5: Listening *Warm-up Video watching - Task 1: Matching. - Task 2: Listen and number. - Task 3: True or false

Grade: 12

- Task 4: Discussion.

***Homework**

UNIT 3: GREEN LIVING

Period 28 - Lesson 6: Writing – A problem-solving report on green solutions

I. OBJECTIVES

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

1. Knowledge

- Ss will be able to write a report to analyse a problem and suggest solutions for a greener lifestyle;
- Apply structures to write a report.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work.

3. Personal qualities

- Be eager to think of solutions to environmental problems.

II. MATERIALS

- Grade 12 textbook, Unit 3, Writing
- Computer connected to the Internet
- Projector / TV
- Plastic bottles
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Create a situation. Ask students what they should do.

c. Expected outcomes:

- Students are eager to give solutions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Situation - Teacher brings some plastic bottles into class and throws them here and there. - Teacher asks students: What should you do when you see people throwing rubbish	- Students brainstorm the ideas and share with the whole class.	Students' own answers.

improperly?

- Teacher listens to Ss' answers and gives feedback.

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (9 mins)

a. Objectives:

- To help Ss generate ideas for their writing;
- To familiarize Ss with the structure and language of a problem-solving report;

b. Content:

- Task 1: Work in pairs. Complete the notes using the words in the box. (p.39)
- Task 2: Read a problem-solving report and match the sections (A-D) with the correct headings (1-4). (p.39)

c. Expected outcomes:

- Students understand the problems, then give their own ideas.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Complete the notes using the words in the box. (8 mins)		
- Ask Ss to skim through the table. Make sure they understand the problems and consequences listed on the left and the words / phrases in the box. - Put Ss in pairs. Ask them to complete the table using the words / phrases in the box. Remind them that the green solutions they complete on the right should respond well to the problems and consequences on the left. - Check their answers as a class.	- Students work in pairs and complete the table. - Students share their answers with their partner and check with the whole class.	Answer key: 1. recycle 2. automatic 3. compost piles 4. public transport
Task 2: Read a problem-solving report and match the sections (A-D) with the correct headings (1-4). (8 mins)		
- Have Ss skim through the problem-solving report. In weaker classes, read each part and check if Ss know the words. - Have Ss match the sections (1-4) with the correct headings (A-D). - Check answers as a class. - Ask Ss to read the Tips box. Use the text to illustrate each part. E.g. Part 1 is the introduction, because It gives a brief introduction presenting the problem (i.e., single-use plastic in the school) and solutions (i.e., suggesting three solutions to the problem)	- Students read the text and decide the suitable headings. - Students check the answers with the whole class.	Answer key: A - 3 B - 2 C - 4 D - 1

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

Grade: 12

- To help Ss practise writing a problem-solving report.

b. Content:

- Task 3: Choose one of the problems in Task 1, and write a problem-solving report (180 words). Use the model in Task 2 and the outline with useful expressions below to help you. (p.40)

c. Expected outcomes:

- Students can write a report on how to solve a problem.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Choose one of the problems in 1, and write a problem-solving report (180 words). Use the model in 2 and the outline with useful expressions below to help you.		
- Tell Ss that they are going to write a problem-solving report. They should use the ideas and the model in Activity 1 and 2, as well as the outline with useful expressions in this activity. - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary. - In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft. - Collect Ss' writing tasks and give face-to-face feedback in private, or give them back with some written feedback.	- Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2.	<i>Suggested answer:</i> Introduction This report describes the problem of traffic jams, noise and air pollution at the school gate and suggests two solutions to the problem. Problem Many parents drive their children to school and pick them up from school. This creates long queues of private cars and motorcycles outside the school gate twice a day, five days a week. As a result, traffic jams, noise and air pollution have increased. This is not good for the health of students and parents as well as the environment. Solutions To solve this problem, we suggest two solutions. First, students should be encouraged to take public transport if they live far away from school. The school could arrange for free bus tickets to motivate students to use public buses. Second, those who live near school should be invited to join the school Cycling-to-school programme, which will help them find an experienced cycling buddy who lives nearby and knows the safe cycling routes to school. Conclusion Using public transport and cycling to school will lead to a greener school environment, and help promote a green lifestyle among young people. Therefore, we recommend you put the suggested solutions into practice as soon as possible.

Grade: 12

e. Assessment

- Teacher gives observations and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	- Students swap their piece of writing with their partners and give peer review.	<i>Writing rubric</i> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

<i>Date of teaching</i> Unit 3: Green living Lesson 6: Writing *Warm-up Situation - Task 1: Complete the notes. - Task 2: Match the sections with the headings.

Grade: 12

- Task 3: Write a report.
- Peer review

***Homework**

UNIT 3: GREEN LIVING

Period 29 - Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Review expressions for making predictions.
- Identify traditions that are bad for the environment and suggest solutions.

2. Competences

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

3. Personal qualities

- Be aware of keeping the earth green.

II. MATERIALS

- Grade 12 textbook, Unit 3, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Who says it?

c. Expected outcomes:

- Students can get knowledge about how harmful our festival traditions are.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Guessing game (PPT slides) - Teacher divides the class into two	- Students listen to the instructions and guess the	<i>Suggested ideas:</i> 1. Holi festival (India)

teams. - Teacher shows 5 pictures. - Students have to say the name of the festival/tradition in each picture. - If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team. - The team with the higher score is the winner.	name of the festival/tradition.	2. Lantern festival 3. fireworks 4. Christmas 5. Balloon festival

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)**a. Objectives:**

- To provide a model conversation in which speakers make predictions.
- To review expressions for making predictions.
- To help Ss practise making predictions.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.40)
- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (p.40)

c. Expected outcomes:

- Students can use appropriate language to make predictions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)		
- Give Ss some time to skim through the conversations. Use the photos to illustrate the context of the conversation if necessary. <i>E.g. Mark and Nam seem to be talking about the Green classroom competition and how to win the first prize.</i> - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Put Ss into pairs and have them practise the conversation.	- Students listen to the recording. - Students complete the conversation with phrases in the box. - Students practise the conversation in pairs.	Answer key: 1. D 2. B 3. C 4. A
Useful expressions (6 mins)		
- Teacher asks students to give some expressions for making predictions. - T asks if Ss can add some more expressions.	- Ss think of other expressions to make predictions.	Making predictions. - I guess/ think/ expect... - ... is going to... - ... will... - it's likely/ unlikely that - it's hard to predict/say...
Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations.		

One of you is A, the other is B. (6 mins)		
- Tell Ss that the words they used to fill in the gaps in Activity 1 are used to make predictions. - Ask Ss to read the list of useful expressions and check understanding. - Put Ss in pairs and explain the task: to role-play conversations similar to the one in Activity 1, but based on the two situations. Ss should play the roles given in this activity. - Give Ss a few minutes to plan their conversations before they role-play them (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.	- Make plans for the role-play - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class.	Sample answers: 1. A: I wonder if the Youth Union will accept our proposal to install automatic lights and sensor taps in our school. I really hope they will. B: It's really hard to say. I mean they are going to like the idea, but it's unlikely that they will install them around the school because it's going to cost a lot of money. I guess they may install them in the toilets first. 2. B: I'm so excited about the Green Day event next week. Do you think many people will come? A: I guess around 300 people will come to the event. That will include students, teachers and some parents. B: That'll be great. What activity do you think will be most popular? A: It's hard to say, but I think our game booth will attract a lot of people. Everyone loves playing games and winning eco-friendly prizes! B: I agree. Do you think the event will make a huge impact? A: Certainly! People are going to love the Green Day! I expect that as a result, many of the participants will adopt greener habits in the future.

e. Assessment

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

3. ACTIVITY 2: CLIL (15 mins)**a. Objectives:**

- To help Ss learn about the possible environmental damage caused by some cultural traditions around the world.
- To help Ss relate what they have learnt about some cultural traditions to real-life situations.

b. Content:

Grade: 12

- Task 1. Read the following text. What are the environmental problems of each tradition as mentioned in the text? Put a tick where relevant. (p.41)

- Task 2. Work in pairs. Suggest some green solutions to replace one of the traditions. (p.41)

c. Expected outcomes:

- Students memorise the information, and relate what they have learnt about how damaging some cultural traditions are to the environment.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text. What are the environmental problems of each tradition as mentioned in the text? (10 mins)		
- Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. Do you know what traditions are shown in the photos? (releasing sky lanterns, having a firework display, decorating a Christmas tree), Where/when are these traditions popular? (mostly in Asian countries on a full-moon night; in many countries at New Year's Eve; in many countries at Christmas), Do you think these traditions are environmentally friendly? (answers vary). - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. In what ways are these traditions damaging to the environment? What can be the greener replacements for these traditions? - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. - Tell Ss that they are going to read about three famous festival traditions around the world. As they read, they should fill in the comparison table to show the negative impact of these traditions on the environment. - Explain or elicit any new or difficult words, e.g. frames, wildfires, chemicals. In stronger class, encourage them to guess their meaning from context as they read the text. - Have Ss read the text and complete the table individually. - Check answers as a class. - Go back to the questions on the	- Students put a tick where the damage is relevant. - Students share their answers and explain.	Key: 1. Balloon and sky lanterns: Causing fires and harming animals 2. Fireworks: Polluting the air and causing fires 3. Christmas trees: Polluting the air and ending up in landfills

board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.		
Task 2: Work in pairs. Suggest some green solutions to replace one of the traditions. (5 mins)		
- Put Ss in pairs. Have each pair choose one of the traditions and discuss how they will make it more eco-friendly and reduce its impact on the environment. - Ask some pairs to share their answers with the class.	- Students work in pairs to discuss. - Students share their ideas in front of class.	<i>Suggested answers:</i> - Instead of releasing balloons and sky lanterns, people can fly kites. Kites are made from materials that are not easy to break and can be used many times without creating pollution. Kite flying is a sustainable activity that uses a green power source – the wind. - There are many eco-friendly alternatives to fireworks. For example, a firework display can be replaced with a high-tech laser light show. Laser lights do not have a lasting impact on the environment. Another option is a drone display, which is also safe and more environmentally friendly. Drones do not release any harmful chemicals into the atmosphere and generate very little noise pollution. - We can buy a real Christmas tree with roots still attached and not damaged. We can plant it in a big pot, and it will continue to grow. When it is too big, we can plant it in our garden. This way, we won't contribute to the waste produced by real Christmas trees thrown out every year.

e. Assessment

- Teacher observes and gives feedback.

5. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

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

Board Plan

Date of teaching

Unit 3: Green living

Lesson 7. Communication and Culture / CLIL

***Warm-up**

Guessing game

***Everyday English**

Task 1: Listen and complete the conversation.

Task 2: Make similar conversations.

***CLIL**

Task 1: Read the text and put a tick.

Task 2: Discussion

*** Homework**

UNIT 3: GREEN LIVING

Period 30 - Lesson 8: Looking back and Project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 3;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be aware of going green and saving the environment.

II. MATERIALS

- Grade 12 textbook, Unit 3, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Guessing words

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 3.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Guessing words - T divides the class into 2 teams.	- Students join the game, describe and guess the words.	<i>Suggested words:</i> 1. hair

- T prepares some pieces of paper with suggested words written on them. - There are 8 words. - The teams take turns to choose 1 student to the board. This student will pick one paper, and explain the word so that the rest guess what word it is. - The team with the most points is the winner.		2. pair 3. hear 4. bear 5. fear 6. pear 7. ear 8. literature

e. Assessment

- Teacher observes the groups and gives feedback.

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

- To help Ss review the pronunciation of the diphthongs /ɪə/, /eə/ and /ʊə/.
- To help Ss revise words they have learnt in this unit.
- To help Ss review the use of prepositions and relative clauses referring to a whole sentence.

b. Content:

- Pronunciation: Read the words and choose the odd one out. Then listen and check. (p.42)
- Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (p.42)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.42)

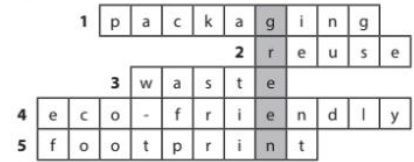
c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Pronunciation: Read the words and choose the odd one out. Then listen and check. (4 mins)		
- Ask Ss to try to pronounce all the words in each line, paying attention to the underlined sounds. - Tell them to choose the word with the underlined part which is pronounced differently from the rest. In weaker classes, give an example first. E.g. 1. fair /eə/, hair /eə/, container /et/, pair /eə/. so C is the odd one out. - Ask Ss to listen to the recording and check their answers. Have them pay attention to the diphthongs /ɪə/, /eə/ or /ʊə/ in each word. - Ask Ss to listen to the recording again, but this time, have them repeat the words.	- Students pronounce the words, and choose the correct answers. - Students check the answers with the whole class.	Key: 1. C 2. D 3. A 4. A
Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (4 mins)		
- Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word. - Have Ss complete the activity.	- Ss work in pairs - Ss solve the crossword.	Answer key:

- Check answers as a class.
- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. packaging first appears in the Language section.



Grammar: Circle the mistake in each sentence. Then correct it. (4 mins)

- Ask Ss to read the sentences, focusing on the underlined words.
- Encourage them to pay attention to the words before and after the underlined parts and decide if the phrases are grammatically correct, e.g. 1. Answer choice A. 'to' is part of the phrase 'learn to recycling', which is incorrect. We say 'learn to do sth' or 'learn about sth', not 'learn to doing sth'. So A is the mistake.
- In weaker classes, remind them that the focus today is on verbs with prepositions and relative clauses referring to a whole sentence. Ask them to review the grammar explanations and examples in the Language section before they complete the activity.
- Check answers as a class by asking individual Ss to identify the mistakes, correct them and provide reasons for their corrections.

- Ss identify the incorrect part, give corrections and reasons for their corrections.

Answer key:

1. A (to → about)
2. B (that → which)
3. C (with → to)
4. B (over → away)

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise writing a leaflet.

b. Content:

- Eco-friendly habits

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a leaflet presentation. - Have Ss work in their groups. Give them a few minutes to get ready for the presentation.	- All groups exhibit their leaflets and make presentations. - When one group makes a presentation, others listen and	<i>Students' presentations</i>

- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying the leaflet or listening to the presentation, and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - If most students are handing out copies of their leaflets, ask them to swap their leaflets with one-two other groups. Give them time to study the leaflets and give written feedback and comments. When they finish, ask them to return the leaflets with comments to each other. - If most students are giving a PowerPoint presentations, invite one or two groups to present their leaflets on the slides and briefly introduce them to everyone. Ask others to listen and write down their feedback and comments. At the end of each presentation, invite peer feedback from the audience in oral and/or written forms. - Give praise and feedback at the end. You can also give Ss marks for their presentation as part of their continuous assessment.	complete the evaluation sheet.	

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 4.

Board Plan

<i>Date of teaching</i> Unit 3: Green living Lesson 8: Looking back and project *Warm-up Guessing words * Looking back - Pronunciation - Vocabulary - Language

- * **Project**
Eco-friendly habits
- * **Homework**

Period 31: MID-TERM TEST CORRECTION

I. Aim: To help Ss:

- Review Ss' ability of using language: past simple, present perfect, modal verbs, stative verbs, linking verbs
- Review their knowledge about the topics: life stories we admire, multicultural world, green living
- Correct Ss' common mistakes.

II. METHODS

- Communicative, student-centered approach.

III. Teaching aids

Test, keys of the test.

IV. Time required: 45 minutes

V. Procedure:

- Ask Ss to re-explain the requirement of each exercise.
- Call some Ss to give the answers with explanation.
- Give feedback.

UNIT 4: URBANISATION

Period 32 - Lesson 1: Getting Started – Urban development

I. OBJECTIVES

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

1. Knowledge

- Get an overview of the topic of *Urban development*;
- Use vocabulary to talk about urban development.

2. Competences

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

3. Personal qualities

- Be proud and respectful of the country's development;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 4, Getting Started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese

			equivalent
afford (v)	/ə'fɔ:d/	to be able to buy or do something because you have enough money or time	
colonial (adj)	/kə'ləʊniəl/	relating to a colony or colonialism	
concern (n)	/kən'sɜ:n/	a worried or nervous feeling about something, or something that makes you feel worried	
decrease (v)	/'di:kreɪs/	to become less, or to make something less	
expand (v)	/ɪk'spænd/	to increase in size, number, or importance, or to make something increase in this way	
gradually (adv)	/'grædʒ.u.ə.li/	slowly over a period or a distance	
housing (n)	/'haʊ.zɪŋ/	buildings for people to live in	
leisure (n)	/'leɪ.ər/	the time when you are not working or doing other duties	
proportion (n)	/prə'pɔ:ʃən/	the number or amount of a group or part of something when compared to the whole	
rapidly (v)	/'ræpɪdli/	very quickly, at a great rate	
reliable (adj)	/rɪ'laɪ.ə.bəl/	Someone or something reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect	
resident (n)	/'rez.ɪ.dənt/	a person who lives or has their home in a place	
rush hour	/'rʌʃ,ou(ə)r/	the busy part of the day when towns and cities are crowded, either in the morning when people are travelling to work, when people are travelling home	
seek (v)	/si:k/	to try to find or get something, especially something that is not a physical object	

unemployment (n)	/,ʌn.ɪm'plɔɪ.mənt/	the number of people who do not have a job that provides money	

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experiences about the topic.	- Encourage students to work in groups so that they can help each other. - Give short, clear instructions, and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To introduce the topic of the unit;
- To set the context for the listening and reading part.

b. Content:

- Mini game: Lucky Wheel

c. Expected outcomes:

- Students can answer some open questions about urbanisation.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Lucky Wheel - Ss work in 4 groups. - Answer the questions and turn the wheel to get a bonus. - The team has the most correct answers is the winner.	- Students answer the questions individually.	Questions: 1. A 2. B 3. A 4. C 5. B 6. B 7. C 8. A 9. B

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)**a. Objectives:**

- To provide students with new words related to the topic of *Urbanisation*;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching.

c. Expected outcomes:

- Students can identify some new words related to urbanisation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher gives the meaning of the new words and asks students to guess the words. - Teacher explains more by showing pictures or giving explanations. - Teacher asks students to give the Vietnamese meanings of the words.	- Students listen to the teacher's explanation and guess the words.	New words: 1. afford (v) 2. colonial (adj) 3. concern (n) 4. decrease (v) 5. expand (v) 6. gradually (adv) 7. housing (n) 8. leisure (n) 9. proportion (n) 10. rapidly (v) 11. reliable (adj) 12. resident (n) 13. rush hour 14. seek (v) 15. unemployment (n)

e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (30 mins)**a. Objectives:**

- To help students know how to read for main ideas and specific information in an article about the urbanisation of Ha Noi.
- To check students' comprehension of the conversation.
- To introduce words and phrases related to urban development.
- To help students identify the use of present perfect tense and double comparatives.

b. Content:

- Task 1: Listen and read. (p.48)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.49)
- Task 3: Match the words to make phrases mentioned in Task 1. (p.49)
- Task 4: Complete the sentences using phrases from Task 1. (p.49)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (8 mins)		
- Set the context for listening and reading the conversation. Have students look at the picture and ask questions about it. - Play the recording twice for students to listen and read along. Have students underline words and phrases related to the topic of urbanisation (high-rise buildings, urban areas, public parks,...) - Put students in pairs and have them compare the words and phrases they	- Students look at the picture and answer the questions. - Students listen to the recording. - Students read the conversation aloud.	

have underlined and discuss their meaning. Then check comprehension as a class. - Call on some students to read the conversation aloud.		
Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins)		
- Ask students to work in pairs and read each statement carefully. Ask them to identify and underline the keywords in the statements, then read the conversation and locate the part of the conversation that has the corresponding information for Mark and Mai. - Have students share their answers with the class. - Confirm the correct answers.	- Students work and compare the answers in pairs.	Answer key: 1. T 2. F 3. F 4. T
Task 3: Match the words to make phrases mentioned in Task 1. (8 mins)		
- Tell students that they will have to match words (1-4) with words (a-d) to make phrases that are used in the conversation. - Ask students to look at the two sets of words and match them. Tell students to refer to the conversation and check. - Have students compare their answers in pairs. - Confirm the correct answers as a class.	- Students read the conversation again and work individually to do the activity. - Students share and check the answers.	Answer key: 1. c: urban areas 2. d: leisure activities 3. a: local residents 4. b: rush hour
Task 4: Complete the sentences using phrases from Task 1. (7 mins)		
- Have students read each sentence individually. Encourage them to try to complete it with an appropriate phrase without referring to the conversation. Then ask them to find the answers in the conversation. - Check answers by first asking the class to call out the correct phrase only, then by calling on individual students to read the complete sentences. - Call out each phrase and elicit what students know about its use. - Tell students that they will learn more about the grammar points in the next lesson.	- Students work individually to find and underline the phrases used to give directions in the conversation. - Students match each direction with the diagram.	Answer key: 1. have built 2. bigger and bigger 3. It's the first time 4. The more... the worse

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help students practise talking about urbanisation.

b. Content:

- Role play
- Task 5: Work in pairs. Student A has just returned to the neighbourhood. You don't know much about the area because everything has changed. You ask for more information about the town. Student B poses as a local to introduce the neighbourhood.

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Student A has just returned to the neighbourhood. You don't know much about the area because everything has changed. You ask for more information about the town. Student B poses as a local to introduce the neighbourhood. (10 mins)		
- Ask students to work in pairs. - Elicit some places that can be different from the past in the neighbourhood. - Tell students to look at the conversation in Task 1 again to look for the sample sentences. - When they know exactly what to do, ask them to work in pairs. Teacher may go around to observe and offer help if necessary. - Invite some pairs to perform in front of the class.	- Students work in pairs to follow teacher's instructions. - Ss practice in pairs. - Ss perform in front of the class.	<i>Suggested answer:</i> A: Can you show me the way to the nearest bus stop? It used to be here three years ago, but I can't find it now. B: It was relocated to the corner of Cach Mang Thang Tam Street and Bac Hai Street last year. That place is now a busy street. Things have changed rapidly.

e. Assessment

- Teacher and other Ss listen to the instructions and comment.

5. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Start preparing for the Project of the unit:
 - Ask Ss to open their books on the last page of Unit 4, the Project section, look at the picture and say what the topic of the project is (An urban area)
 - Explain the project requirements: Ss will have to do research on an urban area in Viet Nam that has been created through urbanisation and then give an oral presentation to report the results of their research. Ss should interview three people from different generations and ask the questions on the table. In stronger classes, they can add more questions. Ss can choose different ways to present their findings (e.g. PPT presentation, poster presentation, video recording). Encourage Ss to use photos and / or illustrations to support their ideas.
 - Put Ss into groups, and have them choose their group leader. Then ask them to assign tasks to each group member (e.g. doing the research, combining the collected information, combining and synthesising the information, writing the scripts, preparing the slides, and delivering the presentation), making sure that all group members contribute to the project.
 - Help Ss set deadlines for each task and support them throughout the process.

Grade: 12

- In each of the next lessons, spend a few minutes checking Ss progress, helping them with any topic-related or functional language they need, (e.g., words and phrases to describe features of an area: remote, disadvantaged, poor infrastructure, modern, living conditions, job opportunities,...) and solving any other problems that may arise with their projects.

Board plan

<i>Date of teaching</i>	
Unit 4: Urbanisation	
Lesson 1: Getting started	
* Warm-up	
* Vocabulary	
1.	afford (v)
2.	colonial (adj)
3.	concern (n)
4.	decrease (v)
5.	expand (v)
6.	gradually (adv)
7.	housing (n)
8.	leisure (n)
9.	proportion (n)
10.	rapidly (v)
11.	reliable (adj)
12.	resident (n)
13.	rush hour
14.	seek (v)
15.	unemployment (n)
Task 1: Listen and read. (p.48)	
Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.49)	
Task 3: Match the words to make phrases mentioned in Task 1. (p.49)	
Task 4: Complete the sentences using phrases from Task 1. (p.49)	
Task 5: Role- play.	
*Homework	

UNIT 4: URBANISATION

Period 33 - Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic of *urbanisation*.
- Use Present Perfect (review and extension) and double comparatives to show changes in a neighbourhood.
- Use unstressed words in connected speech.

2. Competences

- Develop communication skills.
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be proud and respectful of the country's development.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 4, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
afford (v)	/ə'fɔ:d/	to be able to buy or do something because you have enough money or time	
expand (v)	/ɪk'spænd/	to increase in size, number, or importance, or to make something increase in this way	
housing (n)	/'haʊ.zɪŋ/	buildings for people to live in	
seek (v)	/si:k/	to try to find or get something, especially something that is not a physical object	
unemployment (n)	/,ʌn.ɪm'plɔɪ.mənt/	the number of people who do not have a job that provides money	

Unstressed words in connected speech

In connected speech, most grammatical words are not usually stressed. These words include:

- articles: a, an, the
- prepositions: above, for, of, to, until, etc.
- personal pronouns: I, you, we, they, he, she, it
- possessive adjectives: my, your, our, their, her, his, its
- auxiliary verbs: be, have, do, etc.
- conjunctions: and, but, or, etc.
- modal verbs: can, will, etc.
- the expressions: there is, there are, etc.

Present perfect (review and extension)

- We use the present perfect to describe something that started in the past and is still happening now, or something that was completed in the very recent past.

Example:

A lot of young people **have moved** to big cities to work or study.

- We also use the present perfect to say how many times something has happened with the following structure:

It/This/That + be + the first/the second time + Subject + have/has (done)...

Example:

This is the second time I have visited this city.

It is not the first time I have heard about urbanisation.

- We often use the present perfect for a unique experience with the following structure:

It/This/That/Noun or Gerund phrase + be + the best/the worst/the only/the most beautiful/... + Subject + have/has (ever done) ...

Example:

That is the worst meal I have ever had in this city.

Moving to the city is **the best** decision my parents **have ever made** in their life.

Double comparatives to show change

- We use double comparatives to show change.

Example:

Towns are getting **bigger and bigger**.

The air is becoming **more and more polluted**.

There are **more and more high-rise buildings** in the city.

- We also use double comparatives to say that two things change together.

Example:

The bigger the city gets, **the more crowded** it becomes.

The more we invest in rural areas, **the more** we can help people there.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in class.	- Define expectations in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

b. Content:

- Matching game

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Matching - Teacher divides students into 4 groups and models how to play this game. - Ss match the diphthongs to the right word. - The group with the most correct words will be the winner.	- Ss work in groups to do the activity. - Ss pronounce the words and match them to the correct group.	Answer key: 1. /ɪə/: volunteers, idea 2. /ʊə/: Ecotourism, poor 3. /eə/: air conditioners, awareness

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)**a. Objectives:**

- To help Ss recognise and practise saying unstressed words in connected speech
- To help Ss identify the unstressed words in sentences, and practise saying them.

b. Content:

- Task 1: Listen and repeat. Pay attention to the pronunciation of unstressed words. (p.49)
- Task 2: Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs. (p.49)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the pronunciation of the unstressed words. (4 mins)		
- Ask Ss to look at the sentences, listen to them and repeat, paying attention to the pronunciation of the unstressed words in italics. - Have Ss focus on the words in italics in the first sentence. Tell Ss to identify types of words in italics, e.g. It-personal pronoun; has been -auxiliary verb be; since – preposition; your – possessive adjectives ... - Tell Ss that in English these grammar words are normally unstressed. - Put Ss in pairs and have them read Remember! Box to know other unstressed words in English. - Ask Ss to look at other sentences and call out the unstressed grammar words.	- Ss read the Remember Box. - Ss listen to the recording and check the unstressed words. - Ss listen again and repeat the sentences.	Suggested answer: (and – conjunction; a – article; It – personal pronoun; is – auxiliary verb be I – personal pronoun; 've been – auxiliary verb be on – preposition; an – article; I – personal pronoun; can – modal)
Task 2: Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs. (6 mins)		
- Ask Ss to read the sentences and check their understanding. - Play the recording twice, if necessary, pausing after each sentence and asking Ss to repeat as a class. - Have Ss underline the unstressed words. - Check answers as a class.	- Ss listen to the recording and check the stressed words - Ss listen again and repeat the sentences.	Answer key: 1. <u>A</u> new convenience store <u>has been</u> opened <u>near my</u> house. 2. <u>There are</u> still <u>a lot of</u> problems <u>in our</u> cities today.

- Put Ss into pairs and have them practise saying the sentences. Walk around the class, praising good pronunciation and correcting any mistakes.		3. <u>It is much</u> more expensive <u>to</u> buy <u>a</u> house <u>in a</u> big city. 4. <u>My</u> father <u>was</u> offered <u>a</u> new job <u>and</u> <u>his</u> office <u>will be in a</u> high-rise building.

e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: VOCABULARY (11 mins)**a. Objectives:**

- To introduce words and phrases related to generational differences.
- To help Ss practise using the words in Activity 1 in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.50)
- Task 2: Complete the sentences using the correct forms of the words in Task 1. (p.50)

c. Expected outcomes:

- Ss can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
- Ask Ss to read the definitions of the words and check their understanding. - Tell Ss to match the words with the given definitions. - Have Ss compare their answers in pairs. - Check answers as a class. Ask individual Ss to read the definitions while other Ss call out the correct words.	- Ss read the words and do the matching. - Ss work in pairs and check answers.	Answer key: 1. c 2. d 3. a 4. e 5. b
Task 2: Complete the sentences using the correct forms of the words in Task 1. (5 mins)		
- Have Ss work in pairs. Tell them to read the sentences and decide which word in 1 can be used to complete each of the sentences. Encourage them to look for context clues to help them decide on the correct word. - Check answers as a class. - Ask individual Ss to read the complete sentences.	- Ss work in pairs and practice reading the sentences.	Answer key: 1. unemployment 2. afford 3. housing 4. expanded 5. seek

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: GRAMMAR (16 mins)**a. Objectives:**

- To help Ss revise and extend the use of the present perfect tense with some structures.

Grade: 12

- To help Ss use double comparatives correctly to show changes.
- To help Ss practise using the present perfect and/or the double comparatives in a speaking activity.

b. Content:

- Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p 51)
- Task 2: Choose the sentence that has the closest meaning to the given sentence. (p 51)
- Task 3: Work in pairs. Make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (p 51)

c. Expected outcomes:

- Ss can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (5 mins)		
- Ask Ss to look at sentences 1 and 3 in 4 in Getting Started and elicit the verbs used there, have built, and have been. - Ask Ss to look at the Remember! box and read the rules for using the present perfect tense. Focus Ss' attention on the use of the present perfect tense with the structures in bold. - Tell Ss about the requirements of Activity 1 in which Ss need to circle the underlined part that is incorrect in each of the given sentences, and then correct the mistakes. - Focus Ss' attention on the three sentences and check if they know all words. - Ask Ss to work in pairs or individually to complete the activity. - Check answers as a class.	- Ss work and check in pairs. - Ss practice reading the sentences.	Answer key: 1. B: saw have seen 2. C: had have 3. A: has been is
Task 2: Choose the sentence that has the closest meaning to the given sentence. (5 mins)		
- Ask Ss to look at sentences 2 and 4 in 4 in Getting Started and elicit the structures with double comparatives used there, bigger and bigger, and the more...the worse. - Ask Ss to look at the Remember! box and read the rules for using the double comparative to show changes. Focus Ss' attention on the two usages of the double comparatives to show changes and to say that two things change together. - Tell Ss about the requirements of	- Ss work and check in pairs. - Ss practice reading the sentences.	Answer key: 1. A 2. B 3. C

Activity 2 in which Ss need to choose the best option to indicate the sentence that is closest in meaning to the sentence given. - Focus Ss' attention on the sentences and the given options. Check if they understand all of them. - Ask Ss to work in pairs or individually to complete the activity. - Check answers as a class.		
Task 3: Work in pairs. Make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (6 mins)		
- Have Ss read the instructions and example, and make sure they all understand the instructions, the given example, and what they must do. - Have Ss first think of an urbanised area, make a list of changes in this area, and then write about the changes in this area, using the present perfect and double comparatives. - In weaker classes, help Ss with the ideas they want to express about urbanisation in the area that they know. - Put Ss in pairs and have them share what they have written. - Invite some Ss to read out loud their sentences to the class.	- Ss listen to instructions and work in pairs. - Some Ss present answer in front of the class.	<i>Suggested answer</i> My hometown has changed a lot over the past ten years. The urban area has been expanded, and there is less and less land for agriculture. More and more people have moved in. More new houses have been built. The life is getting more and more modern.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

5. CONSOLIDATION (3 mins)**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Board plan

Date of teaching
Unit 4: Urbanisation
Lesson 2: Language

*** Warm-up**

Game: Matching

Pronunciation

Task 1: Listen and repeat. Pay attention to the pronunciation of the unstressed words. (p.49)

Task 2: Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs. (p.49)

Vocabulary

Task 1: Match the words with their meanings. (p.50)

Task 2: Complete the sentences using the correct forms of the words in Task 1. (p.50)

Grammar

Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p 51)

Task 2: Choose the sentence that has the closest meaning to the given sentence. (p 51)

Task 3: Work in pairs. Make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (p 51)

*** Homework**

UNIT 4: URBANISATION

Period 34 - Lesson 3: Reading - Urbanisation of Ha Noi

I. OBJECTIVES

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

1. Knowledge

- Use comparative adjectives.
- Read for main ideas and specific information in an article about the urbanisation of Ha Noi.

2. Competences

- Develop communication skills.
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be proud and respectful of places and sites in your neighbourhood.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. resident (n)	/ˈrez.ɪ.dənt/	a person who lives or has their home in a place	
2. colonial (adj)	/kəˈləʊniəl/	relating to a colony or colonialism	
3. gradually (adv)	/ˈɡrædʒ.u.ə.li/	slowly over a period of time or a distance	
4. modernising (n)	/ˈmɒdənaɪzɪŋ/	the act of adapting (something) to modern needs or habits, typically by installing modern equipment or <u>adopting</u> modern ideas or methods.	
5. concern (n)	/kənˈsɜːn/	a worried or nervous feeling about something, or something that makes you feel worried	

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and cooperating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge of the urbanisation of Hanoi.
- To set the context for the reading part.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Catch the fish

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Catch the fish - Ss work in 2 groups. - There are several pictures, and Ss need to choose the correct fish that the picture represents.	- Ss work in groups to do the activity. - Ss raise their hands to answer.	Answer key: 1. LEFTOVER 2. RINSE OUT 3. CONTAMINATED 4. CARDBOARD BOXES

- Ss raise hands to get turns and choose the correct answer.		

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (10 mins)**a. Objectives:**

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage.
- Pre-teach vocabulary related to the content of the reading passage.
- Task 1. Work in pairs. Look at the pictures in the article in 2 below. Discuss the following questions. (p.52)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Ss listen to the teacher's explanation and repeat the words.	New words: 1. resident (n) 2. colonial (adj) 3. gradually (adv) 4. modernising (n) 5. concern (n)
Task 1. Work in pairs. Look at the pictures in the article in 2 below. Discuss the questions. (5 mins)		
- Ask Ss to look at the pictures. Have them work in pairs and discuss what they see in each of the pictures and what the pictures tell them about Ha Noi and people's life in the city. - Invite some pairs to share their discussions with the class.	- Ss pay attention to the teacher and may jot down some notes during the presentation.	Suggested answers: ● In the first and second pictures, I can see old streets of Ha Noi. There were only low-rise buildings, and people mainly got around on foot, trishaw, bicycle or tram. ● In the third and fourth pictures, I can see a present-day Ha Noi with many high-rise buildings. There are more modern vehicles such as cars and trains. Streets are very busy,

		too.

e. Assessment

- Teacher checks students' understanding with follow-up questions.

3. ACTIVITY 2: WHILE- READING (15 mins)**a. Objectives:**

- To help Ss practise skimming texts to choose the best title.
- To help Ss practise the skill of guessing the meaning of words from context.
- To develop reading skills for general information.
- To develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.52)
- Task 3: Read the article again. Put the main ideas in the order they appear in the article. (p.53)
- Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (p.53)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Choose the correct meanings of the highlighted words. (5 mins)		
- Ask Ss to read the text. Ask them to locate the highlighted words in the text. - Ask Ss to study the context of each highlighted word, and look for clues that they can use to guess the meaning. - Encourage Ss to replace the word with each choice to see which one best replaces the word. - Tell Ss to work in groups to discuss the clues and compare answers. - Check answers as a class.	- Ss listen to the instructions first, then do the exercise in a group. - Ss check answers and take notes.	Answer key: 1. A 2. B 3. A 4. B 5. B
Task 3: Read the article again. Put the main ideas in the order they appear in the article. (5 mins)		
- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. - Ask Ss to read the given main ideas carefully, and make sure Ss understand these ideas. - Have Ss skim through each section and choose one of the given ideas that matches the section. Ask Ss to pay attention to the first sentence, the key information or search for the conclusion in each section. E.g., In the first paragraph, the key information 'small city', 'population', 'area', 'old streets', 'different trade or craft' best matches option C 'Ha Noi as a small city'	- Ss listen to the instructions first, then do the exercise in pairs. - Ss check answers and take notes.	Answer key: 1. C 2. D 3. A 4. B

with old streets selling different products. - Ask Ss to work in pairs to compare their answers. - Check answers as a class.		
Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (5 mins)		
- Ask Ss to study the table to get the general ideas. - Encourage Ss to guess the type of information they need for each gap. - Underline the keywords in the table to locate the information in the passage. - Read the parts that contain the keywords carefully to identify the words/phrases. - Make sure the word/phrase for each gap is exactly the same as taken from the passage. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit. - Have Ss work in pairs to compare answers. - Check answers as a class.	- Ss listen to the instructions first, then do the exercise in pairs. - Ss check answers and take notes.	Answer key: 1. 152 2. 8/eight million 3. trams 4. metro/trains 5. low-rise buildings

e. Assessment

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)**a. Objectives:**

- To help Ss use the language and ideas from the reading to express opinions and give reasons.

b. Content:

- Task 5: Work in pairs. discuss the following questions.

Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why? (p.53)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions. Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why?		
- Ask Ss to read the text again to get more information about Ha Noi in the past and Ha Noi at present. - Have Ss work in pairs to discuss the questions. - Invite several Ss to share their discussions.	- Ss practise asking and answering about the reason why they want to live in Ha Noi in the past or at present.	<i>Suggested answers:</i> I prefer to live in Ha Noi at present because I like the modern facilities. Getting around in Ha Noi is very convenient nowadays. However, my friend,..., prefers to live in Ha Noi in the past. For him/her, Ha Noi in the past was more peaceful and quieter than Ha Noi at present. It was also safer to get around because people mainly went on foot or by bicycle.

e. Assessment

- Teacher checks students' talks and gives feedback.

5. CONSOLIDATION (5 mins)**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Board plan

<i>Date of teaching</i> Unit 4: My neighbourhood Lesson 3: Reading- Urbanisation of Ha Noi * Warm-up Game: Catch the fish Vocabulary 1. resident (n) 2. colonial (adj) 3. gradually (adv) 4. modernising (n) 5. concern (n) Task 1: Work in pairs. Look at the pictures in the article in 2 below. Discuss the following questions. (p.52) Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.52) Task 3: Read the article again. Put the main ideas in the order they appear in the article. (p.53) Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (p.53) Task 5: Work in pairs. discuss the following questions.

Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why? (p.53)

* **Homework**

UNIT 4: URBANISATION

Period 35 - Lesson 4: Speaking - Changes in a living area.

I. OBJECTIVES

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

1. Knowledge

- Gain an overview of urbanisation in a living area.
- Memorise vocabulary to talk about changes in a living area.

2. Competences

- Develop communication skills.
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be proud and respectful of places and sites in your country.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 4, speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. empty roads	/ˈempti rəʊd/	typically refers to roads or streets that have very few or no vehicles or pedestrians on them	
2. wet markets (n)	/wet ˈmɑːkɪt/	a market selling fresh meat, fish, and vegetables	
3. convenience stores (n)	/kənˈviːniəns stɔː(r)/	a small local shop that sells food, newspapers, etc. and has long opening hours	
4. high-rise buildings	/haɪ raɪz ˈbɪldɪŋz/	tall structures characterised by their significant height and multiple floors or levels	
5. low-rise buildings	/ləʊ raɪz ˈbɪldɪŋz/	structures characterised by their relatively modest height, typically fewer than five or six stories, although the specific definition may vary by region and local building codes	

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere in the classroom and lead in the lesson.

b. Content:

- Multiple choice quiz.

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raises their hands to take turns and answer the questions. - The team with the highest points is the winner.	- Ss look at the questions and work in groups. - Ss raise their hands to answer.	Answer key: 1. ◆ 2. 3. 4. 5. ▲ 6. ▲

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)**a. Objectives:**

- To get Ss to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Pre-teach vocabulary related to the content of the lesson.
- Introducing tips to give instructions.
- Task 1: The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describe the city in the past (P) and which now (N). (p. 54)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins)		

- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms,...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes in their notebooks.	- Ss listen to the teacher's explanation and repeat the words.	New words: 1. empty roads 2. wet markets (n) 3. convenience stores (n) 4. high-rise buildings 5. low-rise buildings
Task 1: The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describes the city in the past (P) and which now (N). (6 mins)		
- Tell Ss to look at the picture that shows how River City has changed over time. Encourage Ss to look at the picture and spot the differences between River City in the past and River City at present. E.g., low-rise buildings (in the past) vs. high-rise buildings (at present) - Ask Ss to work in pairs, read the given words/phrases and decide which describes the city in the past and which today. - Be prepared to teach students any new words or phrases, e.g., wet market (a market selling fresh meat, fish, vegetables, etc.). - Check answers as a class.	- Ss listen to the teacher's explanation. - Ss do the task and take notes.	Past/Then: • low-rise buildings • old • rice field • wet markets • empty roads Today/Now: • high-rise buildings • modern • park • convenience stores/supermarkets • busy streets

e. Assessment

- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: LESS- CONTROLLED PRACTICE (15 mins)**a. Objectives:**

- To allow Ss to practise talking about changes in River City in pairs.
- To help Ss practise words and phrases in talking about changes in an area.

b. Content:

- Task 2: Work in pairs. Talk about the changes in River City. Use the words and phrases in Task 1. (p.54)

c. Expected outcomes:

- Ss can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in pairs. Talk about the changes in River City. Use the words and phrases in Task 1.		
- Explain the task and ask Ss to look at the given example for reference. - Tell Ss to use the grammar points learnt in this unit (present perfect and double comparatives) to talk about these changes. - Have Ss work in pairs. Walk around the class to offer help if necessary. - Invite some pairs of Ss to read out loud	- Ss share the answers in pairs.	Suggested answers: • In the past, this place only had low-rise buildings. However, a lot of high-rise buildings have been built here. • They have opened a lot of convenience stores

their sentences about the changes in River City.		and supermarkets to replace the old wet markets. • There used to be a rice field outside the city, but it has been replaced by a city park. • In the past, the roads were almost empty. There was hardly any traffic. Now, the streets are busy and there are too many cars on the roads.

3. ACTIVITY 3: FREE PRACTICE (10 mins)**a. Objectives:**

- To allow Ss to take part in a group activity to prepare a description about changes in River City, then report their description to the whole class.

b. Content:

- Task 3: Report your answers to the whole class. Vote for the best description. (p. 54)

c. Expected outcomes:

- Ss can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Report your answers to the whole class. Vote for the best description. (7 mins)		
- Ask Ss to form groups and share the sentences that they have produced about the changes in River City from the previous activity. - Tell Ss to make an outline for the description. - Provide Ss with an outline of the description and ask them to complete the description. - Have Ss practise the report in their groups to improve their fluency in speaking. - Walk around to offer help Ss, if necessary, and encourage quiet group members to get involved. - Ask groups to report their description and the whole class to vote for the best description.	- Ss work in group.	<i>Suggested answers:</i> <i>Description sample</i> When we look at the picture of the River City in the past and at present, we have noticed a lot of changes in this city over the years. The old town/village now has become a more and more modern city. A lot of high-rise buildings have been built to replace all the low-rise buildings. There used to be a rice field outside the city, but it has been replaced by a city park. They have opened a lot of convenience stores and supermarkets to replace the old wet markets. In the past, the roads were almost empty, but now they

	have become very busy streets.

e. Assessment

- Teacher corrects for students by going around while they're practising.
- Teacher gives corrections and feedback.

4. CONSOLIDATION (5 mins)**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Board plan

Date of teaching
Unit 4: Urbanisation
Lesson 4: Speaking

*** Warm-up**

Quiz

Controlled Practice

- Pre-teaching vocabulary
- Task 1. The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describes the city in the past (P) and which now (N). (p. 54)

Less controlled Practice

Task 2: Work in pairs. Talk about the changes in River City. Use the words and phrases in Task 1. (p.54)

Free practice

Task 3: Report your answers to the whole class. Vote for the best description. (p. 54)

*** Homework****UNIT 4: URBANISATION****Period 36 - Lesson 5: Listening - A radio talk about urbanisation****I. OBJECTIVES**

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

1. Knowledge

- Gain an overview about A radio talk about urbanisation.
- Memorise vocabulary to talk about the advantages of urbanisation.

2. Competences

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

3. Personal qualities

- Be proud and respectful of places and sites in your country.

Grade: 12

- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. reliable (adj)	/rɪ'laɪəbl/	that can be trusted to do something well; that you can rely on	
2. rapidly (v)	/'ræpɪdli/	very quickly; at a great rate	
3. go up (phr. v)	/gəʊ/ /ʌp/	to move higher, rise, or increase	
4. medical facilities	/'mɛdɪkəl/ /fə'sɪlətɪz/	to places or establishments where medical care, treatment, and health-related services are provided.	

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if needed). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will talk excessively in the class.	- Define expectations in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic.
- To set the context for the listening part.

b. Content:

- Quiz

c. Expected outcomes:

- Ss can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Quiz - Teacher shows the video about urbanisation. - Questions are shown one by one, and the whole class compete to answer the questions. - After the game, student with the highest point is the winner. - Teacher leads in the lesson.	- Students follow the teacher's instructions and do the task in teams.	Link: https://www.youtube.com/watch?v=u13tvhe8l9w

e. Assessment

- Teacher corrects for students (if needed).

2. ACTIVITY 1: PRE- LISTENING (10 mins)**a. Objectives:**

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get students involved in the lesson.
- To set the context for the listening part.

b. Content:

- Vocabulary teaching
- Task 1: Choose the correct meanings of the underlined words. (p.54)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary teaching (4 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms,...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks students to take notes in their notebooks.	- Students listen to the explanation and repeat the words.	New words: 1. reliable (adj) 2. rapidly (v) 3. go up (phr. v) 4. medical facilities
Task 1: Choose the correct meanings of the underlined words. (6 mins)		
- Tell students that in the recording there will be some possible new words. Ask students to study the sentences in which these new words are used and choose the correct meanings of these words. - Encourage students to study the context of these words, e.g. 1. 'rapidly' goes with 'increasing' and the reason 'because many people want to buy their own houses' gives the hint that it means A 'very	- Students listen to instructions and find the answers. - Students pair up to check their answers and then check with the class.	Answer key: 1. A 2. B 3. A

quickly’.

- Have students work in pairs to compare their answers.
- Check answers as a class.

e. Assessment

- Teacher corrects students as a whole class.

3. ACTIVITY 2: WHILE- LISTENING (15 mins)

a. Objectives:

- To help students practise listening for general and specific information.

b. Content:

- Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (p.54)
- Task 3: Listen to the talk again and answer the questions. use no more than THREE words and/or a number. (p.55)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS						
Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (7 mins)								
- Tell students that the options could be in phrases (questions 1, 4, and 5) and graphs (questions 2 and 3). - Have students look through the questions and options. Make sure they understand them. - Encourage students to brainstorm synonyms or paraphrases of the options, e.g. the world's urbanisation (urbanisation in the global world). - Play the recording twice and have students listen and choose their answers. - Ask students to compare their answers. - Ask students to provide evidence they caught from the recording. - Check answers by playing the recording again and pausing after the parts of the recording containing the information.	- Students listen to the instructions and do the task.	Answer keys: <table> <tr> <td>1. C</td><td>2. A</td><td>3. B</td></tr> <tr> <td></td><td>4. C</td><td>5. A</td></tr> </table>	1. C	2. A	3. B		4. C	5. A
1. C	2. A	3. B						
	4. C	5. A						
Task 3: Listen to the talk again and answer the questions. use no more than THREE words and/or a number. (8 mins)								
- Have students read through the questions carefully and check if they understand all the vocabulary. - In stronger classes, ask students if they can answer the questions without listening to the conversation again. - Ask students to focus on the type of information that they will need. Remind students of the word limit for each answer. - Play the recording and ask students to listen and take notes. - Have students compare their answers. - Check answers as a class by writing them on the board.	- Students listen to the instructions and do the task.	Answer keys: 1. About 30 %/ thirty percent 2. By 2050 3. (City's) better facilities 4. Goods and services						

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: POST-LISTENING (10 mins)**a. Objectives:**

- To check students' understanding and memorise the information in the recording.
- To help some students enhance presentation skills.

Grade: 12

- To practise teamwork.
- To allow students to use the language and ideas from the listening to express an opinion.

b. Content:

- Task 4. Work in groups. Discuss the following questions. (p.55)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (p.55)		
Question: • What do you think is the biggest advantage of urbanisation? - Ask students to list the advantages of urbanisation that have been mentioned in the recording (access to better health and communication services, access to clean water and waste management facilities, improving quality of life). - Put students into groups. Group members take turns telling what each of them thinks the biggest advantage of urbanisation is. - Walk around the class and offer help if necessary. - Invite students from some groups to share their opinions with the whole class. Encourage them to give reasons.	- Students listen to the instructions and do the task.	Suggested answer <i>Sample answers</i> • <i>I think the biggest advantage of urbanisation is the opportunity to get access to better health services. This is because most of the big hospitals with the best medical facilities are often located in big cities. When people have better health services, they will have a healthier body and enjoy their life.</i> • <i>I think the biggest advantage of urbanisation is having modern facilities. When people have access to more and better facilities, their life also gets easier and more comfortable.</i>

e. Assessment

- Teacher observation on students' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.

Board Plan

<i>Date of teaching</i> Unit 4: Urbanisation Lesson 5: Listening - A radio post	
*Warm-up Quiz Pre- listening - Vocabulary 1. reliable (adj) 2. rapidly (v) 3. go up (phr. v) 4. medical facilities - Task 1: Choose the correct meanings of the underlined words (p.54) While- listening - Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (p.54) - Task 3: Listen to the talk again and answer the questions. Use no more than THREE words and/or a number. (p.55) Post- Listening - Task 4. Work in groups. Discuss the following questions. (p.55) *Homework	

UNIT 4: URBANISATION

Period 37 - Lesson 6: Writing – DESCRIPTION OF A LINE GRAPH

I. OBJECTIVES

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

1. Knowledge

- Write a description of a line graph.

2. Competences

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Develop self-study skills.

- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 4, Writing

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions

Students may have underdeveloped listening, writing and co-operating skills.

- Play the recording many times if necessary.
- Encourage students to work in pairs, in groups so that they can help each other.
- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To gain an overview of the line graph.
- To lead into the new lesson.

b. Content:

- Quiz

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the questions one by one, and the whole class competes to answer the questions. - After each question, teacher pauses for a moment to ask students to raise their hands to answer. - Teacher leads in the lesson.	- Students listen to the instructions and do the task individually.	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE- WRITING (12 mins)

a. Objectives:

- To help students develop language for line graph description.
- To familiarise students with the structure and language of line graph description.

b. Content:

- Task 1: Work in pairs. Look at the line graph. match the sentences with the information in the graph. (p.55)
- Task 2: Look at the line graph and put the paragraphs in the correct order. (p.56)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Look at the line graph. Match the sentences with the information in the graph. (10 mins)		
- Ask students to look at the line graph that shows the percentage of population in urban and rural areas over a long period of time. - Focus students' attention on the changes over the years in the urban and rural population patterns. - Ask students to read the given descriptions	- Students listen to the instructions and work in pairs. - Students check answers with the class.	Answers key: 1. b 2. c 3. a

and explain if they don't understand what these descriptions mean. - Tell students to match the phrases (descriptions) with the information in the graph. - Put students into pairs. Have them work together to do the matching. - Check answers as a class.		
Task 2: Look at the line graph and put the paragraphs in the correct order. (10 mins)		
- Ask students to read the instructions, look at the line graph and then study the outline of a line graph description. Explain any words/phrases that students don't know. - Pre-teach some of the more difficult words and phrases, e.g., main trends, introduces,... - Put students in pairs to read and discuss the structure of line graph description. Then have them match each paragraph with a description. - Check answers as a class. • Ask students to read the Tips box. In weaker classes, give students time to read and explain any structures that they don't know. • To check understanding of the structure and language of the line graph description, ask questions, such as How does the writer introduce the line graph? What expressions can be used to show the upward trends? What expressions can be used to show the downward trends? What linking words can be used to compare or contrast?	- Students listen to the instructions and work in pairs. - Students check answers with the class.	Answer key: The order is: B – C - A

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE- WRITING (18 mins)**a. Objectives:**

- To provide students with some ideas for the writing activity.
- To help Ss practise writing a description of a line graph.

b. Content:

- Task 3: The line graph below illustrates population trends in Viet Nam from 1960 to 2020. Write a description (120–150 words) of the graph. Use the expressions in Task 1, the model and tips in Task 2, and the suggestions below to help you. (p.56)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: The line graph below illustrates population trends in Viet Nam from 1960 to 2020. Write a description (120–150 words) of the graph. Use the expressions in Task 1, the model and tips in Task 2, and the suggestions below to help you. (8 mins)		

- Ask students to read the instructions, and then look at the line graph. Tell Ss that they are also provided with some suggestions to complete their description. - Have students complete the description in pairs or individually. - Have students work individually to write their first draft. - Put students in pairs and ask them to swap their writing for peer feedback. - Collect students' writings to mark and provide written feedback in the next lesson.	- Students work in pairs and independently as instructed.	<i>Students' answers</i>

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST- WRITING (18 mins)**a. Objectives:**

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
CROSS-CHECKING - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help students do the peer review. - Students do the task as required. - After peer review, students give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices students have used to give suggestions to other students. - Teacher chooses typical errors and corrects them as a whole class without nominating the students' names.	- Students perform peer review.	Writing rubric 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher gives corrections and feedback.

5. CONSOLIDATION (2 mins)**a. Wrap-up**

Grade: 12

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

<i>Date of teaching</i> Unit 4: My neighbourhood Lesson 6: Writing- Describing a line graph *Warm-up Quiz *Pre-writing - Task 1: Work in pairs. Look at the line graph. Match the sentences with the information in the graph. (p.55) - Task 2: Look at the line graph and put the paragraphs in the correct order. (p.56) *While-writing - Task 3: The line graph below illustrates population trends in Viet Nam from 1960 to 2020. Write a description (120–150 words) of the graph. Use the expressions in Task 1, the model and tips in Task 2, and the suggestions below to help you. (p.56) *Post-writing - Cross-check. *Homework

UNIT 4: MY NEIGHBOURHOOD

Period 38 - Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- To provide a model conversation in which speakers make complaints and respond to them.
- To review expressions for making complaints and responding.
- To help students understand urbanisation in Malaysia and Australia.
- To help students relate what they have learnt in the reading text to their own culture.

2. Competences

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

3. Personal qualities

- Be proud and respectful of the country's development.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 4, Communication and CLIL.
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack the vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups to help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson.

b. Content:

- Video watching

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching The teacher shows a short video about travelling around "The planet Earth". - Teacher asks students to look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary.	- Students watch the video and answer.	Link: https://www.youtube.com/watch?v=gKdxPw9HDUs&t=1s

e. Assessment

- Teacher corrects for students (if needed).

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To provide a model conversation in which speakers make complaints and respond to them.
- To review expressions for making complaints and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.57)
- Task 2: Work in pairs. Use the models in task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions to help you. (p.57)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)		

- Ask students to read through the incomplete conversation. Check comprehension by asking questions, e.g. Who are the speakers? What are they talking about? - Have students listen and complete the conversation with the expressions from the box. - Check answers by asking two Ss to read out the conversation. - Have students underline expressions used to make complaints (I want to complain about ...; I'm sorry to have to say this ...) and to give responses to complaints (I promise.../ I'm sorry, but there's nothing we can do about it.). - Put students in pairs and have them practise the conversation.	- Students do the task as instructed.	Answer key: 1. D 2. A 3. C 4. B
Task 2: Work in pairs. Use the models in task 1 to make similar conversations for these situations. one of you is A, the other is B. Use the expressions to help you. (8 mins)		
- Ask students to read through the situations, and check their understanding. - Underline words and phrases in the model conversation that students can replace with information from the new situations. - Go through the useful expressions in the box and remind students to use them in their conversations. - Have students spend a few minutes planning their conversations, e.g. deciding how they are going to start each one, how they are going to start making complaints and how they will respond to those complaints. Then have students practise their conversations.	- Students do the task as instructed.	<i>Students' performance</i>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE/ CLIL (20 mins)

a. Objectives:

- To help students understand urbanization in Malaysia and Australia.
- To help students relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and complete the table. (p.57)
- Task 2: Work in groups. Compare urbanisation in Viet Nam with that in Malaysia and/or Australia. Use the information in Writing and Culture/CLIL and the questions below to help you. (p.58)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and complete the table. (7 mins)		
- Ask students to look at the two pictures showing these two countries. Raise some questions to find out what they already know about urbanisation in Malaysia and Australia, e.g. Is Malaysia/Australia urbanised? (Yes, it is.) When did urbanisation start in Malaysia/Australia? What is the percentage of the current urban population in Malaysia/Australia?... - Ask students what they want to know about the topic. Write their questions on the board, e.g. How fast is the urbanisation rate in Malaysia/Australia? Why is urbanisation so fast in Malaysia/Australia?... - Put students into pairs. Ask them to read the text about urbanisation in Malaysia and Australia, and then complete the table. Walk around the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class by calling on pairs to write the information on the board. - Go back to the questions on the board, i.e. the things students wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	- Students do the task as instructed.	Answer key: 1. At the end of 19th century 2. about 26 per cent 3. gradual growth 4. One of the most urbanised countries in East Asia 5. Almost 90 per cent
Task 2: Work in groups. Compare urbanisation in Viet Nam with that in Malaysia and/or Australia. use the information in Writing and Culture/CLIL and the questions below to help you. (13 mins)		
- Have students look back at the text and refer to the text and the notes they completed in Activity 1 about urbanisation in Malaysia and Australia. - Ask students to work in groups and compare Viet Nam's urbanisation with that in Malaysia and/ or in Australia, based on the suggested questions. Walk around and help Ss if necessary.	- Students do the task as instructed.	<i>Students' answers.</i>

- Invite some groups to report their discussion.		

e. Assessment

- Teacher corrects for students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Prepare for the next lesson.

Board Plan

<i>Date of teaching</i> Unit 4: Urbanisation Lesson 7: Communication and Culture/CLIL *Warm-up Video watching *Everyday English - Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.57) - Task 2: Work in pairs. Use the models in task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions to help you. (p.57) *Culture/ CLIL - Task 1: Read the text and complete the table. (p.57) - Task 2: Work in groups. Compare urbanisation in Viet Nam with that in Malaysia and/or Australia. use the information in Writing and Culture/CLIL and the questions below to help you. (p.58) * Homework

UNIT 4: URBANISATION

Period 39 - Lesson 8: LOOKING BACK AND PROJECT

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 4;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be more creative when doing the project.

Grade: 12

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 4, Looking Back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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 class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Video, Q&A

c. Expected outcomes:

- Students can get ready to learn about the differences between bacteria and viruses.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher shows a short video about travelling around "Urban and Rural life". - Teacher asks students to look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary.	Link: https://www.youtube.com/watch?v=n-4hL_4IBsM&t=2s

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help students revise the unstressed words.
- To help students review words and phrases that they have learnt in this unit.

Grade: 12

- To help students review the use of the grammar points learnt in the unit: Revision and extension of the present perfect with some special structures and double comparative to show changes.

b. Content:

- **Task 1:** Listen and underline the unstressed words in the following sentences. Then practise saying the sentences in pairs. (P. 58)

- **Task 2:** Complete the text, using the correct forms of the words in the box. (p.58)

- **Task 3:** Choose the correct answer A, B, C, or D. (p.59)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and underline the unstressed words in the following sentences. Then practise saying the sentences in pairs. (4 mins)	
- Ask students to listen and underline the unstressed words in each sentence. - Have students practise reading the sentences out loud in pairs, paying close attention to the unstressed words. - Ask several students to read out loud in front of the class. Correct the wrong pronunciation of unstressed words if necessary. Praise for good pronunciation and fluent delivery.	Answer key 1. <u>There are</u> more <u>than</u> fifty new skyscrapers <u>in the</u> city. 2. People <u>can</u> get around easily <u>by the</u> new metro <u>instead of</u> getting stuck <u>in</u> traffic jams. 3. <u>Many</u> young people go <u>to</u> big cities looking <u>for</u> better job opportunities <u>and</u> higher salaries. 4. <u>There have been</u> a lot <u>of</u> changes <u>in my</u> hometown, <u>and</u> most <u>of them have been</u> welcomed <u>by</u> residents.
Task 2: Complete the text, using the correct forms of the words in the box. (4 mins)	
- Have students look at the instructions, the texts, and the given words in the box. - Ask students to read each sentence and focus their attention on the gap in it. - Tell students to study the context carefully and decide on the word or phrase to fill in the gap. In weaker classes, brainstorm vocabulary items encountered in the unit and write them on the board for students' reference. - Ask students to fill in the text with the given words individually. - Have students check their answers in pairs/groups. - Check answers as a class by asking individual students to read the sentences.	KEY: 1. seek 2. expanding 3. housing 4. afford 5. unemployment
Task 3: Choose the correct answer A, B, C or D. (4 mins)	

- Ask students to read each sentence and choose the correct option to complete it. - Remind students to study the context carefully and decide which option is the correct one. - Have students check their answers in pairs/groups. - Check answers by asking individual students to read the sentences.	Answer key: 1. A 2. B 3. C 4. D

e. Assessment

- Teacher observes students' work and gives feedback.

3. ACTIVITY 2: PROJECT (26 mins)**a. Objectives:**

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

b. Content:

- Presentation of research about a new urban area in Vietnam.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Work in groups. Find information about a member country of ASEAN. Present your research to the class. You can make a poster, a video, or presentation slides.	
- As students have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation, a video, or a poster. - Give students a checklist for peer and self-assessment. Explain that they will have to tick the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentations. - If necessary, go through the criteria for assessing their talk to make sure students are familiar with them. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. You can also give students marks for their presentation as part of their continuous assessment.	
Students' presentations	
- All groups exhibit their posters and make presentations. - When one group make presentation, others listen and complete the evaluation sheet.	

e. Assessment

Grade: 12

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

- Suggested checklist for peer assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- The presenters greet the audience.		
-The presenters speak clearly and naturally.		
- The presenters cooperate when delivering their talk.		
-The presenters have interactions with the audience.		
-The presenters use some photos/pictures to illustrate their ideas/survey results.		
-The presenters conclude their talk appropriately.		
CONTENT: The presentation includes the following information about an urban area in Viet Nam		
- where the place is		
- what the place was like in the past		
- how the place has changed since urbanisation started		
- the positive effects of urbanisation		
- the negative effects of urbanisation		

- Suggested checklist for self-assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- I greeted the audience.		
- I spoke clearly and naturally.		

- I cooperated with my group members when delivering the talk.		
- I had interactions with the audience.		
- I used some photos/pictures to illustrate my ideas/survey results.		
- I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information about generational differences		
- where the place is		
- what the place was like in the past		
- how the place has changed since urbanisation started		
- the positive effects of urbanisation		
- the negative effects of urbanisation		

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 5.

Board Plan

<i>Date of teaching</i> Unit 4: Urbanisation Lesson 8: Looking back and project. *Warm-up * Looking back - Pronunciation - Vocabulary - Language * Project. The new Urban area.

Homework*UNIT 5: THE WORLD OF WORK****Period 40 - Lesson 1: Getting started – Our parents' job!****I. OBJECTIVES**

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

1. Knowledge

- Get an overview of the topic *The world of work*
- Use vocabulary related to work

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be proud and respectful of parent's job
- Be aware of different jobs in the future
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 5, Getting Started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. shift (n)	/ʃɪft/	a period of time worked by a group of workers who start work as another group finishes	ca làm việc
2. nine-to-five (adj)	/naɪn tə faɪv/	a typical full-time work schedule from 9:00 a.m. to 5:00 p.m.	giờ hành chính
3. footstep (n)	/'fʊtstep/	the values, customs, and practices that have been passed down from parents to children over time	bước chân; truyền thống gia đình
4. accountant (n)	/ə'kaʊntənt/	a person whose job is to keep or check financial accounts	kế toán

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experience about the topic.	- Encourage students to work in groups so that they can help each other.

- Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To introduce the topic of the unit.
- To set the context for the listening and reading part.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can understand what children say in the video and guess the topic of the unit.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher plays a video and asks Ss to watch and answer the question. Link: https://www.youtube.com/watch?v=8bZbRTh92NM&t=84s	- Students watch a video and answer the question	Questions: What are they talking about? Suggested answer: Their parent's jobs.

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related to the topic of *The world of work*.
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary by: + showing the pictures illustrating the words + giving explanation + asking some elicit questions	- Students listen to the teacher's explanation and guess the words.	Vocabulary: 1. shift (n): ca làm việc 2. nine-to-five (adj): giờ hành chính 3. footstep (n): bước chân; truyền thống gia đình 4. accountant (n): kế toán

e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (25 mins)**a. Objectives:**

- To check Ss' comprehension of the conversation.
- To introduce collocations to describe jobs.
- To help Ss identify simple, compound and complex sentences.

b. Content:

- Task 1: Listen and read. (p.60)
- Task 2: Read the conversation again and put a tick (✓) in the appropriate column. (p.61)
- Task 3: Match the words/ phrases to make phrases mentioned in 1. (p.61)
- Task 4: Complete the sentences with phrases or clauses in the box based on the conversation in 1. (p.61)

c. Expected outcomes:

- Students can understand the conversation and know some collocations to describe jobs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (7 mins)		
- Teacher sets the context for the listening and reading. - Teacher has Ss look at the picture and elicit the context of the conversation by asking some questions. - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the world of work while they are listening and reading. - Teacher puts Ss in pairs and asks them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud.	- Students look at the picture and answer the questions. - Students listen to the recording. - Ss compare the words and phrases with their partner. - Students read the conversation aloud.	Questions: 1. Where are Mark and Lan? 2. What are they talking about? Suggested answers: 1. They're at Lan's. 2. They're talking about their parents' jobs.
Task 2: Read the conversation again and put a tick (✓) in the appropriate column. (7 mins)		
- Teacher puts Ss in pairs. Ask them to read the notes carefully and decide which information belongs to Lan's dad, Mark's	- Students work in pairs to do the activity. - Students share the answers in front of the class and show	Answer key: 1. Lan's dad 2. Mark's dad 3. Lan's dad

dad or Lan's mum. In stronger classes, encourage Ss to complete the task without looking back at the conversation. - Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions. - Teacher has Ss share their answers with the class. - Confirm the correct answers.	where they can find them. - Correct the answers if needed.	4. Lan's mum
Task 3: Match the words/ phrases to make phrases mentioned in 1. (6 mins)		
- Ask Ss to work independently to do the exercise. - Check Ss' understanding of the individual words in each column. - Have Ss read the conversation quickly again, find these words and phrases, and underline them. Then ask Ss to do the matching. - Allow Ss to share answers before discussing them as a class. - T prepares some pieces of paper with the words/ phrases. - T has Ss come to the board to match them.	- Students read the conversation again and work independently to do the activity. - Share the answer with partners. - Students share and check the answers.	Answer key: 1. d 2. a 3. b 4. c
Task 4: Complete the sentences with phrases or clauses in the box based on the conversation in 1. (5 mins)		
- Run through the task. - Have Ss read each sentence and try to think of the missing information to complete the sentences. - In weaker classes, encourage Ss to read the conversation again and find the sentences. - Check answers by calling on one student to read the beginning of the sentence and another student to read the end of the sentence.	- Answer some eliciting questions - Read the sentence and think of the information - Some weak Ss can read the conversation again to find the information. - Ss share the answers - Listen to the teacher.	Answer key: 1. c 2. a 3. b 4. d

- Remind Ss of types of sentences learned in the unit (simple, compound, and complex sentences). Draw Ss' attention to these types and tell Ss that they will revise all these types in later lessons.		

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (5 mins)**a. Objectives:**

- To give Ss further practice

b. Content:

- Game: Be a footballer

c. Expected outcomes:

- Ss can choose the correct answer

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Be a footballer		
- Give instructions. - Show the questions and correct the answers.	- Listen to the teacher - Choose the correct answers	Answer key: 1. A 2. B 3. C 4. B 5. B

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

5. CONSOLIDATION (5 mins)**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Start preparing for the Project of the unit:
- + Teacher randomly puts Ss in groups of 6 and asks them to make a preparation about common part-time jobs that can be done by students during summer.
- + Teacher remind Ss that they can make different kinds of presentations for this project. They can make a poster or PowerPoint presentation for this project.
- + In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

Board plan

<i>Date of teaching</i> Unit 5: The world of work Lesson 1: Getting started - Our parents' jobs * Warm-up * Vocabulary 1. shift (n) 2. nine-to-five (adj) 3. footstep (n) 4. accountant (n) Task 1: Listen and read. Task 2: Read and tick. Task 3: Match. Task 4: Complete the sentences. Game: Be a footballer. *Homework

UNIT 5: THE WORLD OF WORK

Period 41 - Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Speak with the correct stress of some auxiliary and modal verbs.
- Understand the words and phrases related to work.
- Use simple, compound, and complex sentences correctly.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be aware of different jobs in the future
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 5, Language
- Computer connected to the Internet
- Projector / TV

Language analysis

- A simple sentence includes ONE independent clause.

Example: My brother didn't apply for the job.

- A compound sentence includes TWO or MORE independent clauses joined by a coordinating conjunctive (e.g. *and, but, or, nor, yet, so*), a correlative conjunction (e.g. *not only....but also*), or a conjunctive adverb (e.g. *as a result, moreover, in fact, on the other hand*)

Example:

My brother didn't apply for the job, **but** he was offered an apprenticeship.

Being a nurse is a very tiring job; **moreover**, you don't earn a high salary.

- A complex sentence includes ONE (or MORE) independent clause(s) and at least one dependent clause joined by a subordinating conjunction (e.g. *when, while, because, although, if, so that*).

Example:

When I was younger, I wanted to become a driver.

Because my brother is often late for work, he is never promoted.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if necessary. - 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 class.	- Define expectations in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Sentence scramble

c. Expected outcomes:

- Students can revise simple, compound, and complex sentences.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- Have Ss work in groups of 4-6 - Have Ss put the words/ phrases into the correct order to make a	- Work in groups. - Do the task carefully and write on the posters.	Answer key: 1. He manages a team of employees.

meaningful sentence. - Ask Ss to pay attention to the subject, verbs, and other complements. - Have Ss write the answer on the posters and stick them on the board when finishing. - The group has more correct sentences and be the fastest will be the winner. - Correct and declare the winner. - Lead into the new lesson.	- Stick the posters on the board. - Correct.	2. The project deadline is tomorrow, so we must work extra hours to complete it. 3. I work in an office, and she works from home. 4. After she finishes programming, she can assist him with the graphic design work.

e. Assessment

- Teacher observes and gives feedback.

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

- To help Ss recognise and practise the stress of some auxiliary and modal verbs.

b. Content:

- Task 1: Listen and repeat. Pay attention to the stressed words. (p.62)
- Task 2: Listen and underline the stressed auxiliary and modal verbs in the following sentences. Then practise saying the sentences in pairs. (p.62)

c. Expected outcomes:

- Students can recognise and practise the stress of some auxiliary and modal verbs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the stressed words. (6 mins)		
- Explain the situations in which auxiliary and modal verbs are stressed. - Play the recording and ask Ss to listen and repeat. Tell them to pay attention to the stressed auxiliary and modal verbs. Ask Ss to practise reading the sentences aloud in pairs. - Invite some pairs to practise the sentences in front of the class. - Demonstrate the stressed auxiliary and modal verbs again clearly if needed.	- Listen to the teacher's explanation. - Listen and repeat. - Pay attention to the stressed auxiliary and modal verbs - Practise reading the sentences in pairs. - Practise the sentences in front of the class.	Audio script: 1. I don't like working with numbers, but my brother <u>does</u>. 2. I will help you with your maths homework if I <u>can</u>. 3. A: You <u>haven't</u> submitted your application for the job yet. B: I <u>have</u>. 4. My brother <u>couldn't</u> ride a bike two months ago, but he <u>can</u> now.
Task 2: Listen and underline the stressed auxiliary and modal verbs in the following		

sentences. Then practise saying the sentences in pairs. (6 mins)		
- Ask Ss to read the sentences and underline auxiliary and modal verbs that are stressed. - Play the recording and have Ss check their answers. - Play the recording again, pause after each sentence, for Ss to repeat. - If time allowed, have Ss come up with their own sentences and ask them to practise with others.	- Read the sentences and underline auxiliary and modal verbs that are stressed. - Listen and check. - Listen and repeat.	Audio script: 1. I would help you find a job if I <u>could</u>. 2. When he started his first job, he <u>wasn't</u> used to working in an office, but he is used to it now. 3. A: Are you ready for the interview? B: Yes. I <u>am</u>. 4. A: Is your father a teacher? B: He <u>was</u>, but he's retired now.

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 introduce words and phrases related to work.
- To help Ss practise using the words and phrases in 1 in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p. 62)
- Task 2: Complete the sentences with the words in 1. (p. 62)

c. Expected outcomes:

- Students understand the meaning of words, memorise them, and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
- Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Correct.	- Work in pairs - Read the words and match them to their meanings - Give the answers in pairs. - Correct.	Answer key: 1. c 2. d 3. b 4. e 5. a
Task 2: Complete the sentences with the words in 1. (6 mins)		
- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word	- Students work in pairs, read the sentences carefully and decide which words can be	Answer key: 1. employ 2. challenging

or phrase in 1 can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is a verb that the company has to do to meet the production targets. - Check answers as a class by playing the game PICK A BOX. - Have Ss work in 2 groups to play the game. - Give instructions. - Confirm the correct answers. Ask Ss to give reasons why they have chosen the word by referring to the context clues. - Ask individual Ss to read the complete sentences.	used. - Listen to the teacher. - Work in groups to play the game. - Listen to the instructions. - Ss choose the box and give the answers. - Students read the complete sentences.	3. bonus 4. relevant 5. rewarding

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)**a. Objectives:**

- To give Ss an opportunity to practise simple, compound, and complex sentences.
- To help Ss practise simple, compound, and complex sentences in a speaking activity.

b. Content:

- Task 1: Combine the following simple sentences, using the words in brackets. (p.63)
- Task 2: Work in pairs. Add more clauses to the following sentences to make compound or complex sentences. (p.63)

c. Expected outcomes:

- Students can use simple, compound, and complex sentences correctly in sentences and in speaking activity.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Combine the following simple sentences, using the words in brackets. (6 mins)		
- Tell Ss to read the explanations in the Remember! box on page 62. Check understanding of the grammar point by asking questions about the number of clauses in the sentences. - Explain the differences among	- Read the explanations in the Remember! box on page 62. - Answer the questions - Listen to the teacher's explanation - Combine the simple sentences by using the words in the bracket.	Answer key: 1. Although he left school with no academic qualifications, he found a well-paid job./ He found a well-paid job although he left school with no academic qualifications. 2. If people learn English well,

the three types of sentences to make sure Ss understand them. - In weaker classes, give more examples to demonstrate the grammar points. - In stronger classes, have Ss come up with their own example sentences. - Ask Ss to work in pairs or individually to combine the simple sentences by using the words in the bracket. - Check answers as a class and ask Ss to explain their choices.	- Correct	they will have a better chance of getting a job./ People will have a better chance of getting a job if they learn English well. 3. This job requires not only good language skills but also communication skills. 4. My dad attended a cooking course so that he can open his own restaurant.
Task 2: Work in pairs. Add more clauses to the following sentences to make compound or complex sentences. (7 mins)		
- Have Ss read the instructions and examples, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student. - Note that the examples in the book are just a few suggestions. Encourage Ss to come up with their own ideas to make compound and complex sentences. - Put Ss in pairs and practice saying the sentences. - Invite some Ss to report back to the class.	- Read the instructions and examples. - Work in pairs to make compound and complex sentences. - Present their ideas in front of class.	<i>Suggested answers:</i> - <i>I admire teachers.</i> + I admire teachers because they work hard to educate students, and their impact on society is invaluable. + I admire teachers who devote their time and energy to shaping young minds, as their passion for education can inspire a lifelong love of learning in students. - <i>There are jobs that no longer exist.</i> + There are jobs that no longer exist, but new opportunities have emerged in the ever-changing workforce. + There are jobs that no longer exist because advancements in technology have rendered them obsolete, leading workers to adapt and acquire new skills for the evolving job market. - <i>Some jobs will be done by robots in the future.</i> + Some jobs will be done by robots in the future, but humans will still be needed for tasks that require human interaction and

		decision-making. + Although robots will take over certain jobs in the future, humans will remain indispensable in occupations that demand creativity, emotional intelligence, and complex problem-solving abilities.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learned in the lesson.
- + Pronunciation: *Stressing auxiliary and modal verbs*
- + Vocabulary: *Work*
- + Grammar: *Simple, compound, and complex sentences (review and extension)*

b. Homework

- Do exercises in the workbook.
- Learn by heart some vocabulary related to work.
- Do more exercises about simple, compound, and complex sentences.
- Prepare for the next lesson.

Board plan

<i>Date of teaching</i> Unit 5: The world of work Lesson 2: Language * Warm-up Game: Sentence Scramble * Pronunciation - Task 1. Listen and repeat. - Task 2. Listen and underline the stressed words. * Vocabulary - Task 1. Match. - Task 2. Complete the sentences. * Grammar - Task 1. Combine sentences. - Task 2. Make compound or complex sentences.

* Homework

UNIT 5: THE WORLD OF WORK

Period 42 - Lesson 3: Reading – Job advertisements

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information in job advertisements.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Cognizant of how to read job advertisements and aware of future career prospects.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 5, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. unpaid (adj)	/ˌʌnˈpeɪd/	not receiving payment for work that they do	không được trả lương
2. wage (n)	/weɪdʒ/	a regular amount of money that you earn, usually every week or every month, for work or services	tiền công (trả theo giờ hoặc theo khối lượng công việc)
3. donation (n)	/dəʊˈneɪʃn/	something that is given to a person or an organisation such as a charity, in order to help them	đồ từ thiện, quyên góp
4. overtime pay (n)	/ˈəʊvətaɪm peɪ /	extra money that an employee receives for working more hours than their regular work schedule.	tiền ngoài giờ

5. responsibility (n)	/rɪˌspɒnsəˈbɪləti/	a moral duty to do something or to help or take care of somebody because of your job, position,...	nhiệm vụ

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Flash game

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Flash game - Have Ss play the flash game - Give the instruction - Show the pictures in Fast, Medium, and Slow - Have Ss to give the answers - Correct	- Students work in groups to do the activity. - Listen to the teacher - Observe and remember - Give the answers - Correct	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)**a. Objectives:**

- To get students learn vocabulary related to the topic;
- To activate Ss' background knowledge about the topic and get Ss involved in the lesson.

b. Content:

Grade: 12

- Task 1: Work in pairs. Look at the pictures and discuss what you know about the jobs. (p.64)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Look at the pictures and discuss what you know about the jobs. (4 mins)		
- Have Ss look at the pictures and ask questions. - Tell Ss that they are going to read several advertisements for common jobs that high school students can do. - In stronger classes, ask Ss to brainstorm the jobs that are common for Ss to do especially during their holiday. - Invite some groups to share their ideas with the class before reading.	- Look at the pictures and answer the questions. - Listen to the teacher. - Share the ideas in front of the class.	Questions: - What do you see in the picture? - What do they do? - Do you like to do these jobs?
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebooks.	New words: 1. unpaid (adj) 2. wage (n) 3. donation (n) 4. overtime pay (n) 5. responsibility (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To help Ss practise guessing the meanings of words/ phrases from context.
- To help Ss practise reading for general and specific information.

b. Content:

- Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases.
- Task 3: Read the adverts again and choose the most suitable headline for each one.
- Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5.

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases. (6 mins)		
- Ask Ss to read the whole text once to get an overall idea. - Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss discuss the context clues and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board.	- Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required.	Answer key: 1. A 2. A 3. A 4. B 5. A
Task 3: Read the adverts again and choose the most suitable headline for each one. (7 mins)		
- Ask Ss to read 5 headlines in 2 and read the advertisements again to match the headline with the correct advertisement. - Remind Ss to read the advertisements carefully to find out the significant information which matches the heading. - Ask Ss to locate key information that helps them have the correct answer. - Check answers as a class. Write them on the board.	- Students read the headings first, then skim through each section. - Students choose the heading that covers the ideas of the whole section. - Students check answers with the whole class and give explanations for their choice.	Answer key: 1. E 2. B 3. A 4. C 5. D
Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5. (7 mins)		
- Ask Ss to read the descriptions of 5 people first. Make sure Ss understand all of them. - Have Ss read the advertisements again and decide which job is most suitable for each of the described people.	- Students read the descriptions of 5 people - Ss read the advertisements and do the task. - Students compare their answers with partners and then check with the whole	Answer key: a. 3 b. 5 c. 2 d. 4 e. 1

- Ask Ss to give reasons for their answers by providing the information from the advertisements. - Check answers as a class. Call on some Ss to explain their answers.	class.	

e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)**a. Objectives:**

To help Ss use the ideas and language in the reading to express opinions and give reasons.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p.65)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the job in the adverts that students find the most interesting.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions.		
- Ask Ss to review the advertisements quickly and note down some ideas for their answers. - Encourage Ss to explain their answers using as many reasons as possible. - Invite Ss from different groups to give their answers to the class.	- Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedback	<i>Suggested answers:</i> • I find the teaching assistant job the most interesting because it will give me the opportunity to improve my English skills. It will be exciting to supervise classroom activities and help teachers plan their lessons. It will also be a great job to list on my CV. • I find the shop assistant job the most interesting because I will have a chance to meet many different people. It will also be great fun to arrange shop window displays. I would also enjoy additional benefits such as free meals and overtime pay.

e. Assessment

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

5. CONSOLIDATION (3 mins)

Grade: 12

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.
- + Some vocabulary related to *Job advertisements*
- + Reading for specific information about *Job advertisements*
- + Discuss the job you find the most interesting.

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Talk about the job you find the most interesting with your friends.
- Prepare for the next lesson.

Board plan

<i>Date of teaching</i> Unit 5: The world of work Lesson 3: Reading * Warm-up Flash game Vocabulary 1. unpaid (adj) 2. wage (n) 3. donation (n) 4. overtime pay (n) 5. responsibility (n) Task 1: Look and discuss. Task 2: Read and choose the correct meanings. Task 3: Read and choose the most suitable headline. Task 4: Read and decide. Task 5: Discuss the questions. * Homework

UNIT 5: THE WORLD OF WORK

Period 43 - Lesson 4: Speaking – Giving opinions about different jobs

I. OBJECTIVES

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

1. Knowledge

- Give opinions about different jobs

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

Grade: 12

- Be proud and respectful of different jobs

II. MATERIALS

- Grade 12 textbook, Unit 5, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can guess the context for the speaking part.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Have Ss watch a video and guess the video is about.. - Call on Ss to give the ideas and give feedback - Teacher leads in the lesson.	- Ss watch a video and answer the question - Ss share the ideas in front of the class	Link: https://www.youtube.com/watch?v=7x0V0yr-13A

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson.
- To give Ss an opportunity to describe jobs and express opinions.

b. Content:

- Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you. (p. 66)
- Task 2: Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings. (p. 66)

c. Expected outcomes:

- Students can use the adjectives to describe the nature of the job.
- Students can explain their opinions and feelings about the jobs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you. (10 mins)		
- Ask Ss to work in pairs and decide which adjectives are suitable for the job descriptions. - Make sure the Ss understand the adjectives and descriptions. In weaker classes, explain the meaning of difficult adjectives to Ss when necessary. - Note that Ss can use several adjectives to describe the job as long as they can give reasons for their choice. - Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers.	- Students read the main responsibility and decide which adjectives are suitable. - Ss give the answers and explain.	<i>Suggested answers:</i> - Teaching assistant: rewarding, important, stressful, etc. - Event volunteer: demanding, rewarding, tiring, etc. - Product reviewer: challenging, exciting, demanding, etc. - Shop assistant: stressful, tiring, repetitive, etc. - Babysitter: repetitive, stressful, demanding, etc.
Task 2: Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings.		
- Keep Ss working in the same pairs. Ask Ss to read the sample conversation in pairs and make sure they understand it. - Have Ss choose a job in 1 and give their opinions about it. - Ask Ss to base their opinions and feelings on the descriptions in 1 and use the example in their book to develop a similar conversation. - Encourage Ss to express their true feelings and opinions. Go around the class and provide help when needed. - Call on some pairs to read their	- Read the sample conversation in pairs. - Choose a job in 1 and give opinions about it - Make a conversation - Present in front of the class	<i>Suggested answer:</i> A: I think working as a product reviewer is very demanding because I need to have technical skills such as understanding technology, writing scripts, and explaining products to people. B: Some product reviewers present products in front of a camera, so you may need acting skills as well. If your videos are watched by thousands of viewers, you

conversation aloud to class.		may become famous. A: Even a few minutes of video footage requires a lot of work. I'd rather work as a shop assistant. It's a tiring job, but not very demanding. B: I see ...

e. Assessment

- Teacher gives feedback on Ss' pronunciation and conversation.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)**a. Objectives:**

To give Ss an opportunity to report their discussion results to the class

b. Content:

- Task 3: Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues. (p. 66)

c. Expected outcomes:

- Students can report their discussion results to the class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues.		
- Have Ss form groups to find out which adjectives their members have used in 2, which job they like or dislike and what common reasons are. - Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to expand on their answers. - Call on some groups to present their ideas to the class.	- Students work in groups to do the task - Ss present their ideas to the class.	<i>Suggested answer:</i> The most common adjective to describe a product reviewer is 'challenging' because it requires technical skills that we may not be good at. However, we also think that this challenge will test our ability to handle work pressures. Most of the people in my group prefer the teaching assistant job because it adds value to our CVs. On the other hand, the least preferred job is being a babysitter because taking care of small children can be boring.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

Grade: 12

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.
- + Giving opinions about different jobs: *teaching assistant, event volunteer, product reviewer, shop assistant, babysitter.*

b. Homework

- Do exercises in the workbook.
- Practise giving opinion about other jobs
- Prepare for the next lesson.

Board plan

<i>Date of teaching</i> Unit 5: The world of work Lesson 4: Speaking * Warm-up Watching a video Task 1: Read and write the adjectives. Task 2: Talk about the jobs in Task 1. Task 3: Compare and report. * Homework

UNIT 5: THE WORLD OF WORK

Period 44 - Lesson 5: Listening – Enquiry about a job vacancy

I. OBJECTIVES

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

1. Knowledge

- Listen for main ideas and specific information in a phone conversation about a job vacancy

2. Competences

- Be collaborative and supportive in pair work and teamwork;
- Develop listening skills.

3. Personal qualities

- Awareness of the skills and qualities required for future professions.
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 5, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. interfere with	/ˌɪntəˈfɪə(r) wɪð/	prevent something from succeeding	can thiệp, ảnh hưởng
2. order (n)	/ˈɔːdə(r)/	a request for food or drinks in a restaurant	thức ăn được gọi trong nhà hàng
3. bill (n)	/bɪl/	a piece of paper that tells you how much you must pay	hóa đơn
4. wait on tables	/weɪt ɒn ˈteɪblz/	served food or drinks, especially to customers in a café or restaurant	phục vụ đồ ăn, thức uống trong nhà hàng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Watching a video and brainstorming

c. Expected outcomes:

- Students can answer the questions through watching a video

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video and brainstorming - Ask Ss some questions about job enquiries - Have Ss watch a video and brainstorm what kind of	- Students answers the questions - Watch a video and brainstorm the ideas. - Give the answers and correct.	Questions: - What do you know about Job Enquiries? - Have you ever called any company or organisation for a job you want to apply for?

information that Ss want to know about job vacancy - Play the video. - Call on some Ss to give the answers and correct.		- What kind of information do you want to know? Link: LISTENING CAMBRIDGE IELTS 9 TEST 1 SECTION 1 - Có giải nghĩa Tiếng Việt

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)**a. Objectives:**

- To introduce some words and phrases to help Ss understand the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Choose the correct meanings of the underlined words and phrases.
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct meanings of the underlined words and phrases. (4 mins)		
- Ask Ss to read the four vocabulary items and have Ss guess their meaning. - In weaker classes, read the definitions and check your understanding of the vocabulary. - Have Ss do the matching in pairs or individually. - Check answers as a class. Further explain to Ss if necessary. - Ask Ss to copy down the vocabulary.	- Read the vocabulary and guess the meaning - Listen to the teacher - Solve the task - Give the answers and correct.	Answer key: 1. A 2. B 3. A 4. A Vocabulary: 1. interfere with 2. order (n) 3. bill (n) 4. wait on tables

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)**a. Objectives:**

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

b. Content:

- Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F). (p. 67)

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- Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap. (p. 67)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F). (10 mins)		
- Tell Ss that they're going to listen to a telephone conversation between Mark and a woman from Viet Organic Garden Restaurant. - Have Ss read the statements and may have a guess whether the statements are true or false. Elicit or explain any unfamiliar or difficult words. - Play the recording and have Ss do the activity. - Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers.	- Pay attention to the scene. - Read the statements and listen to the teacher's explanation. - Ss listen to the recording and do the task. - Give the answers and explanation for the answers - Correct.	Answer key: 1. T 2. F 3. T 4. F
Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap. (10 mins)		
- Ask Ss to read the text in the note. Make sure they understand they need to write no more than three words in each gap. - Encourage them to guess what part of speech might fit each gap. - Play the recording once (or twice in weaker classes) for Ss to complete the table. - Ask Ss to work with a partner to compare their answers. - Check answers by calling on some Ss to write their answers on the board or read them aloud. - Play the recording again if many Ss	- Read the text in the note. - Guess the part of speech. - Listen to the recording to complete the table. - Compare the answers with a partner. - Give the answers on the board. - Correct.	Answer key: 1. 12/ twelve 2. greet 3. bill payments 4. listen to 5. maths skills 6. next week

have incorrect answers, pausing at the places where they can get the correct information.		

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)**a. Objectives:**

- To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.

b. Content:

- Task 4: Work in pairs. Discuss the following questions. (p.67)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about qualities and skills that are required as a server and other jobs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question. (8 mins)		
- Ask some lead-in questions to see whether Ss want to be a server, e.g., <i>Do you want to be a server? Why? Why not?</i> - Put Ss into groups and have them discuss the questions given in 4. - Remind Ss that they can use the reasons from the listening to support their opinions. In stronger classes, encourage them to come up with their own ideas to support their point of view. - Invite some groups of Ss to present a summary of their discussion to the class.	- Answer the eliciting questions. - Work in groups to discuss the questions. - Students share their ideas to the whole class.	Suggested answers: According to what we hear, as a server we can develop important skills such as verbal communication, active listening, good memory, teamwork, food safety knowledge, numeracy, time-management, multi-tasking, and patience. These are also skills useful in many other jobs. For example, no matter what job you choose, good communication is essential, so you can give clear instructions and avoid miscommunication. We think that all types of jobs require good time-management and the ability to plan your workload effectively to meet deadlines.

e. Assessment

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

5. CONSOLIDATION (3 mins)

Grade: 12

a. Wrap-up

- Summarise the main points of the lesson.
- + Some vocabulary related to *job enquiry*
- + Listening for specific information about *job enquiry*

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Prepare for the next lesson

Board Plan

<i>Date of teaching</i> Unit 5: The world of work Lesson 5: Listening *Warm-up Watching a video and brainstorming Vocabulary 1. interfere with 2. order (n) 3. bill (n) 4. wait on tables Task 1: Choose the correct meanings. Task 2: Listen and decide T or F. Task 3: Listen and complete. Task 4: Discuss the questions. *Homework

UNIT 5: THE WORLD OF WORK

Period 45 - Lesson 6: Writing – A job application letter

I. OBJECTIVES

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

1. Knowledge

- Know how to write an application letter
- Write a job application letter

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

Grade: 12

- Awareness of how to write a job application letter for future professions.

II. MATERIALS

- Grade 12 textbook, Unit 5, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Chatting and reviewing

c. Expected outcomes:

- Students can remember the knowledge of the old lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Chatting and reviewing - Have Ss answer some questions. - Call on Ss to give the answers. - Correct. - Lead into the new lesson.	- Students listen to the questions and answer. - Give the answers. - Students check their answers with the class.	Questions: - Do you remember them? - What is the name of the restaurant? - What does Mark call Viet Organic Garden for? - What does he need to apply for the job?

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (10 mins)

a. Objectives:

- To help student understand the format of an application letter and develop ideas for their writing

b. Content:

- Task 1: Read the job application letter for a part-time server below. Label the communicative functions (1-4) with the phrases in the box.

c. Expected outcomes:

- Students can understand the format of an application letter and develop ideas for their writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the job application letter for a part-time server below. Label the communicative functions (1-4) with the phrases in the box. (10 mins)		
- Ask Ss to look at the application letter for a part-time server for Viet Organic Garden Restaurant. - Explain the structure of an application letter and its elements. In stronger classes, ask Ss to do this by themselves because they already learned this in grade 10. - Tell Ss to pay close attention to how the letter is organised (sender's address, date, receiver's address, opening, closing). - Have Ss work in pairs, study the 4 elements of the letter and match each one with one of the paragraphs of the letter. - Note that these four elements are also major parts of an application letter. - Checks answers as a class. - Ask Ss to read the tips for writing and prepare for the writing part.	- Look at the application letter for a part-time server for Viet Organic Garden Restaurant. - Listen to the teacher's explanation - Pay attention to how the letter is organised. - Work in pairs and match - Give the answers and correct - Read the tips.	Answer key: 1. A 2. D 3. B 4. C

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (15 mins)**a. Objectives:**

- To help Ss practise writing an application letter for the position of a part-time receptionist.

b. Content:

- Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you.

c. Expected outcomes:

- Students can write an application letter for the position of a part-time receptionist

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you. (15 mins)		
- Explain all the tips in 1 and make Ss understand them all. - Give Ss time to write an application letter in groups of 4.	- Students brainstorm for the ideas and the language necessary for writing - Students write the first draft	Suggested answer: 2222 Nguyen Trai Road, Thanh Xuan District, Ha Noi Viet Organic Garden Restaurant

- Remind Ss to use the model and tips in 1, and the given suggestions to help them with the writing practice. - Walk around the class and offer help. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions. - Ask Ss to stick the posters on the board.	in groups on the posters using the ideas in task 1. - Swap their writing with a partner for peer feedback (if time allows). - Stick the posters on the board.	1036 Hang Dau Street, Hoan Kiem District, Ha Noi Ha Noi, 16 July 20... Dear Sir or Madam, Re: Application for the position of a part-time receptionist I am writing to apply for the position of a part-time receptionist that you advertised on your website. I am in my final year of secondary school and have some experience in the hospitality industry. Last summer, I worked as a part-time receptionist for a local restaurant. My responsibilities included meeting and greeting the customers and taking them to their tables. I also answered the phone and took bookings. I consider myself to be reliable, hard-working and enthusiastic. I can speak English fluently, so I can communicate with foreign guests quite comfortably. I would be delighted to meet you in person to discuss my application. I am available for an interview on any afternoon. If my application is successful, I will be able to start work after the 15th of August when I finish my exams. I look forward to hearing from you soon. Yours faithfully, Nguyen Van Nam

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)**a. Objectives:**

Grade: 12

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	- Students swap their piece of writing with their partners and give peer review.	<i>Writing rubric</i> 1. Organisation: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.
- + How to write an application letter
- + Write an application letter

b. Homework

- Do exercises in the workbook.
- Complete the writing in your notebook.
- Prepare for the next lesson.

Board Plan

<i>Date of teaching</i> Unit 5: The world of work

Lesson 6: Writing

*Warm-up

Chatting and reviewing

- Task 1: Read and label.
- Task 2: Write a letter (150-180 words) applying for a job.
- Peer review

*Homework

UNIT 5: THE WORLD OF WORK

Period 46 - Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about some unusual jobs
- Know how to express anxiety and respond to it

2. Competences

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

3. Personal qualities

- Aware of how to express anxiety and respond to it
- Aware of some unusual jobs in the world
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 5, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Useful expressions	
Expressing anxiety	Responding
• I'm really worried/nervous about ... • I can't concentrate on anything. • I couldn't sleep last night. • I can't help/stop thinking about it. • I'm afraid that I'll make a mistake during ...	• Stop worrying/thinking about it. • You'll be fine. • You've got nothing to worry about.

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

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

b. Content:

- Game: Crosswords

c. Expected outcomes:

- Students can review some words in the old lesson and guess the keyword.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: CROSSWORDS - Teacher divides class into two groups - Asks Ss to choose the number and answer the question to get the crossword. - If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team. - If the students guess the keyword, they get 3 points for their team. - The team with the highest score is the winner.	- Students join the game and answer the questions.	Answer key: 1. teaching assistant 2. accountant 3. exciting 4. boring 5. product reviewer 6. volunteers 7. babysitter -> ANXIETY

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (13 mins)

a. Objectives:

- To provide model conversations in which speakers express and respond to anxiety;

Grade: 12

- To review expressions for expressing and responding to anxiety.

b. Content:

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

- Task 2: Work in pairs. Use the models in 2 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (4 mins)		
- Check if Ss know any phrases for expressing and responding to anxiety by asking, e.g. <i>What would you do if you haven't revised carefully for the exam tomorrow?</i> (I'm so worried about the exam tomorrow.) <i>What would you tell me if I am so worried about it?</i> (You'll be fine.) - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. - In stronger classes, have Ss complete the gaps based on context clues in the conversations. - In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps. - Check answers as a class by asking the questions and having Ss read out the complete answers. - Ask Ss to practise the conversations in pairs.	- Answer some questions - Read through the expressions in the box and the incomplete conversations - Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs.	Answer key: 1. B 2. C 3. D 4. A
Task 2: Work in pairs. Use the models in 2 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (9 mins)		
- Have Ss read the useful expression - Have Ss read the situations and check to understand.	- Ss read the useful expression - Read the situations - Practise the role-play	Sample conversations: 1. A: It's my first day at work

- Revise common expressions used to express and respond to anxiety. In weaker classes, go through the expressions in the table and check to understand. - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class. - Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas	conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class.	tomorrow. I'm so nervous about starting a job as a teaching assistant at Hanoi School English. Will I be able to make friends with my colleagues? B: Stop thinking about it, Mai. You'll be fine. Just go to bed early and arrive at work on time. And be nice to everybody. 2. A: I'm afraid I've sent an email to the wrong customer. I'm worried that he'll complain about me to my manager. I can't stop thinking about it. B: Don't worry. Just send a follow-up email to explain to the customer. Everybody can make mistakes.

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (18 mins)**a. Objectives:**

- To help Ss learn about unusual jobs around the world.
- To help Ss relate what they have learnt about unusual jobs to their own experiences.

b. Content:

- Task 1: Read the texts and answer the questions.
- Task 2: Work in pairs. Discuss the following questions.

c. Expected outcomes:

- Students can recognise the qualities of the jobs and give opinions about some unusual jobs in the world.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the texts and answer the questions. (7 mins)		
- Have Ss watch a video and answer the question. - Play the video. - Call on some students to give ideas. - Give feedback. - Show the pictures and ask Ss to	- Watch and answer - Give the ideas - Listen to the teacher - Look at the pictures and answers - Read the text and do the task individually.	Suggested answers: 1. Cleaners of the world's highest building. 2. Train pushers 3. Golf balls divers.

give the name of the jobs. - Tell Ss that they are going to read about some unusual jobs. As they read, they should answer the question. - Have Ss read the text and do the task. - Check answers as a class.	- Give the answer and correct.	
Task 2: Work in groups. Discuss the questions. (11 mins)		
- Have Ss work in pairs to discuss the job they find most interesting. - Ask Ss some specific questions, e.g. <i>Why do you think being a window cleaner for a high building is interesting? Do you think it is too dangerous?</i> - Call on some Ss to present their ideas in front of the class. - In stronger classes, ask them to discuss other usual jobs that they know and support them with necessary information about the jobs. - Give feedback.	- Students work in groups to discuss the question. - Students share their ideas in front of the class.	<i>Suggested answers:</i> I think being a high-rise window cleaner is the most interesting job. It is exciting to hang off a skyscraper and see the world below you. Because of its risky nature, it also offers high pay. It is easy to find a job as a high-rise window cleaner nowadays because there are so many skyscrapers in every big city. I think working as a trainer pusher is the most interesting job. It may sound crazy, but pushing people into a train can be lots of fun, especially when they don't complain and want to be pushed, so they can get to their office on time. I have read about some other unusual jobs, such as being a pet food taster. In this role, people will have to evaluate products based on their packaging, smell, nutritional value, and yes, even the texture and taste.

e. Assessment

- Teacher gives feedback on the student's opinions and pronunciation.

4. EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss discuss the topic further.

Grade: 12

b. Content:

- Discuss the questions

c. Expected outcomes:

- Students can use the knowledge to discuss the topic further

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Discuss the questions (5 mins)		
- Have Ss work individually and discuss the questions - Call on some Ss to give ideas	- Think about the questions and then answer. - Some students give ideas and others give feedback or comment.	Questions: 1. What job would you like to do in the future? 2. Imagine tomorrow is the interview day for that job, what would you do to avoid feeling anxious?

e. Assessment

- Teacher gives feedback on the student's opinions and pronunciation.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<i>Date of teaching</i> Unit 5: The world of work Lesson 7. Communication and Culture / CLIL *Warm-up Game: Crosswords *Everyday English Task 1: Listen and complete. Then practise. Task 2: Make similar conversations. *Culture Task 1: Read and answer the questions. Task 2: Discuss the questions. * Discuss the questions * Homework

UNIT 5: THE WORLD OF WORK

Period 47 - Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 5;
- Apply what they have learned (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be respectful of different jobs;
- Establish a foundation for career choices in the future;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 5, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Brainstorming

c. Expected outcomes:

- Students can bring together all the different knowledge they have learned from various subjects.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Brainstorming - Ss work in 4 teams. - T prepare 4 posters for 4 teams. - The team has more correct answers and the fastest will be the winner.	- Work in 4 teams to fill in the blank. - Stick the posters on the board and correct.	Answer key:

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise stressed auxiliary and modal verbs.
- To help Ss revise words and phrases they have learned in the unit.
- To help Ss revise simple, compound, and complex sentences.

b. Content:

- **Pronunciation:** Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs.
- **Vocabulary:** Choose the correct words to complete these sentences
- **Grammar:** Circle the mistake in each sentence. Then correct it.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Pronunciation: Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs. (4 mins)		
- Ask Ss to listen to the recording and underline the auxiliary and modal verbs that are stressed. - Check answers as a class by playing the recording several times if needed. - Ask Ss to practise the questions in pairs. Draw their attention to the verbs that are stressed. - Call on some Ss to read the	- Listen to the recording and underline the auxiliary and modal verbs that are stressed - Give the answers - Practise the questions in pairs. - Read the questions out loud in front of the class	Answer key: 1. A: Have you started working for the new company? B: Yes, I <u>have</u>. I started last week. 2. A: Can people with no experience apply for this job? B: Yes, they <u>can</u>. We provide on-the-job training. 3. A: Do you like your job? B: Yes, I <u>do</u>. I <u>wasn't</u> interested in the job at first, but I <u>am</u>

questions out loud in front of the class. - Give feedback.		interested in it now. 4. A: You <u>haven't</u> sent the email to the customer. B: I <u>have</u> .
Vocabulary: Choose the correct words to complete these sentences. (4 mins)		
- Ask Ss to choose the correct word in each of the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking Ss to play the game TUG OF WAR.	- Ss do the activity individually. - Compare the answers with the partners. - Play the game to check the answers. - Correct the answers.	Answer key: 1. relevant 2. employed 3. bonus 4. challenging
Grammar: Circle the mistake in each sentence. Then correct it. (4 mins)		
- Explain to Ss that each sentence contains one mistake and ask them to find the mistakes and correct them. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.	- Ss do the activity individually. - Compare the answers with the partners. - Ss identify the incorrect part, give corrections and reasons for their corrections	Answer key: 1. A (Despite => Although) 2. C (so => because) 3. B (such that => so that) 4. C (but => but also)

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)**a. Objectives:**

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster or powerpoint presentation.

b. Content:

- Student part-time jobs

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/ PowerPoint presentation. - Have Ss work in their groups. Give	- All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet.	<i>Students' presentations</i>

them a few minutes to get ready for their presentations. Ask them to decide who is going to present and answer questions about it. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.		

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson.

Board Plan

<i>Date of teaching</i> Unit 5: The world of work Lesson 8: Looking back and project *Warm-up * Looking back - Pronunciation - Vocabulary

- Language

* **Project:** Student part-time jobs

***Homework**

REVIEW 2

Period 48 - 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.	- 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.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

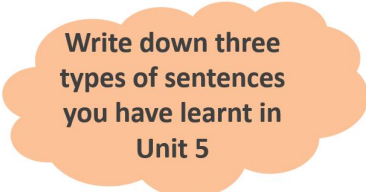
b. Content:

- 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
Menti Game - Provide the link to the website MENTIL.COM and asks Ss to use their smart devices to get access to the link. - 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.	- Ss do as required in the link: Write down three types of sentences you have learnt in Unit 5. - Ss share the answers with each other.	 Write down three types of sentences you have learnt in Unit 5 Answer key: Simple sentence Compound sentence Complex sentence

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
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)		
- Have Ss pronounce all words, pay attention to the underlined sounds. - If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the whole class.	- Pronounce the words. - Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Check the answers.	Answer key: 1. D 2. B

- Have Ss work in pairs to practise saying these in words.		
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)		
- Have Ss pronounce all words, pay attention to the word stress. - If there is any word whose stress Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same stress, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words.	- Pronounce the words. - Apply the tips to find the words whose stressed part differs from the other three. - Check the answers.	Answer key: 1. A 2. C
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)		
- Ask Ss to read the sentences and identify part of speech of the words in bold e.g., auxiliary. - Tell Ss to circle the stressed auxiliary or modal verbs in each sentence. - 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. - Have Ss compare their answers in pairs. - Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers. - Have Ss work in pairs to practise saying these sentences.	- Read the sentences and identify part of speech of the words in bold e.g., auxiliary. - Circle the stressed auxiliary or modal verbs in each sentence. - Check the answers.	Answer key: 1. B 2. 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)		
- Ask Ss to read the sentences. - Tell Ss to underline the unstressed words in each sentence. - 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. - Have Ss compare their answers in pairs. - Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers. - Have Ss work in pairs to practise saying these sentences.	- Read the sentences. - Underline the unstressed words in each sentence. - Check the answers. - Practice in pairs	Answer key: 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.

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
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)		
- Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence. - Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, tell them to skip it and focus on the others. The words that change the meaning of the sentence cannot be the correct answers. - Ask Ss to share their answers with the whole class. - Confirm the correct answers and ask Ss to explain their choices.	- Do the activity individually. - Replace the underlined word with each of the words from four options. - Check the answers.	Answer key: 1. A 2. C 3. D 4. A
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)		
- 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. - Ask Ss to share their answers with the whole class. - Confirm the correct answers.	- Do the activity individually. - Replace the underlined word with each of the words from four options. - Check the answers.	Answer key: 1. B 2. C 3. B 4. A
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)		
- Ask Ss to read and get an overview of the text.	- Read and get an overview of the text.	Answer key: 1. A 2. B 3. D

- 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.	- Choose the word that makes the sentence meaningful and grammatically correct. - Check the answers.	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
Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (5 mins)		
- 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 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. - Eliminate the option that can be grammatically incorrect. 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. Exam strategies Grammar (MCQs): Choosing the best	- Do the activity individually. - Choose the correct answers. - Check the answers.	Answer key: 1. A 2. B 3. C 4. B 5. D 6. A

answer to complete each sentence 1. Read the whole sentence and four options. Identify the grammar points that are tested in the sentence. 2. Recall the related grammar point. 3. Eliminate the option that can be grammatically incorrect. The correct answer should be grammatically correct and make the sentence meaningful.		
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)		
- Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence. - Tell Ss to read four options and choose the option that: + is grammatically correct + does not change the meaning of the original sentences - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole class.	- Work in pairs to do the task. - Check the answers.	Answer key: 1. D 2. B 3. C 4. B 5. A 6. 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

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

Board Plan

<i>Date of teaching</i> 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

Period 49 - Lesson 2: Skills

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

3. Personal qualities

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

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

b. Content:

- Video watching

Grade: 12

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher asks Ss to watch a short video and try to remember the information in the video. - After Ss listen, teacher shows the question before playing the video. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson.	- Watch a short video and try to remember the information in the video. - Share the answers with the whole class.	<i>Link:</i> https://www.youtube.com/watch?v=TiIFzV4d2NE Questions: <i>What do cities of the future look like?</i> Suggested answers: <i>The cities are smart with:</i> + flexible transport + energy efficient buildings + accessible electricity + advanced AI + new business and services + AI-based mobility

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
Task 1. Listen to a talk about a city. What is it about? (8 mins)		
- Focus Ss' attention on three titles and ask them which information they expected to listen to from each title. - Tell Ss that they are going to hear a talk about a city. - 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 title that does not tell them about the main idea. - Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. option B is only a part of the talk or option C is NOT mentioned in the talk.	- Listen and do the task. - Share and check the answers.	Answer keys: A

Task 2. Listen again and complete the note with no more than TWO words for each answer. (10 mins)

- 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)

- 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 answers as a class.

- In weaker classes, play the recording again, pausing after the sentences containing the missing words.

- Listen and do the task.
- Share and check the answers.

Answer keys:

1. old houses
2. high-rise buildings
3. traditional markets
4. frequent
5. traffic jams

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 development. Tell Ss to add more ideas and complete the table. - Tell Ss that the impact on urban people's life can be positive and/or negative. - Walk around the class to offer help if necessary.	- Work in pairs to discuss the impact of urban development. - Present their completed table in front of the class.	<i>Suggested answers:</i>	
		Urban development	Positive and/or negative impact on urban people's life
		1. Growing population	Housing shortage, higher rents and home prices
		2. More people looking for jobs	Higher unemployment
		3. More schools and	More education opportunities

- Invite some pairs to present their completed table in front of the class.		universities	
		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)			
- Have Ss work in groups and discuss the impacts of urbanisation using the table from 1 in Speaking. - Ask Ss to prepare a presentation to report what they have just discussed. - Walk around the class to offer help if necessary. - Invite some groups to present a summary of their group discussion to the class.	- Work in groups and discuss the impacts of urbanisation. - Prepare a presentation to report what they have just discussed. - Present a summary of their group discussion to the class.	Suggested answers: Discussion: 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. 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. A: I agree, but most people want more shops, restaurants and supermarkets so they can have convenient shopping experiences and enjoy eating out. B: I see, if there are too many shops and supermarkets, traditional markets may struggle to survive ... Group's report: Among all changes, we believe that building more schools and universities will have the most positive impact on urban life because this will create more education opportunities for students and attract more young people.	

e. Assessment

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

3. 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:

Grade: 12

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Read the text. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (7 mins)		
- 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 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.	- 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.	Answer keys: A - 4 B - 1 C - 2
Task 2. Read the text again. Mark the letter A, B, C, or D to indicate the correct answer. (9 mins)		
- Have Ss read through the questions and the options. Make sure Ss understand the questions. - Ask Ss underline key words. - Then have Ss locate the parts where the relevant information appears in the passage. - Have Ss work in pairs to compare their answers. - Check the answers as a class and ask Ss to explain their choice. + For question 1, the writer mentioned communication skills and teamwork skills in paragraph 1; + For question 2, the word “equipped” is a verb in passive to show that something was provided for someone. + For question 3, the pronoun “they” refers to people, not things and a plural noun. + For question 4, the writer mentioned “a teaching assistant” as an example of how having part-time jobs can boost students’ experience and confidence. + For question 5, the writer mentioned the development of students’ relationship through having a part-time job in paragraph 3.	- Read through the five headings. - Work in pairs to check. - Check the answers.	Answer keys: 1. B 2. C 3. D 4. B 5. A

e. Assessment

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

4. ACTIVITY 2: WRITING (21 mins)

a. Objectives:

Năm học 2025 – 2026

Grade: 12

- 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
Work in pairs. Read the advert below and write a letter of application (150–180 words) to the Human Resource Department.		
- Ask Ss to read the advert. Pre-teach some vocabulary items if necessary. - 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. - Ask them to refer to the sample letter of application in Unit 5 and review the organization of a letter of application. - 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. - Walk around the class and offer help. - 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. - Collect Ss' letters of application to mark and provide written feedback in the next lesson.	- Read the advert. - Work in pairs and examine the sample. - Write a letter of application using the information in the box.	Sample answer: 50 Hoang Quoc Viet Str, Hanoi The Human Resource Department, Language School 1150 Hang Dau Str., Ha Noi Ha Noi, October 19, 20.. 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 '<i>Education for All</i>' 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 30th of October. I look forward to hearing from

		you soon. Yours faithfully, Binh

e. Assessment

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

5. 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.

Board Plan

<i>Date of teaching</i> REVIEW 2 Lesson 2: Skills - Listening & Speaking *Warm-up Video watching * Listening - Task 1. Listen to a talk about a city. What is it about? - Task 2. Listen and complete the notes. * Speaking - Task 1: Complete the table. - Task 2: Discussion. * 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

Period 50:**REVISION FOR MID-TERM TEST (1)****I. Objectives****1. Knowledge, skills, attitude**

- **Knowledge:** To help students revise vocabulary, pronunciation and grammar taught.
- **Skills:** Integrated skills
- **Attitude:** To make students recall knowledge of life stories we admire, a multicultural world, green living, urbanization, the world work

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).

Grade: 12

- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

4. Stabilization (2 mins)

- Greet the whole class.
- Check the attendance.

6. Check-up (during the lesson)

3 Classroom activities

R. START/ WARM UP ACTIVITY (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To get Ss to list out the topics they have learnt	- Show the slide with topics in the text book and ask Ss to match the units with the topics given: - Have a student answer - Check the answers	- Ss' answers may vary. - Suggested answer:

S. PRACTICE ACTIVITIES

ACTIVITY 1: Choose the word whose underlined part is pronounced differently from that of the others.. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To revise pronunciation	- Guides and reminds Ss of some tips to do this kind of task. - Ask Ss to work individually to do activity - Go around the class to help if necessary. - Then ask Ss to compare their answers in pairs. - Call Ss to present answers. - Corrects and gives feedback.	- Suggested answer:

ACTIVITY 2: Choose the word whose stress is placed differently from that of the others. (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To help Ss distinguish stress of different words.	- Asks students to look through the task then choose the words having different stress from the others. - Asks them to work in pairs to do the task and compare their answers - Calls some students to give the answers and then get the correct answers.	- Suggested answer: ▪

ACTIVITY 3: Choose the best option to complete the following sentences. (15 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of vocabulary and application of grammar	- Have Ss work in pairs and choose the correct answer for each question. - Calls some Ss to give the answers.	

ACTIVITY 4: Mark the letter that indicates the word(s) CLOSEST in meaning to the underlined (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of learnt vocabulary and their application to find synonyms	- Have Ss work in pairs and find the words closest in meaning to the underlined ones. - Go around & provide help if any - Calls some Ss to give the answers.	Suggested answer:

ACTIVITY 4: Mark the letter that indicates the word(s) OPPOSITE in meaning to the underlined (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of learnt vocabulary and their application to find antonyms	- Have Ss work in pairs and find the words opposite in meaning to the underlined ones. - Go around & provide help if any. - Calls some Ss to give the answers.	Suggested answer:

HOMEWORK: (5 ms)

- Summarise the main points of the lesson.
- Asks sts to:
 - + raise questions if they don't understand any parts.
 - + prepare the next lesson (Revision 2), and do the rest exercises.

IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation (Handout 2)

15. Knowledge

- Revise the vocabulary again and do pronunciation, vocabulary & grammar, closest/opposite meaning tasks.

16. Comprehension

- Find words and phrases to fill in the blanks as well as finding their synonyms/antonyms.

3. Low application

- Discuss and choose the best answers.

11. High application

- Explain for their choices

V. Appendix

Mark the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

Question 1: A. clean

B. idea

C. leaking

D. release

Question 2: A. sensor

B. sustainable

C. reusable

D. waste

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

Question 3: A. compost

B. landfill

C. refill

D. propose

Question 4: A. decompose

B. pollutant

C. sustainable

D. efficient

Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

Question 5: Green building designs are often based _____ energy-efficient principles, reducing environmental impact.

A. for

B. about

C. to

D. on

Question 6: It is obvious that using reusable bags is _____ than using single-use plastic ones.

A. eco-friendlier

B. more eco-friendly

C. less eco-friendly

D. more eco-friendlier

Question 7: Improving the recycling system is crucial, _____ to decrease waste released into the environment.

A. that helps

B. which help

C. which helps

D. that helping

Question 8: Calculating your carbon footprint is necessary, _____ you to understand your impact on the environment.

A. allowing

B. which allow

C. that allows

D. allow

Question 9: Do you know how long it takes for plastic _____ in the environment?

A. decompose

B. decomposing

C. to be decomposing

D. to decompose

Read the following advertisement/ announcement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

GREEN DAY CELEBRATION - JOIN US IN MAKING A DIFFERENCE!

Date & Time: Our Green Day event is set to take place on Sunday, April 10th, 2024, starting at 8:00 a.m.

Location: ABC High School

Detailed Activities:

- Eco-Art Corner: Enhance your creativity with recycled art projects (e.g. (10) _____ unused items into beautiful artworks)

- Recycle Relay Race: Team up and showcase your (11) _____ skills in a friendly competition.

- Seed Planting Workshop: Learn the basics of planting and take home your own sapling.

- Green Trivia Challenge: Test your knowledge on sustainable living and win exciting prizes.

Contact Information: For more information, reach out to us at greenclub@gmail.com.

Let's make a positive impact together! Your participation can contribute (12) _____ a greener, healthier planet!

Question 10: A. transforming

B. refilling

C. sorting

D. judging

Question 11: A. recyclable

B. recycled

C. recycling

D. recycle

Question 12: A. on

B. about

C. for

D. to

CLASSROOM GREEN LIVING INITIATIVE!

Dear Students,

Exciting news! Our classroom is embracing the spirit of green living, and we invite each of you to join in the effort to make our space eco-friendly. Here's how you can contribute:

Grade: 12

- Plant Corner: Help nurture a small indoor garden. Each student (13) _____ bring in a small plant to make our space greener.

- Water Conservation: Be mindful of water usage. Report any leaks and turn off taps when not in (14) _____ use.

- Educational Posters: Create posters highlighting the importance of green living. Share your tips on saving energy and reducing our carbon footprint.

Let's work together to create a classroom (15) _____ our commitment to a sustainable future. Your small actions can make a big difference!

Question 13: A. might B. had C. ought D. can

Question 14: A. an B. Ø (no article) C. the D. a

Question 15: A. that reflects B. which reflect C. reflected D. reflects

Mark the letter A, B, C, or D to indicate the correct arrangement of the sentences to make a meaningful paragraph / letter in each of the following questions.

Question 16:

- a. It's also a good habit to reduce idling when possible.
- b. If you live further away, you can ride the bus or even gather some of your classmates to carpool to school every day.
- c. A new school year is a new chance to act against emission pollution and to do your part to improve air quality.
- d. While you're sitting in your car and waiting for class to start, do your best to remember to turn off your car!
- e. If you live near campus, you can choose to walk or bike to class!

Adapted from <https://cleanriver.com/resource/ways-to-go-green-at-school/>

A. c-b-e-a-d B. c-e-b-a-d C. c-a-d-b-e D. c-d-a-b-e

Question 17:

- a. Burning leaves can lead to air pollution, which harms both the environment and people's health.
- b. What are your thoughts on this? Please share with me about it!
- c. Hi Mia,
- d. We can collect those dry leaves and turn them into nutrient-rich compost for our school garden.
- e. Best regards,
- f. I hope you're well! Lately, I've been noticing a small but important issue - dry leaves are sometimes burned in the school yard.
- g. What if we suggest creating a compost pile instead?

A. c-f-d-g-a-b-e B. c-a-f-g-d-b-e C. c-f-a-g-d-b-e D. c-f-g-a-d-b-e

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

Sky lanterns are a well-loved tradition in multiple cultures, and are used around the world to celebrate holidays, make wishes, or (18) _____. They've become so popular, in fact, that entire festivals are centred on large groups of people (19) _____ into the night sky.

Though they are undoubtedly beautiful, even biodegradable lanterns can be incredibly harmful to both the environment and wildlife. Sky lantern litter takes quite some time to decompose, and the wire frames have been known to kill wild animals and livestock. (20) _____. (21) _____, but a sky lantern was also responsible for a massive fire at the Smethwick Recycling Plant in England, as well as a fire (22) _____ in the Krefeld Zoo in Germany.

They have been banned in dozens of states as well as several countries - and recently the Isle of Man - yet sky lanterns remain popular throughout the world despite (23) _____.

Adapted from <https://earth911.com/living-well-being/environmental-impact-traditions>

Question 18: A. the passing of a loved one mourns B. to mourn the passing of a loved one

C. the passing of a loved one is mourned D. mourned the passing of a loved one

Question 19: A. releasing the glowing lanterns B. release the glowing lanterns

C. have released the glowing lanterns D. to release the glowing lanterns

Question 20: A. A significant fire hazard also poses them B. It also poses them a significant fire hazard

C. They also pose a significant fire hazard D. Which poses them a significant fire hazard

Question 21: A. Not only they have caused multiple wildfires

B. Not they have only caused multiple wildfires

C. Not only do they have caused multiple wildfires

D. Not only have they caused multiple wildfires

Question 22: A. what killed 50 animals

B. that killed 50 animals

C. killed 50 animals

D. that kills 50 animals

Question 23: A. its danger

B. our danger

C. their danger

D. your danger

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

There are many things that you can do to have an eco-friendly lunch. First, it is essential to invest in a lunch box made from (24) _____ material. You can fill it with reusable plastic food (25) _____ and reusable cutlery (such as these ones made from bamboo or any metal cutlery at home works great). Next, you can avoid using single-use plastic water bottles and get a reusable water bottle. Not only do they last longer and keep your beverages at the desired temperature for longer, (26) _____ they also save you some money by avoiding having to pay for water as well. It's also a great idea to invest in some metal straws to prevent (27) _____ of those plastic straws from reaching our beautiful oceans. Last, you test yourself and try to enforce having one or two days a week (28) _____ you practice a litterless lunch! Every effort counts.

Adapted from <https://cleanriver.com/resource/ways-to-go-green-at-school/>

Question 24: A. single-use

B. contaminated

C. recyclable

D. plastic

Question 25: A. containers

B. takeaway

C. piles

D. leftovers

Question 26: A. however

B. as

C. therefore

D. but

Question 27: A. every

B. any

C. much

D. little

Question 28: A. which

B. where

C. when

D. how

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 29 to 33.

The pollution of our atmosphere arises from human activities, notably the emission of greenhouse gases through actions like agriculture, transportation, industry and household operations. Waste disposal also contributes significantly. Air pollution has a tremendous impact on human health and nature. About 50 per cent of the world's waste is not managed properly. Unfortunately, a part of this mismanagement involves open dumping and burning. When waste is disposed of in this manner, it releases harmful substances into the air. This can significantly impact both our health and the environment, making it difficult to breathe, and worsening existing health problems. That's why we need to manage our waste properly by recycling, composting, and safely treating waste. Informal workers in the waste management sector, including children, are sometimes hired to collect, sort or dispose of waste in unsafe conditions. When waste is managed in an unsafe manner, it can release toxic chemicals into the air and water, putting these workers and their communities at risk.

When UNEP assists local waste management teams in improving their practices, it directly benefits these informal workers and their families and communities as well.

When it comes to waste management, it's not only up to individuals. Companies and governments also make a significant impact. Companies can use less packaging and create products with reduced waste. They can design their products to be easily recycled, and support regulations for improved waste management. Governments also play a crucial role. They can establish strong regulations to prevent dumping and burning. By investing in better waste handling methods, they contribute to everyone breathing cleaner air and enjoying a safer environment.

Adapted from <https://www.unep.org/ietc/news/story/waste-managements-crucial-role-beating-air-pollution>

Question 29: Which of the following can be the best title for the passage?

- A. The Global Impact of Greenhouse Gas Emissions
- B. Problems Related to Waste Management and Solutions
- C. The Causes and Consequences of Air Pollution
- D. The Importance of Waste Management

Question 30: Which of the following is NOT mentioned as a serious consequence of improper waste management?

- A. producing toxic chemicals or substances
- B. making people's existing health problems worse
- C. not having enough landfills
- D. threatening the health of informal workers and their communities

Question 31: The word "it" in paragraph 2 refers to _____.

- A. mismanagement
- B. burning
- C. waste
- D. manner

Question 32: The word "worsening" in paragraph 2 is closest in meaning to _____.

- A. resolving
- B. treating
- C. sorting
- D. exacerbating

Question 33: Which of the following is stated in the passage?

- A. Companies can contribute to better waste management by using more packaging.
- B. Open dumping and burning is a cause of waste mismanagement.
- C. Governments set strong regulations to create products with decreased waste.
- D. UNEP provides waste management training to governments and companies.

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.

Fortunately, we live in a city in which our waste management system includes a kerbside recycling program. But only certain types of plastic (numbered 1, 2 or 5) can be recycled. Globally, only 9% of the 15% of plastic waste collected for recycling is actually recycled. We should be encouraging children to discuss the ways in which recycling is a complicated and, at best, partial solution to plastic pollution. Litterless lunchbox efforts are increasingly common in schools. Such initiatives can help raise children's awareness of plastic waste. However, they can easily become a top-down school policy rather than an opportunity for children to deliberate about the ethical and political complexities of plastic waste. They can also create conditions through which children may be shamed or singled out for bringing plastic wrapping to school, including disabled children, or children with disabled caregivers, whose wellbeing depends on their use of some single-use plastics. While social shaming has been used in environmental behaviour modification, it's not great as an educational tool. Children and youth can feel disempowered when solutions to environmental problems are just outside their reach, or just don't add up. Many people believe that children are able to grasp the importance of prevention of plastic waste over trying to find solutions after it has been produced and used.

Packaging accounts for 46% of the world's plastic waste. Currently, some of the world's top single-use plastic polluters are the same corporations who led the "people as polluters" deflection campaign decades ago. Under public pressure, one of the worst producers of single-use plastic, Coca-Cola, recently **pledged** to transition 25% of its packaging to reusable packaging by 2030. This is a beginning, but rather than wait for corporations to do the right thing, we can work to build reusable and refillable packaging infrastructure and demand that polluters pay.

Children can learn that holding corporations responsible and demanding regulatory change can have an impact. Let's commit to helping children collaborate with communities and organisations working to make a difference to reduce plastic pollution at the source.

In the end, children and educators feel empowered when they are active participants within intergenerational communities organising for change - rather than being made to feel they are the problem.

Adapted from <https://theconversation.com/plastic-free-july-recycling-is-the-ambulance-at-the-bottom-of-the-cliff-its-time-to-teach-kids-to-demand-real-change-from-the-worst-plastic-producers-185573>

Question 34: Which of the following can be the best title for the passage?

- A. The Benefits of Recycling Plastic Waste
- B. The Challenges of Plastic Pollution in Schools
- C. Introducing Reusable Packaging Initiatives
- D. Empowering Children in Environmental Action

Question 35: The word "**they**" in paragraph 2 refers to _____.

- A. initiatives
- B. schools
- C. children
- D. complexities

Question 36: The word "**singled out**" in paragraph 2 is closest in meaning to _____.

- A. overlooked
- B. judged
- C. praised
- D. separated

Question 37: What is the primary concern raised about litterless lunchbox efforts in schools according to paragraph 2?

- A. They contribute to making children less aware of plastic waste.
- B. They are inessential for environmental behaviour modification.
- C. They may result in social shaming for those who bring plastic wrapping to school.
- D. They leads to ethical and political complexities of plastic waste

Question 38: The word "**pledged**" in paragraph 3 is closest in meaning to _____.

- A. abandoned
- B. contributed
- C. neglected
- D. committed

Question 39: Which of the following is NOT true according to the passage?

- A. Not all plastic waste collected for recycling is actually recycled.
- B. Coca-Cola has already transitioned 25% of its packaging to reusable packaging.
- C. Packaging takes up nearly a half of the world's plastic waste.
- D. Requiring regulatory change from corporations can help to decrease plastic waste.

Question 40: Which of the following can be inferred from the passage?

- A. Children feel empowered when solutions to environmental problems are effective.
- B. The involvement of children and educators in environmental initiatives makes them feel like the problem.
- C. Prevention of plastic waste is more important than finding solutions after plastic is produced and used.
- D. Waiting for corporations to take action is not the best approach to addressing plastic pollution.

Period 51:

REVISION FOR FIRST TERM TEST (2)

I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, grammar, and reading skills.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge of life stories we admire, a multicultural world, green living, urbanization, the world work

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).

- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

5. Stabilization (2 mins)

- Greet the whole class, Check the attendance.

7. Check-up (during the lesson)

8. Classroom activities

C. PRACTICE ACTIVITIES

ACTIVITY 1: Mark the letter A, B, C, or D that needs correction. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To revise the use of learnt lexical items & grammar from Unit 1-5	- Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers. - Corrects and gives feedback.	- Suggested answer:

ACTIVITY 2: Mark the letter that best completes each of the following exchanges. (3ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To make Ss find appropriate exchanges in conversations	- Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers. - Corrects and gives feedback.	- Suggested answer:

ACTIVITY 3: Read the paragraph and choose the best answers. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a reading text	- Ask Ss to work individually to do activity (at home) - Call a student to give answers on the board. - Check and give feedback.	- Suggested answer:

ACTIVITY 4: Give correct word form (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work

To check Ss' application of word form to find correct answers for each sentence	- Ask Ss to work individually to do activity - Call a student to give answers on the board. - Check and give feedback/ explanations if any.	- Suggested answer:

ACTIVITY 5: Choose the words to fill in the blanks. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a text and skills to find suitable words in the gaps	- Have Ss do this exercise at home - Call a student to give answers on the board. - Check and give feedback.	- Suggested answer:

ACTIVITY 6: Give correct verb form. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' application of verb tense to give correct verb form	- Ask Ss to work in pairs to do this exercise - Call Ss to read out loud the answers for each sentence. - Give comments and check.	- Suggested answer:

D. HOMEWORK

- Summarise the main points of the lesson.

- Asks Ss to:

+ do the rest exercises (if they haven't finished), check & correct them. Otherwise, T collects all the Ss' papers and check for them.

+ prepare the next lesson (Mid-term test).

IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation (Handout 2)**17. Knowledge**

- Revise the vocabulary again and do pronunciation, vocabulary & grammar, closest/opposite meaning tasks.

18. Comprehension

- Find words and phrases to fill in the blanks as well as finding their synonyms/antonyms.

3. Low application

- Discuss and choose the best answers.

12. High application

- Explain for their choices

V. Appendix

Mark the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- Question 1:** A. smog B. metro C. policy D. cost
Question 2: A. afford B. trade C. expand D. gradual

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

- Question 3:** A. convenience B. statistics C. resident D. proportion
Question 4: A. equal B. stable C. public D. expose

Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

- Question 5:** The project on expanding the road _____ since it _____ last year.
A. has started / was proposed B. started / was proposed
C. has started / has been proposed D. started / has been proposed
- Question 6:** The green space in this city is getting _____.
A. small and small B. more small and small
C. smaller and smaller D. small and small more
- Question 7:** This is the biggest department store that I _____.
A. see B. saw C. will see D. have seen
- Question 8:** _____ the city is, _____ it becomes.
A. More urbanised / more polluted B. The more urbanised / the more polluted
C. More urbanising / more polluting D. The more urbanising / the more polluting
- Question 9:** Many people in the countryside decided to _____ the city because it is easier to find a job there.
A. get lost B. settle in C. date back D. go up

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

EXPLORE URBAN FUTURES CONFERENCE

Join us for an interesting conference on Urbanisation and the Future of Cities! Don't miss this opportunity to inquire key discussions and insights shaping urban development. Here's what you can expect:

Expert Speakers: (10) _____ with renowned urban planners, architects, and policymakers.

Interactive Workshops: Hands-on sessions to explore innovative urban solutions.

Networking Opportunities: Connect with professionals and (11) _____ in the field.

Cutting-edge Topics: Explore sustainability, smart cities, and community development.

Q&A Sessions: Get answers (12) _____ your burning urbanisation questions.

Save the date: March 24th

Location: Tran Phu Venue, Nam Cao street, Thai Binh province.

Limited spots available. Reserve yours now!

- Question 10:** A. Engaging B. To engage C. Engage D. Engaged
Question 11: A. enthusiasm B. enthusiastic C. enthusia D. enthusiasts
Question 12: A. on B. to C. from D. in

URBANISATION WORKSHOP SUMMARY

Recap of the Urbanisation Workshop, (13) _____ dynamic event about insightful discussions and practical insights:

Diverse Perspectives: Participants brought diverse experiences and enriched the conversation.

Keynote Addresses: Experts highlighted urbanisation trends, challenges, and opportunities.

Interactive Sessions: Engaging workshops explored (14) _____ urban planning and design.

Community Engagement: Emphasis on involving communities in decision-making for inclusive development

Networking Success: Attendees connected, promoted collaborations (15) _____ future urban projects.

Stay tuned for more events about the future of our cities!

Question 13: A. an B. the C. a D. Ø (no article)

Question 14: A. sustain B. sustainability C. sustainably D. sustainable

Question 15: A. for B. from C. at D. in

Read the following passage and mark the letter A, B, C, or D to indicate the correct arrangement of the sentences to make a meaningful paragraph/ letter in each of the following questions.

Question 16:

- a. Firstly, improving public transportation can relieve traffic congestion and reduce air pollution.
- b. By combining these strategies, cities aim to minimise the bad effects of rapid urbanisation.
- c. Lastly, community involvement in urban planning allows residents to voice their concerns and contribute to decisions that affect their neighbourhoods.
- d. In response to the negative impacts of urbanisation, various plans are being developed to create more sustainable and livable cities.
- e. Secondly, the construction of green spaces within urban areas can enhance the overall well-being of residents by providing recreational areas and improving air quality.

A. c-a-b-e-d B. d-a-e-c-b C. e-a-c-d-b D. d-c-e-a-b

Question 17:

- a. Additionally, there's a focus on creating more green spaces within cities, contributing to a healthier environment.
- b. Firstly, the government is actively promoting sustainable practices, encouraging eco- friendly construction, and enhancing public transportation to reduce congestion.
- c. I hope this information is useful for you.
- d. Take care,
- e. Dear Phuong,

Hope this letter finds you well. I am writing to share some interesting news about urban development policies in Viet Nam.

- f. It's impressive to see how these policies aim to balance urban growth with environmental considerations.

A. e-b-a-c-f-d B. e-a-b-c-f-d C. e-b-a-d-f-c D. e-b-a-f-c-d

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

Yet urbanisation also presents many human development challenges. (18) _____ nearly 40 percent of the world's urban expansion may be in slums, worsening economic disparities and unsanitary conditions. Rapid urbanisation is also linked to environmental concerns and many cities located in coastal areas or on river banks (19) _____ natural disasters such as storms, cyclones and floods. Likewise, poor urban infrastructure - such as unreliable power systems, (20) _____ and poor public transport, inefficient ports and inadequate schools - reduces cities' competitiveness and economic prospects.

So not all urbanisation is positive, especially if it is unplanned. (21) _____, policymakers will have to address a few key issues.

(22) _____, more than two-thirds of the world's population is projected to be living in urban areas. This rapid increase will take place mainly in developing countries. Africa and Asia - (23) _____ - will have the fastest urban growth rates. Africa's urban population is projected to jump from 40 percent today to 56 percent by 2050, and Asia's from 48 percent to 64 percent.

Adapted from: <https://hdr.undp.org/content/rapid-urbanisation-opportunities-and-challenges-improve-well-being-societies>

Question 18: A. It estimates that

B. Estimated that

C. It is estimated that

D. Estimating that

Question 19: A. may also be vulnerable to

B. may be vulnerable also for

C. may be vulnerable also to

D. may also be vulnerable for

Question 20: A. congest roads

B. congesting roads

C. congested roads

D. congestion roads

Question 21: A. Be able to to fully capitalise on the opportunity

B. Being able to to fully capitalise on the opportunity

C. Able to to fully capitalise on the opportunity

D. To be able to fully capitalise on the opportunity

Question 22: A. For 2050

B. By 2050

C. Of 2050

D. From 2050

Question 23: A. still both less urbanised than other regions

B. both still less urbanised than other regions

C. both other regions still less urbanised than

D. both still urbanised less than other regions

Read the following passage and mark the letter A, B, c, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

More than 1 billion people live in housing (24) _____ is below minimum standards of comfort and sanitation, and new houses will have to be built for 3 billion people by 2030.

Investing in essential infrastructure propels growth and human development. There (25) _____ some progress in narrowing the infrastructure deficit in recent decades, but much more needs to be done. Good planning and sound management is needed to manage this. National and local governments need to become more strategic in responding (26) _____ the full range of challenges and opportunities posed by rapid urbanisation. This can be done by formulating a national urbanisation (27) _____ as a first step to help to identify urban development priorities, shape plans and better coordinate actions by all the actors involved, including the private sector.

There is, (28) _____ no one-size-fits-all urban strategy. Urban policy priorities and choices depend on a variety of factors - including the scale, speed and source of urbanisation, the size of cities and the stage of urban development.

Adapted from: <https://hdr.undp.org/content/rapid-urbanisation-opportunities-and-challenges-improve-well-being-societies>

Question 24: A. who

B. that

C. when

D. why

Question 25: A. is

B. will be

C. was

D. has been

Question 26: A. on

B. of

C. to

D. in

Question 27: A. strategy

B. reality

C. conclusion

D. reduction

Question 28: A. therefore

B. despite

C. although

D. however

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 29 to 33.

For the first time in history more than half the world's population resides in cities. The world's urban population now stands at 3.7 billion people, and this number is expected to double by 2050. The trend towards urbanisation is only getting faster and 96 percent of all urbanisation by 2030 will occur in the

developing world. This global shift toward a more urban global population has **profound** implications for a wide range of issues including food, water, and energy consumption. The move towards urban concentration is a fact, and as city life becomes a reality for an ever- greater share of the world's population, governments, companies, and civil society must recognize that they are largely unequipped to deal with city-level problems.

Urban growth presents an opportunity to connect more people to water and electricity, making them healthier and more productive. **It** also presents the risk of overwhelming various public goods, including power, infrastructure, health, and education as these systems adjust to increased demand. Urbanisation can be a positive, but if poorly managed will only amplify existing challenges. The recent Ebola virus outbreak in West Africa was an urban phenomenon, and was spread faster by poor municipal level systems, other risks, including gang violence and extremism leading to terrorism, can become worse in urban settings if not properly addressed.

Adapted from: <https://www.forbes.com/sites/danielrunde/2015/02/24/urbanization-development-opportunity/?sh=b17a3c06ca39>

Question 29: What would be the best title for the passage?

- A. The Consequences of Urbanization on Global Population
- B. Challenges and Opportunities in the Era of Urban Growth**
- C. Rapid Urbanisation: A Change in the 21st Century
- D. The Impact of Urban Concentration on Public Services

Question 30: The word “**profound**” in paragraph 1 is CLOSEST in meaning to _____.

- A. unsafe
- B. hidden
- C. famous
- D. significant**

Question 31: The word “**it**” in paragraph 2 refers to _____.

- A. water
- B. opportunity
- C. urban growth**
- D. electricity

Question 32: According to the passage, what are some of the risks associated with poorly managed urbanisation?

- A. improved public goods
- B. decreased food consumption
- C. gang violence and terrorism**
- D. decreased urban population

Question 33: Which of the following is NOT true according to the passage?

- A. The global urban population is expected to double by 2050
- B. 96 percent of all urbanisation by 2030 will occur in developed countries.**
- C. Urban growth provides an opportunity to connect more people to water and electricity.
- D. The recent Ebola virus outbreak in West Africa was an urban phenomenon.

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.

Urban development and rural emptying are two sides of the same 21st-century coin, and are global in their extent. In the 19th and 20th centuries, as populations across the world grew fast, urbanisation processes didn't necessarily affect rural regions negatively. Some communities benefited from younger people moving out to seek employment, education, and marriage in nearby cities, as families often had more children than they could adequately support.

In the 21st century, however, as family size has shrunk dramatically nearly everywhere, the benefits of a growing population have come to an end in developed countries.

Japan has led the way in East Asia. In 1974, the Japanese total fertility rate fell below the population replacement rate of 2.1. Demographers would have known then that, should conditions **persist**, the country would eventually slip into depopulation. Sure enough, conditions did persist, and in 2008 Japan registered its first peacetime population decrease.

Although Tokyo's population is now 13 million, the Kanto region of which it is the core boasts more than 37 million people - 30% of the whole population of Japan. Elsewhere in the country, hundreds of rural villages face **imminent** extinction.

Japan is not unique. Greater Seoul has around 25 million people, nearly half of South Korea's population in one urban area with the rest spread out across the rest of the country. And in China, the Pearl River delta area, **which** encompasses Hong Kong, Shenzhen, Macau and Guangzhou, counts 100 million people living within it, while the wider country now boasts 155 cities with more than 1 million population.

Adapted from: <https://theconversation.com/japan-is-paying-families-1-million-yen-to-move-to-the-countryside-but-it-wont-make-tokyo-any-smaller-197551>

Question 34: What would be the suitable title for the passage?

- A. East Asia's Shifting Demographics
- B. Biggest Cities in East Asia
- C. Urbanization and Its Impact on Population Dynamics in East Asia
- D. The Historical Impact of Urbanization

Question 35: What demographic change characterises the 21st century urbanisation trend?

- A. positive impact on rural regions
- B. global decline in population growth
- C. increased family size
- D. developed countries' urban decline

Question 36: The word "**persist**" in paragraph 3 is CLOSEST in meaning to _____.

- A. refer
- B. calculate
- C. continue
- D. believe

Question 37: What event in 2008 marked a significant demographic change in Japan?

- A. Tokyo's population growth
- B. rural village expansion
- C. Kanto region's depopulation
- D. the first peacetime population decrease

Question 38: The word "**imminent**" in paragraph 4 is CLOSEST in meaning to _____.

- A. forthcoming
- B. important
- C. reliable
- D. stable

Question 39: The word "**which**" in paragraph 5 refers to _____.

- A. greater Seoul
- B. the Pearl River delta area
- C. China
- D. country

Question 40: It can be inferred from the passage that _____.

- A. Urbanisation processes have got faster.
- B. South Korea does not face the problem of fast urbanisation.
- C. The Kanto region is the least populated region in Japan.
- D. Smaller families in developed countries are leading to population decline.

Period 52:

REVISION FOR FIRST TERM TEST (3)

I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, grammar, and reading skills.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge of life stories we admire, a multicultural world, green living, urbanization, the world work

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).

- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

6. Stabilization (2 mins)

- Greet the whole class, Check the attendance.

9. Check-up (during the lesson)

10. Classroom activities

E. PRACTICE ACTIVITIES

Mark the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

Question 1: A. shift B. client C. bill D. willing

Question 2: A. casual B. submit C. server D. footstep

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions..

Question 3: A. vacancy B. candidate C. quality D. department

Question 4: A. order B. bonus C. endure D. diver

Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

Question 5: She is skilled in IT, _____ she decided to explore opportunities in hospitality.
A. yet B. so C. or D. and

Question 6: _____ the work is challenging; the job offers excellent career growth.
A. Therefore B. Despite C. Since D. Although

Question 7: _____ I have a passion for design, I decided to pursue a job in graphic arts.
A. When B. If C. As D. When

Question 8: He is proficient in multiple languages; _____, he is considering a job in translation.
A. but also B. on the other hand C. as a result D. not only

Question 9: The server is _____ our order. We would like some fish and chips.
A. making B. taking C. setting D. doing

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

POSITION: SALES ASSISTANT

Responsibilities:

- Assist customers (10) _____ finding products
- Handle cash transactions and provide excellent customer service
- Maintain (11) _____ clean and organized store environment
- Monitor and restock inventory as needed

Qualifications:

- Previous retail experience preferred
- Strong communication and interpersonal skills
- Ability to work in a (12) _____ environment
- Flexibility in work schedule

Question 10: A. on B. of C. in D. from

Question 11: A. a B. an C. the D. Ø (no article)

Question 12: A. fast-pace B. fastpace C. fast-paced D. fast-pacing

POSITION: CUSTOMER SERVICE REPRESENTATIVE

Responsibilities:

- Respond to customer inquiries via phone and email
- Resolve issues and provide solutions in a timely manner
- Maintain accurate records of customer interactions
- Collaborate (13) _____ other team members to improve customer satisfaction

Qualifications:

- Excellent (14) _____ skills
- Problem-solving abilities
- Previous customer service experience preferred
- (15) _____ in using computer applications

Question 13: A. on B. to C. of D. with

Question 14: A. communicate B. communication C. community D. communicative

Question 15: A. Proficiently B. Proficient C. Procient D. Procifientation

Read the following passage and mark the letter A, B, c, or D to indicate the correct arrangement of the sentences to make a meaningful paragraph/ letter in each of the following questions.

Question 16:

- a. Firstly, the nature of the work itself plays an important role; individuals often find satisfaction in tasks that match their skills and interests.
- b. Finally, effective communication and recognition for contributions encourage a positive work atmosphere, which reinforces job satisfaction among employees.
- c. Moreover, fair and competitive compensation is a significant factor, as financial security contributes to overall job satisfaction.
- d. Secondly, the work environment is equally crucial, encompassing factors like workplace culture, interpersonal relationships, and organisational policies.
- e. Job satisfaction is influenced by a variety of factors that shape the overall work experience.

A. e-a-d-c-b B. e-c-d-a-b C. e-c-a-d-b D. e-d-c-a-b

Question 17:

- a. Thank you for considering my application, and I look forward to the possibility of discussing how my skills can benefit your team in more detail.
- b. Firstly, with a degree in Marketing, I am confident in my ability to contribute effectively to your team.
- c. Yours faithfully,
- d. My skills in market research and advertising planning align well with the requirements of the role, and I am eager to bring my skills and experience to your organisation.
- e. Dear Sir/Madam, I am writing to express my strong interest in the marketing officer position advertised on your company's website.
- f. Secondly, I am impressed by your company's commitment to innovation and creativity, and I am excited about the opportunity to contribute to your continued success.

A. e-f-d-b-a-c B. e-b-d-f-a-c C. e-b-f-d-a-c D. e-d-b-f-a-c

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

(18) _____, a hybrid work environment also has a significantly positive effect. Overall, those who worked both at the office and at home were most satisfied.

(19) _____, hybrid is a terrific solution, offering the opportunity for people to work where they work best whether they are focusing, collaborating, learning or socialising during their workday. (20)

_____, hybrid allows for plenty of connection to colleagues and the broader purpose of the organisation.

With hybrid, best practice is to provide clear expectations and guardrails for why and when people should be in the office, (21) _____. Encourage awareness and planning so teams can coordinate (22) _____. Emphasise intentionality about the types of work which will optimise the office or home.

Be creative about providing flexibility. (23) _____, ensure equity in how you're applying policies and practices for where and when people work.

Adopted from: <https://www.forbes.com/sites/tracybrowner/2023/06/04/job-satisfaction-is-rising-whats-behind-the-surprising-trend/>

Question 18: A. On terms of job satisfaction

B. On term of job satisfaction

C. In terms of job satisfaction

D. In term of job satisfaction

Question 19: A. When implemented effectively

B. When implementing effectively

C. Implementing effectively

D. To implement effectively

Question 20: A. So done well

B. If done well

C. If doing well

D. So doing well

Question 21: A. appropriate with autonomy combined

B. appropriate with combined autonomy

C. combining with appropriate autonomy

D. combined with appropriate autonomy

Question 22: A. despite collaborating in the office

B. although they're in the office in collaborating

C. when they're in the office to collaborate

D. because they're in the office in collaborating

Question 23: A. Since not all work can be done remotely

B. Due to not all work can be done remotely

C. Despite not all work can be done remotely

D. So not all work can be done remotely

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

Globalisation has turned the world economy into (24) _____ giant, interconnected web. This has made job markets fiercely competitive and talent and opportunities in the labour market more diverse and digitally accessible.

Jobs can be widely publicised and explored online and are no longer tied to your city of birth. We now live in a world (25) _____ the skills you learned yesterday might not be enough for today's job market.

The job market is transforming, with new careers emerging as automation and artificial intelligence (AI) (26) _____. Risks and price policies can be efficiently assessed using AI, making insurance underwriters redundant (27) _____ advanced software in banking and finance mean data analysis can be automated.

Online booking has reduced demand for travel agents and desktop publishers (28) _____ by user-friendly software, which allows people to create their own materials. These changes highlight the need for professionals to update their skills and adapt to a technologically evolving job market.

Adapted from: <https://theconversation.com/forget-about-a-job-for-life-todays-workers-need-to-prepare-for-many-jobs-across-multiple-industries-222753>

Question 24: A. the

B. an

C. a

D. Ø (no article)

Question 25: A. who

B. which

C. whom

D. where

Question 26: A. advances

B. demands

C. careers

D. experience

Question 27: A. although

B. while

C. despite

D. so

Question 28: A. replace

B. are replaced

C. replaced

D. replacing

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 29 to 33.

EVERYBODY knows - or at least thinks he knows - that a millennial with one job must be after a new one. Today's youngsters are thought to have little loyalty towards their employers and to be prone to "job-hop". Millennials (ie, those born after about 1982) are indeed more likely to switch jobs than their older colleagues. But that is more a result of how old **they** are than of the era they were born in. In America at least, average job tenures have barely changed in recent decades.

Data from America's Bureau of Labour Statistics show workers aged 25 and over now spend a median of 5.1 years with their employers, slightly more than in 1983. Job tenure has declined for the lower end of that age group, but only slightly. Men between the ages of 25 and 34 now spend a median of 2.9 years with each employer, down from 3.2 years in 1983.

It is middle-aged men whose relationship with their employers has changed most dramatically. Partly because of a collapse in the number of semi-skilled jobs and the decline of labour unions, the median job tenure for men aged 45-54 in America has fallen from 12.8 years in 1983 to 8.4. That decline has been offset by women staying longer in their jobs and higher retirement ages, which is why the overall numbers have barely changed.

Adapted from: <https://jobs.economist.com/article/https-www-economist-com-news-finance-and-economics-21730440-millennials-it-turns-out-are-loyal-and-boring-previous>

Question 29: What would be the best title for the passage?

- A. Millennials: The Job-Hopping Generation
- B. Job Trends Among Different Age Groups
- C. Stability in Job Tenures Across Generations
- D. The Impact of Semi-Skilled Job Decline on Middle-Aged Workers

Question 30: The word "**they**" in paragraph 1 refers to _____.

- A. tenures
- B. jobs
- C. employers
- D. millennials

Question 31: According to the passage, who is more likely to switch jobs?

- A. millennials
- B. middle-aged men
- C. women
- D. retired people

Question 32: How has the median job tenure for men aged 45-54 changed from 1983 to the present?

- A. It has increased.
- B. It has remained the same.
- C. It has slightly decreased.
- D. It has significantly decreased.

Question 33: Which of the following is NOT true according to the passage?

- A. Millennials are more likely to switch jobs than their older colleagues.
- B. Average job tenures in America have significantly decreased in recent decades.
- C. The median job tenure for men aged 45-54 has increased from 1983 to the present.
- D. Women staying longer in their jobs has offset the decline in job tenure for middle-aged men.

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.

There was a time, not too long ago, when employers were in such a rush to hire workers that they were doing anything they could to make it easier for people to apply. That time has passed.

Job hunting was becoming more miserable even before the pandemic, as the amount of time companies took to hire stretched out and as **they** asked candidates to undergo more and more interviews. Labour shortages during the pandemic gave a temporary relief, but now, as fears about a recession grow, companies are going back to their old habits of putting candidates through a **gruelling** process.

"It's frustrating and tiring—job hunting has never been this hard," says Michael Cook, who was **laid off** from a gaming company in December after more than a decade in the professional labour market, and who has applied to hundreds of jobs since. One company had him go through six rounds of interviews over multiple months; another asked him to create a project that they then used on their website but

didn't pay him for his work; others sent him take-home tests or asked him to record videos of himself answering pre-set questions. He has not received any offers.

Part of the difficulty comes from a tightening labour market especially in fields like tech that have had hundreds of thousands of layoffs in the last nine months. There is now, on average, one job opening for every two applicants on LinkedIn, a big change from early 2022, when there was one job opening per applicant on average.

But it's not just the economy causing companies to change their hiring processes in ways that make them take longer, says Peter Cappelli, a management professor at the Wharton School of the University of Pennsylvania. The pandemic increased the use of one-way video interviews, in which applicants are asked to record a video of themselves answering a list of pre-set questions, because interviews couldn't be done in person. But these interviews just give companies a lot more content to sort through.

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Question 34: What would be the best title for the passage?

- A. The Job Market in Changing Times
- B. Evolution of Hiring Practices: A Challenging Shift
- C. The Job Hunt Problem: A Personal Perspective
- D. Job Hunting in the Technology Field

Question 35: What is one reason mentioned for the increased difficulty in job hunting even before the pandemic?

- A. lack of job opportunities
- B. long hiring processes
- C. decreased number of applicants
- D. increased use of one-way video interviews

Question 36: The word "**they**" in paragraph 2 refers to _____.

- A. companies
- B. candidates
- C. interviews
- D. shortages

Question 37: The word "**gruelling**" in paragraph 2 is CLOSEST in meaning to _____.

- A. comfortable
- B. exhausting
- C. meaningful
- D. interesting

Question 38: The phrase "**laid off**" in paragraph 3 is CLOSEST in meaning to _____.

- A. fired
- B. accepted
- C. refused
- D. promoted

Question 39: How has the labour market changed in fields like tech in the last nine months?

- A. increased job openings
- B. one job opening for every two applicants
- C. decreased layoffs
- D. job hunting becoming easier

Question 40: It can be inferred from the passage that _____.

- A. The pandemic led to a decrease in job opportunities.
- B. The hiring process was challenging for applicants not too long ago.
- C. The pandemic made the hiring process faster for companies.
- D. The pandemic caused changes in the hiring process.

Mark the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

Question 1: A. shift B. client C. bill D. willing

Question 2: A. casual B. submit C. server D. footstep

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions..

Question 3: A. vacancy B. candidate C. quality D. department

Question 4: A. order B. bonus C. endure D. diver

Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

Question 5: She is skilled in IT, _____ she decided to explore opportunities in hospitality.

- A. yet
- B. so
- C. or
- D. and

Question 6: _____ the work is challenging; the job offers excellent career growth.

Grade: 12

A. Therefore B. Despite C. Since **D. Although**

Question 7: _____ I have a passion for design, I decided to pursue a job in graphic arts.

A. When B. If **C. As** D. When

Question 8: He is proficient in multiple languages; _____, he is considering a job in translation.

A. but also B. on the other hand **C. as a result** D. not only

Question 9: The server is _____ our order. We would like some fish and chips.

A. making **B. taking** C. setting D. doing

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

POSITION: SALES ASSISTANT

Responsibilities:

- Assist customers (10) _____ finding products
- Handle cash transactions and provide excellent customer service
- Maintain (11) _____ clean and organized store environment
- Monitor and restock inventory as needed

Qualifications:

- Previous retail experience preferred
- Strong communication and interpersonal skills
- Ability to work in a (12) _____ environment
- Flexibility in work schedule

Question 10: A. on B. of **C. in** D. from

Question 11: **A. a** B. an C. the D. Ø (no article)

Question 12: A. fast-pace B. fastpace **C. fast-paced** D. fast-pacing

POSITION: CUSTOMER SERVICE REPRESENTATIVE

Responsibilities:

- Respond to customer inquiries via phone and email
- Resolve issues and provide solutions in a timely manner
- Maintain accurate records of customer interactions
- Collaborate (13) _____ other team members to improve customer satisfaction

Qualifications:

- Excellent (14) _____ skills
- Problem-solving abilities
- Previous customer service experience preferred
- (15) _____ in using computer applications

Question 13: A. on B. to C. of **D. with**

Question 14: A. communicate **B. communication** C. community D. communicative

Question 15: A. Proficiently **B. Proficient** C. Procient D. Procifientation

Read the following passage and mark the letter A, B, c, or D to indicate the correct arrangement of the sentences to make a meaningful paragraph/ letter in each of the following questions.

Question 16:

- Firstly, the nature of the work itself plays an important role; individuals often find satisfaction in tasks that match their skills and interests.
- Finally, effective communication and recognition for contributions encourage a positive work atmosphere, which reinforces job satisfaction among employees.

- c. Moreover, fair and competitive compensation is a significant factor, as financial security contributes to overall job satisfaction.
- d. Secondly, the work environment is equally crucial, encompassing factors like workplace culture, interpersonal relationships, and organisational policies.
- e. Job satisfaction is influenced by a variety of factors that shape the overall work experience.

A. e-a-d-c-b B. e-c-d-a-b C. e-c-a-d-b D. e-d-c-a-b

Question 17:

- a. Thank you for considering my application, and I look forward to the possibility of discussing how my skills can benefit your team in more detail.
- b. Firstly, with a degree in Marketing, I am confident in my ability to contribute effectively to your team.
- c. Yours faithfully,
- d. My skills in market research and advertising planning align well with the requirements of the role, and I am eager to bring my skills and experience to your organisation.
- e. Dear Sir/Madam, I am writing to express my strong interest in the marketing officer position advertised on your company's website.
- f. Secondly, I am impressed by your company's commitment to innovation and creativity, and I am excited about the opportunity to contribute to your continued success.

A. e-f-d-b-a-c B. e-b-d-f-a-c C. e-b-f-d-a-c D. e-d-b-f-a-c

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

(18) _____, a hybrid work environment also has a significantly positive effect. Overall, those who worked both at the office and at home were most satisfied.

(19) _____, hybrid is a terrific solution, offering the opportunity for people to work where they work best whether they are focusing, collaborating, learning or socialising during their workday. (20) _____, hybrid allows for plenty of connection to colleagues and the broader purpose of the organisation.

With hybrid, best practice is to provide clear expectations and guardrails for why and when people should be in the office, (21) _____. Encourage awareness and planning so teams can coordinate (22) _____. Emphasise intentionality about the types of work which will optimise the office or home.

Be creative about providing flexibility. (23) _____, ensure equity in how you're applying policies and practices for where and when people work.

Adopted from: <https://www.forbes.com/sites/tracybrower/2023/06/04/job-satisfaction-is-rising-whats-behind-the-surprising-trend/>

Question 18: A. On terms of job satisfaction B. On term of job satisfaction
C. In terms of job satisfaction D. In term of job satisfaction

Question 19: A. When implemented effectively B. When implementing effectively
C. Implementing effectively D. To implement effectively

Question 20: A. So done well B. If done well C. If doing well D. So doing well

Question 21: A. appropriate with autonomy combined B. appropriate with combined autonomy
C. combining with appropriate autonomy D. combined with appropriate autonomy

Question 22: A. despite collaborating in the office
B. although they're in the office in collaborating
C. when they're in the office to collaborate
D. because they're in the office in collaborating

Question 23: A. Since not all work can be done remotely
B. Due to not all work can be done remotely

- C. Despite not all work can be done remotely
D. So not all work can be done remotely

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

Globalisation has turned the world economy into (24) _____ giant, interconnected web. This has made job markets fiercely competitive and talent and opportunities in the labour market more diverse and digitally accessible.

Jobs can be widely publicised and explored online and are no longer tied to your city of birth. We now live in a world (25) _____ the skills you learned yesterday might not be enough for today's job market.

The job market is transforming, with new careers emerging as automation and artificial intelligence (AI) (26) _____. Risks and price policies can be efficiently assessed using AI, making insurance underwriters redundant (27) _____ advanced software in banking and finance mean data analysis can be automated.

Online booking has reduced demand for travel agents and desktop publishers (28) _____ by user-friendly software, which allows people to create their own materials. These changes highlight the need for professionals to update their skills and adapt to a technologically evolving job market.

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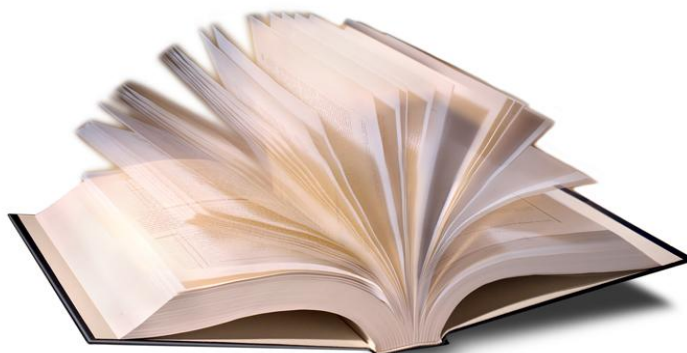
A. The pandemic led to a decrease in job opportunities.

B. The hiring process was challenging for applicants not too long ago.

C. The pandemic made the hiring process faster for companies.

D. The pandemic caused changes in the in **Period 53:**

THE FIRST TERM TEST



I. Objectives :

1. Knowledge, skills, attitude

- **Knowledge:** Test Ss' ability of using language learnt in units 1-5

Test their knowledge learnt in Unit 1-5

To have students apply what they have learnt in unit 1-5 to to the mid-term test.

Finding Ss' common mistakes to check and correct them.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge learnt

2. Orientation for competency development

- To help students to develop learning competences.

- To enable Ss to use the vocabulary and language correctly in order to develop students' language competence.

II. Contents of the test:

Part 1: Phonetics

Part 2: Vocabulary

Part 3: Grammar

Part 4: Reading

Part 5: Writing

Part 6: Listening

Period 54: FIRST TERM TEST CORRECTION

I. Aim: To help Ss:

- Review Ss' ability of using language: past simple, present perfect, modal verbs, stative verbs, linking verbs, Gerund

Grade: 12

- Review their knowledge about the topics: life stories we admire, a multicultural world, green living, urbanization, the world work
- Correct Ss' common mistakes.

II. METHODS

- Communicative, student-centered approach.

III. Teaching aids

Test, keys of the test.

IV. Time required: 45 minutes

V. Procedure:

- Ask Ss to re-explain the requirement of each exercise.
- Call some Ss to give the answers with explanation.
- Give feedback.

Period 55

UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 1: Getting started

A visit to a high-tech centre

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic Artificial intelligence;
- Gain vocabulary to talk about robots and artificial intelligence;
- Get to know the language aspects: Active and Passive Causatives.

2. Competences

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

3. Personal qualities

- Be aware of the advantages of AI applications like robots and stimulate creativity of students;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. virtual (adj)	/ˈvɜːtʃuəl/	made to appear to exist by the use of computer software, for example on the internet	ảo
2. exhibition (n)	/ˌeksɪˈbɪʃn/	a collection of things, for example works of art, that are shown to the public	triển lãm
3. activate (v)	/ˈæktɪveɪt/	to make something such as a device or chemical process start working	kích hoạt

4. facial recognition (n)	/ˌfeɪʃl rekəg'niʃn/	technology that allows a computer to identify a person by their face	nhận diện khuôn mặt

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Crossword

c. Expected outcomes:

- Students can revise vocabulary related to the topic and guess the key word.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Crossword - Teacher divides the class into four teams. - Teacher gives each team a handout of a crossword for them to solve. - The first team to finish the task and get the correct key word will be the winner of the game. - Teacher checks each word. Give further explanation if necessary. - Teacher leads in the lesson.	- Students work in groups. - Students work together and solve the crossword. - Students check the answers. Take notes the important words.	1. ARTIFICIAL 2. TECHNOLOGY 3. LABORATORY 4. AUTOMATIC 5. INTELLIGENCE 6. SCIENTIST 1. not real, made or produced to copy something natural 2. scientific knowledge used in practical ways in industry, for example in designing new machines 3. a room or building used for scientific research, experiments, testing, etc 4. having controls that work without needing a person to operate them 5. the ability to learn, understand, and make judgments or

		have opinions that are based on reason 6. a person who studies or is an expert in one or more of the natural sciences => Keyword: ROBOTS

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)**a. Objectives:**

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook.	New words: 1. virtual (adj) 2. exhibition (n) 3. activate (v) 4. facial recognition (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)**a. Objectives:**

- To introduce the unit topic (Artificial Intelligence);
- To introduce some vocabulary and the grammar point to be learnt in the unit;

b. Content:

- Task 1: Listen and read. (p.76)
- Task 2: Read the conversation again and answer the questions. (p.77)
- Task 3: Find words in Task 1 with the following meanings (p.77)
- Task 4: Complete the sentences with words or a phrase from Task 1 (p.77)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
- Set the context for listening and reading the conversation. Have Ss look at the pictures, the heading and the speakers' names. Ask Ss questions about them, e.g. <i>What can you see in the two photos?</i> (photo 1: a technology center; photo 2: a	- Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to	Questions: 1. <i>What can you see in the two photos?</i> 2. <i>Which activity do you think the students are attending?</i>

robot and a student); <i>Which activity do you think the students are attending?</i> (a field trip to a high-tech centre); <i>Who might be the tour guide?</i> (The robot) Encourage Ss to use their imagination and accept all answers. Then explain that they are visiting a high-tech centre. - Play the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to artificial intelligence in the conversation. - Have Ss compare the words they have underlined in pairs and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud. - Note: We'd normally use 'it' for a robot, unless it is given a male or female name.	artificial intelligence in the conversation. - Students compare the words and phrases with their partners. - Students read the conversation aloud.	3. <i>Who might be the tour guide?</i> Suggested answers: 1. photo 1: a technology center; photo 2: a robot and a student 2. a field trip to a high-tech centre 3. The robot
Task 2: Read the conversation again and answer the questions. (5 mins)		
- Ask Ss to work in pairs and look at the four questions carefully. Ask them to underline the keywords in each question (E.g: 1-Why, Nam, excited; 2- What, robots, do; 3 –What, examples, AI applications; 4- Where, Mai, see, facial recognition screen). Then read the conversation and locate the part of the conversation that contains the information. - Call out each blank and have different pairs provide their answers. - Confirm the correct answers.	- Students work independently to do the activity. - Students compare the answers in pairs.	Answer key: 1. Because he has never met a talking robot before. 2. He can answer questions and translate from different languages. 3. Facial recognition and virtual assistants. 4. At the entrance of the centre.
Task 3: Find words in Task 1 with the following meanings (6 mins)		
- Ask Ss to read the given meanings and suggested letters to identify the type of words (adjective, verb or nouns) - Have Ss read the conversation quickly again, and find words which contain the suggested letter and have the same or similar meaning to the given meanings. - Call on individual S to write the answers on the boards. Check answers as a class.	- Students read the conversation again and work independently to do the activity. - Students share and check the answers.	Answer key: 1. capable 2. recognition 3. activated 4. applications
Task 4: Complete the sentences with words or a phrase from Task 1 (5 mins)		
- Have Ss read the four sentences and check understanding. Ask them to focus on the phrases before each blank (have/get + Object) and types of words they need to fill in each blank.	- Students work individually to complete the sentences - Students share and check the answers.	Answer key: 1. taken 2. take 3. activated 4. checked

- In weaker classes, encourage Ss to read the conversation again and underline the sentences which have the same information. Then try to fill in the correct verbs.
- Check answers by calling on individual Ss to read out each sentence.

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)**a. Objectives:**

- To help Ss memorize the key information about the science and technology;
- To get Ss to speak about the main features of Jessica – the robot in the reading text.

b. Content:

- Role-play: Jessica - the AI robot

c. Expected outcomes:

- Ss can talk about the main features of Jessica – the robot in the reading text and some science and technology knowledge related to AI.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Role-play: Jessica - the AI robot (10 mins)		
- Teacher lets Ss work in groups of 4. In each group, one student plays the role of Jessica – the robot, others are students who visit the high-tech centre. - Give instructions to students. - Ask students to do a role-play, others students may ask Jessica about what she can do. - Some cues questions to ask Jessica: + Which special abilities do you have? + What are your strengths and weaknesses? + Which AI technology will be popular in the future? - Teacher asks to use their imagination and creativity in the role play together with the information provided in the reading text. - Teacher calls on some groups to present their stories. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group.	- Students work in groups to follow teacher's instruction. - Students perform in front of the class.	<i>Students' own creativity</i>

e. Assessment

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

5. CONSOLIDATION**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Grade: 12

- Prepare for the project in Lesson 8

Period 56

UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

Năm học 2025 – 2026

Grade: 12

- identify and pronounce the homophones in words and sentences correctly.
- understand and use words and phrases related to science and technology.
- understand and use active and passive causatives correctly.

2. Competences

- Develop communication 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, Unit 6, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Active and passive causatives

• The active causative is used when the subject causes the object to do something. The pattern means 'to cause someone to do something'.

have + someone + bare infinitive

get + someone + to-infinitive

Example: The AI expert had his assistant activate the new robot. I will get more people to join the technology club.

• The passive causative is used when the thing is done for the subject by someone else. The pattern means 'to cause something to be done'.

have/get + something + past participle

Example: The AI expert had/got the new robot activated.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Homophone game

c. Expected outcomes:

- Students can get ready to know about homophones.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Game: Homophone game

- Let Ss work in groups of 4.
- Give each group a worksheet, in which Ss have to write the suitable words under the pictures. The words are also provided in the worksheet.
- The first group to complete the task successfully is the winner.
- Teacher goes around to help Ss when necessary.
- Teacher checks the answer for each group which finishes the task early.
- Teacher checks the answer with the whole class and lead in the lesson.

- Students work in groups to do the activity.
- Students check the answers.

Suggested cards:**e. Assessment**

- Teacher observes and gives feedback.

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

- To help Ss recognise and practise homophones;
- To help Ss practise identifying homophones.

b. Content:

- Task 1: Listen and repeat the following homophones. (p.78)
- Task 2: Choose the correct words to complete the sentences. Listen and repeat. Then practise saying the sentences in pairs. (p.78)

c. Expected outcomes:

- Students can distinguish homophones and use the correct words in a complete sentence.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat the following homophones. (6 mins)		

- Write two ‘buy, bye’ on the board and call on one or two Ss to read it. Ask Ss to identify the similarity and differences between these two words. Refer to the Remember box to introduce homophones. Homophones are words that have the same pronunciation but different spelling and meanings. <i>Example: I have <u>two</u> books, <u>too</u>.</i> <i>/tu:./ /tu:./</i> - Play the recording and ask Ss to listen and repeat, paying attention to the words. Play the recording two or three times. - For strong classes, cover the second column and ask Ss to find the homephones to the words in the first column.	- Answer teacher’s question, identify the similarity and differences between these two words.

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 introduce words / phrases related to the topic *Science and technology*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.78)
- Task 2: Complete the sentences using the correct forms of the words from Task 1. (p.79)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
- Ask Ss to work in pairs, read five words and do the matching. - Check answers as a class. Call on one student to read aloud a word and on another student to read its definition. - In stronger classes, show Ss the meanings, the number of letters in those words/phrases and the beginning letter, and ask them to guess. They can do that in pairs or small groups. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.	- Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words.	Answer key: 1.c 2.a 3.e 4.d 5.b
Task 2: Complete the sentences using the correct forms of the words from Task 1. (6 mins)		
- Ask Ss to work individually. Tell them to read the sentences carefully to decide which word in 1 can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase as well as the correct forms. E.g. 3. Needs a plural noun after "many". - Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first. - Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each sentence using contextual clues, e.g. <i>The first sentence needs a noun and it refers to a part of people's life. The second sentence needs an adjective to go with type of robot', and the word 'advanced' is the best choice.</i>	- Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences.	Answer key: 1. Artificial intelligence 2. advanced 3. programmed 4. analyse 5. chatbots

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 how to use active and passive causatives;
- To help Ss practise using causatives in a speaking activity.

b. Content:

- Task 1: Rewrite the sentences using active or passive causatives. (p.79)
- Task 2: Work in pairs. Make predictions about applications of robots in the future, using causatives. (p.79)

c. Expected outcomes:

- Students know how to use active and passive causatives and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS'	CONTENTS

ACTIVITIES		
Task 1: Rewrite the sentences using active or passive causatives. (6 mins)		
- Tell Ss to look at the sentences using active and passive causatives in Activity 4 in GETTING STARTED. Elicit the active and passive causative, e.g. What is the type of object after “have/get”? <i>What are the forms of verbs after these objects?</i> - Have Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary. - Ask Ss to work individually to rewrite the sentences using the given subjects. Remind Ss that they can write the sentences using active or passive causatives. - Call on individual Ss to write their answers on the board. Check answers as a class.	- Students read the notes in the Remember box. - Students rewrite the sentences using the given subjects. - Students explain their answers.	Answer key: 1. I have a robot clean my house every day./ I have my house cleaned every day (by a robot). 2. My dad had / got our robot vacuum cleaner repaired. 3. We had a robot put together our new furniture in 10 minutes. / We got a robot to put ... 4. He will have / get his computer upgraded to improve its performance.
Task 2: Work in pairs. Make predictions about applications of robots in the future, using causatives. (7 mins)		
- Have Ss read the instruction and example, make sure they all understand the context and what they have to do. - Point to the example and the causative in these sentences. Ask: Which sentence uses active causative and which uses passive causative? - Put Ss in pairs to make predictions about the future applications of robots in their life, using active or passive causatives. - In stronger classes, set a time limit of four minutes and have pairs come up with as many sentences as they can. - Invite pairs to share their sentences with the whole class.	- Students work in pairs and make predictions about the future applications of robots in their life, using active or passive causatives. - Present their ideas in front of class.	Suggested answers: <i>People/We will have robots do the housework for them/ us.</i> <i>People will have some dangerous jobs done by robots.</i> <i>People will have robots do operations / take care of patients in the hospital.</i> <i>Students will have their homework done by robots.</i>

e. Assessment

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

5. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework: - Do exercises in the workbook.

- Prepare for Lesson 3 - Reading.

Period 57

UNIT 6: ARTIFICIAL INTELLIGENCE**Lesson 3: Reading****AI applications in education****I. OBJECTIVES**

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

Năm học 2025 – 2026

1. Knowledge

- Develop reading skills for general ideas and for specific information in an article about AI applications in education.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. portfolio (n)	/pɔ:t'fəʊliəʊ/	a collection of photographs, drawings, etc. that you use as an example of your work	bộ tài liệu
2. effortlessly (adv)	/'efətləsli/	in a way that needs little or no effort, and that seems easy	không tốn sức
3. concept (n)	/'kɒnsɛpt/	an idea or a principle that is connected with something abstract	khái niệm
4. (to) personalise	/'pɜ:sənəlaɪz/	personalise something to mark something in some way to show that it belongs to a particular person	cá nhân hóa
5. conversational (adj)	/,kɒnvə'seɪʃənəl /	not formal; as used in conversation	trong giao tiếp thông thường

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Reveal the secret word

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Reveal the secret word - Teacher lets Ss work in groups. - Teacher delivers a handout to each group, in which students have to fill in the blanks with suitable words. - Teacher asks students to guess the secret key word after they have completed the task. - The first group to do the task successfully and get the correct key word is the winner of the game. - Teacher leads in the lesson.	- Students work in groups to do the activity. - Students raise their hands to answer the questions.	Reading passage: In the rapidly evolving world of education, technology has become a (1) ____ behind innovation and transformation. Among the many (2)____ technologies making waves in the educational landscape is KEY WORD HERE. It has emerged as a powerful tool for transforming learning experiences through AI conversations. an advanced natural language processing model, is designed to understand and generate (3) _____ text based on the input it receives. It operates on the principles of deep learning, leveraging large-scale datasets to pre-train its language comprehension abilities. By employing this (4) _____ AI conversational tool in education, the learning process is elevated to new heights, offering students and educators unique (5) _____ for growth and collaboration. Answer key: 1. driving force 2. cutting-edge 3. human-like 4. sophisticated 5. opportunities KEY WORD: Chat GPT (Generative Pre-trained Transformer)

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in groups. Discuss what the pictures in the article below show and where you might see them. (p.80)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in groups. Discuss what the pictures in the article below show and where you might see them. (4 mins)		
- If possible, play video clips showing different applications of AI in life (robots, speech recognition...) to spark Ss' interest in the topic and ask them what they are going to read. - Put Ss into pairs to discuss the two given pictures (<i>what they are; where they might see them</i>) - Call on some pairs to share their answers. - Introduce the topic of the reading text.	- Students work in pairs and answer the questions. - Students discuss the two given pictures. - Students share their answers.	Suggested answers: Pic 1. Chatbots Pic 2. Virtual reality We may see the first applications on laptops or smartphones. We may see the second one in tech centre, classrooms, museums....
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. portfolio (n) 2. effortlessly (adv) 3. concept (n) 4. (to) personalise 5. conversational (adj)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)**a. Objectives:**

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.81)
- Task 3: Read the article again and choose the correct answer A, B, C, or D (p.81)
- Task 4: Complete each of the following sentences with one word from the article. (p.81)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Choose the correct meanings of the highlighted words. (6 mins)		
- Have Ss look through the four words, identify their part of speech (<i>1. a noun; 2. an adjective; 3. an adjective; 4. a noun</i>) and guess their meanings first. Then locate the words in the article. - Ask them to study the context including the sentences containing the words as well as neighbouring sentences carefully. They may replace the word with each choice to	- Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required.	Answer key: 1.C 2.B 3.A 4.B Strategy: Reading for vocabulary To read and understand the meanings of words/phrases in context, students should: 1. Locate the word or

see which one best replaces the word. - Call on individual Ss to say out their answers. Check answers as a class.		phrase in the text. 2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully. 3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.
Task 3: Read the article again and choose the correct answer A, B, C, or D (7 mins)		
- Ask Ss to read the questions and four options, and underline the key words in each of them, e.g. Question 1: What, students, Singapore, upload, digital portfolio; <i>Question 2: Which, AI chatbos, NOT do</i>; Question 3: <i>Which, one benefit, using VR, Hong Kong schools</i>; Question 4: <i>Which group, NOT benefitted, Personalised learning app</i>; Question 5: <i>Which AI applications, helpful, students, need, additional tutoring</i>. - Check whether Ss have got the right key words. - Ask Ss to scan the text to locate the key words, as well as paraphrases of these key words. Then choose the option that matches the information in the text. Remind them to watch out for question 2 and question 4 (negative facts) where they have to eliminate the options containing correct information mentioned in the article. - Have Ss work in pairs or groups to compare answers. - In weaker classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information in the article. E.g, the answer to question 1 is in fourth sentence of paragraph A, “<i>This app collects data from the learning and work experience that students upload onto the app</i>”. “<i>learning and work experience that students upload onto the app</i>” is similar to option C “<i>their study and work experience</i>”. For question 2, students will eliminate all the options that are mentioned in paragraph B (Option A. <i>explain lessons = explain concepts clearly</i>; Option C. <i>answer questions</i>; Option D. <i>comment on</i>	- Students read the questions and four options, and underline the key words in each of them. - Students scan the text to locate the key words, as well as paraphrases of these key words. - Students choose the option that matches the information in the text - Students check answers with the whole class and give explanations for their choice.	Answer key: 1.C 2.B 3.A 4.B 5.D

<i>homework = give feedback on homework)</i> and choose B as the answer. - In stronger class, ask Ss to explain their answers by providing clues from the text.		
Task 4: Complete each of the following sentences with one word from the article. (7 mins)		
- Ask Ss to read the four sentences, and identify the part of speech that is needed to fill in each blank, e.g. Question 1: a noun as subject 2: <i>a noun of place</i> after the preposition “on”; Question 3: <i>a noun</i> after “the”; Question 4: <i>a noun</i> that goes with <i>distance-learning</i> to form a meaningful phrase. Then identify the paragraph where they can find the missing words. E.g. <i>Question 1: paragraph A, question 2: paragraph B; question 3: paragraph C; question 4: paragraph D.</i> - Ask Ss to scan each paragraph to locate the missing words. - Have Ss work in pairs or groups to compare answers. Check answers as a class.	- Students read the four sentences and identify the part of speech that is needed to fill in each blank. - Students scan each paragraph to locate the missing words - Students compare their answers with partners then check with the whole class.	Answer key: 1. students 2. chatbots 3. history 4. platform

e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)**a. Objectives:**

- To check students’ understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 5: Work in groups. Discuss the following question. *Which of the AI applications do you think your school can adopt?* (p.81)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the use of AI applications in their own school.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following question. <i>Which of the AI applications do you think your school can adopt?</i>		
- Put Ss into pairs. Have them discuss the question. - Invite some pairs to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible. - Praise for interesting ideas and fluent delivery.	- Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedback.	Suggested answers: In my opinion, educational chatbots can be of great use at my school as they provide additional support to students before and after class. They can also help tutor weak students to keep up with the class progress and reduce the workload for many teachers.

Grade: 12

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Period 58

UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 4: Speaking

Applications of AI in education

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about applications of AI in education;
- Memorise vocabulary to talk about applications of AI in education.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be aware of the advantages of AI applications in education and stimulate creativity of students;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. ready-made (adj)	/ˌredi 'meɪd/	prepared in advance so that you can eat or use it immediately	làm sẵn
2. feedback (n)	/'fiːdbæk/	advice, criticism or information about how good or useful something or somebody's work is	nhận xét
3. virtual reality (n)	/ˌvɜːtʃuəl ri'æləti/	images and sounds created by a computer that seem almost real to the user, who can interact with them by using sensors	thực tế ảo
4. critical thinking (n)	/ˌkrɪtɪkl 'θɪŋkɪŋ/	the process of analysing information in order to make a logical decision about the extent to which you believe something to be true or false	tư duy phản biện

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

b. Content:

- Watch a video

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. - The team with the higher score will be the winner. - Teacher leads in the lesson.	- Students work in groups to do the activity. - Students raise their hands to answer the questions.	Link: https://www.youtube.com/watch?v=1UjXNTyTTvc Questions: 1. What is the robot called? <i>DTR (Dance Teaching by a Robot)</i> 2. Where was it invented? <i>Japan</i> 3. For beginners, what does the robot do? <i>It guides the dance with low compliance, leading the motion in the correct direction.</i> 4. Can it evaluate the partner's performance? <i>Yes. And it can modify its guidance based on it.</i> 5. What kind of interaction that the robot combines when it supports the skill learning process? <i>Cognitive and physical interaction</i>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)**a. Objectives:**

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about applications of AI in education.

b. Content:

Grade: 12

- Task 1: Work in pairs. Match each AI application (1–5) with its purpose in learning (a–f). There can be multiple correct answers (p.82)

- Pre-teach vocabulary

- Task 2: Work in groups. Discuss the questions. (p.82)

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.

- Students have an overview about the applications of AI in education..

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Match each AI application (1–5) with its purpose in learning (a–f). There can be multiple correct answers (10 mins)		
- Remind Ss of the reading text about applications of AI in education around the world (digital portfolio, educational chatbots, VR, personalised learning app). - Ask, <i>Do you know other applications of AI in learning? What are their purposes?;</i> and encourage Ss to come up with as many points as they can (robots, AI games, speech recognition...) - Then ask Ss to look at the table to see if any of their points are included there. Have them work in pairs and match each AI application with its purposes on learning. - Check answers as a class. Ss may add more purposes to the given applications.	- Students recall information from reading lesson about AI in education around the world (digital portfolio, educational chatbots, VR, personalised learning app). - Students answer the teacher's questions. - Work in pairs and match each AI application with its purposes of learning. - Check answers and add more purposes.	Suggested answer: 1. a, c 2. a, d, f 3. a, f 4. b, f 5. a, e, f
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. ready-made (adj) 2. feedback (n) 3. virtual reality (n) 4. critical thinking (n)
Task 2: Work in groups. Discuss the questions.		
- Put Ss in pairs and have them discuss the two given questions. Remind them to take notes of their discussion. - In weaker classes, write some guiding questions on the board and ask Ss to think of the answers to these questions. E.g. <i>What applications will you choose in your class/school? ; What are their advantages/ How can they support your study? What difficulties/challenges you may have when using this app?...</i> - Ask Ss to look at some useful expressions for discussion in the appendix of their book if they need help.	- Students work in pairs to discuss the two given questions. 1. <i>How can each application in Task 1 be used in education?</i> 2. <i>What are the advantages and disadvantages of each application?</i> - Look at some useful expressions for discussion in the appendix of their book if they need help.	Suggested answer: <i>A: What do you think about chatbots app?</i> <i>B: I think it is an effective application because it can help students understand the lessons better and provide instant support throughout the course.</i> <i>A: When should we use this app to enhance our learning experience ?</i> <i>B: You can use it during</i>

- Walk around and provide help if necessary.		<i>and after the teachers' lectures to clarify some confusions and queries.</i> <i>A: Does it have any disadvantages?</i> <i>B: Of course. Using chatbots too often may make the students lazy and reduce their self-study time as they have no desire to discover the topic. All the answers will be answered and explained by the app.</i>

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)**a. Objectives:**

- To give Ss an opportunity to present their group discussion to the class;
- To help some students enhance presentation skills.

b. Content:

- Task 3. Prepare a summary of your discussion and report to the whole class. (p.82)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about advantages and disadvantages of each AI application in education.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Prepare a summary of your discussion and report to the whole class.		
- Have a representative from some pairs briefly share their discussion in front of the class. - Praise for good effort, well-structured responses and fluent delivery.	- Students share their discussion in front of the class.	<i>Suggested answer:</i> <i>My pair wants to use a chatbot app at our school because it can help us understand the lessons better and provide instant support throughout the course. We can use it during and after the teachers' lectures to clarify some confusions and queries. However, this app has some disadvantages. It can make us lazy and reduce our self-study time as we have no desire to discover the topic. All the answers will be answered and explained by the app.</i>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Period 59

UNIT 6: ARTIFICIAL INTELLIGENCE**Lesson 5: Listening**
Operating a home robot**I. OBJECTIVES**

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

1. Knowledge

- Gain an overview about a home robot;
- Memorize vocabulary to talk about how to operate a home robot.

2. Competences

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

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 6, Listening
- Projector / TV
- Computer connected to the Internet
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. command (n)	/kə'mɑ:nd/	an order given to a person or an animal	mệnh lệnh
2. monitor (n)	/'mɒnɪtə(r)/	a screen that shows information from a computer; a television screen used to show particular kinds of information	màn hình điều khiển
3. station (n)	/'steɪʃn/	a place where somebody/something has to wait and watch or be ready to do work if needed	nơi chờ
4. function (n)	/'fʌŋkʃn/	a special activity or purpose of a person or thing	chức năng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the

questions before they listen.
- Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Watch a video

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. - The team with the higher score will be the winner. - Teacher leads in the lesson.	- Students work in groups to do the activity. - Students raise their hands to answer the questions.	Link: https://www.youtube.com/watch?v=R4RXsBxiQIw Questions: 1. What is it? <i>A robotic vacuum cleaner</i> 2. Do you have this at home? 3. Do you think it is a useful invention? Why? <i>- It can do almost all the work of cleaning, which frees your hands and can give you more time to do other, more interesting things.</i> <i>- Compared to traditional vacuums, robotic vacuums are much quieter.</i> <i>- The mobile application, as a remote-control device, can be used to control the robot, and no extra manual operation is needed.</i> <i>- Robotic vacuums are self-charging.</i>

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the following questions. (p.82)

- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Task 1: Work in pairs. Discuss the following questions. (4 mins)		
- Ask Ss to work in pairs, and discuss the two questions. Explain that a type of robot will be introduced in the recording. - Call on some pairs to share their answers. - Have Ss share what they know about a home robot and their experience if any.	- Work in pairs, and discuss the two questions. - Share the answers. - Share what they know about a home robot and their experience if any.	Questions: 1. Would you like to have a robot to help you in your daily life? 2. What would you like it to do for you?
Vocabulary teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students say the meaning of the words. - Students write new words on their notebook.	New words: 1. command (n) 2. monitor (n) 3. station (n) 4. function (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)**a. Objectives:**

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information and how to use a home robot.

b. Content:

- Task 2: Listen to the first part of a conversation between Nam and an AI expert. Decide whether the following statements are true (T) or false (F) (p.82)
- Task 3: Listen to the second part of the conversation and complete each gap in the diagram with no more than TWO words (p.82)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to the first part of a conversation between Nam and an AI expert. Decide whether the following statements are true (T) or false (F). (10 mins)		
- Have Ss read four statements, and make guesses before listening. Ss can also underline other key words besides the two options in each statement to have more clues. E.g. 1. <i>Talking, an educational robot</i>; 2. <i>Ally, most advanced, robot, AI</i>; 3. <i>Ally, see, hear, speak, teach maths, science</i>; 4. <i>robot, runs, batteries</i>. - Play the recording and tell Ss to listen, pay attention to the key words and decide if the	- Students make predictions before listening. - Listen and check the answer.	Answer key: 1. F 2. T 3. T 4. F

statement is true or false. For this kind of question – True/False, remind Ss to pay attention to the key words or expressions the speaker use in their recording and their synonyms or paraphrases in each statement. E.g. Question 1. Minh says “<i>I’d like to know more about the home robots at the New Tech Centre.</i>”; so they are talking about home robot, not an educational robot; so the question 1 is false. - Have Ss compare their answers in pairs / groups. - Check answers as a class and confirm the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening. - In weaker classes, play the recording again pausing at the places where they can get the information.		
Task 3: Listen to the second part of the conversation and complete each gap in the diagram with no more than TWO words. (10 mins)		
- Have Ss look at the diagram, read each of the statements, underline key words, and identify the part of speech to fill in each blank; e.g. 1. (a noun/ noun phrase) use, control; 2.(a noun/ noun phrase) log in,printed, back head; 3.(a command) say, ask questions; 4. (a a noun) open, choose. Remind Ss that the statements may include paraphrased from what they hear in the recording so they should listen for synonyms, or phrases with similar meanings. - In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening. - Play the recording and have Ss fill in the missing words. Remind them not to exceed the word limit (no more than TWO words for each blank) - Have Ss compare their answers in pairs / groups. - Check answers as a class. Invite individual Ss to say out the word/phrase for each blank. - Let Ss listen again, pausing at the places where Ss can find the information.	- Students read the questions and underline the key words and identify the part of speech to fill in each blank. - Students fill in the missing words with no more than TWO words for each blank.	Answer key: 1. voice commands 2. serial number 3. Hey Ally 4. monitor screen

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)
a. Objectives:

- To check students’ understanding and memorize the information in the recording;
- To help some students enhance presentation skills;

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- To practise team working;
- To help Ss use the language and ideas from the listening to share opinions about Walt Disney's life and achievements.

b. Content:

- Task 4: Work in pairs. Discuss the following questions.

Do you want to have the same type of robot? Why/Why not? (p.82)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question.		
- Ask Ss to work in pairs and discuss the question. Walk round the class and offer help. - Call on Ss from different groups to share their ideas with the class.	- Students work in pairs and discuss. - Students share their ideas to the whole class.	<i>Suggested answer:</i> <i>I would like to have a robot like Ally at home because it can become my friend and help me to study. And it also can take care of my grandparents as they are old and need medical support.</i> <i>I want to have a home robot but I want it to have more functions than Ally such as cleaning house, cooking meals or even going to the supermarket to buy food.</i>

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up: - Summarise the main points of the lesson.

b. Homework: - Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Period 60

UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 6: Writing

An essay about the advantages and disadvantages of home robots

I. OBJECTIVES

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

1. Knowledge

- Write an essay to present about the advantages and disadvantages of home robots.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 6, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Năm học 2025 – 2026

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Listen to music. Fill in the lyrics of a song.

c. Expected outcomes:

- Students can fill in the blanks to complete the lyrics of a Disney song and get ready for the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows the question, Ss write down all the answers, as many as possible. - The team with more correct answers will be the winner. - Teacher leads in the lesson.	- Students work in groups to do the activity. - Students raise their hands to answer the questions.	Link: https://www.youtube.com/watch?v=sj1t3msy8dc Questions: What can the robot in the video do? Suggested answers: - listen and follow the user's commands; - make video calls; - remind people what to do everyday; - self-charge automatically; - detect unusual situations, - etc...

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITNG (9 mins)**a. Objectives:**

- To help Ss generate ideas for their writing

b. Content:

- Task 1: Work in pairs. Decide whether the following ideas (a–d) are advantages (+) or disadvantages (–) of home robots. Then complete the notes using the sentences (a–d) in the box. (p.83)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about the advantages and disadvantages of home robots in the next part.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Decide whether the following ideas (a–d) are advantages (+) or disadvantages (–) of home robots. Then complete the notes using the sentences (a–d) in the box.		
- Have Ss work in pairs and discuss the advantages and disadvantages of having a home robot. Tell them to refer to the ideas in	- Students work in pairs and discuss the advantages and disadvantages of having a	Answer key: Advantages: A,D Disadvantages: B,C

the listening section (a home robot). - Ask Ss to look at the tables and check if their ideas are included. Give them some minutes to complete the notes and decide on the advantages and disadvantages of home robots. - Call on some pairs to share their answers. - Check answers as a class.	home robot. - Students look at the tables and check if their ideas are included. - Students complete the notes and decide on the advantages and disadvantages of home robots.	1.b 2.a 3.d 4.c

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)**a. Objectives:**

- To help Ss practise writing an essay about the advantages and disadvantages of home robots.

b. Content:

- Task 3: Write an essay (180–200 words) about the advantages and disadvantages of home robots, using the ideas in task 1 and the suggested outline below. (p.83)

c. Expected outcomes:

- Students can write an essay about the advantages and disadvantages of home robots.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Write an essay (180–200 words) about the advantages and disadvantages of home robots, using the ideas in task 1 and the suggested outline below.		
- Ask Ss to study the outline and the useful expressions and check understanding. - Review the structure of an essay. Write its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss refer to the Writing section in Unit 2 to check their answers if possible. - Put Ss into groups and have them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of supporting ideas and examples. - Walk round the class to give further support if needed. - When Ss finish writing, give them time to check their essays. - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary.	- Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1.	Suggested answer: <i>AI technologies have given us many amazing opportunities. One of them is using smart robots to perform different tasks at home. People are beginning to use home robots, but we need to consider both the advantages and disadvantages that they bring.</i> <i>Using home robots has several advantages. First, they can clean our houses, do the laundry and water the plants. They will never complain about doing all the repetitive and boring tasks. Robots can also help us spend more quality time with our families. We will have more time for leisure activities and family bonding. Second, home robots can provide information and entertainment. They are programmed to answer questions about many topics. They can also keep us entertained by performing music or playing games with us.</i> <i>However, there are also disadvantages of having a home robot. First, all the robots and other intelligent machines are designed by human beings. They need to be pre-programmed by engineers and can</i>

		<i>only follow a set of instructions. If a robot breaks down, it will be expensive to repair. In addition, we may start relying on home robots too much. We may become lazy and use our brains less and less. This way we may lose our ability to think critically.</i> <i>In conclusion, home robots are designed to make our lives easier and happier. However, we should not become too dependent on them if we don't want to lose important life skills.</i>

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)**a. Objectives:**

- To do a cross-check and final check on students' writing.

b. Content: Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	- Students swap their piece of writing with their partners and give peer review.	<i>Writing rubric</i> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up: Summarise the main points of the lesson.

b. Homework:

- Rewrite the essay in the notebooks.
- Do exercises in the workbook.

Period 61

UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about the evolution of robots;
- Review expressions for getting attention and interrupting.

2. Competences

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

3. Personal qualities

- Be polite when getting attention and interrupting;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 6, Communication and Culture / CLIL
- Computer connected to the Internet

- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. evolution (n)	/ˌi:vəˈluːʃn/	the slow steady development of something	tiến hóa
2. stimulus (n)	/ˈstimjələs/	something that helps somebody/something to develop better or more quickly	chất xúc tác
3. (to) provoke	/prəˈvəʊk/	to cause a particular reaction or have a particular effect	kích thích
4. slope (n)	/sləʊp/	a surface or piece of land that slopes (= is higher at one end than the other)	sườn núi
5. (to) imitate	/ˈɪmɪteɪt/	to copy somebody/something	bắt chước

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video

c. Expected outcomes:

- Students can get knowledge about a modern robot in the world.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows the question, Ss raise their hands to grab the chance to answer. - Teacher leads in the lesson.	- Students work in groups to do the activity. - Students raise their hands to answer the questions.	Link: https://www.youtube.com/watch?v=Q1d5aiBFNpM Questions: What's your impression on Ameca – the robot? Suggested answers: <i>(students' own impression)</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers get attention and interrupt;
- To review how to get attention and interrupt;
- To help Ss practise getting attention and interrupting.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.84)
- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (p.84)

c. Expected outcomes:

- Students can use appropriate language to get attention and interrupt in certain situations.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)		
- Ask Ss to read through the two	- Students listen to the	Answer key:

incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?</i> - Give Ss a few minutes to read the expressions in the box and check understanding. - In stronger classes, encourage Ss to fill in the gaps based on context clues. - Have Ss listen and complete the conversation with the words from the box. - Check answers by asking two Ss to read out the conversations. - Have Ss underline expressions used to get attention (<i>Hey, May I have your attention</i>) and interrupt (<i>Do you mind, I'm sorry for interrupting</i>) - Put Ss in pairs and have them practise the conversation. - Invite some pairs to role play the conversation in front of the class.	recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs.	1.C 2.B 3.D 4.A
Useful expressions (7 mins) - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: get attention and interrupt. - Teacher asks Ss to classify the expressions into two groups. - Check as a class. - T asks if Ss can add some more expressions.		
Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (6 mins)		

- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they go to a museum and robot exhibition, see a friend and want to get his/her attention, how they can interrupt a speaker in a talk on AI. - Have Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board. - Go through the Useful expressions in the box and remind Ss to use them in their conversations. - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. <i>how they are going to get the attention of a friend, how they are going to interrupt a speaker to ask a question...</i> - Walk around the class and provide help if needed. - Call on some groups to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for getting attention and interrupting, clear pronunciation and fluent delivery.	- Make a plan for the conversation. - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class.	Suggested answer: a. Student A: Hey, Long. Are you also attending the exhibition: Robots in the 21st century ? Student B: Hi, Mai. Yes, I have just arrived. Student A: Sorry to bother you. Do you want to join me on a VR trip? Student B: Definitely. b. Student A: ...So I have talked about the use of AI in education. Now, let's move to the application of AI in the workplace. Student B: Excuse me, Dr Peter. Would you mind telling me more about the challenges of using AI chatbots in the classroom? Student A: That's a good question. Well,....

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)**a. Objectives:**

- To introduce words / phrases related to the topic;
- To help Ss learn about the evolution of robots;
- To help Ss relate what they have learnt about AI robots in the world to the context of their own country.

b. Content:

- Task 1. Read the text and complete the timeline showing the evolution of robots (p.85)
- Task 2. Work in groups. Discuss the questions. (p.85)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about AI robots in the world to the context of their own country.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and complete the timeline showing the evolution of robots. (10 mins)		
- Ask Ss some questions to find out what they already know about the topic, e.g. <i>Have you ever had/met a robot? When did the first robot appear? How have robots changed ?</i>	- Students answer questions to find out what they already know about the topic. - Students work in pairs and read the text and complete	Suggested answers: 1. 1959 2. Kismet 3. 2005 4. visual-recognition

- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What type of robots were first introduced? In which field are robots being used? Can you list some examples of robots?</i> - Put Ss into pairs. Ask them to read the text and complete the timeline illustrating the evolution of robots with suitable numbers or words. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer. - Go back to the questions on the board, i.e., the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	the timeline illustrating the evolution of robots with suitable numbers or words.	
Task 2: Work in groups. Discuss the questions. (5 mins)		
- Ask Ss to work in groups to discuss the two questions. - In weaker classes, ask questions to brainstorm ideas as a class, e.g. <i>Is AI being used in Viet Nam? What are they?</i> - To answer the first question, encourage Ss to think of some fields which are applying AI, e.g: education (<i>Google search, ChatGPT, Grammarly</i>), workplace (<i>facial recognition, Auto-answer box</i>), home (<i>robot cleaner, facial recognition</i>), entertainment (<i>VR</i>). Then they come up with some ideas about how robots and AI will be in the future (<i>AI will replace tedious or dangerous tasks, AI will treat, and largely eliminate, neurological disorders like Alzheimer's, Parkinson's, most birth defects, and spinal cord injuries as well as blindness and deafness, robots will be controlled by our minds</i>) - Invite some groups to present a summary of their discussion to the class.	- Students work in groups to discuss the question. - Students share their ideas in front of class.	<i>Suggested answers:</i> Artificial intelligence (AI) and machine learning (ML) have become more popular in Vietnam with a large proportion of young people having experimented in these fields after realizing their potential. There are three commonly used AI types – face recognition, voice recognition and image analysis. In the future, AI will replace tedious or dangerous tasks. It also will treat, and largely eliminate, neurological disorders like Alzheimer's, Parkinson's, most birth defects, and spinal cord injuries as well as blindness and deafness. Moreover, robots will be controlled by our minds and have more emotions and feelings.

e. Assessment

- Teacher corrects the students as a whole class.

5. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

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

Period 62

UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 6;
- Apply what they have learnt (vocabulary and grammar) into practice through a project;
- Propose a way to use AI in daily lives and give a group presentation about it.

2. Core competence

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

3. Personal qualities

- Be proud and respectful of famous people in Viet Nam and in the world
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 1.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number - Ss work in 2 teams. - There are 7 numbers, 1 of which are lucky ones. - If Ss choose a lucky number, they get one point	- Students join the game and guess the words.	<i>Suggested words:</i> 1. Chatbots 2. Personalize 3. Portfolio

without answering the question. - If they choose the other numbers, Ss have to rearrange the letters in the word to make a correct one. (scramble words) - One point for a correct answer. - The group with the most points is the winner.		4. Virtual 5. Platform 6. Robotic

e. Assessment

- Teacher observes the groups and gives feedback.

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

- To help Ss review the pronunciation of the homophones.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Active and Passive Causatives.

b. Content:

- Pronunciation: Listen and underline the homophone of the word in bold in each sentence. Then practise saying the sentences in pairs. (p.86)
- Vocabulary: Complete the sentences using the correct forms of the words in the box (p.86)
- Grammar: Choose the option A, B, C, or D that is closest in meaning to each of the given sentences. (p.86)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Pronunciation: Listen and underline the homophone of the word in bold in each sentence. Then practise saying the sentences in pairs. (4 mins)		
- Tell Ss to listen and underline the homophone of the bold word in each sentence, then compare their answers in pairs. - Play the recording once for Ss to check their answers. - Have Ss practise saying the sentences out loud in pairs, paying attention to the homophones.	- Listen and underline the homophone of the bold word in each sentence, then compare their answers in pairs. - Practise saying the sentences out loud in pairs.	Answer key: 1. allowed 2. board 3. wear 4. No 1. People are not <u>allowed</u> to talk aloud in the library. 2. Students felt very bored when their teacher kept writing on the <u>board</u> . 3. Where can I buy some new clothes to <u>wear</u> to the party? 4. Robots don't know how to say ' <u>No</u> '.
Vocabulary: Complete the sentences using the correct forms of the words in the box (4 mins)		
- Ask Ss to read each sentence and check comprehension. - Tell Ss to study the context carefully and decide on the suitable word to complete each sentence. - Have Ss check their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the sentences.	- Read each sentence. - Study the context carefully and decide on the suitable word to complete each sentence. - Check answers in pairs / groups.	Answer key: 1. applications 2. artificial intelligence 3. activate 4. virtual
Grammar: Choose the option A, B, C, or D that is closest in meaning to each of the given		

sentences. (4 mins)		
- Ask Ss to read sentences and choose the correct answer for each sentence. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read each sentence and elicit the type of causative (active or passive) in each blank.	- Read sentences and choose the correct answer for each sentence. - Check answers in pairs / groups. - Explain the answers.	Answer key: 1. A 2. C 3. D 4. B

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)**a. Objectives:**

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

b. Content:

- Presentation: AI in our lives

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/ leaflet. - Have Ss work in their groups. Give them a few minutes to get ready for their poster/ leaflet presentation. Ask them to decide who is going to stand by the group poster/ display their leaflet, and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters/ leaflets. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Have groups display their posters/ leaflets. Ask the group representative to stand next to their posters/ display their leaflet while the rest of the class walk around, study the posters/ leaflet and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster/leaflet and answer questions. - Give Ss enough time to study all posters/leaflets and complete the checklists. Then have them sit	- All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet.	<i>Students' presentations</i>

down and vote for the best poster/ leaflet.
- You can also give Ss marks for their posters/ leaflets and poster/leaflet presentations as part of their continuous assessment.

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.

- Prepare for Unit 7.

Period 63

UNIT 7: THE WORLD OF MASS MEDIA**Lesson 1: Getting started****Promoting a charity event****I. OBJECTIVES**

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

1. Knowledge

- Gain an overview about the topic The world of mass media;
- Gain vocabulary to talk about promoting a charity event;
- Get to know the language aspects: adverbial clauses of manner and result.

2. Competences

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

3. Personal qualities

- Be responsible for the community ;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 7, Getting started
- Projector / TV
- Computer connected to the Internet
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. in charge of (idiom)	/ɪn tʃɑːdʒ əv/	responsible for	chịu trách nhiệm về
2. publicity (n)	/pʌb'lis.ə.ti/	the attention that is given to somebody/something by newspapers, television, etc.	sự công khai
3. advert (n)	/'ædvɜːt/	a notice, picture or film telling people about a product, job or service	quảng cáo

4. profit-making (adj)	/'prɒfɪt meɪkɪŋ/	(of a company or a business) that makes or will make a profit	sinh lời
5. commercial (n)	/kə'mɜːʃl/	an advertisement on television, on the radio or on a website	quảng cáo

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Jigsaw puzzle

c. Expected outcomes:

- Students can recognise and name different forms of mass media.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Jigsaw puzzle - Teacher divides the class into two teams. - Teacher prepares the pictures of 5 mass media forms and a key picture - Teacher gives instructions for the game: + Students work in 2 teams, take turn to choose a number and guess the name of each media form in the picture. + If the answer is correct, the team gets 10 point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The first team to get the key picture will get 50 points. + The team having more points is the winner of the game.	- Students work in groups. - Students look at the picture that the teacher shows them and give the name of the mass media form.	Picture 1:  Picture 2:  Picture 3:  Picture 4:  Picture 5:

		 Key picture:  Answer: Picture 1: electronic book Picture 2: video Picture 3: software Picture 4: video game Picture 5: social media Key picture: Digital media

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)**a. Objectives:**

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. in charge of (n) 2. publicity (n) 3. advert (n) 4. profit-making (adj) 5. commercial (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)**a. Objectives:**

- To help students get to know the topic;
- To introduce words and phrases related to the International Cultural Festival;
- To help Ss identify the articles.

b. Content:

- Task 1: Listen and read. (p.20-21)
- Task 2: Read the conversation again and complete the table. (p.21)
- Task 3: Find words and a phrase in Task 1 with the following words and phrases. (p.21)

- Task 4: Complete the sentences based on the conversation. (p.21)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
- Set the context for the listening and reading. - Ask Ss to look at the picture, the heading and the conversation, and ask questions. - Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the culture in the conversation. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud. - In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.	- Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to the culture in the conversation. - Students compare the words and phrases with their partners. - Students read the conversation aloud.	Questions: 1. Who are the speakers? 2. What do you think they are discussing? 3. What types of mass media are mentioned in the discussion? Suggested answers: 1. Mai and her friends, Mark and Linda 2. The promotion of a charity event Mai is in charge of 3. local newspapers, posters, the Internet/social media sites, etc.
Task 2: Read the conversation again and circle the correct answer. (5 mins)		
- Ask Ss to read the conversation again and circle the correct answers. Ask them to identify and underline the key words in the statements first (e.g. 1. advertising, local newspaper). Then have them read the conversation again and locate the part that contains the information for each idea. Have them compare the information in the conversation with each idea to work out which is the correct answer, and why. - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.	- Students work independently to do the activity. - Students compare the answers in pairs.	Answer key: 1. expensive, won't attract 2. not expensive, may not 3. promoting 4. Linda
Task 3: Find words in 1 with the following meanings. (6 mins)		
- Have Ss look at the first letters of the words and phrases. Explain that these words are related to the mass media and they are all in the conversation in	- Students read the conversation again and work independently to do the activity.	Answer key: 1. publicity 2. viewers 3. commercials

Activity 1. - Ask Ss to read the definitions and find the words/phrases so that the words/phrases on the left match the definitions on the right, and they should start with the letters given. - Check answers as a class.	- Students share and check the answers.	4. <i>presence</i>
Task 4: Match the two clauses to make sentences used in 1. (5 mins)		
- Tell Ss to read the clauses. Encourage them to identify the key words and locate the information in the conversation. - Ask Ss to complete the sentences by matching two clauses. - Check answers as a class. - Highlight the use of adverbial clauses to indicate manner (1B, 2C) and result (3D, 4A).	- Students work individually to complete the sentences - Students share and check the answers.	Answer key: 1 - b 2 - c 3 - d 4 - a

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)**a. Objectives:**

- To help Ss memorize the key information about a charity event;
- To get Ss to speak about a charity event.

b. Content:

- Design a poster to introduce a charity event.

c. Expected outcomes:

- Ss can design a poster and make a short presentation about a charity event.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Design a poster to introduce the International Cultural Festival (10 mins)		
- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to draw a poster about a charity event. They can use words, icons or images to illustrate. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their group poster. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group.	- Students work in groups to follow teacher's instruction. - Students perform in front of the class.	<i>Students' own creativity</i>

e. Assessment

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

5. CONSOLIDATION**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

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

Period 64

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Cultural diversity*;
- Recognise and practise diphthongs /ɔɪ/, /aɪ/, and /aʊ/;
- Review the use of articles.

2. Competences

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

3. Personal qualities

- Be proud and respectful of Cultural diversity;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 7, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

An adverbial clause is a dependent clause that functions as an adverb. There are different types of adverbial clauses.

- An adverbial clause of manner explains how something is done. It uses subordinating conjunctions such as *as*, *as if*, and *like*.

Example: He's acting as if he were my father.

Note: We use the subjunctive *were* with all pronouns after *as if*.

- An adverbial clause of result indicates the result of an action or a situation. It often uses subordinating conjunctions such as *so ... that* and *such ... that*.

Example: The weather was so hot that we couldn't sleep.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video

c. Expected outcomes:

- Students can revise vocabulary related to cultural diversity.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watch a video - Teacher prepares a video about the linking /r/ and asks Ss to watch the video and write down the words with linking /r/ in the video. - Teacher plays the video once. - Teacher checks answers with the whole class. - Teacher replays and pauses the video if necessary.	- Students watch the video and write down the words with linking /r/. - Students check their answers with the class.	Link: https://www.youtube.com/watch?v=wLprxwzWtc4

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise the linking /r/ between the two vowels;
- To help Ss recognise and practise the linking /r/ between the two vowels.

b. Content:

- Task 1: Listen and repeat. Then practise saying the words. (p.90)
- Task 2: Mark the places where the linking /r/ can appear.. Listen and check. Then practise saying the sentences (p.90)

c. Expected outcomes:

- Students can correctly pronounce the linking /r/ between the two vowels.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Then practise saying the sentences in pairs. (6 mins)		
- Have Ss read the Remember box to understand when the linking /r/ occurs between two vowels. - Ask Ss to listen to the recording. Have them pay attention to the linking /r/ marked in each sentence. In weaker classes, explain why the linking /r/ happens using the Remember box! (e.g. <i>1. The linking /r/ occurs between the vowel /ə/ at the end of the word 'sure' and the vowel of the next word, which is /ə/</i>) - Ask Ss to listen to the recording again, but this time, have them practice saying these sentences.	- Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the linking /r/.	Audio script: 1. I'm sure an advert there can help draw attention to the event. 2. We can't afford to promote the show as if it were a big profit-making event. 3. Perhaps you should consider all of our suggestions. 4. I'll phone the local newspaper to see if they offer any discounts for charity advertising.
Task 2: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences (6 mins)		
- Ask Ss to read quickly through th to get a broad understanding. - Have Ss underline the words that contain the three diphthongs in each sentence individually. Then ask them to work in pairs to compare their answers. - Check answers as a class by playing the recording. Pause after each sentence and confirm the answers. - Put Ss in pairs and have them practise reading the sentences aloud. Extension: Ss work in pairs and make up new sentences using words which contain these three diphthongs. Then they take turn to read out their sentences and the other S has to tell how many words containing /ɔɪ/, /aɪ/, and /aʊ/ they can hear.	- Students mark the places where the linking /r/ can appear. Then listen to the recording. - Students read the whole text aloud.	Answer key: 1. I saw an interesting advert about the charity event. 2. Traditional mass media, for example, TV and newspapers, are still popular. 3. There are more adverts on TV nowadays. 4. There is a law against sharing private photos.

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 introduce words / phrases related to the topic *The mass media*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.90)
- Task 2: Complete the text using the correct forms of the words in Task 1. (p.90)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
- Tell Ss that the words in the activity are related to the mass media. - Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class.	- Students match each word on the left with the meaning on the right - Students study the meanings and underline key words.	Answer key: 1. <i>e</i> 2. <i>c</i> 3. <i>d</i> 4. <i>b</i> 5. <i>a</i>
Task 2: Complete the text using the correct forms of the words in Task 1. (6 mins)		
- Ask Ss to work individually. Tell them to read the text carefully to decide which word in 1 can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase. - Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first. - Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each blank using contextual clues.	- Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete text.	Answer key: 1. <i>updated</i> 2. <i>the press</i> 3. <i>reliable</i> 4. <i>fake news</i> 5. <i>bias(es)</i>

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 recognise the use of adverbial clauses of manner and result;
- To help Ss practise using adverbial clauses of manner and result.

b. Content:

- Task 1: Combine the sentences using suitable adverbial clauses. (p.91)
- Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (p.91)

c. Expected outcomes:

- Students know how to use adverbial clauses of manner and result and can apply the knowledge about adverbial clauses of manner and result to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Combine the sentences using suitable adverbial clauses. (6 mins)		
- Ask Ss to read the notes in the Remember box to remember the use of adverbial clauses	-Students read the notes in the Remember box.	Answer key: 1. he was guilty of

of manner and result. Give more explanation and examples if necessary. - Ask Ss to complete the sentences with the suitable adverbial clauses. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. what are the relationship between two clauses, and which subordinating conjunctions are/should be used). - Check answers as a class. Go through each sentence and ask Ss to explain for their answer, e.g. 1. <i>The adverbial clause here shows the manner of the action in the main clause. It uses the subordinating conjunction 'like'. So the answer should be "My brother was looking at me like he was guilty of something"</i>.	-Students complete the sentences with the suitable adverbial clauses -Students explain their answers.	something 2.that people sometimes get confused 3.as if the pain didn't affect him at all 4.that it allows people to share information and ideas from around the world
Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (7 mins)		
- Ask Ss to work in pairs. Ask them to take turns to talk about a type of mass media they use in their everyday life. They should make 3-5 sentences, using adverbial clauses of manner and result as much as they can. - Encourage them to study the example in pairs first. Tell them to pay attention to the use of adverbial clauses of manner and result. - Encourage them to speak without writing down the sentences. For weaker class, allow them to write the sentences first before reading them aloud. - When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of adverbial clauses of manner and result.	- Students work in pairs and talk about a type of mass media they use in their everyday life - Present their ideas in front of class.	Suggested answers: I use social media sites every day for news and entertainment. There is such a wide range of information and entertainment on social media sites <u>that I often spend hours surfing them every day.</u> I enjoy using them so much <u>that sometimes my parents are worried about it.</u> They say that there are too many harmful contents on these sites, but some adults are acting as if <u>we did not know the differences between good and bad information online.</u> I think teenagers can still use social media sites but they need to know how to evaluate information there.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up: - T asks Ss to talk about what they have learnt in the lesson.

b. Homework: - Do exercises in the workbook.

Period 65

UNIT 7: THE WORLD OF MASS MEDIA**Lesson 3: Reading****Digital media vs. traditional media****I. OBJECTIVES**

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about digital media and traditional media.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Be respectful of digital media and traditional media.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 7, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. inconvenient (adj)	/kən'vi:niənt/	useful, easy or quick to do; not causing problems	tiện lợi
2. flexible (adj)	/'fleksəbl/	able to change to suit new conditions or situations	linh hoạt
3. reliable (adj)	/rɪ'laɪəbl/	that can be trusted to do something well; that you can rely on	đáng tin cậy
4. fact-check	/'fækt tʃek/	to investigate an issue in order to check that the facts are given correctly	xác minh tính chính xác

(v)			
5. truggle (v)	/'strʌgl/	to try very hard to do something when it is difficult or when there are a lot of problems	vật lộn

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Board race

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Board race - Teacher divides the class into 2 teams and the board in four sections and gives a board pen to one of the Ss in each team. - Teacher calls out the theme (<i>Traditional and digital media</i>) and gives them two minutes to write as many names of traditional and digital media as they can in 2 minutes. - Each student of the team comes to the board and writes down a name. - When the game is finished, teacher has teams check each other's spelling and count how many correct names each team has written. - Teacher leads in the new lesson by asking some questions.	- Students come to the board one by one to write the answer - Students check their answers with the class.	<i>Suggested answers</i> *. Digital media + websites + social media + videos + video games + digital advertising + software *. Traditional media + printed newspapers + broadcast TV + radio + billboards + banner ads + printed magazines

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)**a. Objectives:**

Grade: 12

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the questions. (p.23)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (4 mins)		
- Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about globalisation. Write their questions on the board. - Introduce the topic of the reading text.	- Students work in pairs and answer the questions. - Students write questions they want to know on the board.	Questions: Do you think that digital media can replace traditional media? Why/Why not?
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: - convenient (adj) - flexible (adj) - reliable (adj) - fact-check (v) - struggle (v)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Match the highlighted words with their meanings. (p.92)
- Task 3: Read the article again. Write Q next to Quang's opinion, H next to Hoa's opinion, and N if it is not their opinion. (p.93)
- Task 4: Read the article again. Choose the correct answers. (p.93)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Match the highlighted words with their meanings. (8 mins)		
- Ask Ss to read the text. Ask them to	- Students read the words first,	Answer key:

locate to the highlighted words in the text, e.g. 1. The phrase ‘accessible’ is found in the sentence: “Most digital content is also freely accessible.” - Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. 1. Nowadays, it’s much easier and more convenient to access information via digital media. Most digital content is also freely accessible. All it takes is a few clicks and you can read the latest news, watch videos or see online adverts. - Encourage Ss to replace the word with each choice to see which one best replaces the word. - In weaker classes, check understanding of the words by asking Ss to make sentences with them.	then skim through each section. - Students choose the best suitable definition. - Students check answers with the whole class and give explanations for their choice.	1. d 2. c 3. b 4. a
Task 3: Read the article again. Write Q next to Quang’s opinion, H next to Hoa’s opinion, and N if it is not their opinion. (6 mins)		
- Ask Ss to read the statements and make sure they understand them. - Encourage them to underline the key words in each statement, paying attention to the differences between these statements. E.g. 1. The key words are “will replace” and “soon”. 2. The key words are “will replace” and “won’t be soon”. - Ask Ss to read each piece of opinion in the article. Tell them to identify the conclusion of the argument in each piece. In weaker classes, encourage them to pay attention to the first and the last sentences of each piece as the conclusion of the argument is often located there. - Check answers as a class. - Have some Ss read aloud clues from the text which help them find the correct answer. E.g. In the last sentence of his opinion piece, Quang says that “it won’t be long before traditional media becomes a thing of the past.” It means that in his opinion, digital media will replace traditional media soon, so Quang’s opinion is 1.	- Students read the statements and make sure they understand them. - Students underline the key words in each statement. - Students read the text and identify the conclusion of the argument - Students check answers with the whole class and give explanations for their choice.	Answer key: 1 – Q 2 – N 3 – N 4 – H 5 – N
Task 4: Read the article again. Choose the correct answers. (6 mins)		
- Tell Ss that in an argument, there are two main parts: reasons and conclusion. Tell them that they are now focusing on the	- Students read and underline the key words in the questions and options.	Answer key: 1. B-C-D 2. C

reasons Quang and Hoa give to arrive at their conclusions in Activity 3. - Encourage them to read and underline the key words in the questions and options. - Have Ss read the text and locate the key words, as well as paraphrases of these key words. (e.g. <i>1B. can be accessed easily</i> = “freely accessible” in the text) - Choose the option(s) that match(es) the information in the text. Remind them that some questions require more than one correct answer. - Watch out for distractors, especially options that may be mentioned in part in the text, but are not true. (e.g. <i>1A. free to use</i> ≠ “freely accessible” in the text) - In weaker classes, write the outlines of Quang’s and Hoa’s arguments on the board for the students to see the structure of the argument more clearly. In stronger classes, encourage them to write these outlines themselves. - For Questions 2 and 4, remind the students that they also need to pay attention to neighbouring sentences and any linkers used with each statement. E.g. <i>2. The statement that many organisations can reach its customers via digital media is given after the linker “for example”. It shows that this statement is an example of the previous statement (“digital media forms are more interactive”). So C is the correct answer.</i> - Check answers as a class.	- Students choose the option(s) that match(es) the information in the text. - Students check answers with the whole class and give explanations for their choice.	3. A-C-D 4. B

e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)**a. Objectives:**

- To check students’ understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 5: Work in pairs. Discuss the following questions.

After reading the article, who do you agree with, Hoa or Quang? Why? (p.93)

c. Expected outcomes:

- Students can use the language and ideas from the unit to express their ideas and opinions.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following question. <i>After reading the article, who do you agree</i>		

<i>with, Hoa or Quang? Why?</i>		
- Ask Ss to work in pairs. Have them discuss the question. Encourage them to explain why they admire that achievement the most. - Invite some pairs to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible.	- Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedbacks.	<i>Suggested answers:</i> I personally agree with Hoa. Digital media is very powerful, but not without limitations. They are not always reliable, have limited access in certain areas and not always easy to use for many people. Therefore, I believe that people will continue to combine different sources of information or types of media to take full advantage of each type.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about the effects of globalisation on cultural identity.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

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UNIT 7: THE WORLD OF MASS MEDIA

Lesson 4: Speaking Types of mass media

I. OBJECTIVES

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

1. Knowledge

Năm học 2025 – 2026

Grade: 12

- Gain an overview about types of mass media;
- Memorise vocabulary to talk about types of mass media.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be proud and respectful of different types of mass media.

II. MATERIALS

- Grade 12 textbook, Unit 7, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. leaflet (n)	/ˈliːflət/	a printed sheet of paper or a few printed pages that are given free to advertise or give information about something	tờ rơi
2. brochure (n)	/ˈbrəʊʃə(r)/	a small magazine or book containing pictures and information about something or advertising something	sách (nhỏ) quảng cáo
3. promotion (n)	/prəˈməʊʃn/	activities done in order to increase the sales of a product or service; a set of advertisements for a particular product or service	sự xúc tiến
4. cyberbullying (n)	/ˈsaɪbəbʊlɪŋ/	the activity of using messages on social media, emails, text messages, etc. to frighten or upset somebody	bắt nạt qua mạng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

b. Content:

- Guessing game

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Guessing game - Teacher divides class into two groups. - There are four questions, the answers of which provide four clues for the key word. - Each group choose a question. If they have a correct answer, they get one point. - If a team can guess the key word, they will get 5 points. - The team with more points is the winner. - Teacher leads in the lesson.	- Students take turns, choose a number and answer the question. - Students guess the key word. - Students explain their key word.	Questions: 1. It's an international computer network connecting other networks and computers that allows people to share information around the world. What is it? -> (the) Internet 2. It's a piece of electrical equipment with a screen on which you can watch programmes with moving pictures and sounds. What is it? -> TV/ television 3. It's a piece of equipment used for listening to programmes that are broadcast to the public. What is it? -> radio 4. It's a set of large printed sheets of paper containing news, articles, advertisements, etc. and published every day or every week. What is it? -> printed newspaper KEY WORD: Mass media

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)**a. Objectives:**

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about and taking notes about different types of mass media.

b. Content:

- Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (p.94)
- Pre-teach vocabulary
- Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (p.94)

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students can come to the final table about the characteristics of different types of mass media.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (10 mins)		
- Ask Ss to study the table and the example. Make sure they understand the words in the rows, columns and example. - In weaker classes, explain to them what the example means. <i>E.g. In general, the cost</i>	- Students share what they know about different types of mass media. - Students note down the information in the table.	Students' answers (Suggested answers- see appendix)

<i>of creating content and advertising on TV is very high. However, we can present both audio and visual information on TV and reach a very large group of audience. Moreover, the information on TV is generally reliable and credible.</i> - Put Ss in pairs to complete the table. Remind them that they should give general comments about the mass media only (i.e., what is true about most print newspapers etc.). - Invite some students to share their answers with the class.		
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. leaflet (n) 2. brochure (n) 3. promotion (n) 4. cyberbullying (n)
Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (15 mins)		
- Put Ss in pairs. Ask them to study the situations in the book before discussing them. Encourage them to underline the key words in each situation. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary.	- Students work in groups to discuss the given situations. - Students compare their notes with their partners.	Suggested answer: 2. A: Well, there's both visual and audio information to send, so I don't think we can use leaflets and newspapers. Perhaps we should use emails. It will be quick and free. B: I agree. But not all students in our school have email accounts, or check emails every day. They may not pay attention to our information and videos, or think that they are spam. C: How about our school website? Everyone can access the website easily and because it's our school website, people will find it credible enough to watch and read our information. A: Good idea! And it'll be free too if we ask for the school's permission.

		B: That shouldn't be a problem. Since our school also work against bullying, I'm sure we'll get the permission to post information on our school website 3. A: Since we've got visual information only, I think something simple like leaflets is the way to go. Besides, they're more affordable for a non-profit making event like this one. B: I agree that they're cheap and simple to make. But many people may not pay attention to them. They may mistake our leaflets as advertisements and throw them away. C: I see. How about social media sites? People can share information with their friends and family quickly, and it should not cost much time or money because there are only a few lines of information to pass on. A, B: Oh, that's a good idea.

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)**a. Objectives:**

- To give Ss an opportunity to practise talking about the lives of a famous hero and heroine in front of the class;
- To help some students enhance presentation skills.

b. Content:

- Task 3. Report your answers to the whole class. Vote for the best idea for each situation. (p.94)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the most suitable type of media.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Report your answers to the whole class. Vote for the best idea for each situation.		
- Have a representative from all groups share their plan in front of the class. - Praise for good effort, well-structured responses and fluent	- Students work in pairs, use the notes and talk about the most suitable type of media. - Students add more details if they can.	Students' answers

delivery. - After all groups present their plans to a situation, ask the class to vote for the best programme (suggested criteria: number of activities, duration, participants, preparation for the event...). Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan.	- Vote for the best story.	

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about the characteristics of different mass media forms.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Appendix

	Cost of creating content and advertising on it	Presentation style	Audience and publicity	Reliable sources / credible content
Television	Very high	Audio and visual	Very large	Generally reliable/credible
Print newspapers	Generally high	Visual only	Large	Generally reliable/credible
Leaflets and brochures	Not very high	Visual only	Medium	Not very reliable/credible
Emails	Free	Audio and visual	Large	Not very reliable/credible
Social media	Medium	Audio and visual	Very large	Not very reliable/credible

Period 67

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 5: Listening
Fake news on the Internet

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about fake news on the Internet;
- Memorize vocabulary to talk about fake news on the Internet.

2. Competences

Grade: 12

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

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 7, Listening
- Projector / TV
- Computer connected to the Internet
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. ashamed (of) (adj)	/ə'ʃeɪmd/	feeling shame or feeling embarrassed about somebody/something or because of something you have done	xấu hổ
2. fake (adj)	/feɪk/	not what somebody claims it is; appearing to be something it is not true.	giả
3. population (n)	/ˌpɒpjʊ'leɪʃn/	all the people who live in a particular area, city or country; the total number of people who live there	dân số

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Watch a video

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watch a video - Teacher prepares a video about fake news and asks Ss to watch the video and write down information about real news and fake news. - Teacher plays the video once.	- Students watch the video and write down information about real news and fake news. - Students check their answers with the class.	Link: https://www.youtube.com/watch?v=KX8-BOc7Z0c

- Teacher checks answers with the whole class.
- Teacher replays and pauses the video if necessary.

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)**a. Objectives:**

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Find 3 words in the wordsearch to show things you should look at to decide whether a piece of news is fake or not. (p.95)

- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Find 3 words in the wordsearch to show things you should look at to decide whether a piece of news is fake or not. (4 mins)		
- Ask students to look at the photo. Ask if they have any experience of fake news before. If they say yes, ask if they know how to 'spot' fake news. - Put Ss in pairs. Tell them that they will find 04 words in the word search which show the things they should pay attention to before they can decide whether a piece of news is fake or not. - In weaker classes, find one word for them as an example. If the class struggle, give them a hint (e.g. there is a diagonal word) or some clues (e.g., the first letter(s) of each word/some words) - Check answers as a class. - Briefly explain the answers (e.g. You need to check if the images and language are accurate, and if the author and the source of the information are credible enough to decide whether a piece of news is fake or not) and encourage them to listen to the recording in the next activity to find out more.	- Students find the words in the wordsearch.	Answer key: <pre> G I T E R G F H K E M E W A A W H L O A K A U H Q E B I G C T O N P C H M E H F S O U R C E O U B X H R I T R V L A N G U A G E </pre>
Vocabulary teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)	- Students say the meaning of the words. - Students write new words in their notebook.	New words: 1. ashamed (of) (adj) 2. fake (adj) 3. population (n)

-Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.		

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)**a. Objectives:**

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about fake news on the Internet.

b. Content:

- Task 2: Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options. (p.95)
- Task 3: Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap. (p.95)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options. (10 mins)		
- Tell Ss that they are going to listen to three speakers and find out their attitudes towards fake news. - Ask Ss to read the statements A-E. Make sure they understand these statements and encourage them to underline key words in each statement. <i>E.g. A. He/she's <u>worried</u> about fake news. B. He/she's <u>not worried</u> about fake news.</i> - Ask Ss to listen and pay attention to the key words, as well as paraphrases of these key words. In weaker classes, help them brainstorm the possible paraphrases of these key words. <i>E.g. I. 'Worried' could be paraphrased as 'concerned', 'a (big) problem/issue' in the recording.</i> - Encourage Ss to pay attention to words or expressions the speaker may use to describe likes, dislikes, agreement, disagreement etc. as well as his/her tone of voice. In weaker classes, help them brainstorm the possible words and expressions, and discuss the possible tones of voice to express the attitudes in the statements. <i>E.g. E. When people feel annoyed, they sound angry and tend to use high-pitch voice. They may say something such as "It's annoying ...", or "I</i>	- Students make predictions before listening. - Listen and check the answers.	Answer key: 1. A 2. D 3. B

can't stand ...” to express their anger.

- Play the recording once. For weaker classes, play the recording twice.
- Check answers as a class.

Task 3: Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap. (10 mins)

- Tell Ss that they are going to listen to the recording again. This time, they should complete the words, using no more than two words for each blank.
- Ask them to study the notes to get the general ideas.
- Encourage them to underline key words in the notes.
- Play the recording. Ask them to listen carefully, pay attention to these key words or their paraphrases in the recording. Remind them that the word/phrase for each gap is exactly the same as taken from the recording. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit (2 words at most).
- Check answers as a class.

- Students read the questions and underline the key words.
- Students find the words to fill in the blanks in the recording.

Answer key:

1. 72 million
2. 75%
3. behaviour
4. credible
5. bias

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share their experiences of fake news.

b. Content:

- Task 4: Work in groups. Discuss the question.

How helpful do you find the tips in the talk? Have you used any of them? (p.95)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groupss. Discuss the question.		
- Ask Ss to work in pairs. Have them discuss the tips for dealing with fake news they have learned in the recording. - Invite some pairs to share their answers with the whole class.	- Students work in groups and discuss. Students share their ideas to the whole class.	Suggested answer: I find all the tips interesting, and have tried the first tip myself. For example, I always go to official websites of famous newspapers to get news, and avoid tabloids on the Internet because they are full of gossip or opinions rather than facts and credible information. But I have never tried the other tips. I think I will try the second tip in the future.

		Instead of getting news from one source, perhaps I should try to check if the same news is reported on other trusted sites. The last tip will also be useful, but I think I will need better language skills to detect spelling, grammar mistakes and biases in news language.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up: Summarise the main points of the lesson.

b. Homework:- Do exercises in the workbook.

- Prepare for the next lesson – Writing.

Period 68

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 6: Writing

Description of pie charts

I. OBJECTIVES

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

1. Knowledge

- Synthesise and summarise information in order to write a pie chart description to compare main news sources among different age groups;
- Apply structures to write a pie chart description to compare main news sources among different age groups.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Actively participate in the lesson.

II. MATERIALS

- Grade 12 textbook, Unit 7, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP** (5 mins)**a. Objectives:**

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Game: Pictionary

c. Expected outcomes:

- Students can guess the words based on the pictures.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Pictionary - Teacher divides the class into two teams. - Teacher calls one student at a time to come to the board and show the student a word. - The chosen student will draw a picture to describe the word. - The teams will raise their hands to answer. The fastest will get the chance. - When the game is finished, teacher counts how many correct answers each team has. The winner will be the one with the most correct answers. - Teacher leads in the new lesson by asking some questions.	- Students look at the picture and guess the words. - Students check their answers with the class.	Word lists: 1. pie chart 2. bar chart 3. table 4. process 5. maps 6. line graph

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITNG (10 mins)**a. Objectives:**

- To help Ss understand the pie charts in Activity 2;
- To help Ss synthesise and summarise information from the pie charts;
- To help students have the ideas for their writing;
- To familiarize Ss with the structure and language of a pie chart description.

b. Content:

- Task 1: Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B. (p.95-96)
- Task 2: Complete the following descriptions of the charts in 1. Use the words and phrases in the box. (p.96)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about the descriptions of given charts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B. (5 mins)		
- Have Ss quickly look at the pie charts in Activity 2. - Ask them some questions to check their broad understanding. <i>E.g. What does the chart show? (information about the main news sources among young adults and old people) When was the information reported? (2022). What do the colours represent? (The sources of information, namely TV, printed newspapers, online new sites, and others).</i> - Put them in pairs. Ask them to study the charts more closely and choose the best answer to each question.	- Students read the given questions and choose the correct answers. - Students share their answers with the whole class.	Answer key: 1. B 2. B 3. A 4. B 5. A

- Check their answers as a class. Invite some Ss to explain their answers. <i>E.g. 1. Television was very popular among both the young adults (35%) and the old people (42%). These are the highest proportions in each age group.</i>		
Task 2: Complete the following descriptions of the charts in 1. Use the words and phrases in the box. (5 mins)		
- Have Ss skim through the pie chart description. In weaker classes, read through the description and the box and check if Ss know the words/phrases. - Have Ss fill in the gaps with the words and phrases in the box. - Check answers as a class. - Ask Ss to read the Tips box. Use the text to illustrate each part. <i>E.g. The first sentence introduces the pie charts. It reads "The pie charts compare ...".</i>	- Students fill in the gaps with the words and phrases in the box. - Students share their answers with the whole class.	Answer key: 1. <i>most popular</i> 2. <i>Meanwhile</i> 3. <i>as opposed to</i> 4. <i>while</i>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)**a. Objectives:**

- To help Ss practise writing a pie chart description.

b. Content:

- Task 3: Write a description (120–150 words) of the charts below. Use the model and tips in 2 to help you. (p.96)

c. Expected outcomes:

- Students can write a pie chart description.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Write a description (120–150 words) of the charts below. Use the model and tips in 2 to help you.		
- Tell Ss that they are going to write a pie chart description. It includes the same pie charts in Activity 2, but now a new pie chart about teenagers has been added. Therefore, they could use the ideas, the model and tips in Activity 2 in this activity. - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary. - In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. If	- Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2.	Suggested answer: The pie charts compare the main news sources for teenagers, young adults and old people according to a survey in 2022. Overall, television was a very popular source of news for all age groups. It was the top news source for old and young adults, chosen by 42 percent of old people and more than one third of young adults and teenagers. Meanwhile, online news sites were most chosen by teenagers, with more than 50 percent. By contrast, the Internet was the least common news source for old people, with just 6 percent. On the other hand, printed newspapers were the

time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft. - Collect Ss' writing tasks and give face-to-face feedback in private or give them back with some written feedback.		top news source for 29 percent of old people while only fewer than 10 percent of young adults and teenagers reported getting their news from them. As for other sources of news, around a quarter of young adults and old people relied on other sources for news, as opposed to only 4 percent of teenagers.

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (10 mins)**a. Objectives:**

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	- Students swap their piece of writing with their partners and give peer review.	Writing rubric 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)**a. Wrap-up**

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about mass media around the world;
- Review expressions for starting small talk.

2. Competences

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

3. Personal qualities

- Be sensible when starting a small talk;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 7, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

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

b. Content:

- Mind-mapping

c. Expected outcomes:

- Students can get knowledge about mass media.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Mind-mapping - Teacher divides the class into four teams and prepares a mind-map with the word types of mass media in the middle. - Each team will have 5 seconds to give a name to the mass media	- Students think and call out the name of mass media form. - Students check their answers with the class.	<i>Students' answers</i>

form. After 5 seconds, if the team cannot give a name, the turn moves to another group. - When the time is over, teacher counts how many correct names each team has given. - The team with more correct answers will be the winner. - Teacher leads in the new lesson by asking some questions.		

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)**a. Objectives:**

- To provide model conversations in which speakers start small talk.
- To review expressions for starting small talk.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.97)
- Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the tips and expressions below to help you. (p.97)

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)		
- Give them some time to skim through the conversations. Ask them to identify the main ideas or the topic of the conversation. <i>E.g. Julie and Mai are talking about flower festivals.</i> - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Put Ss into pairs and have them practise the conversation.	- Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs.	Answer key: 1. D 2. A 3. C 4. B
Useful expressions (7 mins)		
- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 5 groups: + The weather + Films, TV shows, popular music, and books + Current events + The day or weekend + Observations	- Ss work in groups to do the task.	* Making small talk • The weather <i>What a beautiful day!</i> <i>Lovely day, don't you think?</i> <i>It's so hot today, isn't it?</i> <i>It looks like it's going to rain.</i> • Films, TV shows, popular music, and books <i>Have you watched ...?</i>

- Teacher asks Ss to classify the expressions into 5 groups. - Check as a class. - T asks if Ss can add some more expressions.	<i>Have you heard (about) ...?</i> <i>Are you reading ...?</i> • Current events <i>Did you hear about ...?</i> <i>Did you catch the news today?</i> <i>I read in the press today that...</i> <i>I heard on the radio today that ...</i> • The day or weekend <i>How was your day/weekend?</i> <i>Has anything exciting happened today?</i> <i>Are you doing anything fun after school/at the weekend?</i> • Observations <i>I like/love your (hat). Can I ask where you got it?</i> <i>Your (cakes) are delicious!</i> <i>Thanks for (making them for the party).</i> <i>Nice place, isn't it?</i>
Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the tips and expressions below to help you. (6 mins)	
- Tell Ss that the words they used to fill in the gaps in Activity 1 are used to start small talks (i.e., an informal, polite conversation with strangers, classmates or friends to greet each other, get conversations started and get to know each other). - Ask Ss to read the Remember box and check understanding. - Put Ss in pairs and explain the task: to role-play conversations similar to the ones in Activity 1, but based on the two situations. Ss should play the roles given in this activity. - Give Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.	- Make plan for the role-plan - Practice the role-play, based on the two situations. - Swap the role and continue practising. - Perform in front of class. Sample conversations: 1. A: Nice party, isn't it? B: Yes, the food is really delicious and Mai is an excellent host. By the way, my name is Duong. I'm her classmate. And you? ... 2. B: Hi, have you heard about the new campaign our club is starting yet? A: Yes, I have. It sounds really exciting. Are you joining? ...

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)**a. Objectives:**

- To introduce words / phrases related to the topic;
- To help Ss learn about mass media around the world;
- To help Ss relate what they have learnt about mass media.

b. Content:

- Task 1. Read the following text and complete the table below. (p.98)
- Task 2. Work in groups. Discuss the questions. (p.98)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about mass media around the world.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text and complete the table below. (7 mins)		
- Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. <i>Do you know what mass media are shown in the photos? (digital billboards, public loudspeakers), Where can you find these mass media? (mostly in big cities around the world; in some cities in Vietnam and Japan), Do you think they are effective means of mass media? (answers vary).</i> - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>When did they first appear? Are there any problems with this mass media?</i> - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. - Tell Ss that they are going to read about two special mass media in the world. As they read, they should fill in the comparison table about these media. - Explain or elicit any new or difficult words, e.g. <i>constant, light/noise pollution</i>. In stronger class, encourage them to guess their meaning from context as they read the text. - Have Ss read the text and complete the table individually. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	- Students read the text and complete the given table.	<i>Suggested answer:</i> See the appendix
Task 2: Work in groups. Discuss the questions. (8 mins)		
- Ask Ss to work in groups to discuss the two questions. - In weaker classes, ask questions to brainstorm ideas as a class.	- Students work in groups to discuss the question. - Students share their ideas in front of class.	<i>Suggested answers:</i> We find both the digital billboards and the loudspeakers

- To answer the first question, encourage Ss to think about the effectiveness of different types of media
- Invite some groups to present a summary of their answers to the class.

effective, because the former may work really well in big cities for their attractiveness, while the latter may work better in certain cities or remote areas for their simplicity. However, we suppose digital billboards will become more popular in the future because they are modern and attractive, while the popularity of loudspeakers will decline because more and more people are complaining about the noise they make. Besides, thanks to the advancement in technology, more and more people believe that there are more advanced and convenient ways of communicating information and news than using loudspeakers.

e. Assessment

- Teacher corrects the students as a whole class.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework: - Do exercises in the workbook.

- Prepare for Lesson 8 – Looking back and project.

Appendix

	Digital billboards	Loudspeakers
Uses and advantages	- can change between different messages - attractive - can be updated in real-time	- warn people of air attacks (in the past) - alert people to natural disasters - communicate public messages
Problems	Light pollution	Noise pollution
Countries where they are used	The USA, the UK, Japan, and big cities around the world	Japan, Philippines, the USA, Viet Nam

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UNIT 7: THE WORLD OF MASS MEDIA

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 7;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

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

II. MATERIALS

- Grade 12 textbook, Unit 7, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 7.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones.	- Students join the game, choose a number and answer the question.	Suggested words: 1. mass media 2. leaflet

- If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner.		3. billboard 4. loudspeaker 5. pie chart

e. Assessment

- Teacher observes the groups and gives feedback.

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

- To help Ss review the pronunciation of linking /r/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of adverbial clauses of manner and result.

b. Content:

- Pronunciation: Work in pairs and mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences. (p.98)
- Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (p.98)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.98)

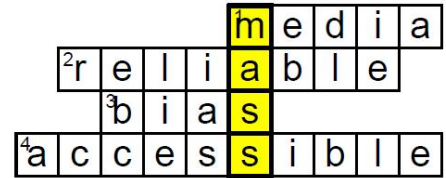
c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Work in pairs and mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences. (4 mins)		
- Ask Ss to read through the sentences to get a broad understanding. - Tell them to identify the places where linking /r/ can appear. In weaker classes, give an example first. E.g. 1. <i>The linking /r/ can appear between the /ɜ:/ in 'Peter' and the /ə/ or /æ/ in 'and'.</i> - Ask Ss to listen to the recording and check their answers. Have them pay attention to the linking /r/ in each word. - Ask Ss to listen to the recording again, but this time, have them repeat the whole sentences with emphasis on the linking /r/.	- Students identify the places where linking /r/ can appear	Answer key: 1. Peter and I are discussing the news on TV. 2. There is a nice poster on the wall advertising the public event. 3. The village is far away in the mountains, but villagers have a fast Internet connection. 4. The singer is the focus of media attention.
Solve the crossword with the words you've learnt in this unit. What is the hidden word? (4 mins)		
- Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word.	- Ss work in pairs to solve the crossword	Answer key:

- Have Ss complete the activity.
- Check answers as a class.
- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. *media* first appears in the Getting started section.



Circle the mistake in each sentence. Then correct it. (4 mins)

- Ask Ss to read the whole sentence, focus on the underlined words / phrases
- Encourage them to check whether these underlined words / phrases are grammatically correct or not by studying both the underlined parts and the phrases and the sentences that contain these parts. *E.g. 1. A. 'The' Internet is correct because we often use 'the Internet' to refer to the network we use to share information. B. 'so a convenient tool' is incorrect because we use 'so' with an adjective, not with a noun phrase like this.*
- In weaker classes, remind them that the focus today is on the use of adverbial clauses of manner and result. Help them review these grammar rules before they complete the task.
- Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for their corrections, e.g. 1. B. '*so*' is the answer because we say '*such a convenient tool*', not '*so a convenient tool*'.

- Ss read the sentences, circle the mistake in each sentence and correct it.

Answer key:

1. B (such)
2. D (if)
3. D (that)
4. C (as)

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Introduce a culture

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation. - Have Ss work in their groups. Give them a few	- All groups exhibit their group preparation and make presentations. - When one group makes a	<i>Students' presentations</i>

minutes to get ready for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying the leaflet or listening to the presentation, and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Invite one or two groups to present their ideas in front of the class. Ask others to listen and write down their feedback and comments. At the end of each presentation, invite peer feedback from the audience in oral and/or written forms. - Give praise and feedback at the end. You can also give Ss marks for their presentation as part of their continuous assessment.	presentation, others listen and complete the evaluation sheet.	

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 8.

Period 71

UNIT 8: WILDLIFE CONSERVATION**Lesson 1: Getting started****At a rescue center****I. OBJECTIVES**

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

1. Knowledge

- gain an overview about the topic wildlife conservation;
- understand the words and phrases related to wildlife;
- use adverbial clauses of condition and comparison correctly.

2. Competences

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

3. Personal qualities

- Be aware of conservation issues and think of new ways to protect animals;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. enclosure (n)	/ɪnˈkləʊʒə/	an area surrounded by a wall or fence, and used for a particular purpose	mảnh đất đã được rào lại
2. primate (n)	/ˈpraɪmət/	a member of the group of animals that includes humans and monkeys	linh trưởng
3. house (v) ~ in	/haʊz/	provide someone with a place to live	cung cấp nơi ở
4. endangered (adj)	/ɪnˈdeɪndʒəd/	at risk of no longer existing	Gặp nguy hiểm

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To create a friendly and lively atmosphere in the classroom;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
A video - Teacher asks students to read through some questions before watching the video. - Teacher asks students to watch a video about wildlife conservation.	- Students work in groups. - Students look at the picture that the teacher shows them and describe the picture. - Other students try to guess the name.	https://www.youtube.com/watch?v=e-yAO267tvE Questions: - What is wildlife conservation?

- Call on some students to give their answers.		- What can wildlife conservation be broken down into? - Which country is mentioned in the video as an example of protecting wildlife?

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)**a. Objectives:**

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook.	New words: 1. enclosure (n) 2. primate (n) 3. house (v) ~ in 4. endangered (adj)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)**a. Objectives:**

- To help students get to know the topic;
- To introduce words and phrases related to wildlife conservation;
- To help Ss identify adverbial clauses of condition and comparison.

b. Content:

- Task 1: Listen and read. (p.100,101)
 - Task 2: Read the conversation again and decide whether the statements are true or false. (p.101)
 - Task 3: Match the words and phrases with their meanings. (p.101)
 - Task 4: Complete the sentences with words from task 1. (p.101)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
- Put Ss into groups. Draw a mind map on the board and write Endangered Species in the middle. Have groups brainstorm as many aspects of the topic		

as possible, e.g. kinds of species, where they are found,.... Give Ss a time limit for the brainstorming. - Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort. - Have Ss look at the picture and elicit the context of the conversation by asking some questions, e.g. What animals do you see in the pictures? Where is Mark? - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the world of work while they are listening and reading. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud.	- Students give as many species as possible - Students listen to the recording. - Students underline words/phrases related to wildlife conservation. - Students compare the words and phrases with their partners. - Students read the conversation aloud.									
Task 2: Read the conversation again and decide whether the statements are true or false. (5 mins)										
- Put Ss in pairs. Ask them to read the statements carefully and decide whether the statements are true or false. In stronger classes, encourage Ss to do the task without looking back at the conversation. - Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions. - Have Ss share their answers with the class. - Confirm the correct answers.	- Students work independently to do the activity. - Students compare the answers in pairs.	Key: <table><tr><td>1.</td><td>T</td></tr><tr><td>2.</td><td>F</td></tr><tr><td>3.</td><td>F</td></tr><tr><td>4.</td><td>T</td></tr></table>	1.	T	2.	F	3.	F	4.	T
1.	T									
2.	F									
3.	F									
4.	T									
Task 3: Match the words and phrases with their meanings. (6 mins)										
- Have Ss read the conversation quickly again, find these words and phrases, and guess their meanings from the context. - Ask Ss to do the matching. - To check answers, write the individual words on the board and have Ss come to the board to match them. - Alternatively, have one student read the word and another student say the meaning of the word. - Give further explanation to the words and phrases	- Students read the conversation again and work independently to do the activity. - Students share and check the answers.	Answer key: 1. d 2. b 3. a 4. c								
Task 4: Complete the sentences with words from task 1. (5 mins)										
- Have Ss read each sentence and try to think of the missing information to complete the sentences. - In weaker classes, encourage Ss to read the	- Students work individually to complete the sentences - Students share and check the answers.	Answer key: 1. <u>If you have any questions during the tour,</u> don't hesitate to ask.								

conversation again and find the sentences. - Check answers by calling on individual Ss to read the complete sentences. - Remind Ss of types of clauses learned in the unit (adverbial clauses of condition and comparison). Draw Ss' attention to these types and tell Ss that they will revise all these types in later lessons.		2. Apes are as good at using tools as <u>they're at learning sign language</u> . 3. We can help gibbons <u>if we stop keeping them as pets</u> . 4. <u>Gibbons can become ill or weak</u> unless they're fed the right type of food.

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)**a. Objectives:**

- To help Ss memorize the key information about wildlife conservation;
- To get Ss to speak about some ways to protect the wildlife.

b. Content:

- Remind Ss that they can make different kinds of presentations for this project. They can make a poster or power point presentation for this project.

c. Expected outcomes:

- Ss can make a presentation before class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Make a presentation about ways to protect the wildlife. (10 mins)		
- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to make a presentation. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their map. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group.	- Students work in groups to follow teacher's instruction. - Students perform in front of the class.	<i>Students' own creativity</i>

e. Assessment

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

5. CONSOLIDATION**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

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

UNIT 8: WILDLIFE CONSERVATION

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- use the lexical items related to the topic *wildlife conservation*;
- recognize and produce words and phrases in which assimilation of sounds occurs
- use adverbial clauses of condition and comparison correctly;

2. Competences

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

3. Personal qualities

- Be eager to learn more about ways to protect environment;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

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

b. Content:

- Game: Say a name

c. Expected outcomes:

- Students can revise vocabulary related to green cleaning.
- Students can do all the exercises.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: SAY IT OUT LOUD - Divide the class into two teams.	- Students work in groups.	

- Ask students to give names of endangered species. - The team with more accepted species become the winner.	- Students give names.	

e. Assessment

- Teacher observes and gives feedback.

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

- To help Ss recognise and practise assimilation.

b. Content:

- Task 1: Listen and repeat. Pay attention to the highlighted sounds. (p.102)
- Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (p.102)

c. Expected outcomes:

- Students can correctly pronounce the words in assimilation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the highlighted sounds. (6 mins)		
- Explain the process of assimilation to Ss, that is, when the ending sound of one word blends into the beginning sound /m/, /b/, /p/, and /s/ of the following word. Tell them that this is a natural process that appears in rapid speech. (Ss should not intentionally change the ending sounds as described.) - Play the recording for Ss to listen and follow. - Read out the examples in the Remember Box (or play the recording again) for Ss to repeat as a class. - Ask Ss to work in pairs and take turns pronouncing the phrases. Encourage Ss to say them as naturally as possible.	- Students listen to the recording, and then repeat the words. - Students read the examples.	<i>on purpose</i> /ɒm 'pɜ:pəs/ <i>in bed</i> /ɪm 'bɛd/ <i>in May</i> /ɪm 'meɪ/ <i>hot potato</i> /'hɒp pə'tetəʊ/ <i>not bad</i> /'nɒp 'bæd/ <i>right mess</i> /'raɪp 'mes/ <i>bad penny</i> /'bæb 'pɛni/ <i>good boy</i> /'gʊb 'bɔɪ/ <i>red meat</i> /'rɛb 'mi:t/ <i>Math solver</i> /'mæs 'sɒlvə/
Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (6 mins)		
- Ask Ss to read the sentences and underline the parts where assimilation occurs. - In weaker classes, demonstrate by reading the sentences or play the recording first then let Ss repeat the sentences. - Extend this task by having Ss take turns reading each of the sentences twice: 1) slowly, trying to enunciate the sounds clearly and avoid any assimilation and 2) quickly, trying to blend the final and initial sounds. Ask their partners to listen carefully and identify any assimilated sounds.	- Students underline the parts - Students read the whole text aloud.	Answer key: 1. Apes are larger than monkeys. /'ðəm 'mʌŋkɪz/ 2. If feed properly, the bear will recover soon. /'feb 'prɑ:pərli/ 3. Both species benefit from living together. /'bəʊs 'spi:ʃi:z/ 4. Ten percent of the world's population was infected by the virus. /'tem pə'sent/

- Play the recording (several times if necessary) to check the answers. Further explain this phenomenon in English so that Ss can understand more clearly.

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 introduce words and phrases related to wildlife conservation.
- To help Ss practise using the words and phrases in 1 in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.102)
- Task 2: Complete the sentences using the words in 1. (p.103)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
- Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Have Ss practise vocabulary building skills by thinking of words or phrases associated with the five items in this activity. - Put Ss in pairs or groups. Provide some synonyms or antonyms for the words for Ss' reference, e.g. extinct - common, conserve - destroy...	- Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words.	Answer key: - d - a - b - c - e
Task 2: Complete the sentences using the words in 1. (6 mins)		
- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word or phrase in 1 can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is a verb that the company has to do to meet the production targets. - Check answers as a class. Have Ss call out the word/phrase they have used in each sentence first. - Confirm the correct answers. Ask Ss to give reasons why they have chosen the word/phrase by referring to the context clues. - Ask individual Ss to read the complete	- Read and complete the sentences.	Answer key: - survive - rare - extinct - captivity - conserve

sentences.

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)**a. Objectives:**

- To give Ss an opportunity to practice adverbial clauses of condition and comparison.
- To help Ss practise adverbial clauses of condition and comparison in a speaking activity.

b. Content:

- Task 1: Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes. (p.103)
 - Task 2: Work in pairs. make sentences about endangered animals using adverbial clauses of condition or comparison. (p.103)

c. Expected outcomes:

- Students know how to use adverbial clauses of condition and comparison and can apply them to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes. (6 mins)		
- Tell Ss to read the explanations in the Remember! box on page 103. Check understanding of the grammar point by asking questions about the number of clauses in the sentences. - Explain the differences among the three types of sentences to make sure Ss understand them. - In weaker classes, give more examples to demonstrate the grammar points. - In stronger classes, have Ss come up with their own example sentences. - Ask Ss to work in pairs or individually to combine the simple sentences by using the words in the bracket. - Check answers as a class and ask Ss to explain their choices.	- Students read the notes in the Remember box. - Students write the correct prepositions. - Students explain their answers.	Answer key: 1. <i>If you don't release the turtle into the sea, it will die soon.</i> 2. <i>Raising people's awareness is as important as imposing strict laws to preserve wildlife.</i> 3. <i>Unless we stop poaching, many endangered species will become extinct.</i> 4. <i>A monkey is more intelligent than you may think.</i>
Task 2: Work in pairs. make sentences about endangered animals using adverbial clauses of condition or comparison. (7 mins)		
- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student. - Note that the examples in the book are just a few suggestions. Encourage Ss to come up with their own ideas to make compound and complex sentences. - Put Ss in pairs and practice saying the sentences. - Invite some Ss to report back to the class.	- Students work in pairs and think of a person they admire. - Students decide on the ideas they are going to say and make 3-5 sentences, using the structures. - Present their ideas in front of class.	

e. Assessment

Grade: 12

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Period 73

UNIT 8: WILDLIFE CONSERVATION

Lesson 3: Reading

Wildlife conservation news

I. OBJECTIVES

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

1. Knowledge

- Skim for main ideas and scan for specific information in news items about wildlife conservation.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Be responsible with plastics;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Reading
- Projector / TV
- Computer connected to the Internet
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. extinction (n)	/ɪk'stɪŋkʃn/	a situation in which a plant, an animal, a way of life, etc. stops existing	Tu yết ch ủ n g
2. take <u>measures</u>	/'meɜ:(r)/	an official action that is done in order to achieve a particular aim	Đư a ra biệ n ph áp
3. biodiversity	/ˌbaɪəʊdaɪ'vɜ:səti/	the existence of a large number of different kinds of animals and	Sự đa dạng sinh học

sity (n)		plants which make a balanced environment	
4. ntitle (v)	/ɪn'taɪtl/	give a title to a book, play, etc.	Đặt tiêu đề

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Spot the word - Teacher gives out handout with many words and a table with a lot of letters. Teacher asks students work in pairs to find as many words as possible in 2 minutes. - The pair with the most correct words become the winner.	- Students find words	1. volunteer 2. stress 3. species 4. measure 5. awareness 6. conservation 7. extinct

d. Organisation

- Task 2: Read the news items and choose the most suitable headline for each one. There are Two extra headlines. (p. 104)

- Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (p.105)

- Task 4: Read the news items again and choose the correct answer. (p.105)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the news items and choose the most suitable headline for each one. There are Two extra headlines. (6 mins)		
- Ask Ss to read 5 headlines in 2 and read the news items to match the headline with the correct item. - Remind Ss to read the items quickly to find out the significant information which matches the headline. - Note that there two extra headlines that Ss do not need to use. - Ask Ss to locate key information that help them have correct answer. - Check answers as a class. Write them on the board.	- Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required.	Answer key: 1. A 2. B 3. D
Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (7 mins)		
- Ask Ss to read the whole text once again to get an overall idea. - Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss discuss the context clues and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board.	- Students do the matching - Students compare their answers with partners then check with the whole class.	Answer key: 1. C 2. A 3. D 4. B 5. E
Task 4: Read the news items again and choose the correct answer. (7 mins)		
- Ask Ss to read 4 statements and their options first. Make sure Ss understand all of them. - Have Ss read the news items again and choose the correct answer for each question. - Ask Ss to give reasons for their answers by providing the information from the news items. - Check answers as a class. Call on some Ss to explain their answers.	- Students choose the best answer according to the text.	Answer key: 1. A 2. A 3. C 4. D 5. B

e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the unit to express their ideas and opinions.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p. 105)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about their habits.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions. (p. 37)		
- Ask Ss to review the news items quickly and note down some ideas for their answers. - Encourage Ss to explain their answers using as many reasons as possible. - Invite Ss from different groups to give their answers to the class.	- Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedbacks.	<i>Suggested answer:</i> - I find the news item No.3 most interesting because this is a great opportunity for art lovers gather together for a meaningful event. They can fulfil their passion for painting and at the same time help promote public awareness about wildlife conservation. - I find the news item No.1 most interesting because the news item helps raise public awareness about sea turtles an endangered species that requires special protection. This also opens an opportunity for the volunteers who wish to work on such endangered species protection projects.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about life stories of Steve Jobs and what you admire most about him.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- revise the language Ss have learnt in Units 6-8.
- introduce the review by asking Ss if they remember what they have learnt so far in terms of language.

2. Competences

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

3. Personal qualities

- Be aware of conservation issues and think of new ways to protect animals;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Review 3
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create a friendly and lively atmosphere in the classroom;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Hidden words - Teacher divides the class into two teams. - Teacher asks students to pick one paper from a box. - Then the student has to use body language or speech to express the meaning of the word (without mentioning the word). The rest of the	- Students work in groups. - Some students go to the board. - The rest guess what the word is.	Suggested words: 1. Enclosure 2. Mammal 3. Primate 4. Loss 5. Extinct 6. Captivity 7. Conserve 8. Survive

class guess what that word is. - The team with more words becomes the winner.		9. Biodiversity 10. clearance

e. Assessment

- T observes 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;
- To help Ss review homophones;
- To check whether Ss can identify the parts where the linking /r/ can appear;
- To check whether Ss can identify the parts where assimilation can occur.

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.
- 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.
- Task 3: Listen and complete the sentences with the correct words. Then practice saying them in pairs.
- Task 4: Mark () the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences in pairs.
- Task 5: Read the sentences and underline the parts where assimilation can occur. Focus on the highlighted parts. Listen and check. Then practise saying the sentences in pairs.

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
TASK 1 - Have Ss pronounce all words, pay attention to the underlined sounds. - If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the class. - Have Ss work in pairs to practise saying these words.	- Students read the words. - Choose the answer. - Compare their answers in pair.	Suggested answer: 1. B 2. D
TASK 2 - Have Ss pronounce all words, pay attention to the word stress. - If there is any word whose stress Ss are not sure about, tell Ss 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. - Have Ss compare their answers in pairs. - Check the answers with the class.	- Students pronounce all words. - Choose the answer. - Compare their answers in pair.	Suggested answer: 3. A 4. C
TASK 3 - Ask Ss to read the sentences 1-2. Tell		Suggested answer: 1. We often <u>see</u> some

them that two words to fill in the gaps are homophones. Review the knowledge about homophones on the board or go to Language sections in Unit 6. - Tell Ss to listen and complete the sentences with the correct words. - Have Ss compare their answers in pairs and explain why they are homophones. - Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers. - Have Ss work in pairs to practise saying these sentences.	- Listen to the tape. - Fill in the missing words. - Compare their answers.	<u>sea</u> turtles on the beach. 2. This is not the <u>right</u> way to <u>write</u> an email.
TASK 4 - Ask Ss to read the sentences 1-2 and try to the sounds between which the linking /r/ can appear by themselves. Review the knowledge about linking /r/ on the board or go to Language sections in Unit 7. - Tell Ss to listen and check their answers. - Play the recording for Ss to listen, pausing after each sentence to check the answers with the class. - Have Ss work in pairs to practise saying these sentences.	- Students read the sentences and link the sounds. - Students listen to the tape and check. - Students work in pairs and practice saying these sentences.	Suggested answer 1. A <u>number of</u> nature reserves have been created to protect <u>rare animals</u>. 2. <u>There is</u> an event <u>far away</u> from our city, so I had to travel by plane.
TASK 5 - Ask Ss to read the sentences and pay attention to the highlighted words. - Tell Ss to listen and identify the parts where assimilation can occur. - Play the recording for Ss to listen, pausing after each sentence to check the answers with the class. - Tell Ss to explain how assimilation can occur in these parts. - Have Ss work in pairs to practise saying these sentences.	- Students read the sentences - Students listen and identify the parts where assimilation occurs. - Students practice saying the sentences.	Suggested answer: 1. My brother <u>was in Paris</u> to see an exhibition <u>on modern media</u>. 2. They <u>wrote many reports</u> about how <u>to protect pandas</u> in China

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: VOCABULARY (15 mins)

a. Objectives:

- To help Ss review topic-related words and phrases from Units 6-8, and provide further vocabulary practice;
- To help Ss review topic-related words and phrases from Units 6-8, and provide further vocabulary practice;
- To help Ss review topic-related words and phrases from Units 6-8, and provide further vocabulary practice.

b. Content:

- Task 1: Complete the sentences. (p.112)
 - Task 2: Choose the word CLOSEST in meaning to the underlined word. (p.112)
 - Task 3: Choose the word OPPOSITE in meaning to the underlined word. (p.112)
 - Task 4: Choose the best answer. (p.113)

c. Expected outcomes:

- Students can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: What are the missing letters? Complete the sentences using the pictures. (3 mins)		
- Ask Ss to read the sentences 1-4 and try to understand the general meaning of each sentence. - Tell Ss to predict the words and/or phrases using the photos and beginning letters provided. - Ask Ss to compare their answers in pairs. - Confirm the correct answers.	- Students read the sentences - Students predict the words. - Students compare their answers in pair.	Suggested answer 1- chatbot 2- viewers 3- extinct 4- facial recognition
Task 2: Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word. (4 mins)		
- Ask Ss 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, 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 class. - Confirm the correct answers.	- Students work independently to do the activity. - Students compare the answers in pairs.	Key: 5. B 6. D
Task 3: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (4 mins)		
- Ask Ss 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, skip it and focus on 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 class. - Confirm the correct answers.	- Students work independently to do the activity. - Students compare the answers in pairs.	Answer key: 1. A 2. C
Task 4: mark the letter A, B, C, or D to indicate the correct answer. (4 mins)		
- Ask Ss to do the activity individually and tell Ss to read and try to understand the meaning of each sentence. - Have Ss look through four options and tell them to put each word from four options into the gap. - Tell them to choose the word that makes the sentence meaningful. - Ask individual Ss to share their answers	- Students work individually to complete the sentences - Students share and check the answers.	Answer key: 1- A; 2- C; 3- A; 4- B; 5- D; 6- B; 7-D; 8- B

with the class.
- Confirm the correct answers.

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: GRAMMAR (10 mins)**a. Objectives:**

- To help Ss revise the uses of active and passive causatives, and adverbial clauses of manner and condition;
- To help Ss revise the uses of adverbial clauses of manner, result, condition and comparison;
- To help Ss revise the uses of active and passive causatives, adverbial clauses of manner, result, condition and comparison.

b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the correct answer.
- Task 2: Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.
- Task 3: Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences.

c. Expected outcomes:

- Ss can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Mark the letter A, B, C, or D to indicate the correct answer. (3 mins)		
- 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 6-8 and quickly review the uses of the grammar points on the board or go back to Language sections in these Units. - Then have them compare answers in pairs, before confirming answers as a class.	- Students work in individually to follow finish the task. - Students compare their answers.	<i>Suggested answers</i> 1. A; 2. A; 3. B; 4. D
Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences. (3 mins)		
- Have Ss work in pairs. Tell them to read the sentences carefully and study the relationship between these sentences (e.g. 1. manner, 2. result, 3. condition, 4. result). - Tell Ss to read four options and choose the option that: - best represents the relationship between two sentences; - is grammatically incorrect; and - does not change the meaning of the original sentences - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole	- Students work in individually to follow finish the task. - Students compare their answers.	<i>Suggested answer</i> 1. D; 2. B; 3. A; 4. C

class.		
Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (4 mins)		
- Tell Ss to read the whole sentence and focus on the underlined words/ phrases. - Check whether these underlined words/ phrases are grammatically correct or not by studying both the underlined parts, the phrases and the sentences that contain these parts. - If you're not sure about a choice, skip it and focus on others to see if you can find the mistake in these choices or not. - Then have Ss compare answers and correct the mistakes in pairs, before confirming answers as a class.	- Students work in individually to follow finish the task. - Students compare their answers.	<i>Suggested answer</i> 1. A => so 2. C => as 3. C => if 4. C => updated

e. Assessment

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

5. CONSOLIDATION**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Period 75

REVIEW 3

Lesson 2: Skills

I. OBJECTIVES

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

1. Knowledge

- revise the skills Ss have learnt in Units 6-8.
- introduce the review by asking Ss if they remember what they have learnt so far in terms of skills.

2. Competences

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

3. Personal qualities

- Be aware of conservation issues and think of new ways to protect animals;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Review 3
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions

Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create a friendly and lively atmosphere in the classroom;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video - Teacher asks students to watch a short video.	- Watch the video	https://www.youtube.com/watch?v=bgiPTUy2RqI

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: Listening (10 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 and choose the factors that have affected the blue whale population. There is one extra option.
- Task 2: Listen again and choose the correct answer A, B, or C.

c. Expected outcomes:

- Students can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
TASK 1 - Focus Ss' attention on blue whales by showing them a photo of a blue whale and ask them whether they know anything about this animal. - Tell Ss that they are going to hear a talk about the blue whale population. Ask Ss to read through five factors that have affected the blue whale population and predict what can be the major reasons.	- Students listen and choose the factors that have affected the blue whale	<i>Suggested answer:</i> A, B, D, E

- Call on some Ss to share their predictions. - Remind Ss to choose four of the factors that have affected the blue whale population while they are listening. - Play the recording for Ss to listen to check. - Confirm the correct answers. Ask Ss to give the clues that help them work out the answer.		
TASK 2 - Ask Ss to look at the questions and underline the key words. Then tell them to look through the options following each question and try to identify the differences between them. - Play the recording again and have Ss listen and choose the correct answers. - 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 clues. In stronger classes, ask Ss to provide the clues for their answers.	- Students listen and choose the best answer.	Suggested answer: 1-B; 2-A; 3-C; 4-C

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: Speaking (10 mins)**a. Objectives:**

- To help Ss develop the 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;
- To help Ss review topic-related words and phrases from Units 6-8, and provide further vocabulary practice.

b. Content:

- Task 1: Work in pairs. match the threats facing blue whales with the solutions. (p.114)
- Task 2: Choose the word CLOSEST in meaning to the underlined word. (p.114,115)

c. Expected outcomes:

- Students can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Match the threats facing blue whales with the solutions. (10 mins)		
- Have Ss read through the threats and solutions. Draw the table on the board if necessary. - Ask them to work in pairs to match the threats facing blue whales with the appropriate solutions. - Walk around the class to offer help if necessary. - Invite some pairs to share the answers. - Confirm the answers as a class.	- Students work in pairs and match the threats with the solutions	Suggested answer 1-B; 2-A; 3-D; 4-C

Task 2: Work in groups. Discuss each solution above and think about what each individual can do to help save the blue whales. Then report to the class. (10 mins)

- Ask Ss to look at the solutions from activity 1 in Speaking again. Then tell them to think about what each individual can do to help save blue whales.
 - Have Ss work in groups and discuss what each individual can do to help save blue whales.
 - Walk around the class to offer help if necessary.
 - Invite some groups to present summary of their group discussion to the class.

- Students work in groups to discuss each solution above and think about what each individual can do to help save the blue whales.
 - Present to the class

Key:

Discussion sample:

A: As you may know, the blue whale population is decreasing rapidly for several reasons. In your opinion, what should each individual do to protect blue whales?

B: Well, I think fishermen should change ship routes away from the habitats of blue whales because it can prevent blue whales from being hit and injured by large ships.

C: I totally agree with B. We should also raise people's awareness about plastic pollution that can cause the death of blue whales.

A: That's a good idea. Each individual should reduce plastic use because it helps blue whales avoid swallowing these things, which can cause their death.

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: Reading (10 mins)

a. Objectives:

- To help Ss practise reading for the main idea;
- To help Ss practise reading for the specific information;

b. Content:

- Task 1: Read the article below. match each section (A–C) with the heading (1–5). There are TWO extra headings.
- Task 2: Read the article again. Choose the correct answer A, B, C, or D.

c. Expected outcomes:

- Ss can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Read the article below. Match each section (A–C) with the heading (1–5). There are TWO extra headings. (10 mins)		
- Have Ss read five headings provided in the box first and check their understanding. - Then ask Ss to read the whole text once. For each paragraph, tell Ss to read the first and	- Students work in individually to find the suitable heading for each paragraph.	<i>Suggested answers</i> A - 5 ; B - 2; C - 4

the last sentences of the paragraph, which can possibly help them get the main idea. After that, Ss look through the headings again and match the paragraph with the heading containing most relevant/ suitable information. - Put Ss into pairs to do the activity. - Check answers as a class. Explain why options A and C are wrong, e.g. No paragraph mentioned the changes in users' appearance, and paragraph 1 only mentioned that "AI can automatically change data into various forms", but it did not tell readers about writing a newspaper automatically.	- Students compare their answers.	
Read the article again. Choose the correct answer A, B, C, or D. (10 mins)		
- 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. For question 1, the article mainly discusses the benefits of AI in mass media. For question 2, in paragraph 1, the article does not tell readers that AI can help journalists express their opinions. For question 3, "face recognition" is mentioned as a typical example of how AI can make social platforms safer for the users. It is used as a way of supporting the main idea. For question 4, in paragraph 3, the last sentence indicates that a number of channels or programmes will be recommended for the users. This means that AI can help people choose their favorite programmes.	- Students work in individually to finish the task. - Students compare their answers.	<i>Suggested answer</i> 1-B; 2-C; 3-A; 4-D <i>Reading comprehension MCQs (for inferences)</i> 1. Read the question and four options. Underline the key words in each option. 2. Read the parts that contain the relevant information. Note that the key words in the options may be paraphrased in the text. 3. Check whether the information in each option can be inferred from these parts (i.e., it may not be stated directly in the text, but is true basing on the information given) and eliminate the options that contain the irrelevant information.

e. Assessment

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

5. ACTIVITY 3: Writing (10 mins)
a. Objectives:

- To help Ss practise writing an essay about the benefits and possible problems of using AI in creating content on the mass media;

b. Content:

Grade: 12

- Write an essay (180–200 words)

c. Expected outcomes:

- Ss can successfully finish the task.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Write an essay (180–200 words) about the benefits of using ai in creating content for the mass media and the problems caused by it. Select and combine information from Reading and the suggested ideas below. (20 mins)		
- Have Ss read through the problems of using AI in creating contents on the mass media and reasons. - Ask Ss to make a list of the benefits and possible problems of using AI in creating content on the mass media. Tell Ss to select and combine the information from the text in Reading and from the table in Writing. - Have Ss work in pairs. Ask them to discuss the organization of the text. - Give Ss enough time to write an essay (150-180 words) about the benefits and possible problems of using AI in creating content on the mass media. Set a time limit depending on the Ss' ability level. - Walk around the class and offer help if necessary. - If time allows, ask Ss to swap their essays 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' essays to mark and provide written feedback in the next lesson. - In weaker classes, provide Ss with the outline below.	- Students work in individually to find the suitable heading for each paragraph. - Students compare their answers.	<i>Suggested answers</i> 1-E ; 2- B; 3-D

6. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Periods 76, 77

MID-TERM TEST REVISION

I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, grammar, and reading skills.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge of ARTIFICIAL INTELLIGENCE, THE WORLD OF MASS MEDIA, WILDLIFE CONSERVATION.

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).

- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

Stabilization (2 mins)

- Greet the whole class, Check the attendance.

Check-up (during the lesson)

Classroom activities

F. PRACTICE ACTIVITIES

ACTIVITY 1: Mark the letter A, B, C, or D that needs correction. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work

To revise the use of learnt lexical items & grammar from Unit 1-3	- Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers. - Corrects and gives feedback.	- Suggested answer:

ACTIVITY 2: Mark the letter that best completes each of the following exchanges. (3ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To make Ss find appropriate exchanges in conversations	- Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers. - Corrects and gives feedback.	- Suggested answer:

ACTIVITY 3: Read the paragraph and choose the best answers. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a reading text	- Ask Ss to work individually to do activity (at home) - Call a student to give answers on the board. - Check and give feedback.	- Suggested answer:

ACTIVITY 4: Give correct word form (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' application of word form to find correct answers for each sentence	- Ask Ss to work individually to do activity - Call a student to give answers on the board. - Check and give feedback/ explanations if any.	- Suggested answer:

ACTIVITY 5: Choose the words to fill in the blanks. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a text and skills to find suitable words in the gaps	- Have Ss do this exercise at home - Call a student to give answers on the board. - Check and give feedback.	- Suggested answer:

ACTIVITY 6: Give correct verb form. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' application of verb tense to give correct verb form	- Ask Ss to work in pairs to do this exercise - Call Ss to read out loud the answers for each sentence. - Give comments and check.	- Suggested answer:

B. HOMEWORK

- Summarise the main points of the lesson.
- Asks Ss to:
- + do the rest exercises (if they haven't finished), check & correct them. Otherwise, T collects all the Ss' papers and check for them.
- + prepare the next lesson (Mid-term test).

IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation (Handout 2)**Knowledge**

- Revise the vocabulary again and do pronunciation, vocabulary & grammar, closest/opposite meaning tasks.

Comprehension

- Find words and phrases to fill in the blanks as well as finding their synonyms/antonyms.

Low application

- Discuss and choose the best answers.

High application

- Explain for their choices

V. Appendix**HANDOUTS****PRACTICE TEST 1**

Read the following advertisement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 1 to 6.

Are you struggling with parenting conflicts? Join our workshop, Effective Parenting Strategies, designed to help you (1) _____ daily challenges while nurturing strong family bonds. Gain insight into practical solutions for managing family dynamics, requiring a great (2) _____ of patience and resilience. The workshop provides tools and strategies to encourage (3) _____ healthy communication, creating a positive environment for your children.

Led by experienced coaches, this session offers a supportive (4) _____, bringing together parents facing similar challenges, allowing everyone to share and learn. Tailored exercises, addressing real-life scenarios, will empower you with techniques to build confidence (5) _____ your parenting journey. Don't miss this chance to learn valuable skills, (6) _____ to handle common struggles faced by families today.

Sign up now and invest in a rewarding journey of growth and understanding for you and your family!

- Question 1.** A. give away B. take up C. cope with D. bring in
Question 2. A. quality B. deal C. number D. handful
Question 3. A. developing B. develop C. to developing D. to develop

- Question 4. A. sight **B. setting** C. situation D. occasion
 Question 5. A. on B. for C. with **D. in**
 Question 6. A. which equip B. are equipped **C. equipped** D. equipping

Read the following school announcement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 7 to 12.

Are you a passionate reader? Join the *Reading Cultural Ambassador Contest* to showcase your unique journey and inspire others! This contest provides a (7) _____ experience for students who wish to engage in (8) _____. You'll also have the opportunity to share your reading passion (9) _____ others and encourage a love of books within our school.

(10) _____ prizes, winners will have the chance to lead school reading events throughout the year. A large (11) _____ of enthusiasm is encouraged as we seek students who can make a real impact. (12) _____ in mind that participants will be judged on their ability to connect with and motivate others through their love of reading. Don't miss this chance - sign up today at the library!

- Question 7. A. fulfilment **B. fulfilling** C. fulfilled D. fulfil
 Question 8. A. cultural meaningful exchange **B. meaningful cultural exchange**
 C. meaningful exchange cultural D. cultural exchange meaningful
 Question 9. A. in B. for **C. with** D. by
 Question 10. A. In contrast to **B. In addition to** C. By virtue of D. In place of
 Question 11. A. variety B. range **C. amount** D. number
 Question 12. A. Make B. Take C. Put **D. Bear**

Mark the letter A, B, C or D to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

Question 13.

Dear Susan,

- a. This position really helped me develop confidence through interactions with customers and co-workers, which I hadn't expected.
- b. I'm grateful for this opportunity, as it made my college years more fulfilling and prepared me well for future roles.
- c. Working at a local café near campus turned out to be a surprisingly valuable experience.
- d. The busy mornings at the café, often filled with multiple orders and impatient customers, were initially a challenge, but I soon adjusted to the fast-paced environment.
- e. Looking back, I realise just how much this part-time job taught me about time management and teamwork.

Best,

Michael

- A. d – e – a – b – c **B. c – d – a – b – e** C. e – d – b – a – c D. a – d – b – c – e

Question 14.

- a. Such visible improvements send a clear message that residents care deeply about their neighbourhood's appearance and safety.
- b. This simple effort has brought the community together, with residents working side by side to beautify neglected areas.
- c. As a result, once-overlooked spaces now look vibrant and inviting, attracting more foot traffic and reducing places for potential criminal activity.
- d. The impact of this initiative has been encouraging, as it fosters both pride and security within the town.
- e. Planting flowers has shown unexpected benefits in deterring crime in our small town.

- A. e – a – c – d – b B. e – d – c – b – a **C. e – b – c – a – d** D. e – c – b – d – a

Question 15.

- a. Mr. Lee: I make sure to walk every morning and eat plenty of vegetables.
- b. Mia: How do you stay healthy, Grandpa?
- c. Mia: I'll try to do that too! Maybe we can go for a walk together.

- A. b – a – c** B. a – c – b C. b – c – a D. c – a – b

Question 16.

- a. The first sign of trouble was the weather; a sudden storm swept through, turning these once-clear skies into a dark, relentless downpour.
- b. My summer holiday, which I had eagerly anticipated, quickly turned into a disaster.
- c. These setbacks transformed what was meant to be a relaxing getaway into a frustrating ordeal that we were eager to leave behind.
- d. This unexpected shift forced us to stay indoors, cancelling all the outdoor activities we had planned.
- e. Adding to the misery, the hotel we had booked was far from the charming place it appeared online, with broken amenities and noisy surroundings.

A. a – d – e – c – b **B. b – a – d – e – c** **C.** b – d – e – a – c **D.** a – e – d – c – b

Question 17.

- a. Mr. Smith: Do you think breaks are really that important for students, Mrs. Lee?
- b. Mrs. Lee: Exactly! And these moments also give us time to prepare for the next lesson.
- c. Mrs. Lee: Absolutely. Without these short breaks, students can't recharge and stay focused on learning.
- d. Mr. Smith: True, those few minutes make a big difference for both the students and us.
- e. Mr. Smith: I've noticed that after a quick break, students become more engaged in class.

A. a – b – d – c – e **B.** e – b – d – c – a **C.** e – c – d – b – a **D. a – c – e – b – d**

Read the following passage about AI assistance for disabled students and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 22.

AI-powered technologies, once concepts in futuristic predictions, are now assisting disabled students in real-world applications. For instance, Emma, an AI-enabled educational assistant, (18)_____. Within just a few months, Emma demonstrated significant improvements in accessibility for students with disabilities, providing personalised learning support and engaging students across various subjects.

Emma was developed by a California-based tech company (19) _____. Without a doubt, Emma and similar AI-powered tools represent the rapid progress in assistive technology, particularly in supporting disabled students. (20) _____.

Emma's design is inspired by a diverse range of needs, catering to students with visual, auditory, and physical disabilities. Equipped with voice recognition and visual tracking, (21) _____. Additionally, adaptive text-to-speech technology allows her to read material out loud, helping students overcome learning barriers with ease.

Emma's true strength lies in her ability to provide individualised support. She adjusts to each student's learning style and needs, offering a personalised educational experience that evolves over time. (22) _____.

Question 18.

- A.** which was initially implemented in a New York high school in 2021
- B. was first introduced in a New York high school in 2021**
- C.** having made its debut in a New York high school in 2021
- D.** whose launch was announced in a New York high school in 2021

Question 19.

- A.** of which emphasis on equity and advanced AI to create tools for inclusive education
- B.** prioritised equity and advanced AI to produce tools for inclusive education
- C.** attached importance to equity and advanced AI for tools to support inclusive learning
- D. whose focus on equity and advanced AI created tools for inclusive education**

Question 20.

- A.** Wanting to assist them in reading, writing, and interactive tasks, she has been designed
- B.** Their assistance in reading, writing, and interactive tasks gave birth to her
- C. She has been programmed to assist them in reading, writing, and interactive tasks**
- D.** Programmed reading, writing, and interactive tasks assist in developing her

Question 21.

- A.** understanding spoken instructions and responding accordingly is easier for her
- B.** spoken instructions help her understand and respond accordingly

C. she can understand spoken instructions and respond accordingly

D. they help her respond accordingly by understanding spoken instructions

Question 22.

A. AI empowers students to engage in learning, creating a more inclusive classroom

B. Empowered to engage in learning by AI, students create a more inclusive classroom

C. Students engaging in learning empower AI to create a more inclusive classroom

D. AI creates a more inclusive classroom so that it empowers students to engage in learning

Read the following passage about career paths and mark the letter A, B, C, or D on your answer sheet to indicate the best answer to each of the following questions from 23 to 30.

Choosing a career path is a significant decision that can impact an individual's life in various ways. Many factors influence this decision, including personal interests, skills, and market demand. It's essential to find a career that aligns with one's passions and strengths to ensure long-term satisfaction and success.

One popular career path is in the field of technology. With the rapid advancement of technology, there is a growing demand for professionals with expertise in areas such as software development, cybersecurity, and data analysis. These careers not only offer high salaries but also opportunities for continuous learning and growth.

Another promising field is healthcare. Careers in healthcare, such as nursing, medical research, and healthcare administration, provide a chance to make a meaningful impact on people's lives. The healthcare industry is also known for its job stability and growth potential.

Education is another vital sector that offers rewarding career paths. Teachers, school administrators, and education consultants play a crucial role in shaping the future by educating the next generation. Despite the challenges, careers in education are fulfilling and offer opportunities for professional development.

Entrepreneurship is an alternative career path that attracts many individuals. Starting a business involves risks but also offers the potential for significant rewards. Entrepreneurs have the freedom to innovate and create solutions that can benefit society.

Question 23. Which of the following is NOT mentioned as a factor influencing career choice?

A. Personal interests

B. Market demand

C. Job location

D. Skills

Question 24. The word "rapid" in paragraph 2 is closest in meaning to:

A. slow

B. fast

C. steady

D. brief

Question 25. The word "its" in paragraph 3 refers to:

A. career paths

B. healthcare industry

C. meaningful impacts

D. opportunities

Question 26. The word "vital" in paragraph 4 could be best replaced by:

A. insignificant

B. minor

C. essential

D. optional

Question 27. Which of the following best paraphrases the underlined sentence in paragraph 5?

A. Entrepreneurship is the only viable career path.

B. Starting a business is risk-free and always successful.

C. Entrepreneurship offers the potential for significant rewards despite the risks.

D. Entrepreneurs cannot create solutions that benefit society.

Question 28. Which of the following is TRUE according to the passage?

A. Technology careers offer limited opportunities for growth.

B. Healthcare careers lack job stability.

C. Careers in education are fulfilling and offer professional development.

D. Entrepreneurship is a risk-free career path.

Question 29. In which paragraph does the writer mention the importance of continuous learning?

A. Paragraph 1

B. Paragraph 2

C. Paragraph 3

D. Paragraph 4

Question 30. In which paragraph does the writer explore the role of educators?

A. Paragraph 1

B. Paragraph 2

C. Paragraph 3

D. Paragraph 4

Read the following passage about the impact of social media on mental health and mark the letter A, B, C, or D on your answer sheet to indicate the best answer to each of the following questions from 31 to 40.

[I] In recent years, social media platforms have become a central part of daily life, offering users countless ways to connect, share, and communicate. [II] While these platforms offer many advantages, experts have noted rising concerns about their effects on mental health, particularly among young people (Smith & Anderson, 2018). [III] Studies reveal that excessive social media use can contribute to feelings of anxiety, depression, and loneliness, despite its intention to promote connection and social interaction (Twenge & Campbell, 2019). [IV]

A primary reason for these mental health concerns is the tendency for social media users to compare themselves to others. Platforms like Instagram and Facebook often highlight idealized lifestyles, leading users to feel inadequate about their own lives. Additionally, the constant notifications and messages contribute to a **"fear of missing out,"** or FOMO, which keeps individuals in a cycle of checking their phones, often reducing the quality of sleep and overall well-being.

There is also a growing body of research suggesting a link between social media use and decreased attention spans. When users frequently switch between apps and notifications, **their** ability to focus for extended periods may diminish (Rosen, 2019). This shift in attention can interfere with productivity, especially in academic and professional settings, where sustained focus is essential.

Addressing these challenges requires a multi-faceted approach. Some mental health professionals suggest limiting screen time and setting boundaries, such as "device-free" hours before bedtime. Others recommend engaging in offline activities, like reading or exercising, to reduce dependence on social media and build healthier habits. According to psychologists, such strategies can **enhance** mental resilience and allow for more meaningful, balanced relationships (Robinson & Smith, 2020).

(Adapted from *Social Media and Mental Health Research* by Twenge, Rosen, and colleagues)

Question 31. Where in paragraph 1 does the following sentence best fit?

Young people are particularly affected due to their high engagement with these platforms.

- A. [I] **B. [II]** C. [III] D. [IV]

Question 32. The phrase **"fear of missing out"** in paragraph 2 could be best replaced by ____.

- A. longing to interact B. desire to know **C. worry of exclusion** D. aim of satisfaction

Question 33. The word **"their"** in paragraph 3 refers to ____.

- A. users** B. researchers C. notifications D. professionals

Question 34. According to paragraph 2, which of the following is NOT an effect of social media on mental health?

- A. improved self-esteem** B. increased anxiety C. fear of missing out D. sleep disruption

Question 35. Which of the following best summarizes paragraph 3?

- A. Social media contributes to concentration issues that affect users' academic achievements.
B. Notifications and app-switching harm the focus needed in professional environments.
C. Frequent notifications on social media can decrease users' attention spans and productivity.
D. Distractions from social media only affect students' performance negatively.

Question 36. The word **"enhance"** in paragraph 4 is OPPOSITE in meaning to ____.

- A. diminish** B. reinforce C. intensify D. appreciate

Question 37. Which of the following is TRUE according to the passage?

- A. Notifications have a minor impact on users' attention spans.
B. Offline activities can help improve mental health by limiting social media use.
C. Social media's primary effect is fostering productivity and interaction.
D. Screen time restrictions are not necessary for mental health.

Question 38. Which of the following best paraphrases the underlined sentence in paragraph 4?

- A. Tackling these challenges calls for a diverse range of strategies**
B. Mental health professionals are solely responsible for regulating social media use.
C. With consistent screen time, individuals can build healthier online habits.
D. Dependence on social media requires a combination of therapeutic techniques.

Question 39. Which of the following can be inferred from the passage?

- A. Social media platforms generally have a positive influence on young users.
B. Social media-related anxiety is often temporary and not very impactful.

C. Balanced social media usage, along with offline activities, can reduce stress.

D. FOMO and lack of attention are uncommon issues among young users.

Question 40. Which of the following best summarizes the passage?

A. Social media, despite its benefits, presents mental health risks like anxiety and distraction, particularly among young users, and managing screen time can mitigate these effects.

B. The use of social media helps improve relationships and communication but reduces the attention spans of its users.

C. Social media is harmful to all users, causing loneliness and detachment, and must be restricted in all settings.

D. Platforms like Instagram and Facebook serve as effective tools for social bonding, minimizing the effects of anxiety and low self-esteem.

PRACTICE TEST 2

Read the following advertisement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 1 to 6.

STAY SAFE WITH QUAKEGUARD – YOUR ULTIMATE SAFETY APP

Are you prepared for unexpected emergencies like earthquakes? QuakeGuard is designed to help you (1) _____ precautions before, during, and after a disaster strikes.

Packed with cutting-edge technology, the app provides real-time alerts, enabling users (2) _____ vital information and safety tips instantly. (3) _____ user benefits from features like personalised safety plans and location-specific warnings tailored to their needs.

Developed by experts in disaster management, QuakeGuard offers a high (4) _____ of reliability and accuracy, ensuring you're always (5) _____. The app also includes a (6) _____ guide, covering everything from creating emergency kits to securing your home effectively.

Don't wait for an emergency to catch you off guard. Download QuakeGuard today and take the first step toward protecting yourself and your loved ones.

Question 1.	A. take	B. make	C. put	D. leave
Question 2.	A. accessing	B. to accessing	C. access	D. to access
Question 3.	A. Many	B. Each	C. Other	D. A few
Question 4.	A. degree	B. handful	C. variety	D. majority
Question 5.	A. informative	B. information	C. inform	D. informed
Question 6.	A. defensive	B. cautionary	C. preventive	D. protected

Read the following article and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 7 to 12.

COMMUNITY CHARITY EVENT BRINGS HOPE TO LOCAL FAMILIES

This weekend, our community came together for an inspiring charity event aimed at supporting families in need. Volunteers and organisers joined hands to create a(n) (7) _____, filled with food, games, and performances, bringing smiles to all participants. The event welcomed people of all ages, with the local community eager to give back, (8) _____ personal resources.

Donations poured in as neighbours, friends, and (9) _____ community members shared in the spirit of giving. From setting up stands to running activities, everyone contributed to (10) _____ a difference. All (11) _____ from the event will go directly toward providing essential resources for families in crisis, helping to ease their hardships.

Thanks to this (12) _____ event, local families can look forward to a brighter future, supported by a community that cares. Together, we're building a more compassionate and connected neighbourhood.

Question 7.	A. volunteer meaningful experience	B. experience meaningful volunteer
	C. meaningful volunteer experience	D. meaningful experience volunteer
Question 8.	A. in place of	B. regardless of
Question 9.	A. the others	B. another
Question 10.	A. put	B. take
Question 11.	A. salaries	B. fares
	C. on account of	D. owing to
	C. each	D. other
	C. lead	D. make
	C. expenses	D. proceeds

Question 12. A. fulfil B. fulfilment C. fulfilled **D. fulfilling**

Mark the letter A, B, C or D to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

Question 13.

- a. Dan: Hey, Lily! It was nice. I actually tried baking for the first time.
- b. Lily: Really? Baking sounds fun and rewarding!
- c. Lily: Hi, Dan! How was your weekend? Did you do anything special?

A. c – b – a **B. c – a – b** **C.** a – c – b **D.** b – a – c

Question 14.

- a. Ultimately, I feel privileged to have a career that allows me to make a tangible difference in the lives of animals and their caretakers.
- b. This dynamic field brings fresh challenges each day, making my work both intellectually stimulating and deeply rewarding.
- c. At my clinic, I provide meticulous care for a wide range of animals, from beloved household pets to injured wildlife needing rehabilitation.
- d. Although some cases are emotionally taxing, witnessing an animal's recovery brings a profound sense of fulfilment to this role.
- e. My profound passion for animal welfare and fascination with veterinary science led me to pursue a career as a veterinarian.

A. c – b – e – d – a **B.** b – c – d – e – a **C.** d – c – e – b – a **D. e – c – b – d – a**

Question 15.

Hi Jenna,

- a. Your suggestion for where to buy affordable ingredients was also helpful - it's a fantastic alternative to my usual store.
- b. Trying my hand at baking is such a great way to unwind, though I haven't had the chance lately.
- c. Hopefully, we can set aside a day to bake together. Let me know if you're up for it!
- d. The cinnamon roll recipe, in particular, caught my eye; I can almost imagine how delicious it'll smell in the kitchen.
- e. I wanted to thank you for the baking recipes you sent over - they all look amazing!

Write back soon,

Ella

A. c – e – a – d – b **B.** b – d – e – a – c **C.** a – b – c – e – d **D. e – b – d – a – c**

Question 16.

- a. Sarah: I feel that spending a year volunteering abroad could be a great experience for me.
- b. Linda: I'm not convinced. It seems risky to put everything on hold for a year.
- c. Linda: Are you sure taking a gap year is the best decision?
- d. Sarah: I know, but I believe this break could actually help me come back to school with a fresh perspective.
- e. Linda: I'm concerned about what this might do to your studies.

A. c – a – e – d – b **B.** c – d – b – a – e **C.** e – d – b – a – c **D.** e – a – c – d – b

Question 17.

- a. In the wake of this storm, many communities were left to rebuild their homes and restore essential infrastructure.
- b. This resilience coupled with the efforts of relief agencies and volunteers has brought much-needed supplies, though challenges remain in some isolated areas.
- c. Yet, for many families, the journey to full recovery continues, as resources are still stretched thin in the affected regions.
- d. When the powerful Super Typhoon Yagi struck Vietnam a few months ago, it caused widespread destruction.
- e. This catastrophe highlighted the resilience of local residents, who worked tirelessly to clear the debris and support one another.

A. d – b – c – a – e **B.** d – e – a – b – c **C. d – a – e – b – c** **D.** d – c – e – a – b

Read the following passage about the future of printed books and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 22.

The future of printed books remains a topic of much debate in an increasingly digital world. With the rise of e-books and audiobooks, many wonder if physical books, traditionally enjoyed by readers for centuries, (18) _____. While digital formats provide convenience and portability, printed books offer a tangible experience that digital devices often lack. The unique qualities of printed books, (19) _____, continue to attract readers who appreciate the sensory aspects of reading.

Having been cherished by generations, (20) _____. This attachment to physical books has fuelled a niche market of collectors and enthusiasts who value their permanence and aesthetic appeal. Furthermore, research shows that reading physical books may lead to better comprehension and retention, allowing readers to immerse themselves fully in the content.

As digital publishing has rapidly evolved, (21) _____. This shift demonstrates the efforts made to keep printed books relevant despite the digital age's demands. Although the role of printed books may change, (22) _____.

Question 18.

- A. having slowly declined and ultimately been phased out
- B. will eventually begin to fade away and even disappear altogether**
- C. which will gradually start to vanish and eventually cease to exist
- D. whose presence may slowly diminish and ultimately fade from existence

Question 19.

- A. which include the tactile feel of paper and the distinct smell of ink**
- B. whose combination of tactile feel of paper and distinct smell of ink
- C. blended the tactile feel of paper and the distinct smell of ink
- D. encompassed the tactile feel of paper and the distinct smell of ink

Question 20.

- A. sentimental value is a thing that e-books struggle to replace printed books
- B. e-books struggle to take over printed books due to a lack of sentimental value
- C. generations hold sentimental value that printed books overshadow e-books
- D. printed books also hold sentimental value that e-books struggle to replicate**

Question 21.

- A. many publishers have had traditional book designs modified to appeal to modern tastes**
- B. traditional books designs have been modified, attracting modern taste of many publishers
- C. the appeal of modern tastes has transformed traditional book designs of many publishers
- D. modern tastes fascinated by many publishers have modified traditional book designs

Question 22.

- A. they will continue existing, appealing to those valuing authentic reading**
- B. those valuing authentic reading finds their continued existence appealing
- C. those appealed by authentic reading will value their continued existence
- D. they will appeal to those valuing authentic reading so as to continue existing

Read the following passage about parents and teens and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 23 to 30.

Do you ever get the feeling that your parents just don't listen to you? It's not that your parents ignore you completely; it's more that **they** don't see things in quite the same way as you. And this isn't the only problem you may face.

As you grow up, your personality develops and you're trying to become more independent, so naturally you have more questions and opinions about all aspects of your life. You start wondering whether your parents actually know what they're talking about. These doubts can lead to arguments and it's hard for parents to know how to deal with this. That's often because it's the first time they've been responsible for a teenager and they're learning to **cope**!

Obviously, it's important to respect your parents and you should try to understand why they might have a different point of view from yours. Their priority is to provide you with a structured environment,

where they can **guide** and support you. However, it's vital that they try and see your point of view. They also need to give you the freedom to make your own decisions.

The important thing is to keep talking. **Remember that there's no reason why people should automatically understand all your views.** The more you can discuss things with your parents in a mature way, the happier you will feel. On the other hand, if you really find it impossible to talk to your parents, it might be a good idea to find a family member, teacher or professional counsellor who can help you. Above all, stay positive and remember that it won't be long before you'll be able to make your own decisions.

(Adapted from *Complete First for Schools*)

Question 23. The word **they** in paragraph 1 refers to _____.

- A. parents** B. things C. opinions D. aspects

Question 24. According to paragraph 2, teenagers' doubts about their parents _____.

A. make it hard to maintain harmony in the family

- B. endanger their future career choices
C. cause a lot of confusion about their lives
D. cause daily conflicts between them and their friends

Question 25. The word **cope** in paragraph 2 can be best replaced by _____.

- A. inspire **B. manage** C. accept D. protect

Question 26. The word **guide** in paragraph 3 is OPPOSITE in meaning to _____.

- A. separate B. approve **C. neglect** D. nurture

Question 27. Which of the following best paraphrases the underlined sentence in paragraph 4?

Remember that there's no reason why people should automatically understand all your views.

- A. Remember that it's unreasonable to expect that everyone agrees with your views.
B. Bear in mind that your views should naturally be clear to others without explanation.
C. Be clear that people don't always understand your views because they lack information.
D. Bear in mind that it's not necessary for others to inherently understand all your perspectives.

Question 28. Which of the following is TRUE according to the passage?

- A. As teens become more independent, they completely disagree with their parents.
B. Parents should allow teens the independence to make choices on their own.
C. It is not uncommon for parents to completely ignore their children's opinions.
D. Trying to figure out why parents hold opposing views is a complete waste of time.

Question 29. In which paragraph does the writer mention seeking guidance and assistance?

- A. Paragraph 1 B. Paragraph 2 C. Paragraph 3 **D. Paragraph 4**

Question 30. In which paragraph does the writer discuss why conflicts arise between parents and teens?

- A. Paragraph 1 **B. Paragraph 2** C. Paragraph 3 D. Paragraph 4

Read the following passage about concerns about AI and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 31 to 40.

AI (artificial intelligence) has been on the rise since the 1990s, but people started to notice its power when humanoid robots were first introduced in 2016. Since then, the potential of AI has been extremely promising, but it has raised significant concerns about the control over AI abilities.

Phone scams involved in AI-generated voice have been reported in the USA and some European nations. **(I)** Scammers, equipped with advanced knowledge and skills, collected some data and recorded some victim's voices before **they** faked the victims' voices to borrow some money from their friends and relatives. **(II)** In these situations, some parents received a phone call from an unknown number and heard their child's voice crying, "I've been kidnapped. Help me!" while the child was actually safe at school or a friend's house. **(III)** Consequently, the parents were terrified and transferred large sums of money to the scammers. **(IV)**

Deepfake, a combination of "deep learning" and "fake," is a sort of technology that can replicate photos and voices of a person to create convincing videos of individuals saying things they never did. Then, the scammers upload these videos online to **deceive** other people into various actions, such as transferring money or spreading wrong information to create confusion for their benefit. As a result, lots of people, especially celebrities or politicians, have become victims of deepfake technology as their

images have been illegally used. Moreover, detecting those deepfake videos is extremely difficult for people without expertise, which creates a huge concern about the credibility of multimedia content.

AI is generally created to assist humans, but if it is misused, it will pose unimaginable threats.

Therefore, there must be strict regulations on AI use and development to eliminate AI risks and ensure a safe and stable society.

(Adapted from *Bright*)

Question 31. According to paragraph 1, which of the following is NOT indicated about AI?

- A. It has been advancing steadily since the 1990s. B. Its potential was in the public eye in 2016.
C. It has sparked some ethical concerns. D. **Its potential has shown great promise.**

Question 32. The word they in paragraph 2 refers to _____.

- A. victims B. **scammers** C. voices D. phone scams

Question 33. Where in paragraph 2 does the following sentence best fit?

Some scammers managed to create kidnapping and ransom scenarios.

- A. (I) B. **(II)** C. (II) D. (IV)

Question 34. Which of the following best summarises paragraph 2?

A. AI-powered phone scams are the most popular in the USA and Europe as scammers mimic victims' voices, leading to fraudulent money transfers.

B. Scammers use AI-generated voices to trick victims, sometimes staging fake kidnapping calls for ransom payments.

C. AI phone scams trick parents into paying ransoms after receiving false calls from unknown numbers.

D. Scammers, posing as relatives, use victims' voices for phone scams, causing fear and financial loss.

Question 35. The word deceive in paragraph 3 is closest in meaning to _____.

- A. **mislead** B. discourage C. pursue D. respect

Question 36. The word expertise in paragraph 3 is OPPOSITE in meaning to _____.

- A. hands-on experience B. expert knowledge C. diplomatic skills D. **inadequate training**

Question 37. Which of the following best paraphrases the underlined sentence in paragraph 4?

AI is generally created to assist humans, but if it is misused, it will pose unimaginable threats.

A. AI is created to improve life for humans, ensuring safety under all circumstances.

B. Misuse of AI will create unimaginable risks, though it is the best companion of humans in modern society.

C. AI technology always benefits humans, though its misuse may cause minor issues.

D. AI is primarily developed to help people, though improper use could result in serious dangers.

Question 38. Which of the following is TRUE according to the passage?

A. AI-generated voice is particularly used in phone scams, tricking people into familiar situations.

B. Deepfake allows creating persuasive videos that encourage Internet users to spread wrong information on social media.

C. Phone scammers particularly aim at parents with small children because they are more vulnerable.

D. People, regardless of social status, can fall victim to deepfake technology, with their images unlawfully exploited.

Question 39. It can be inferred from the passage that _____.

A. current regulations on AI use may lack strict enforcement to fully mitigate the risks associated with AI

B. deepfake poses a greater risk than phone scams because it is challenging to detect deepfake videos

C. most scammers are tech-savvy and use their knowledge and skills inappropriately to trick people

D. it is impossible to completely eradicate AI risks to ensure a safe and ethical digital environment for everyone

Question 40. Which of the following best summarises the passage?

A. AI advancements offer significant potential but also serious threats, such as phone fraud, leading to calls for strict regulations to protect people and ensure societal safety.

B. AI misuse, especially in phone scams and deepfake videos, has harmed individuals and undermined multimedia credibility.

C. Although AI supports humans, its misuse, as seen in deepfake and phone scams, raises concerns over controlling AI's power and enforces the necessity of strict guidelines for safety.

D. AI developments, including deepfake, have affected celebrities and politicians, requiring strict laws to manage media authenticity and limit the impact of widespread misinformation.

PRACTICE TEST 3

Read the following advertisement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 1 to 6.

Are you a teen eager to master a foreign language but feeling disappointed by traditional learning methods? Meet LangBot, an AI-powered app (1) _____ just for you! With LangBot, you'll (2) _____ control of your language journey through interactive games and (3) _____. This innovative app offers real-time feedback and daily challenges to help you succeed (4) _____ building fluency, vocabulary, and confidence. Fancy (5) _____ your speaking skills with virtual tutors? Or perhaps you'd love to brush up on grammar without the boring drills? LangBot has it all! Plus, you'll never get stuck with its easy-to-use support features. Whether you're studying solo or with friends, this app will keep you (6) _____ every step of the way. Ready to kick off your language adventure? Download LangBot now and start seeing results!

Question 1. A. is designed B. designing C. which designs **D. designed**

Question 2. A. make B. put **C. take** D. raise

Question 3. A. practice personalised sessions B. sessions personalised practice
C. personalised practice sessions **D. personalised sessions practice**

Question 4. A. for B. at C. on **D. in**

Question 5. **A. improving** B. to improve C. to improving D. improve

Question 6. A. engaging **B. engaged** C. engagement D. engage

Read the following leaflet and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks.

Save the Earth, One Step at a Time!

Let's explore what we can do in our daily lives to help protect the environment.

Key Facts:

- Every year, over 8 million tonnes of plastic enter our oceans, threatening (7) _____ life and ecosystems.
- Transport is a significant contributor to greenhouse gas emissions, especially air travel, which can account for up to 10% of your yearly carbon footprint.

What You Can Do:

1. **Eat Sustainably:** Choose a plant-based diet when possible. Reducing meat and dairy consumption not only (8) _____ on greenhouse gas emissions (9) _____ also helps prevent deforestation for animal feed crops.
2. **Reduce Waste:** Avoid single-use plastics. Opt for reusable bags, containers, and water bottles. Every time you (10) _____, you prevent more plastic waste from ending up in landfills or oceans.
3. **Travel Responsibly:** Whenever possible, walk or bike short distances. If traveling longer distances, (11) _____ public transport or trains instead of flights to save a large (12) _____ of carbon emissions.

[Adapted from WWF, Global Stewards]

Question 7: A. aquatic B. wildlife **C. marine** D. coastal

Question 8: A. gets down **B. cuts down** C. breaks up D. breaks down

Question 9: A. and B. or C. so **D. but**

Question 10: **A. reuse** B. recycle C. reduce D. refill

Question 11: A. avoid **B. consider** C. ignore D. prefer

Question 12: A. other B. many C. much **D. amount**

Mark the letter A, B, C, or D on your answer sheet to indicate the correct arrangement of the sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

Question 13.

- a. Lam: I have a friend who goes cycling every weekend. We could join his cycling club to meet other people interested in it.
- b. Minh: That's a good idea. Can I join you?
- c. Lam: I need to get fit and lose some weight.

A. a – c – b **B. c – b – a** C. c – a – b D. b – a – c

Question 14.

- a. Jim: Yes, it's hot because it's the beginning of summer.
- b. Ann: I think reducing pollution is not easy at all. Human life requires the producing of goods, so natural resources are exploited to make products. Then waste will still be created and people will pollute the environment again and again.
- c. Ann: Do you find that it's hotter these days?
- d. Jim: Maybe you're right because the earth's temperature increases year by year. This won't stop until people can reduce all types of pollution which cause the global warming.
- e. Ann: No, I mean this year is hotter than last year.

A. b – d – e – a – c B. c – d – a – e – b C. d – e – a – b – c **D. c – a – e – d – b**

Question 15.

- a. In short, while it may be difficult, the advantages of studying abroad, such as personal growth and better career prospects, outweigh the disadvantages.
- b. One of the main advantages of studying abroad is the potential to be more successful in life.
- c. However, some students may have difficulties adapting to a new environment, experiencing culture shock and homesickness.
- d. Studying abroad offers both exciting opportunities and considerable challenges.
- e. Additionally, living independently in a different culture helps students develop essential life skills and self-reliance, which are crucial for personal growth.
- f. Language barriers can also pose significant challenges, affecting their academic performance and social interactions.

A. d – b – e – c – f – a B. b – f – d – e – c – a
C. f – d – c – e – b – a D. d – c – f – b – a – e

Question 16.

Dear Mimi,

- a. In addition, students should be taught about natural and cultural importance of the heritage sites. What's your idea?
- b. This can result in the fact that people's awareness of preserving heritage sites will be raised.
- c. I am thinking about what can be done to preserve heritage sites in my local community.
- d. First, it's a good idea to spread information on social media because more people will get useful information quickly.
- e. I hope you're well and enjoy your holiday.

Write back soon.

Jimmy

A. e – c – a – d – b **B. e – c – d – b – a** C. b – e – d – c – a D. e – b – c – d – a

Question 17.

- a. Second, I should stop asking my dad to drive me and start using public transportation, such buses or trains.
- b. Finally, since airplanes consume more energy than other forms of transportation, I can cut back on my air travel.
- c. I should strive to conserve energy first by taking shorter showers and shutting off all electrical devices while not in use.
- d. As a result, the air will be cleaner and contain fewer dangerous gases.
- e. I have a number of options for lowering my carbon footprint.

A. e – c – a – d – b**B. e – d – a – c – b**

C. c – a – e – d – b

D. c – a – e – b – d

Read the following passage about Black Friday and e-waste and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 22.

Black Friday, once just an American shopping phenomenon, has now spread globally, enticing millions of consumers with massive discounts and limited-time deals. Black Friday, originally associated with the day after Thanksgiving in the United States, (18) _____. In recent years, this event has expanded to last an entire week, drawing in eager shoppers worldwide. However, with this surge in consumer activity, there comes a significant downside: the rise in electronic waste, commonly known as e-waste.

Each year, Black Friday contributes to a dramatic increase in sales of electronic devices, from smartphones to laptops. Many of these items quickly become outdated or replaced, fuelling a cycle of consumption (19) _____. This surge has created serious environmental challenges, as most electronics contain hazardous materials that require special disposal methods.

Electronic waste represents a growing environmental crisis, impacting landfills and releasing harmful chemicals into ecosystems. The materials in many electronic devices, such as metals and plastics, take years to break down. When improperly discarded, (20) _____. In response, (21) _____.

Black Friday highlights both the excitement of consumerism and the pressing need for environmental awareness. Having embraced sustainable practices, (22) _____. This urges consumers to think beyond short-term discounts and prioritise long-term environmental health.

Question 18.

- A. which serves as the unofficial launch of the holiday shopping season
- B. of which the informal kick-off to the holiday shopping season is marked
- C. marks the unofficial start of the holiday shopping season**
- D. signalling the informal start of the holiday shopping season

Question 19.

- A. resulted in large quantities of e-waste
- B. whose production of large amounts of e-waste
- C. which generates vast amounts of e-waste**
- D. led to significant amounts of e-waste

Question 20.

- A. leaked toxins into soil and water endangers wildlife by these materials
- B. these materials leak toxins into soil and water, endangering wildlife**
- C. wildlife is endangered by toxins leaked by these materials into soil and water
- D. soil and water suffer from leaked toxins by these materials, harming wildlife

Question 21.

- A. some companies offer take-back programmes to reduce environmental impact**
- B. take-back programmes require some companies to reduce environmental impact
- C. the environmental impact is reduced thanks to some companies' take-back programmes
- D. adopting take-back programmes helps reduce the environmental impact of some companies

Question 22.

- A. "Green Friday" alternatives help encourage mindful shopping among some retailers
- B. mindful shopping through "Green Friday" alternatives is encouraged by some retailers
- C. some retailers are promoting "Green Friday" alternatives to encourage mindful shopping**
- D. encouraging mindful shopping via "Green Friday" alternatives is done by some retailers

Read the following passage about artificial intelligence and mark the letter A, B, C, or D on your answer sheet to indicate the best answer to each of the following questions from 23 to 30.

Artificial intelligence (AI) refers to the simulation of human intelligence in machines that are programmed to think and learn like humans. AI has become an integral part of modern technology, impacting various sectors such as healthcare, finance, education, and transportation. By analyzing vast amounts of data, AI systems can identify patterns, make decisions, and even predict future outcomes. These capabilities make AI a powerful tool for solving complex problems and improving efficiency.

One of the most significant applications of AI is in healthcare. AI algorithms can analyze medical data to assist in diagnosing diseases, recommending treatments, and predicting patient outcomes. This can lead to more accurate diagnoses and personalized treatment plans, ultimately improving patient care. Additionally, AI-powered robots can perform surgeries with precision and consistency, reducing the risk of human error.

In the financial sector, AI is used for fraud detection, risk management, and algorithmic trading. By analyzing transaction patterns and identifying anomalies, AI systems can detect fraudulent activities in real-time, protecting both consumers and financial institutions. AI also enables more effective risk management by predicting market trends and potential risks, allowing businesses to make informed decisions.

Education is another area where AI is making a significant impact. AI-powered educational tools can provide personalized learning experiences, adapting to the needs and learning styles of individual students. This can enhance student engagement and improve learning outcomes. Moreover, AI can automate administrative tasks, allowing educators to focus more on teaching and less on paperwork.

Despite its many benefits, AI also poses several challenges. Ethical concerns arise regarding data privacy, algorithmic bias, and the potential for job displacement. As AI systems become more prevalent, it is crucial to address these issues and ensure that AI is developed and implemented responsibly.

Question 23. Which of the following is NOT mentioned as a sector impacted by AI?

- A. Healthcare B. Finance C. Education **D. Agriculture**

Question 24. The word "integral" in paragraph 1 is closest in meaning to:

- A. unnecessary **B. essential** C. optional D. separate

Question 25. The word "where" in paragraph 2 refers to:

- A. medical data **B. education** C. healthcare D. patient care

Question 26. The word "anomalies" in paragraph 3 could be best replaced by:

- A. errors** B. patterns C. transactions D. uncertainties

Question 27. Which of the following best paraphrases the underlined sentence in paragraph 4?

- A. AI in education is limited to administrative tasks.
B. AI tools provide the same learning experience for all students.
C. Personalized learning with AI adapts to individual student needs.
D. AI in education does not affect student engagement.

Question 28. Which of the following is TRUE according to the passage?

- A. AI-powered robots are not used in surgeries.
B. AI can help detect fraudulent activities in real-time.
C. AI has no impact on risk management in finance.
D. AI is not beneficial in the education sector.

Question 29. In which paragraph does the writer mention ethical concerns related to AI?

- A. Paragraph 1 B. Paragraph 2 C. Paragraph 4 **D. Paragraph 5**

Question 30. In which paragraph does the writer explore the impact of AI on healthcare?

- A. Paragraph 1 **B. Paragraph 2** C. Paragraph 3 D. Paragraph 4

Read the following passage about ugly fruits and vegetables and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 40.

In the days before the Internet, the word 'troll' had two different meanings. As a noun, 'a troll' was an ugly, bad-tempered creature. As a verb, 'to troll' means to fish using a line pulled slowly behind a boat. Perhaps it's easy to see why the word 'troll' has changed over time to describe anonymous individuals who 'fish' for victims by deliberately insulting and attacking people in online forums.

There are two main reasons for a troll's behaviour. [I] The first is boredom. [II] Trolls lack stimulation in their everyday lives and so seek satisfaction by attempting to humiliate and harm others. [III] As well as being at a loose end, these people desire attention. [IV]

Dealing with online trolls requires self-control and thinking ahead. They are attention seekers, so by engaging with them we are actually giving them exactly what they want. Instead, leave them starved of attention. A more sensible approach is this: delete, block, report, move on.

Those who are suffering at the hands of trolls or because of online bullying can seek help in various ways. The first place to turn for support might be friends and family. There are also support communities which exist to help victims of online bullying and abuse from trolls. Victims should also remember that any threats of violence made online are illegal and can be reported to Internet service providers, or the police. Given the size of the online community and the anonymity that the Internet allows, it is unlikely that the problem of trolls will ever disappear completely. For now perhaps the best we can do is starve them of the attention they seek.

(Adapted from *High Note*)

Question 31. The word **insulting** in paragraph 1 is **OPPOSITE** in meaning to _____ .

- A. offending B. challenging **C. praising** D. complementing

Question 32. According to paragraph 1, in the digital age today, the word ‘troll’ is used to describe someone who _____ .

- A. enjoys hacking one’s social media account
B. intentionally attacks others in online forums
 C. deliberately hurts some of their acquaintances
 D. tricks an Internet user into giving them money

Question 33. The word **stimulation** in paragraph 2 can be best replaced by _____ .

- A. concentration B. confidence **C. excitement** D. experience

Question 34. Where in paragraph 2 does the following sentence best fit?

They want people to react to them regardless of whether the response is negative.

- A. [I] B. [II] C. [III] **D. [IV]**

Question 35. The word **them** in paragraph 3 refers to _____ .

- A. seekers **B. online trolls** C. individuals D. victims

Question 36. Which of the following best summarises paragraph 3?

- A. Engaging with online trolls helps control their behaviour and prevents them from seeking more attention.
B. Online trolls thrive on attention; ignoring, blocking, and reporting them is the most effective approach.

- C. Deleting online trolls' comments will encourage them to stop posting and seek less attention.
 D. Self-control and debating trolls online are key to addressing their constant need for validation.

Question 37. Which of the following best paraphrases the underlined sentence in paragraph 4?

- A. Victims of online trolls and bullying are helpless though they can seek help in different ways.
 B. Online trolls and bullies often target those who cannot find ways to seek assistance.
 C. People suffering from online bullying should seek external help rather than confront their trolls directly.
D. Help is available through different means for people affected by trolling or online bullying.

Question 38. Which of the following is NOT mentioned in the passage?

- A. Online trolls are individuals who spend their time provoking others because they crave attention.
B. Compared to other challenges on the Internet, managing online trolls is significantly more challenging.
 C. Responding to online trolls is not a logical approach, as it only fulfils their desire for attention.
 D. Those who experience online bullying can find assistance and emotional support by joining dedicated support communities.

Question 39. Which of the following can be inferred from the passage?

- A. The issue of online trolls will eventually diminish as online communities grow stronger and more vigilant.
 B. Cyberbullying is considered a criminal offence and requires stricter enforcement and attention from law enforcement authorities.
C. The anonymity provided to Internet users is believed to contribute significantly to the persistence of trolling behaviour.
 D. Simply ignoring or blocking online trolls might not always prove effective in addressing their disruptive actions.

Question 40. Which of the following best summarises the passage?

- A. Online trolls behave aggressively due to boredom and seek satisfaction; blocking them is always effective.
- B. Trolls insult and harm for attention; victims should seek support, avoid engagement, and report serious threats.**
- C. Dealing with trolls is not without challenges but reacting calmly and debating them reduces their disruptive online behaviour.
- D. Trolls exist due to the Internet's anonymity; ignoring them entirely solves the problem permanently.

Period 79

UNIT 8: WILDLIFE CONSERVATION

Lesson 4: Speaking

Activities for conserving wildlife

I. OBJECTIVES

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

1. Knowledge

- suggest activities for a wildlife conservation event..
- Memorise vocabulary to talk about how to conserve wildlife.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be aware and more responsible with the products used every day.

II. MATERIALS

- Grade 12 textbook, Unit 8, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

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Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

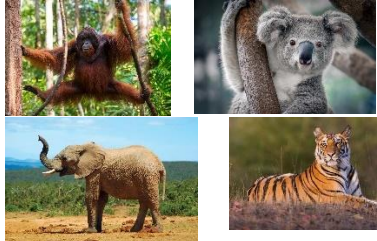
b. Content:

- Guessing game

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Yes or No - Teacher calls on some students to the board (each time one student). Then gives him/her one picture (of an animal) - The rest of the class have to guess what the animal is by asking: is it a ...	- Students ask and answer. Ape, koala, elephant, tiger	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss discuss ways to conserve wildlife and express an opinion.

b. Content:

- Task 1: are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife. (p.105)

c. Expected outcomes:

- Ss will be able to discuss ways to conserve wildlife.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife. (10 mins)		
- Ask Ss to work in pairs and read the activities carefully. - Tell Ss to order each activity in order of its importance to conserving wildlife. - Encourage Ss to discuss the activities and give opinion while discussing rather than just ranking them purely. - Check answers as a class by calling on	- Students work individually to decide. - Students share their answers.	

pairs to read explain the reasons for their answers.		

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (13 mins)**a. Objectives:**

- To provide a model conversation in which speakers suggest activities for a wildlife conservation event;
- To help some students enhance presentation skills.

b. Content:

- Task 2. Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. explain how the activities will help conserve wildlife. use the list in 1 and the example below to help you. (p.105)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the activities they will do to organize the event.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. explain how the activities will help conserve wildlife. use the list in 1 and the example below to help you.		
- Keep Ss working the in same pairs. Ask Ss to read the notice in pairs and make sure they understand it. - Have Ss brainstorm as many ideas as possible and discuss the reasons for their choices. - Remind Ss to ideas on the activity in 1 and use the example in their book to develop a similar conversation. - Encourage Ss to come up with their own ideas and reasons. Go around the class and provide help when needed. - Call on some pairs to act out/read their conversation aloud to class.	- Students work in groups, use the notes and think of ways to give responses. - Students add more reasons. - Report group's answers to the whole class.	<i>Suggested answers:</i> A: Today, we're discussing suitable activities for an environmental day. The aim is to raise students' awareness of wildlife protection. Does anyone have any interesting ideas? B: I think we should start the event with a writing speaking competitions about wildlife conservation e.g. writing essays and debating. C: I like your idea, but how will a writing or speaking competition help preserve wildlife? B: Well, this will be a good way to attract lots of participants. I know that many students in our school are good at writing and speaking. This competition will be an excellent awareness raising activity. Don't you agree with me? A: Yes, I totally agree with you.

4. ACTIVITY 3: FREE PRACTICE (13 mins)**a. Objectives:**

- To give Ss an opportunity to report their discussion results to class.

b. Content:

- Task 3. Work in groups. Summarise your ideas and present the activities for the World Wildlife day to the class. Vote for the best ideas. (p.105)

c. Expected outcomes:

Grade: 12

- Students can use the language and ideas from the unit to summarize their ideas and present the activities for the World Wildlife Day to the class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Work in groups. Summarise your ideas and present the activities for the World Wildlife Day to the class. Vote for the best ideas.		
- Have Ss form groups to summarize the activities they have discussed and present them to class. - Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to expand on their answers. - Call on some groups to present their ideas to the class.	- Students work in groups, practice before taking the stage.	

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about what you have done to save environment.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Period 80

UNIT 8: WILDLIFE CONSERVATION

Lesson 5: Listening

Endangered species

I. OBJECTIVES

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

1. Knowledge

- listen for main ideas and specific information about the threats facing tigers;
- Memorize vocabulary to talk about the threats facing tigers.

2. Competences

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

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 8, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

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Form	Pronunciation	Meaning	Vietnamese equivalent
1. degrade (v)	/di'greɪd/	make a situation or the condition of something worse	
2. clearance (n)	/'klɪərəns/	the removal of unwanted things from a place	Sự xóa sạch
3. demand (n)	/di'mɑ:nd/	the need or desire that people have for particular goods and services	Nhu cầu
4. captivity (n)	/kæp'tɪvəti/	when a person or animal is kept in a prison, cage etc and not allowed to go where they want	Sự giam cầm

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- a video

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher asks students to watch a video.	- Students watch the video. https://www.youtube.com/watch?v=...	Suggested directions: Bear, penguin, tiger,

- Ask ss to give the names of the endangered species in the video.	h?v=F7ZvodUuXRE	elephant, rhino, dodo, polar bear, turtle, red squirrel, giant otter, mountain gorillas...

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)**a. Objectives:**

- To get students to learn vocabulary related to the topic;
- To set the context for the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Look at the pictures and discuss the following questions. (p.106)
- Task 2: Choose the correct meanings of the underlined words and phrases. (p.106)

- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Look at the pictures and discuss the following questions. (4 mins)		
- Have Ss look at the pictures and tell their partner what is happening to the tigers (The tigers are kept in the cage/kept in captivity and they are hunted). - Ask Ss further questions e.g, Are these problems serious? Why do they happen? What can we do about them? - Call on some Ss to answer the questions. Encourage them to expand on their answers and lead in the listening.	- Students work in pairs and give answer.	
Task 2: Choose the correct meanings of the underlined words and phrases. (5 mins)		
- Ask Ss to read the sentences and choose the correct meanings of the underlined word and phrase - Encourage Ss to guess the meanings from the context that the words and phrases are used. - Note that the words and phrases will be heard in the recording. - Check answers as a class. Further explain to Ss if necessary. - Make sure Ss understand all the words and phrases before they listen.		1. A 2. A 3. A 4. A

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)**a. Objectives:**

- To help Ss practise listening for main idea and specific information;

Grade: 12

- To help Ss practise listening for specific information;

b. Content:

- Task 3: Listen to a talk and choose the correct answer a, B, or C. (p.107)

- Task 4: Listen to the talk again and complete the notes. use one word or a number for each gap. (p.107)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Listen to a talk and choose the correct answer a, B, or C. (10 mins)		
- Tell Ss that they're going to listen to a talk about tigers. - Have Ss read the statements and may have a guess of the correct option for each statement. - Play the recording and have Ss do the activity. - Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers.	- Students listen and choose the correct answer.	Answer key: 1. A 2. A 3. C 4. B
Task 4: Listen to the talk again and complete the notes. use one word or a number for each gap. (10 mins)		
- Ask Ss to read the text in the note. Make sure they understand they need to write no more than three words in each gap. - Encourage them to guess what part of speech might fit each gap. - Play the recording once (or twice in weaker classes) for Ss to complete the table. - Ask Ss to work with a partner to compare their answers. - Check answers by calling on some Ss to write their answers on the board or read them aloud. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.	- Students listen and fill in each gap with one word/number.	Answer key: 1. 4500 2. destroyed 3. survive 4. skins 5. medicines

e. Assessment

- Teacher's observation on Ss' performance.

- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To give Ss an opportunity to make predictions;

- To help some students enhance presentation skills;

- To practise team working;

- To help Ss use the language and ideas from the listening to share their experiences of dealing with waste.

b. Content:

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- Task 5: Work in groups. Discuss these questions.

Which threats are facing tigers in Viet Nam? Which one is the most serious? (p.107)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the threats facing tigers in Vietnam.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in groups. Discuss the questions.		
- Ask Ss to work in pairs and discuss what they think the tour guide will say next. - Tell Ss to base their predictions on the last sentence of the talk (What can we do to help save tigers? Well, we can....) - Call on some pairs to present and explain their predictions to the class. - Note that there is no right or wrong predictions. Encourage Ss to use their imagination to give interesting and creative answers.	- Students work in groups and discuss. - Students share their ideas to the whole class.	Base on the signal phrase in the last sentence of the talk, I think the speaker will go on with the ways to protect tigers

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

UNIT 8: WILDLIFE CONSERVATION**Lesson 6: Writing****A problem-solving report on protecting tigers****I. OBJECTIVES**

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

1. Knowledge

- write a problem-solution report about protecting tigers;
- apply structures to write a report.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Be eager to think of solutions to protect tigers.

II. MATERIALS

- Grade 12 textbook, Unit 8, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Create a situation. Ask students what they should do.

c. Expected outcomes:

- Students are eager to give solutions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Whispers - Start with a sentence and whisper it to one student. They then have to whisper it to the next learner, and so on. The last learner then has to say out loud what they think the sentence was that they heard	- Students work in group	“We should protect tigers.”

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (9 mins)

a. Objectives:

- To help Ss generate ideas for their writing;
- To provide Ss with ideas for the writing including a list of threats facing tigers and solutions to save them;

b. Content:

- Task 1: Work in pairs. Read the solutions and write the threats. (p.108)

c. Expected outcomes:

- Students understand the problems, then give their own ideas.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Read the solutions and write the threats. (8 mins)		
- Have Ss work in pairs to write the threats for the possible solutions. - Tell Ss to read the solutions carefully and write the threats. Accept all the possible answers as long as they are potential threats that require suggested solutions. - In weaker classes, provide the threats so that Ss can choose the correct one for each solution. - In stronger classes, encourage Ss to come up with more potential problems or solutions on their own.	- Students work in pairs and answer the questions. - Students write the answers in the boxes.	Answer key: 1. Loss of habitat 2. Poaching and illegal trade in body parts 3. Rising demand for tiger parts

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

- To help Ss practise writing a problem-solving report on protecting tigers

b. Content:

- Task 2: Read the announcement and write a problem-solving report. Use the ideas in 1 and the outline below to help you. (p.108)

c. Expected outcomes:

- Students can write a report on how to solve a problem.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the announcement and write a problem-solving report. Use the ideas in 1 and the outline below to help you.		
- Remind Ss of the structure of a problem-solution report and the purpose of each part as explained in Unit 3. - Have Ss identify the parts in the outline, e.g. Introduction,	- Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2.	To: The Wildlife Magazine From: Nguyen Van A Subject: Threats facing tigers and possible solutions Date: May 5th, 2023 This report describes the main

Threats, Solutions, Conclusion, and think about the information they need to add to complete it. - In weaker classes, ask Ss to go back to pages 39-40 in Unit 3 and give further explanations if necessary. - Set a time limit for Ss to write their report in class. Walk round the class to provide help. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' writing and give face-to-face feedback in private or give them back with some written feedback.		threats facing wild tigers and suggests some solutions to the problem. Research has shown that over the last 100 years, many of the wild tigers' natural habitats have been lost due to human activity and development. Humans and tigers continue to compete for space. Deforestation continues as people clear forests for farming, roads and housing. As a result, tigers are forced to live in smaller, unnatural environments where it is hard to find food. Another serious threat to wild tigers is poaching and illegal trade in tiger parts. Although the demand for fur coats made of tiger skins has decreased, tigers are still poached for other body parts used to make traditional medicine. What can we do to save tigers from extinction? One solution is to stop deforestation, restore degraded habitats and rebuild or replace habitats that have been lost. In addition, educating people about the importance of tiger conservation is also very important. This will increase public awareness of the threats facing tigers and help reduce demand for tiger parts. Finally, governments should introduce stricter laws and harsher punishments to stop poachers from killing and selling tiger parts. In conclusion, there are several threats facing tigers. Therefore, we recommend that governments and organisations should act now so that tigers can be saved.

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)**a. Objectives:**

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Cross-checking		
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	- Students swap their piece of writing with their partners and give peer review.	Writing rubric 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)**a. Wrap-up**

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Period 82

UNIT 8: WILDLIFE CONSERVATION

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- express concern.
- learn about The International Union for Conservation of Nature (IUCN) Red List.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;

Grade: 12

- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 8, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: If I were in charge

c. Expected outcomes:

- Students feel interested in the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: If I were in charge - Give learners around five minutes to write exactly what they'd do if they were in charge of a national park. - Ask them to express their ideas.	- Students join the game and answer the questions.	<i>Suggested ideas:</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide model conversations in which speakers express concern;
- To review expressions for expressing concern.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.108)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions on page 109 to help you. (p.40)

c. Expected outcomes:

- Students can use appropriate language to make predictions.

d. Organisation

Năm học 2025 – 2026

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)		
- Check if Ss know any phrases for expressing concern by asking, e.g. What would you do if your friend didn't join the field trip with your class? (Has something happened?) What would you tell friend if you got to know that he had a headache?? (Do you feel better now?) - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. - In stronger classes, have Ss complete the gaps based on context clues in the conversations. - In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the - expressions they hear in the gaps. - Check answers as a class by asking the questions and having Ss read out the complete answers. - Ask Ss to practise the conversations in pairs.	- Students listen to the recording. - Students complete the conversation with words/phrases in the box. - Students practise the conversation in pairs.	Answer key: 1. A 2. D 3. B 4. C
Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. use the expressions on page 109 to help you. (6 mins)		
- Have Ss read the situations and check understanding. - Revise common expressions used to express concern. In weaker classes, go through the expressions in the table and check understanding. - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class. - Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas	- Make plan for the role-plan - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class.	Sample conversations: 1 Mai: You look so worried. What's the matter with you? Mark: I haven't collected enough information about endangered species for my biology project. Mai: Oh. I see. Is there anything I can do to help? Mark: Thank you. I'll try to manage. I'll call you if I need any help. 2 Lan: Hi Peter. I didn't see you on the school field trip to the Endangered Species Rescue Centre. Are you all right? Peter: I was a bit under the weather so I couldn't join

		you. Lan: Sorry to hear that. Are you OK now? Peter: Thanks, Lan. I am much better now.

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)**a. Objectives:**

- To help Ss learn about criteria to classify endangered species;
- To help Ss discuss the topic further.

b. Content:

- Task 1. Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. (p.109)
- Task 2. Work in groups. name some endangered animals in Viet nam. Share what you know about them. (p.109)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about IUCN Red List.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. (10 mins)		
- Ask Ss some questions to find out what they already know about the topic, e.g. Do you know anything about the Red List categories? What criteria for endangered species? - Encourage Ss to share their ideas about the topic. - Put Ss into pairs. Ask them to read the text about the criteria to classify animals as endangered species and put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not.. - Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class.	- Students put a tick or a cross - Students share their answers and explain.	Suggested answers: 1. ✓ 2. ✗ 3. ✗
Task 2: Work in groups. name some endangered animals in Viet Nam. Share what you know about them. (5 mins)		
- Have Ss work in pairs to name some endangered animals in Viet Nam. - Ask Ss some specific questions, e.g. Why do you think it is endangered? Do you think it is serious? - Call on some Ss to present their ideas in front of the class. - In stronger classes, ask them to discuss	- Students work in pairs to name some endangered animals in Viet Nam. - Students share their ideas in front of class.	Suggested answers: I think Saola is one of the most endangered animals in Viet Nam because it is rare and its population is so small.

and provide further information about the animals if they have.		

e. Assessment

- Teacher corrects for students as a whole class.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Period 83

UNIT 8: WILDLIFE CONSERVATION

Lesson 8: Looking back and Project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 8;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be aware and eager to join hands to protect wildlife.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

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

b. Content:

- Revise the words and phrases learned in unit 8.

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 8.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- Teacher asks students to revise the words learned in unit 8. - Ss work in 2 teams. - In each team, one student recalls one word. Then call one student from the other team.	Recall the words	

e. Assessment

- Teacher observes the groups and gives feedback.

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

- To help Ss to review the process of assimilation in this unit.
- To help Ss revise words and phrases they have learnt in the unit.
- To help Ss revise adverbial clauses of condition and comparison.

b. Content:

- Pronunciation: underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (p.110)
- Vocabulary: Choose the correct answers to complete these sentences. (p.110)
- Grammar: Choose the sentence that best combines each pair of the following sentences. (p.110)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (4 mins)		
- Ask Ss to listen to the recording and underline the sounds that can be affected by assimilation. - Check answers as a class by playing the recording several times if needed. - Ask Ss to practise the questions in pairs. Draw their attention to the	- Students pronounce the words, and choose the correct answers.	Key: 1. Have you been to the new conservation park in town? /ˌkɒnsə'veɪʃm 'pɑ:k] 2. Animals are brought to the park from different places. /'dɪfrənp 'pleɪs]

sounds that are assimilated. - Call on some Ss to read the sentences out loud in front of the class.		3. My sister follows a special diet and she doesn't eat red meat. /'reb 'mi:t] 4. We got back home from a trip to the animal rescue centre. /'gɒp 'bæk]
Choose the correct answers to complete these sentences. (4 mins)		
- Ask Ss to choose the correct word in each of the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write correct words on the board.	- Ss work in pairs - Ss solve the crossword.	Answer key: 1. survive 2. conserve 3. captivity 4. extinct
Choose the sentence that best combines each pair of the following sentences. (4 mins)		
- Explain that Ss have to make complex sentences from each pair of sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.	- Ss choose the best answer.	Answer key: 1. A 2. B 3. C 4. D

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)**a. Objectives:**

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

b. Content:

- protecting endangered species

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and	- All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet.	Students' presentations

asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Have groups display their posters. Ask the group representatives to stand next to their posters while the rest of the class walk around, study the posters, and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.		

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The group representative(s) spoke clearly and naturally.		
– The group representative(s) explained the poster well.		
– The group representative(s) answered all questions.		
POSTER CONTENT		
– The poster is well-organised.		
– The poster covers the questions as stated in the Student's Book.		
– The poster is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 9.

Period 84

MID-TERM TEST CORRECTION

I. Aim: To help Ss:

- Review Ss' ability of using language: past simple, present perfect, modal verbs, stative verbs, linking verbs
- Review their knowledge about the topics: life stories we admire, multicultural world, green living
- Correct Ss' common mistakes.

II. METHODS

- Communicative, student-centered approach.

III. Teaching aids

Test, keys of the test.

IV. Time required: 45 minutes

V. Procedure:

- Ask Ss to re-explain the requirement of each exercise.
- Call some Ss to give the answers with explanation.
- Give feedback.

Period 85

UNIT 9: CAREER PATHS

Lesson 1: Getting started Q&A with a career adviser.

I. OBJECTIVES

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

1. Knowledge

- Get an overview about the topic *Q&A with a career adviser*.
- Use vocabulary to talk about careers.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.

Grade: 12

- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 9, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. automate (v)	/ˈɔːtəmeɪt/	to make a process in a factory or office operate by machines or computers, in order to reduce the amount of work done by humans and the time taken to do the work	Tự động hoá
2. adapt (v)	/əˈdæpt/	to change, or to change something, to suit different conditions or uses	Thích nghi
3. pursue (v)	/pəˈsjuː/	to follow someone or something, usually to try to catch him/her, or it	Theo đuổi
4. look down on	/ˈlʊk daʊn ɒn/	to feel that someone is less important than you or does not deserve respect	Khinh thường
5. in demand	/ɪn dɪˈmɑːnd/	needed or wanted by many people	Yêu cầu, mong muốn, đòi hỏi
6. soft skills (n)	/ˈsɒft skɪlz/	people's abilities to communicate with each other and work well together	Các kỹ năng mềm
7. applicant (n)	/ˈæp.lɪ.kənt/	a person who formally requests something, especially a job, or to study at a college or university	Người nộp đơn, ứng cử viên
8. come up	/kʌm/ /ʌp/	to suggest or think of an idea or plan	Nghĩ ra, nảy ra sáng kiến
9. keep up	/kiːp/ /ʌp/	to do whatever is necessary to stay level or equal with someone or something	Sự duy trì, tiếp tục một hoạt động
10. Critical thinking	/ˌkrɪt.ɪ.kəl ˈθɪŋ.kɪŋ/	the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you	Tư duy phản biện
11. Job market	/dʒɒb/ˈmɑː.kɪt/	the number of jobs that are available in a particular place or for a particular type of work	Thị trường việc làm
12. The sooner, The better		as quickly as possible	“Càng sớm càng tốt”

			g s ó n , Càng tốt”

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experiences about the topic.	- Encourage students to work in groups so that they can help each other. - Give short, clear instructions, and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To introduce the topic of the unit.
- To set the context for the listening and reading part.

b. Content:

- Mini game: The race

c. Expected outcomes:

- Students can answer some open questions about career.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Lucky Wheel - Ss work in 2 teams Tiger and Rabbit. - With each correct answer, the team's animal jumps one step above. - The first team that comes to the top is the winner. - T leads into the lesson.	- Students raise hands and answer the questions in their team.	1. Answer keys: 2.

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)**a. Objectives:**

- To provide students with new words related the topic *Career paths*
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to urbanisation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching	- Students listen to the teacher's	New words:

- Teacher gives the meaning of the new words and asks students to guess the words. - Teacher explains more by showing pictures or giving explanations. - Teacher asks students to give the Vietnamese meanings of the words.	explanation and guess the words.	1. automate (v) 2. adapt (v) 3. pursue (v) 4. look down on 5. in demand 6. soft skills (n) 7. applicant (n) 8. come up 9. keep up 10. Critical thinking 11. Job market 12. The sooner, The better

e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (30 mins)**a. Objectives:**

- To introduce some vocabulary and the grammar points to be learnt in the unit.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to career paths.
- To help Ss identify three-word phrasal verbs.

b. Content:

- Task 1: Listen and read. (p.116)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.117)
- Task 3: Find words and phrases in Task 1 with the following meanings. (p.117)
- Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (p.117)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (8 mins)		
- Focus Ss' attention on the title and heading. Check if Ss understand the meaning of the phrase career adviser. Have Ss explain it, e.g. a person who gives advice about careers. - Set the context for listening and reading the conversation. Encourage	- Students look at the picture and answer the questions. - Students listen to the recording. - Students read the conversation aloud.	

Ss to give answers, but do not confirm whether their answers are right or wrong. - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to career while they are listening and reading. - Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on some Ss to read the conversation aloud.		
Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins)		
- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the key words and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F). - Have Ss share their answers with the class. - Confirm the correct answers.	- Students work and compare the answers in pairs.	Answer key: 1. F 2. T 3. F 4. T
Task 3: Find words and phrases in Task 1 with the following meanings. (8 mins)		
- Ask Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings. - Encourage students to look at the given initials of the words and phrases so that they can find them more quickly. - Have Ss compare and share their answers with the class. - Confirm the correct answers.	- Students read the conversation again and work individually to do the activity. - Students share and check the answers.	Answer key: 1. pursue 2. automated 3. in demand 4. soft skills 5. adapt to
Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (7 mins)		
- Have Ss read the text individually. Encourage them to try to complete it with an appropriate verb phrase without referring to the conversation.	- Students work individually to find and underline the phrases used to give directions in the conversation.	Answer key: 1. keep up with 2. look down on 3. come up with

Then ask them to find the answers in the conversation. - Check answers as a class. First ask the class to call out the phrasal verbs, then call on individual Ss to read the complete sentences. - Tell Ss that they will learn more about the grammar point in the following lesson.	- Students match each direction with the diagram.	

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)**a. Objectives:**

- To help Ss practise talking about urbanisation.

b. Content:

- Role play
- Task 5: Work in pairs. Student A thinks of a career and tries to explain it to student B without telling the career's name. Student B guesses the job. And then they swap their positions. Extra question: Do you think your career can be replaced by AI in the future?

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Student A thinks of a career and tries to explain it to student B without telling the career's name. Student B guesses the job. And then they swap their positions. Extra question: Do you think your career can be replaced by AI in the future? (10 mins)		
- Ask Ss to work in pairs. - Elicit some careers and their characters. - Tell Ss to look at the vocabulary list and Task 1 again to find ideas. - When they know exactly what to do, ask them to work in pairs. Teacher may go around to observe and offer help if necessary. - Invite some pairs to perform in front of the class.	- Students work in pairs to follow the teacher's instruction. - Students practice in pairs. - Students perform in front of the class.	<i>Suggested answer:</i>

e. Assessment

- Teacher and other Ss listen to the instructions and comment.

5. CONSOLIDATION**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Start preparing for the Project of the unit:
 - Ask Ss open their books at the last page of Unit 9, the Project section, look at the title of the project: School-leavers' career choices
 - Explain the Project requirements: Ss will have to collect information from 10 classmates about their career plans, and then report the survey results to the class. Their report should include answers to the survey questions.
 - Explain to Ss how to carry out the survey and take notes of the answers to get information for the report.

- Put Ss into groups, and have them choose their group leader. Then ask them to assign tasks, e.g. designing the survey questionnaires, collecting information from their classmates, compiling and synthesizing information collected from the classmates, preparing the slides and writing and delivering the report, to each group member, making sure that all group members contribute to the project.
- Help Ss set deadlines for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. names of different careers, interests, different kinds of training, different skills and solving any other problems that may arise with their projects.

Period 86

UNIT 9: CAREER PATHS

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *career paths*.
- Use three-word phrasal verbs correctly.
- Use sentence stress appropriately to speak with a natural rhythm.

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 9, Language
- Projector / TV
- Computer connected to the Internet
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
passion (n)	/'pæʃn/	a very powerful feeling, for example of sexual attraction, love, hate, anger, or other emotion	Đam mê
passionate (adj)	/'pæʃənət/	showing or caused by strong feelings or a strong belief	Say đắm
work experience (n)	/'wɜ:k ɪksprɪəriəns/	a period of time that a young person, especially a student, spends working in a company as a form of training	Kinh nghiệm làm việc

Sentence stress and rhythm

- Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, and articles) are not.
- This combination of stressed and unstressed syllables produces the rhythm of spoken English.
- To sound natural and fluent, you should try to stress the correct words in your spoken sentences.

Three-word phrasal verbs

• In addition to two-word phrasal verbs, there are three-word phrasal verbs that usually consist of a verb, an adverb, and a preposition.
Some three-word phrasal verbs may have an obvious meaning that we can guess from the parts.
e.g. walk away from, climb out through.

Example:

- The driver walked away from the burning car.
- The thief climbed out through the window.

Many three-word phrasal verbs have an idiomatic meaning which is difficult to guess from their individual parts.

- She gets on with all the members of her team.
- I can't put up with his bad behaviour any longer.
- Three-word phrasal verbs need an object, which always comes immediately after the preposition, and not in any other place

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

b. Content:

- Mini game: Hide and seek

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Hide and seek - Teacher divides students into 4 groups and models how to play this game. - Ss find the correct answer of job descriptions. - The group with the most correct answers will be the winner.	- Students work in groups to do the activity.	Answer key: 1. B 2. C 3. A 4. D 5. B 6. D 7. C

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss recognise sentence stress and practise speaking sentences with natural rhythm.
- To help Ss practise saying sentences with correct stress and natural rhythm.

b. Content:

- Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (p.118)
- Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p.118)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (4 mins)		
- Have students look at the Remember box to revise sentence stress and rhythm. Have them revise the types of words that are often stressed in sentences: nouns, verbs, adjectives, and adverbs. - Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the sentence stress and natural rhythm. - Have Ss work in pairs to say these sentences with the correct sentence stress and natural rhythm.	- Students read the Remember Box - Students listen to the recording and check the sentence stress. - Students listen again and repeat the sentences.	Audio scripts 1. It depends on the industry and the field of work that you are interested in. 2. There are many jobs that don't require a university degree. 3. These soft skills will help you adapt to changes and come up with solutions to challenging problems.
Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (6 mins)		
- Ask Ss to listen to the sentences and underline the stressed words. - Play the recording several times, if necessary, pause after each sentence for Ss to repeat. - Check answers as a class. - Put Ss into pairs and have them practise saying these sentences. Walk round the class, praising pairs for good effort and saying the sentences with correct sentence stress and natural rhythm.	- Students listen to the recording and check the stressed words - Students listen again and repeat the sentences.	Answer key: 1. I'd <u>like</u> to <u>apply</u> for the <u>position</u> of <u>Assistant</u> <u>Teacher</u>. 2. We've <u>received</u> a lot of <u>application</u> <u>letters</u>. 3. We've <u>chosen</u> the <u>best</u> <u>applicants</u> to <u>interview</u>.

		4. <u>w.</u> <u>Successful</u> <u>applicants</u> will <u>start</u> <u>work</u> in the <u>new</u> <u>office</u> .

e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: VOCABULARY (11 mins)**a. Objectives:**

- To introduce words and phrases related to future employment.
- To help Ss practise using the phrases in Activity 1 in meaningful contexts.

b. Content:

- Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (p.118)
- Task 2: Complete the sentences using the correct forms of the phrases in Task 1 (p.118)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (6 mins)		
- Tell Ss that the meaning of each phrase is attached to the second part of the phrase. - Ask Ss to read the definitions of the phrases. - Have Ss match the first and the second parts of the phrases individually. Make sure the phrases match their meanings. - Have Ss compare their answers in pairs. - Check answers as a class. Call on one student to read a phrase aloud and another student to read its definition.	- Students read the words and do the matching. - Students work in pairs and check answers.	Answer key: 1. C 2. D 3. A 4. E 5. B
Task 2: Complete the sentences using the correct forms of the phrases in Task 1. (5 mins)		
- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Activity 1 can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed, e.g. in sentence 1, the phrase 'left her current job in order to', gives us the hint about some personal plan. Among the given	- Students work in pairs and practice reading the sentences.	Answer key: 1. pursue her passion for 2. gained work experience 3. have an outgoing personality 4. develop soft skills 5. deal with stressful situations

phrases, ‘pursue ... passion for’ is best suited. - Check answers as a class. Have individual Ss call out the phrase they have used in each sentence. - Confirm the correct answers. Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. In the second sentence, the phrases ‘earned some money’ and ‘from my previous part-time jobs’ give us a hint that the phrase ‘gain work experience’ is the answer. - Ask individual Ss to read the complete sentences.		

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: GRAMMAR (16 mins)**a. Objectives:**

- To help Ss recognise and practise perfect gerunds.
- To help further practise three-word phrasal verbs in making true sentences about the career path of someone that they know.

b. Content:

- Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in a–d to make complete sentences. (p 119)
- Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs. (p 119)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in a–d to make complete sentences. (8 mins)		
- Ask Ss to look at the Remember! box and read the notes about three-word phrasal verbs. Check understanding by asking, e.g. Can we guess the meaning of all three-word phrasal verbs from their parts? (No, only some three-word phrasal verbs have an obvious meaning that we can guess from the parts. Many three-word phrasal verbs have idiomatic meanings); Where does an object of a three-word phrasal verb come from? (Immediately after the preposition) - Tell Ss to work in pairs or individually to complete the activity. - Check answers as a class. - Have Ss read out loud each of the	- Students work and check in pairs. - Students practice reading the sentences.	Answer key: 1. through - C 2. up - D 3. forward - A 4. down - B

complete sentence.		
Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs. (8 mins)		
- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. - Put Ss in pairs and have them tell each other their sentences. - Invite some Ss to say their sentences to the class. Praise the Ss with good sentences.	- Students work and check in pairs. - Students practice reading the sentences.	Answer key: Students' own performance

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

5. CONSOLIDATION (3 mins)**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Period 87

UNIT 9: CAREER PATHS

Lesson 3: Reading

Future Career Choices

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and understand the structure in an article about things to consider when choosing careers.

2. Competences

- Develop communication skills.
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 9, Reading
- Projector / TV
- Computer connected to the Internet
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. passionate (adj)	/ˈpæʃənət/	showing or caused by strong feelings or a strong belief	Say đắm
2. specialty (n)	/ˈspeʃəlti/	an area of work or study that somebody gives most of their attention	Chuyên môn

		to and knows a lot about	
3. take into account	/teɪk ɪntə ə'kaʊnt/	to consider or remember something when judging a situation	Tính đến
4. obsolete (adj)	/'ɒbsəli:t/	no longer produced or used; out of date	Lỗi thời

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on the careers.
- To set the context for the reading part.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Feed the monkey

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Feed the monkey - Divide the class into 2 teams. - Each team picks an apple to choose the question. - The team look at the description and guess the job. - Each correct answer is 1 point for the team.	- Students work in groups to do the activity. - Students raise their hands to answer.	Answer key: Astronaut Butcher Designer House husband Journalist Librarian Voice actor

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (10 mins)**a. Objectives:**

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage.
- Pre-teach vocabulary related to the content of the reading passage.

Grade: 12

- Task 1. Work in pairs. Discuss the questions. (p.120)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and repeat the words.	New words: 1. passionate (adj) 2. specialty (n) 3. take into account 4. obsolete (adj)
Task 1. Work in pairs. Discuss the questions. (5 mins)		
- Ask Ss to look at the illustrated picture of a young girl thinking about different careers. Encourage Ss to name the careers they see in the bubbles (doctor, chef, ...). - Put Ss in pairs and have them discuss the questions. - Invite some pairs to share their answers with the class.	- Students pay attention to the teacher and may jot down some notes during the presentation.	Suggested answers: • My plan is to become an English teacher after finishing high school. I need to improve my English skills and have a teaching certificate. How about you?

e. Assessment

- Teacher checks students' understanding with follow-up questions.

3. ACTIVITY 2: WHILE- READING (15 mins)

a. Objectives:

- To help Ss practise the skill of guessing the meaning of words from context.
- To develop reading skills for general information.
- To develop reading skills to recognise the organisation of ideas.

b. Content:

- Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase. (p.120)
- Task 3: Read the article again. match each section (a–C) with a heading (1–4). There is one extra heading. (p.121)
- Task 4: Read the article again and choose the correct answer A, B, or C. (p.121)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted		

words or phrase. (5 mins)		
- Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. The first word 'passionate' in this context is used as an adjective to describe a feeling about 'working with people.'. Among the two given options, option 'A' (having strong feelings of enthusiasm for something) is the best match for this word. - Tell Ss to work in groups to discuss the clues and compare answers. - Check answers as a class.	- Students listen to the instructions first, then do the exercise in a group. - Students check answers and take note.	Answer key: 1. A 2. B 3. B 4. B 5. B
Task 3: Read the article again. match each section (a–C) with a heading (1–4). There is one extra heading. (5 mins)		
- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. - Tell SS that they will have to choose the correct heading for each paragraph. In weaker classes, read through the four options first and check understanding. Tell Ss that there is one extra heading. - Ask Ss to work in pairs to compare their answers. - Check answers as a class. In stronger classes, ask Ss to explain their choices.	- Students listen to the instructions first, then do the exercise in pairs. - Students check answers and take note.	Answer key: Paragraph A: 3 Paragraph B: 4 Paragraph C: 1
Task 4: Read the article again and choose the correct answer A, B, or C. (5 mins)		
- Tell Ss that in this type of exercise, they will practice recognising why or how the information in the text is organised. - Have Ss read the questions and the options provided. Ask Ss to tell whether they can answer any of these questions. - Ask Ss to read the text and choose their answers. - Have Ss compare answers in pairs or groups. - Check answers as a class. - Invite some Ss to give evidence from the text for each of the answer.	- Students listen to the instructions first, then do the exercise in pairs. - Students check answers and take note.	Answer key: 1. C 2. A 3. C 4. C

Grade: 12

e. Assessment

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss personalise the language and ideas in the reading.

b. Content:

- Task 5: Work in pairs. discuss the following questions.

What kind of job do you prefer: a job that requires formal education or a job that does not? Why? (p.121)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. discuss the following questions. What kind of job do you prefer: a job that requires formal education or a job that does not? Why?		
- Ask Ss to read the questions and think about which option will work for them. Encourage Ss to write down the reasons for their choice. - Have Ss work in pairs to discuss their chosen options. - Encourage Ss to explain why they think this is the option for them. Walk round the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class. Praise for interesting ideas and fluent delivery.	- Students practise ask and answer about the reason why they want to live in HN in the past or at present.	<i>Suggested answers:</i> I prefer a job that requires formal education because I believe that the formal education will provide me with not only the technical knowledge but also soft skills that help me get better prepared for the world of work.

e. Assessment

- Teacher checks students' talks and gives feedback.

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Period 88

UNIT 9: CAREER PATHS

Lesson 4: Speaking

Discussion on different careers.

I. OBJECTIVES

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

1. Knowledge

- Talk about the things to consider when following different career paths
- Discuss the similarities and differences of different careers, then report to the class.
- Memorize vocabulary about the things to consider when following different career paths.

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 9, speaking
- Projector / TV
- Computer connected to the Internet
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. apprenticeship	<i>/əˈprentɪs.ʃɪp/</i>	a period of time working as an apprentice	tập nghề
2. diploma	<i>/dɪˈplɒv.mə/</i>	a document given by a college or university to show that you have passed a particular exam or finished your studies	bằng cấp
3. architecture	<i>/'ɑː.kɪ.tek.tʃər/</i>	the art and practice of designing and making buildings	ngành kiến trúc
4. Combine	<i>/kəmˈbaɪn/</i>	to (cause to) exist together, or join together to make a single thing or group	kết hợp
5. natural sites	<i>/'nætʃ.ər.əl/ /saɪt/</i>	areas or locations in nature that have distinctive features, ecological significance, or aesthetic value.	khu bảo tồn thiên nhiên

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere in the classroom and lead in the lesson.

b. Content:

- Multiple choice quiz.

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Students watch a video about what to do during a job interview. - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raises their hands to take turns and answer the questions. - The team with highest points is the winner.	- Students look at the questions and work in group. - Students raise hands to answer.	Answer key:

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To introduce more ideas for the speaking tasks and get Ss involved in the lesson.

b. Content:

- Pre-teach vocabulary related to the content of the lesson.
- Introducing tips to give instructions.
- Task 1. Work in pairs. Use the given ideas to complete the information about the job of tour guide. (p. 121)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques	- Students listen to the teacher's explanation and repeat the words.	New words: 1. apprenticeship 2. diploma

(pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.		3. architecture 4. Combine 5. natural sites
Task 1: Work in pairs. Use the given ideas to complete the information about the job of tour guide. (6 mins)		
- Ask Ss to look at the table giving some information about what Ss need to consider becoming a tour guide. Tell Ss that they need to use the given ideas to complete the information about the job of a tour guide. - Check comprehension and explain any phrases Ss may find hard, e.g. learn on the job, self-employed, replaced by robots. - Have Ss work in pairs to complete the table with the suggested ideas. - In stronger classes, encourage Ss to add their own ideas. - Invite several pairs to share their completed tables.	- Students listen to the teacher's explanation. - Ss do the task and take note.	Answer key: 1. be patient, confident and able to deal with stressful situations 2. have excellent communication skills 3. attend part-time courses or complete an apprenticeship 4. may only be employed in the high season

e. Assessment

- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: LESS- CONTROLLED PRACTICE (15 mins)**a. Objectives:**

- To build up information about one of the jobs suggested.

b. Content:

- Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose. (p.122)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose.		
- Ask Ss to form groups, read the instructions, choose one of the suggested jobs. - Tell groups of students to discuss and complete the information about the job they choose. Walk round the class and offer help. - In weaker classes, provide more support by giving Ss some information that they will need for each of the job. - Ask groups of Ss to share their table completed with information about the job that they choose.	- Students share the answers in pairs.	Suggested answers: In the table below

- Help Ss correct any information, if necessary.		

Suggested answers:

To become a doctor, you need to consider:

Personality and interests:	• be very kind and care for patients • have a passion for helping people • be interested in health, causes of diseases, and medical science
Skills and knowledge:	• soft skills such as good communication, decision-making, time-management and teamwork skills • technical skills and medical knowledge to assess patient's condition, prescribe medication, offer treatments, etc.
Education and training:	• study at medical school to get a medical degree • complete general medical training where you combine work experience with on-the-job training usually at a hospital • complete specialty training in a specialist area of medicine or in general practice
Employment opportunities:	• many varied opportunities and different career options • there will always be demand for doctors • may have a poor work-life balance

3. ACTIVITY 3: FREE PRACTICE (10 mins)**a. Objectives:**

- To give Ss an opportunity to compare the job of a tour guide with the job they have chosen.

b. Content:

- Task 3: Work in groups. Compare the job in 1 with your chosen job in 2. Discuss the similarities and differences, and decide which job you prefer and why. Report your group's answers to the class. (p. 122)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Work in groups. Compare the job in 1 with your chosen job in 2. Discuss the similarities and differences and decide which job you prefer and why. Report your group's answers to the class. (7 mins)		
- Explain the task and check their comprehension. Elicit the structures that Ss can use to talk about the similarities and differences, e.g both ... and ...; However, ...; While... - Have Ss list the similarities and differences of the two jobs. - Have Ss work in their groups and plan the report, e.g. which similarities and differences will be mentioned in the report? How the similarities and differences will be organized in the report? Who will deliver the report? ... - Give Ss time to plan and practice their reports. Walk round the class to provide help	- Students work in group	Suggested answers: Our group discussed the jobs of a tour guide and a doctor. Although they are very different jobs, we found some similarities between the two. Both tour guides and doctors must be kind and patient. They also must be able to deal with stressful situations. Soft skills such as communication,

if necessary.

- Invite some groups of Ss to report their conversations in front of the whole class. Praise for good effort, clear pronunciation, appropriate use of expressions to start and end a conversation and natural delivery.

decision-making, time-management and teamwork skills are important for both professions.

However, the technical skills required for a tour guide and a doctor are very different. For example, tour guides must have knowledge of the local area, and cultural, historical and natural sites and events, and knowledge of languages. Doctors need medical knowledge to assess patients, and treat them. It is a lot easier to become a tour guide as you don't need formal education or training at university. However, to qualify as a doctor, you must not only go to medical school, but complete another 10 years of on-the-job training.

While tour guides have limited job opportunities and many are out of work in the low season, doctors are in high demand. The job of a doctor will never become automated or obsolete, but tour guides might be replaced by robots in the future.

.....

Two people in our group prefer the job of a tour guide because they always enjoy learning about history, art and culture. They find the job of a tour guide more interesting and less challenging than the job of a doctor. They believe they'll have a better life-

		work balance. The other two people prefer the job of a doctor. They think the job of a tour guide is only in demand in the high season and doesn't pay well. On the other hand, doctors have varied job opportunities and different career options.

e. Assessment

- Teacher corrects for students by going around while they're practicing.
- Teacher gives corrections and feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Period 89

UNIT 9: CAREER PATHS

Lesson 5: Listening

Preparation for employment.

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about a conversation about careers
- Listen for main ideas and specific information in a conversation about a career in teaching.

2. Competences

- Develop communication skills and creativity

Grade: 12

- Be collaborative and supportive in pair work and teamwork
- Develop presentation skills

3. Personal qualities

- Be proud and respectful of places and sites in your country.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, Listening
- Projector / TV
- Computer connected to the Internet
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. reliable (adj)	/rɪˈlaɪ.ə.bəl/	Someone or something that is reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect	
2. rapidly (v)	/'ræpɪdli/	very quickly; at a great rate	
3. Go up (phr.v)	/gəʊ/ /ʌp/	to move higher, rise, or increase	
4. medical facilities	/'mɛdɪkəl/ /fə'sɪlətɪz/	to places or establishments where medical care, treatment, and health-related services are provided.	

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if needed). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will talk excessively in the class.	- Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic.
- To set the context for the listening part.

b. Content:

- Quiz

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Quiz - Teacher shows the video about urbanisation. - Questions are shown one by one, the whole class compete to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	- Students follow the teacher's instructions and do the task in teams.	Link: https://www.youtube.com/watch?v=u13tvhe8l9w

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE- LISTENING (10 mins)**a. Objectives:**

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To set the context for the listening part.

b. Content:

- Vocabulary teaching
- Task 1: Choose the correct meanings of the underlined words (p.122)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary teaching (4 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students listen to the explanation and repeat the words.	New words: 1. reliable (adj) 2. rapidly (v) 3. Go up (phr. v) 4. medical facilities
Task 1: Choose the correct meanings of the underlined words. (6 mins)		
- Tell Ss that in this lesson, they will listen to a recording in which preparation for employment is discussed. The recording contains several words and phrases that could be new to Ss. - Ask Ss to read the sentences containing key vocabulary items from the listening. Tell students to study the context clues carefully, then read the given options for each word in bold and try to choose the correct one. - Have Ss check their answers in pairs.	- Students listen to instructions and find the answers. - Students pair up to check their answers and then check with the class.	Answer key: 1. A 2. B 3. A 4. B

- Confirm the correct answers as a class.		

e. Assessment

- Teacher corrects the students as a whole class.

3. ACTIVITY 2: WHILE- LISTENING (15 mins)**a. Objectives:**

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

b. Content:

- Task 2: Listen to a conversation between Mai Chi and her teacher, Ms Hoa. Put the information in the order you hear it. (p.122)

- Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (p.122)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a conversation between Mai Chi and her teacher, Ms. Hoa. Put the information in the order you hear it. (7 mins)		
- Ask Ss to read the instructions. Check Ss' understanding of the context and its aim by asking questions such as, Who will be having a conversation? (Mai Chi and her teacher, Ms Hoa); How many things will be discussed in the conversation? (Five: Education and Qualifications, Skills, Interests and hobbies, Work experience, and Reference). - Have Ss read the options carefully and check if they understand all the vocabulary. - Play the recording and have Ss listen and choose the correct option. - Ask Ss to compare their answers in pairs / groups. - Check answers as a class.	- Students listen to the instructions and do the task	<i>Answer keys:</i> 1. Work experience 2. Skills 3. Interests and hobbies
Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (8 mins)		
- Have Ss read through the five questions and their options, then check if they understand all the vocabulary. - Tell Ss that they may not listen to the exact phrases or words that they see in the options, so Ss need to be prepared to listen to the paraphrased information. - Play the recording. Ask Ss to listen, take notes, then choose the answer. - Have Ss compare their answers. - Check answers as a class and confirm the correct ones. Play the	- Students listen to the instructions and do the task	<i>Answer keys:</i> 1. A 2. B 3. C 4. A 5. B

recording again and pause when necessary to show Ss the evidence for each choice.		

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: POST-LISTENING (10 mins)**a. Objectives:**

- To help Ss use the language and ideas from the listening to discuss other information about the courses.

b. Content:

- Task 4. Work in groups. Discuss the following questions: (p.122)

“Would you like to become a teacher? Why/Why not?”

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (p.55)		
Question: “Would you like to become a teacher? Why/Why not?” - Ask Ss to recall what information Mai Chi and her plan for career (wants to become a science teacher, asks her teacher about the education and qualifications needed for the job, the important work experience, the skills needed, the reference...). - Put Ss into groups to discuss the questions. Walk around the class and offer help. In weaker classes, give some suggestions, if necessary. Make sure Ss take notes of their ideas. - Invite Ss from some groups to share their ideas with the whole class.	- Students listen to the instructions and do the task	Suggested answer <i>I would like to become a teacher because I like working with children and helping them learn new things.</i>

e. Assessment

- Teacher observation on Ss' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (5 mins)**a. Wrap-up**

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook

Period 90

UNIT 9: CAREER PATHS

Lesson 6: Writing WRITING YOUR CV

I. OBJECTIVES

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

1. Knowledge

- Write a CV for a job application.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 9, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

Năm học 2025 – 2026

a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To gain an overview of the line graph.
- To lead into the new lesson.

b. Content:

- Quiz

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the questions one by one, the whole class competes to answer the questions. - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson.	- Students listen to the instructions and do the task individually	In a line graph, the horizontal axis usually represents: 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED- PRACTICE (15 mins)

a. Objectives:

- To help Ss develop ideas for their writing and get used to the format of a CV.

b. Content:

- Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (p.123)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (10 mins)		
- Ask Ss to look at the advertisement and read the information about the job being advertised. Check understanding, e.g. What job is being advertised? (teaching assistant); What are the applicants expected to have/be? (have a passion for teaching children, are good communicators, are interested in organizing learning activities). - Focus Ss' attention on the requirement of the activity: complete the CV with the given phrases. - Tell Ss to look at the remember box to get to know the important sections of a CV - Let Ss look at the modal CV and read it carefully. Focus Ss' attention on the gaps and the information under each gap. - Put Ss in pairs and have them work together to complete the CV with the given phrases. - Walk around the class and offer help if necessary.	- Students listen to the instructions and work in pairs. - Students check answers with the class.	Answers key: 1. Education 2. Work experience 3. Skills 4. Hobbies and Interests

- Check answers as a class.		

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: LESS CONTROLLED PRACTICE (20 mins)**a. Objectives:**

- To help Ss practice writing their own CV to apply for the advertised job.

b. Content:

- Task 2: Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV. (p.124)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV. (8 mins)		
- Tell Ss that they also want to apply for the job advertised in Activity 1, and they need to write their own CV in order to apply for the job. - Set a time limit for Ss to write their CV in class. Walk round the class to provide help. - If time allows, encourage Ss to swap their CV with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' CVs and give feedback in a scheduled time.	- Students work in pairs and independently as instructed.	<i>Students' own answers</i>

e. Assessment

- Teacher gives corrections and feedback.

4. CONSOLIDATION (5 mins)**a. Wrap-up**

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

Period 91

UNIT 9: CAREER PATHS

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- To provide a model conversation in which speakers ask for and give clarification.
- To help Ss relate what they have learnt in the reading text to their own culture.

2. Competences

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

3. Personal qualities

- Be proud and respectful of the country's development.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 9, Communication and CLIL.
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

Năm học 2025 – 2026

Grade: 12

a. Objectives:

- To create an active atmosphere in the class before the lesson

b. Content:

- Video watching

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher shows a short video about "How to choose the right career". - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary.	- Students watch the video and answer.	Link: https://www.youtube.com/watch?v=zhpcgpqWclQ&t=1s

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To provide a model conversation in which speakers ask for and give clarification.
- To review expressions for asking for and giving clarification.
- To help Ss practise asking for and giving clarification.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.124)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (p.125)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)		
- Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. Who are the speakers? (A: Mr Kien and Mai; B: Mark and Mai); What are they talking about? (A: asking for and giving clarification about the job application process; B: asking for and giving clarification about the References section in a CV) - Have Ss listen and complete the conversation with the expressions from the box. - Check answers by asking two Ss to read out the conversation. - Have Ss underline expressions used to ask for clarification, e.g. Could you explain...; Can you clarify ...?	- Students do the task as instructed.	Answer key: 1. C_ Could you explain it 2. B_ to put it another way 3. A_ Can you clarify 4. D_ in other words

and giving clarification, e.g. Well, to put it another way, it means ...; In other words, ... - Put Ss in pairs and have them practise the conversations.		
Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (8 mins)		
- Ask Ss to read through the situations, and check understanding. Ask them if they have been in or have ever heard of similar situations if they had to ask a career adviser or a teacher assistant at a language centre. - Have Ss work in pairs. In weaker classes, underline the words and phrases in the conversations that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative. - Go through the useful expressions in the box and remind them to use them in their conversations. - Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (a grade 12 student / a career adviser; a new teaching assistant/ an experienced teaching assistant). Have Ss practise their conversations in pairs. - Invite several pairs of Ss to act out their conversations in front of the class. - Praise for good effort, clear pronunciation, fluent delivery, and appropriate use of the expressions for making an appointment.	- Students do the task as instructed.	<i>Students' own performance</i>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE/ CLILL (20 mins)**a. Objectives:**

- To help Ss learn about some popular careers in the future.
- To help Ss relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and answer the questions. (p.125)
- Task 2: Work in pairs. discuss the following questions: Which job do you find the most interesting and why? What other jobs do you think will become popular in the future? (p.125)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS

Task 1: Read the text and answer the questions. (7 mins)		
- Ask Ss some questions to find out what jobs they think will be popular in the future, e.g. What jobs do you think will be popular in the future? Why do you think these jobs will be popular in the future? - Ask Ss what they want to know about the topic, e.g. What types of companies or businesses will need these jobs? Is there any available training for these jobs at present? Write these questions on the board and tell Ss to answer them later. - Ask them to read the text 'Popular careers in the future' and answer the questions. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	- Students do the task as instructed.	Answer key: 1. data protection jobs 2. content creators 3. software developers and other coding jobs
Task 2: Work in pairs. discuss the following questions. (13 mins)		
• Which job do you find the most interesting and why? • What other jobs do you think will become popular in the future? - Have Ss call out the jobs that they have just read about in Activity 1. - Ask Ss to work in pairs to discuss the questions and give the explanation for their answers. - Invite several pairs to report their discussion. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.	- Students do the task as instructed.	<i>Students' own answers.</i>

e. Assessment

- Teacher corrects for students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up: Summarise the main points of the lesson.

b. Homework: Prepare for the next lesson

UNIT 9: CAREER PATHS

Lesson 8: Looking back and project.

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 9.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be more creative when doing the project.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 9, Looking back and project
- Projector / TV/ pictures and cards
- Computer connected to the Internet
- hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Have excessive talking student's practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson

b. Content: Video watching

c. Expected outcomes: Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher shows a short video about "How to choose the right career". - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary.	Link: https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s

e. Assessment

Grade: 12

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review sentence stress.
- To help Ss review words and phrases that they have learnt in this unit.
- To help Ss review the use of three-word phrasal verbs.

b. Content:

- **Task 1:** Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (P. 126)
- **Task 2:** Complete the text, using the correct words and phrases in the box. (p.126)
- **Task 3:** Choose the correct answer A, B, C, or D. (p.126)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (4 mins)	
- Ask Ss to listen and underline the stressed words in the sentences. - Ask several Ss to compare their answers. - Confirm the correct answers. - Have Ss practise saying the sentences in pairs. Praise for correct use of sentence stress and natural rhythm.	Answer key 1. I <u>saw</u> a <u>new job advert</u> on the <u>school notice board</u> . 2. They're <u>seeking</u> a <u>volunteer</u> for their <u>new project</u> . 3. The <u>heritage site wants</u> to <u>hire</u> a <u>tour guide</u> with the <u>work experience</u> . 4. My <u>brother doesn't want</u> to <u>apply</u> for a <u>job</u> that <u>requires working</u> with <u>people</u> .
Task 2: Complete the text, using the correct words and phrases in the box. (4 mins)	
- Have Ss read the text, and the words and phrase in the box. Tell Ss that the words and phrases have been taught and used throughout the unit. - Ask Ss to focus their attention on the gaps in the text. - Tell Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Have Ss compare their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the text.	KEY: 1. soft skills 2. automated 3. pursue 4. a passion 5. an outgoing personality
Task 3: Choose the correct answer A, B, C, or D. (4 mins)	
- Ask Ss to read each sentence and choose the correct option to complete it. - Remind Ss to study the context carefully and decide which option is the correct one. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read the sentences.	Answer key: 1. A 2. B 3. C 4. D

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (26 mins)

a. Objectives:

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

b. Content: Presentation of research about school-leavers' career plans.

c. Expected outcomes: Students practice working on a project.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Work in groups. ask questions to collect information from 8–10 classmates about their career plans. Report your survey results to the class.	
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation/report about school-leavers' career choices. - Have Ss work in their groups. Give them a few minutes to prepare for the presentation/report. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.	
Students' presentations	
- All groups make presentations. - When one group make presentation, others listen and complete the evaluation sheet.	

e. Assessment

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

- Suggested checklist for peer assessment.

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- The presenters greet the audience.		
-The presenters speak clearly and naturally.		
- The presenters cooperate when delivering their talk.		
-The presenters have interactions with the audience.		
-The presenters use some photos/pictures to illustrate their ideas.		
-The presenters conclude their talk appropriately.		
CONTENT: The presentation includes the following information about school-leavers' career choices:		
- The careers that school-leavers are interested in and the reason for their choice		
- How the career choice is related to their interests		
- What training they need to pursue their career path		

- If/whether there will be employment opportunities in their area/Viet Nam		

- Suggested checklist for self-assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- I greeted the audience.		
- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I had interactions with the audience.		
- I used some photos/pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information about school-leavers' career choices:		
- the careers that school-leavers are interested in and the reason for their choice		
- how the career choice is related to their interests		
- what training they need in order to pursue their career path		
- if/whether there will be employment opportunities in their area/Viet Nam		

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 Unit 10.

Period 93

UNIT 10: LIFELONG LEARNING

Lesson 1: Getting started – Learning for life

I. OBJECTIVES

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

1. Knowledge

- Get an overview of the topic of *Lifelong learning*.
- Use vocabulary related to the learning for life.

2. Competences

- Develop communication skills and creativity.

Grade: 12

- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be aware of the importance of learning for their life.

- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 10, Getting Started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. trouble (n)	/'trʌbl/	a problem, worry, difficulty, etc. or a situation causing this	khó khăn
2. summary (n)	/'sʌməri/	a short statement that gives only the main points of something, not the details	bài tóm tắt
3. report (n)	rɪ'pɔ:t/	a written or spoken account of an event, especially one that is published or broadcast	báo cáo
4. attendee (n)	/ə'ten'di:/	a person who attends a meeting	người tham gia buổi họp

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experience about the topic.	- Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create a friendly and lively atmosphere in the classroom;
- To lead into the unit.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can understand what the video is about and guess the unit's topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher plays a video and asks Ss to watch and answer the question. Link: https://www.youtube.com/watch?v=kASX8SmSIiU	- Students watch a video and answer the question	Questions: What is the video about? Suggested answer: Old people with technology

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related to the topic of *Lifelong learning*
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary by: + showing the pictures illustrating the words + giving explanation + asking some elicit questions	- Students listen to the teacher's explanation and guess the words.	Vocabulary: 1. trouble (n): khó khăn 2. summary (n): bài tóm tắt 3. report (n): báo cáo 4. attendee (n): người tham gia buổi họp

e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (25 mins)

a. Objectives:

- To introduce some vocabulary and the grammar points to be learnt in the unit.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to career paths
- To help Ss identify the reported speech with orders, requests, offers, and advice

b. Content:

- Task 1: Listen and read. (p.128-129)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (p. 129)

- Task 3: Find words and phrase in 1 with the following meanings. (p. 129)
- Task 4: Match the beginnings with the endings to make complete sentences. (p. 129)

c. Expected outcomes:

- Students can understand the conversation and know some collocations to describe jobs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (7 mins)		
- Teacher sets the context for the listening and reading. - Teacher has Ss look at the picture and elicit the context of the conversation by asking some questions. - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the topic while they are listening and reading. - Teacher puts Ss in pairs and asks them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud.	- Students look at the picture and answer the questions. - Students listen to the recording. - Ss compare the words and phrases with their partner. - Students read the conversation aloud.	 Questions: 1. Who are they? 2. What are they talking about?
Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (7 mins)		
- Teacher puts Ss in pairs. Ask them to read the sentences carefully. - Ask them to identify and underline the key words and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F). - Teacher has Ss share their answers with the class. - Confirm the correct answers.	- Students work in pairs to do the activity. - Students share the answers in front of the class and show where they can find them. - Correct	Answer key: 1. F 2. T 3. F 4. T

Task 3: Find words and phrase in 1 with the following meaning. (6 mins)		
- Ask Ss to work independently to do the exercise - Ask Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings. - Encourage students to look at the given initials of the words and phrases so that they can find them more quickly. - Have Ss compare and share their answers with the class. - Have Ss play the game to check the answers - Confirm the correct answers.	- Students read the conversation again and work independently to do the activity. - Share the answer with partners. - Ss play game to give the answers - Correct	 Answer key: 1. boos 2. brus 3. info 4. mai
Task 4: Match the beginnings with the endings to make complete sentences (5 mins)		
- Run through the task - Tell Ss that they have to match the beginnings with their endings to make sentences in reported speech. - Have Ss work individually. Encourage them to try to match a beginning with an appropriate ending without referring to the conversation. Then ask them to check the information in the conversation. Tell Ss that sentence 4 has been changed from the direct speech in the	- Answer some eliciting questions - Listen to the teacher - Work individually to match the sentences - Check the information in the conversation - Some weak Ss can read the conversation again to find the information. - Ss share the answers - Listen to the teacher.	Answer key: 1. b 2. c 3. d 4. a

conversation (<i>I'll put your name on the list of attendees → an offer</i>) - Check answers as a class. First say the beginnings, then call on individual Ss to read the endings of these sentences. - Tell Ss that they will learn more about the grammar point in the following lesson.		

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (5 mins)**a. Objectives:**

- To give Ss a chance to discuss the questions related to the topic

b. Content:

- Discussion

c. Expected outcomes:

- Ss can get some ideas about the topic of lifelong learning.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Discussion		
- Ask Ss to work in groups of 4 - Have Ss to think and discuss about the questions - Call some students to share the answers - Give feedback	- Work in groups of 4 - Discuss the questions and share the ideas in groups - Share the ideas in front of class - Listen	Questions: • What do you think lifelong learning is? • Do people around you maintain their lifelong learning? • How important do you think lifelong learning is? Why/why not? • What is your learning journey ahead?

e. Assessment

- Teacher gives feedback on group's presentation

5. CONSOLIDATION (5 minutes)**a. Wrap-up**

Grade: 12

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

+ Teacher randomly puts Ss in groups of 6 and asks them to do some research on lifelong learning habits such as reading, self-education, time management, taking courses, or having a variety of hobbies. Then Ss need to choose one lifelong learning habit, create a leaflet about it and share it with the class. The leaflet also needs to be decorated with pictures or other visuals.

+ Teach explains to Ss how to search for information about different lifelong learning habits, e.g. *using different search engines such as Google and Bing, type in key words and phrases, evaluate and select reliable sources..* and then choose important information to put on their leaflet.

+ Tell Ss to discuss and agree on some common features of a leaflet e.g. *well-designed, eye-catching, containing a title and subtitles, a slogan...*

+ In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. *names of different habits, benefits of different habits, challenges of different habits...* and solving any other problems that may arise with their projects.

UNIT 10: LIFELONG LEARNING**Lesson 2: Language****I. OBJECTIVES**

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

1. Knowledge

- Revise and use the intonation of questions appropriately.
- Understand and use words and phrases related to lifelong learning.
- Use reported speech to report *orders*, *requests*, *offers*, and *advice* correctly.

2. Competences

- Develop communication skills.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

3. Personal qualities

- Be aware of the importance of learning for their life.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 10, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. night school (n)	/ˈnaɪt sku:l/	classes for adults, held in the evening	lớp học buổi tối
2. distance learning (n)	/ˌdɪstəns ˈlɜːnɪŋ/	a method of education in which people study at home and send their work to their teachers	học từ xa
3. well-rounded (adj)	/ˌwel ˈraʊndɪd/	having a variety of experiences and a range of skills and interests	được phát triển một cách toàn diện

4. learning community (np)	/lɜːnɪŋ kəˌmjuːnəti /	a group of learners who share learning goals and often connect with one another	cộng đồng học tập
5. adult education (n)	/ˌædʌlt edʒuˈkeɪʃn/	education for adults that is available outside schools and universities	giáo dục cho người lớn

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if necessary. - 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 class.	- Define expectations in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

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

b. Content:

- Watching a video

c. Expected outcomes:

- Students can get to know about reported speech: orders and requests

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- Have Ss to watch a video and ask Ss to answer the question Link: https://www.youtube.com/watch?v=PL2mclQq7-A - Lead into the new lesson	- Ss watch a video and answer the question	* What is the video about?  * Suggested answer:

		Reported speech: orders and requests

e. Assessment

- Teacher observes and gives feedback.

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

- To help Ss recognise the intonation of different types of questions.

b. Content:

Task 1. Listen and repeat. Pay attention to the intonation of the following questions. (p. 130)



Task 2. Mark the intonation in the following questions using (rising intonation) or (falling intonation). Then listen and check. Practise saying them in pairs (p. 130)

c. Expected outcomes:

- Students can recognise and practise the intonation of different types of questions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the intonation of the following questions. (6 mins)		
- Ask students to look at the Remember box for a quick revision of intonation patterns in different types of questions. - Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the intonation of each question. - Have Ss work in pairs to say these questions with the correct intonation. - Have Ss revise the different intonation patterns with different types of questions (tag questions, wh-questions, yes-no questions, and choice questions).	- Look at the Remember box - Listen and repeat. - Pay attention to the intonation of each question. - Practise reading the sentences in pairs. - Listen to the teacher	Audio script 1. It's easy, isn't it? 2. What are you working on? 3. Are all club members your age? 4. But why do you have to type it? 5. Are you interested in joining the next meeting?
Task 2: Mark the intonation in the following questions using (rising intonation) or (falling intonation). Then listen and check. Practise saying them in pairs. (6 mins)		
- Ask Ss to listen to the questions and mark the intonation patterns. - Play the recording several times, if necessary, pause after each question for Ss to repeat. - Check answers as a class. - Put Ss into pairs and have them practice saying these questions. Walk around the class, praising pairs for good effort and saying the questions with the correct intonation.	- Listen to the questions and mark the intonation patterns. - Listen and check - Listen and repeat.	Audio script 1. What does lifelong learning mean? 2. Do you have to pay for this online course? 3. Do they prefer online or classroom learning? 4. This is your book, isn't it? 5. I saw because we are almost sure of the answer.

e. Assessment

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

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce the words and phrases related to the lifelong learning journey.
- To help Ss practice using the words or phrases in Activity 1 in meaningful contexts.

b. Content:

- ♦ Task 1. Match the parts of the words to make words and phrases that mean the following. (p. 130)
- ♦ Task 2. Complete the sentences using the words and phrases in 1. (p. 130)

c. Expected outcomes:

- Students understand the meaning of words, memorize them, and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the parts of the words to make words and phrases that mean the following. (6 mins)		
- Tell Ss that the meaning of each word or phrase is attached to the second part of the word or phrase. - Ask Ss to read the definitions of the words or phrases. - Have Ss match the first and the second parts of the words or phrases individually. Make sure the words or phrases match their meanings. - Have Ss compare their answers in pairs. - Check answers as a class. Call on one student to read a word or phrase aloud and another student to read its definition.	- Listen to the teacher - Read the definitions of the words or phrases - Match the first and the second parts of the words or phrases. - Compare the answer in pairs. - Correct	Answer key: - c (night school) - d (distance learning) - a (well-rounded) - e (learning community) - b (adult education)
Task 2: Complete the sentences using the words and phrases in 1. (6 mins)		
- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Activity 1 can be used to complete each of the sentences. Explain that they can	- Students work in pairs, read the sentences carefully and decide which words can be used.	

use the context clues to decide on the word or phrase needed, e.g. <i>in sentence 1, the phrase 'become a ____ person', gives us the hint that we will need an adjective to modify 'person'. Among the given phrases, 'well-rounded' is best suited.</i> - Check answers by playing the game SECRET GARDEN - Divide the class into two groups - Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. <i>In the second sentence, the phrases 'continuing education or..' and 'helps people keep their knowledge and skills up to date' give us a hint that the phrase 'adult education' is the answer.</i> - The group has more points will win the game. - Declare the winner group - Give feedback	- Listen to the teacher's instruction. - Ss choose the numbers and answer the question to get points. - Correct	 Answer key: 1. well-rounded 2. adult education 3. night school 4. learning community 5. distance learning

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 recognise and practise reporting *orders, requests, offers* and *advice*.
- To help further practise reported speech with *orders, requests, offers* and *advice* in making true sentences about daily lifelong learning practice.

b. Content:

- ♦ Task 1. Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (p. 130)

- ♦ Task 2. Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice. (p. 130)

c. Expected outcomes:

- Students can use simple, compound, and complex sentences correctly in sentences and in speaking activities.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (6 mins)		
- Ask Ss to look at the Remember! box and read the notes about reporting <i>orders, requests, offers,</i> and <i>advice</i>. Check understanding by asking, e.g. <i>Which are the most common verbs in direct speech?</i> (Verbs 'say' and 'tell'); <i>What decides on the use of different reporting verbs?</i> (The context and meaning.) - Tell Ss to work in pairs to complete the activity. - Check answers as a class. - Have Ss read out loud each of the complete sentences.	- Look at the Remember! box and read the notes about reporting <i>orders, requests, offers,</i> and <i>advice</i> - Answer the questions - Work in pairs to complete the activity - Give the answers - Correct	Answer key: 1. My mother told me to find more information about the course I wanted to apply. 2. My friend asked me to send him/her the list of available online courses. 3. My brother offered to teach me how to use mobile applications. 4. The head teacher advised us not to waste so much time on social media.
Task 2: Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice. (7 mins)		
- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In	- Read the instructions and examples.	Suggested answers: My friends suggested that I dedicate some time

weaker classes, let Ss list the daily lifelong learning activities (<i>read for 30 minutes every day, learn a foreign language, take up a new sport, learn a new skill ...</i>) - Put Ss in pairs and have them tell each other their sentences . - Invite some Ss to say their sentences to the class. Praise the Ss with good sentences.	- Work in pairs to compare the answers - Present their ideas in front of the class.	each day to practice a new musical instrument . They encouraged me to join a local music group or take lessons to enhance my skills. They also advised me to explore different genres of music to broaden my musical knowledge. Additionally, they recommended that I set specific goals for my musical progress and track my achievements along the way. Their support and guidance have motivated me to embrace this new

		musical journey and strive for continuou s improvem ent.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learned in the lesson.
 - + Pronunciation: *Intonation in questions (revision)*
 - + Vocabulary: *Lifelong learning journey*
 - + Grammar: *Reported speech: reporting orders, requests, offers, and advice*

b. Homework

- Do exercises in the workbook.
- Learn by heart some vocabulary related to *the Lifelong learning journey*.
- Do more exercises about *Reported speech: reporting orders, requests, offers, and advice*
- Prepare for the next lesson.

UNIT 10: LIFELONG LEARNING

Lesson 3: Reading

Head teacher's message to school-leavers

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and specific information about lifelong learning in a letter to secondary school students.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 10, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. vocational school (n)	/vəʊ'keɪʃənəl sku:l/	a school that teaches skills that are necessary for particular jobs	trường nghề
2. enrol (v)	/ɪn'rəʊl/	to arrange for yourself or for somebody else to officially join a course, school, etc.	đăng ký học
3. martial art (n)	ˌmɑ:ʃl 'ɑ:t/	any of the fighting sports that include judo and karate	võ thuật

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watching a video

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
* Watch a video - Have Ss watch a video and answer the questions - Call on some Ss to give the ideas - Give feedback - Lead to the new lesson Link: https://www.youtube.com/watch?v=0WYz7TnmjpY	- Ss watch a video and answer the questions - Give the ideas	* What is the video about? 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate Ss' background knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the following questions. (p.132)

- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the following questions. (4 mins)		
- Ask Ss about their school head and what he or she usually does to encourage Ss to learn. - Put Ss in pairs and have them discuss the questions. - Invite some pairs to share their answers with the class.	- Listen to the teacher - Work in pairs and discuss the questions - Share the ideas in front of the class	Questions: 1. Have you ever thought of continuing learning after finishing your secondary education? 2. If yes, how will you continue your learning? Suggested answer <i>Actually, students at our school have never received any formal letters from the school head. However,</i>

		<i>our school head usually talks about the importance of learning in our life. She has tried her best to create an environment that supports our learning activities.</i>

Vocabulary pre-teaching (5 mins)

- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook.	New words: 1. vocational school (n): trường nghề 2. enrol (v): đăng ký học 3. martial art (n): võ thuật

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)**a. Objectives:**

- To help Ss practise guessing the meaning of words from context.
- To help Ss practise reading for main ideas (question 1) and specific information (questions 2, 3, 4, and 5) in multiple choice questions.

b. Content:

- Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words.
- Task 3: Read the letter again. Choose the correct answer A, B, C, or D.

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words. (6 mins)		
- Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they	- Students read the text and locate the highlighted words	Answer key: 1. A

can use to guess the meaning, e.g. <i>The first word ‘wonder’ in this context is used after a direct question ‘Haven’t we learnt enough in secondary school?’</i>. Among the two given options, option ‘A’ (<i>think about something and try to guess what is true or will happen</i>) is the best match for this word. - Tell Ss to work in groups to discuss the clues and compare answers. - Check answers as a class.	individually. - Work in groups to discuss the clues and compare the answers - Give the answers.	2. B 3. A 4. B 5. B
Task 3: Read the letter again. Choose the correct answer A, B, C, or D. (7 mins)		
- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. - Tell Ss to look through the questions, and check their understanding. - Ask Ss to read the four options, then read the whole letter to understand the overview of the letter. Tell Ss to pay attention to the first or the last sentences of each paragraph to get the main idea. The correct answer should best summarise the main idea of the whole letter. Tell Ss to watch out for distractors, especially choices that are “irrelevant” , i.e not mentioned in the text, “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the text) or “too general” (i.e., not specific to that section only). - Ask Ss to work in pairs to compare their answers. - Check answers as a class. In stronger classes, ask Ss to explain their choices.	- Listen to the teacher - Look through the questions - Read the four options, then read the whole letter to understand the overview of the letter - Compare the answers - Students check answers with the whole class and give explanations for their choice.	Answer key: 1. 2. 3. 4. 5.

e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

To help Ss personalize the language and ideas in the reading.

b. Content:

Task 4: Work in pairs. Discuss the following questions.

c. Expected outcomes:

- Students can use the language and ideas from the unit to reply to the head teacher.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the following questions.		
- Ask Ss to read the questions and prepare for their answer. - Have Ss work in pairs to discuss their answers. - Encourage Ss to explain why they would reply in that way. Walk around the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class. Praise for interesting ideas and fluent delivery.	- Read the questions and prepare for their answer. - Work in pairs to discuss the answer - Students share their answers with the whole class. - Students listen and give feedback	<i>Suggested answers:</i> <i>If I received such a letter, I would feel very lucky because I would have a very devoted and experienced person guide me and tell me what I should do after leaving school. I would say thank you to him and ask him for more specific guidelines that may help me see things better.</i>

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.
 - + Some vocabulary in the head teacher's message to school-leavers
 - + Reading the head teacher's message to school-leavers
 - + Discuss how and what to reply the head teacher's message.

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Prepare for the next lesson.

UNIT 10: LIFELONG LEARNING

Lesson 4: Speaking

Great role models for lifelong learning

I. OBJECTIVES

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

1. Knowledge

- Tell about the two role models of lifelong learning.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Dedicated to learning and inspired by role models who pursue education.

II. MATERIALS

- Grade 12 textbook, Unit 10, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

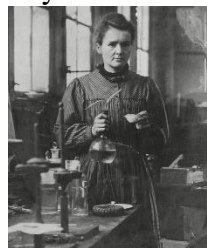
b. Content:

- Chatting and watching a video

c. Expected outcomes:

- Students can guess the context for the speaking part.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Chatting - Show a picture and ask Ss to answer some questions - Call on Ss to give the ideas and give feedback - Have Ss watch a video about her to get more information Link: https://www.youtube.com/watch?v=OIVPb7O9n_k&t=130s - Teacher leads in the lesson.	- Ss look at the picture and answer the questions - Ss share the ideas in front of the class - Watch a video	* Chatting - Who is she? - What do you know about her? 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the speaking tasks and get Ss involved in the lesson.
- To build up information about Uncle Ho as a lifelong learner through an information gap activity.
- To build up information about Marie Curie as a lifelong learner through an information gap activity.

b. Content:

- Task 1: Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below.
- Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes.
- Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes

c. Expected outcomes:

- Students can have more ideas for the speaking.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below. (10 mins)		
- Ask Ss to form pairs, one is student A, and the other is student B. Tell Ss to look at their given information about two different great role models. - Check comprehension and explain any phrases Ss may find hard, e.g. <i>doing national martial arts, managed to go to university, won Nobel prize.</i> - In weaker classes, encourage Ss to develop full sentences from their given information, e.g. <i>Student A: Our uncle Ho managed to learn every day throughout his life. He often read and wrote until midnight after a working day.</i> <i>Student B: When Marie Curie was young, women in her country, Poland, were not allowed to go to school. But Marie Curie managed to go to university. She moved to France and studied in</i>	- Work in pairs - Listen and answer - Ss read the information	

<i>Sorbonne university.</i> - Walk around the class to give help if necessary		
Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes. (10 mins)		
- Ask Ss to work in pairs. Each pair consists of two students, A and B. - Ask students As to base on their given information and talk about Uncle Ho as a lifelong learner. Tell them to look at the example to understand what they are asked to do. - Tell students Bs to listen and complete the notes. - In weaker classes, help students As develop the given information into full sentences. - In stronger classes, encourage Ss to use different sentence structures to express the given information effectively. - Ask Ss to share their table completed with information about Uncle Ho as a lifelong learner. - Help Ss correct any information, if necessary.	- Work in the same pairs - Students A talk about Uncle Ho as a lifelong learner. - Students Bs to listen and complete the notes. - Share their table with information about Uncle Ho as a lifelong learner. - Correct	Example: <i>Uncle Ho is a great role model for lifelong learning. He managed to learn every day throughout his life. He often learnt by reading and writing until midnight after a working day. ...</i>
Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes. (10 mins)		
- Ask Ss to work in pairs. Each pair consists of two students, A and B. - Ask students Bs to base on their given information and talk about Marie Curie as a lifelong learner. Tell them to look at the example to understand what they are asked to do. - Tell students As to listen and complete the	- Work in the same pairs - Students Bs to base on their given information and talk about Marie Curie as a lifelong learner. - Students As to listen and complete the notes.	Example: <i>Marie Curie is a great role model for lifelong learning. She managed to go to university because in her country, Poland, women were not allowed to go to university to study. Marie moved to France and studied physics and maths in Sorbonne University. ...</i>

notes. - In weaker classes, help students Bs develop the given information into full sentences. - In stronger classes, encourage Ss to use different sentence structures to express the given information effectively. - Ask Ss to share their table with information about Marie Curie as a lifelong learner. - Help Ss correct any information, if necessary.	- Share their table with information about Marie Curie as a lifelong learner. - Correct	

e. Assessment

- Teacher gives feedback on Ss' pronunciation and conversation.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)**a. Objectives:**

To use the notes to tell about Uncle Ho and Marie Curie as great role models for lifelong learning.

b. Content:

Task 4: Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class.

c. Expected outcomes:

- Students can report their discussion results to the class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class.		
- Ask Ss to work in groups. - Tell Ss to use the notes to talk about these two great role models for lifelong learning. - In weaker classes, help Ss with sentence structures that they	- Students work in groups to do the task - Use the notes to talk about these two great role models for lifelong learning.	Sample: - Uncle Ho as a lifelong learner Today, I would like to tell you about our Uncle Ho as a great role model for lifelong learning. Throughout his life, he managed to learn something every day. You see, after a working day, our Uncle Ho often spent time reading or writing until midnight. He also could speak a lot of foreign languages such as English, Chinese, Italian, German, and Russian. He learnt to use these languages mainly through self-study. In his hard days, our Uncle Ho had an effective way to learn

need to develop the notes into a talk. - In stronger classes, encourage Ss to add any related information about these two lifelong learners in their talks. - Walk around and give Ss any support, if necessary. - Invite some Ss to give their talk in front of the whole class. Praise Ss for their effort, pronunciation, and fluent delivery.	- Ss present their ideas to the class.	new words. He wrote the new words on his arms and revised them throughout his working days. Our Uncle Ho still regularly exercised and played sports. He maintained doing exercise every day, doing national martial arts, and playing different sports. Our Uncle Ho really set a very good example as a lifelong learner for many of us. For me, I really admire Uncle Ho's lifelong learning. I think I will try to learn another foreign language and do regular exercise to keep fit and healthy. - Marie Curie as a lifelong learner Today, I would like to tell you about Marie Curie as a great role model for lifelong learning, especially for women. When Marie Curie was young, women in her country, Poland, weren't allowed to go to school. She moved to France and managed to study in Sorbonne university, which is one of the top and world famous university. Marie Curie spent a lot of time studying. She read a lot of books from the library, registered to study many different courses at university. In her life, this women won a Nobel prize twice. She won a Nobel prize in Physics in 1903 and another Nobel prize in 1911. I believe that she achieved this partially thanks to her hard work and her lifelong learning practice. Personally, I really admire Marie Curie for what she did and achieved in her life. Many girls and I should learn the way she overcame obstacles in her life to continue and maintained her study.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

Grade: 12

- Teacher asks students to talk about what they have learnt in the lesson.
 - + Build up the information and tell about Uncle Ho and Marie Curie as great role models for lifelong learning.

- b. Homework:**
- Do exercises in the workbook.
 - Prepare for the next lesson.

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UNIT 10: LIFELONG LEARNING

Lesson 5: Listening Challenges of lifelong learning

I. OBJECTIVES

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

1. Knowledge

- Listen for main ideas and specific information in a talk about the challenges of lifelong learning

2. Competences

- Be collaborative and supportive in pair work and teamwork;
- Develop listening skills.

3. Personal qualities

- Awareness of the challenges of lifelong learning
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 10, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. determination	/dɪˈtɜːmɪˈneɪʃn/	the ability to continue trying to do something even when it is difficult	sự quyết tâm
2. obstacles (n)	/'ɒbstəkl/	difficult situations	tình huống khó khăn
3. distractions (n)	/dɪ'strækʃn/	things that stop you from paying attention to what you are doing	sự phân tâm, sự sao lãng
4. acquire (v)	ə'kwɪə/	gained	có được, đạt được
5. complex	/'kɒmpleks/	difficult to deal with	phức tạp

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks.

	- Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Brainstorming

c. Expected outcomes:

- Students can give the challenges of lifelong learning

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Brainstorming - Ask Ss some questions - Have Ss brainstorm the challenges of lifelong learning - Call on some Ss to give the ideas - Lead into the new lesson	- Students answer the questions - Brainstorm the ideas - Give the ideas	Questions: • Do you think lifelong learning is easy? • If not, what are the challenges of lifelong learning? 

e. Assessment

- Teacher observes what students think about lifelong learning.

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To introduce some words and phrases to help Ss understand the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Choose the correct meanings of the underlined words

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct meanings of the underlined words. (4 mins)		
- Ask Ss to read the five vocabulary items and have Ss guess their meaning. - In weaker classes, read the	- Read the vocabulary and guess the meaning - Listen to the teacher	Answer key: 1. B 2. A

definitions and check your understanding of the vocabulary. - Have Ss do the matching in pairs or individually. - Check answers as a class. Further explain to Ss if necessary. - Ask Ss to copy down the vocabulary	- Solve the task - Give the answers and correct	3. B 4. A 5. A

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE - LISTENING (20 mins)**a. Objectives:**

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

b. Content:

- Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them.
- Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap.

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them. (10 mins)		
- Ask Ss to read the instructions. Check Ss' understanding of the context and its aim by asking questions such as, <i>What is the talk about?</i> (Lifelong learning); <i>How many main ideas are mentioned in the talk?</i> (Three); <i>What are you expected to do with these main ideas?</i> (Put them in the right order). - Have Ss read the options carefully and check if they understand all the vocabulary. - Play the recording and have Ss listen and put these options in the order. - Ask Ss to compare their answers in pairs. - Check answers as a class.	- Read the instructions and answer some questions - Read the options and listen to the teacher's explanation - Ss listen to the recording and do the task - Compare the answers in pairs - Give the answers and explanation for the answers - Correc	Answer key: 1. b 2. c 3. a

Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap. (10 mins)		
- Have Ss read through the five sentences, then check if they understand their overall meaning. - Tell Ss that need to complete each of these five sentences, using no more than three words. - Ask Ss to predict types of words, <i>i.e noun, adjective or verb</i> and meaning of the missing words or phrase. - Play the recording. Ask Ss to listen, take notes, then complete. - Have Ss compare their answers. - Check answers as a class by asking Ss to play the game MOVE UP MOVE UP - Divide the class into 2 groups: RABBIT AND TIGER - The groups will choose the number and answer the question behind the number. If the answer is correct, your group will move up. And continue to another group. - The group that has the higher position will win the game. - Confirm the correct ones.	- Read through the five sentences - Guess the types of words - Listen to the recording to complete the sentences - Compare the answers with a partner - Listen to the teacher's instruction - Play the game to check the answer - Correct	 Answer key: 1. knowledge 2. achieve your goals 3. collecting information 4. complex problem 5. well-rounded

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)**a. Objectives:**

To help Ss use the language and ideas from the listening to discuss other information about the courses.

b. Content:

Task 4: Work in groups. Discuss the following question.

c. Expected outcomes:

- Students can use the language and ideas from the listening to discuss other information about the courses.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss the following question. (8 mins)		
- Ask Ss to recall the challenges that have been mentioned in the talk (<i>lifelong learning is not easy; it requires</i>	- Recall the challenges that have been mentioned in the talk	Suggested answers: I think that in order to overcome the challenges of lifelong learning and become lifelong learners, we need to be practical. We need to have a plan for what we want to do, for example, to learn a certain skill or to learn a short course. Then, once we have planned what we want to do, we need to stick to it.

<i>strong determination and hard work; you also need to stay focused on your learning and avoid distractions; you need to put your learning into practice to make it effective; you need money, time and space to continue your pursuit of knowledge and skills).</i> - Put Ss into groups to discuss the question. Walk round the class and offer help. In weaker classes, give some suggestions, if necessary. Make sure Ss take notes of their ideas. - Invite Ss from some groups to share their ideas with the whole class	- Work in groups to discuss the questions - Students share their ideas to the whole class.	

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.
+ Some vocabulary related to *the challenges of lifelong learning*

Grade: 12

+ Listening for specific information about *the challenges of lifelong learning*

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Prepare for the next lesson

UNIT 10: LIFELONG LEARNING

Lesson 6: Writing

An article about the benefits and challenges of lifelong learning

I. OBJECTIVES

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

1. Knowledge

- Synthesise and summarise information to write an article about the benefits and challenges of lifelong learning

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence, and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Awareness of the benefits and challenges of lifelong learning.

II. MATERIALS

- Grade 12 textbook, Unit 10, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can improve listening skill and get to know what he is talking about.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Have Ss watch a video and answer what he is talking about - Link: https://www.youtube.com/watch?v=EMbuM0OzGt4 - Call on Ss to give the answers - Correct - Lead into the new lesson	- Students watch a video - Give the answers	* Motivation of lifelong learning 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (10 mins)

a. Objectives:

- To help Ss develop ideas for their writing, using the ideas from the Reading and Listening sections.

b. Content:

Task 1: Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you

c. Expected outcomes:

- Students can develop ideas for their writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you. (10 mins)		
- Ask Ss to work in pairs and try to recall the benefits and challenges of lifelong learning that they have learnt from the previous Reading and Listening Sections. - Tell Ss to look at the table with the given benefits and challenges of lifelong learning. - Let Ss discuss and complete their tables with other benefits and challenges of lifelong learning. - Walk around and help Ss, if necessary. - For weaker classes, give a list of benefits and challenges taken from the Reading and Listening sections and let students put them in the table. - Check answers as a class.	- Work in pairs and try to recall the benefits and challenges of lifelong learning that they have learnt from the previous Reading and Listening Sections. - Look at the table - Discuss and complete their tables with other benefits and challenges of lifelong learning. - Give the answers and correct	Answer key: 1. lifelong learning/It keeps your brain healthy and improves memory. 2. lifelong learning/It helps you stay connected with people and current ideas. 3. lifelong learning is only effective when

		you put what you've e learnt into practi ce. 4. ou need mone y, time and space to contin ue your pursui t of knowl edge and skills.

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (15 mins)**a. Objectives:**

- To help Ss practise writing an article about the benefits and challenges of lifelong learning.

b. Content:

Task 2: Write an article (180-200 words) about the benefits and challenges of lifelong learning. Use the ideas in 1 and the outline below to help you.

c. Expected outcomes:

- Students can write an article about the benefits and challenges of lifelong learning.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Write an article (180-200 words) about the benefits and challenges of lifelong learning. Use the ideas in 1 and the outline below to help you.		
- Tell Ss that they need to complete an article about the benefits and challenges of lifelong learning, using the	- Listen to the teacher - Work in groups to write the article	<i>Suggested answer:</i> Benefits and Challenges of Lifelong Learning <i>Lifelong learning is self-motivated learning that is focused on both personal and professional development. This type of learning is essential in today's rapidly changing world. It brings many benefits as it</i>

given outline and the ideas in Activity 1. - Set a time limit for Ss to write the article. Walk around the class to provide help. - If time allows, encourage Ss to swap their article with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Ask Ss to stick their posters on the BB	- Swap their writing with a partner for peer feedback (if time allows) - Stick the posters on the BB	<i>helps us understand the world around us and provides us with better opportunities. Lifelong learners can also face challenges. So what are these benefits and challenges?</i> <i>Let's start with the benefits. First, lifelong learning helps you have a better understanding of the world and make good decisions. Second, lifelong learning is good for your brain. When you acquire new knowledge, your brain stays active, thus improving your memory and slowing down memory decline. In addition, lifelong learning helps you stay connected. When you learn, you often connect with other people and modern ideas.</i> <i>What about the challenges of lifelong learning? First, you need to have strong motivation and determination to become a lifelong learner. In addition, lifelong learning is only effective when you put what you've learnt into practice. And, finally, you need money, time and space to continue your pursuit of knowledge and skills. Many adult learners may not have the time and enough money to attend classes and complete assignments because of family or work commitments. That's why you really need to prepare yourself for all the pressure that lifelong learning may bring to your family, work and social life. In conclusion, lifelong learning has many benefits, but it can also be challenging. However, in my opinion, despite all the drawbacks we should try to overcome the challenges and never stop learning.</i>

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

Grade: 12

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	- Students swap their piece of writing with their partners and give peer review.	<i>Writing rubric</i> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.
 - + Write an article about the benefits and challenges of lifelong learning.

b. Homework

- Do exercises in the workbook.
- Complete the writing on your notebook.
- Prepare for the next lesson.

UNIT 10: LIFELONG LEARNING

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Thank and accept thanks
- Get to know about one of the oldest university graduates

2. Competences

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

3. Personal qualities

- Aware of how to express thanking and accepting thanking.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 10, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Useful expressions	
Thanking	Accepting thanks
Formal	Formal
• I can't thank you enough for ... • I'm really/so grateful for ... • I really appreciate it.	• You're welcome. • It's my pleasure. • My pleasure.
Informal	Informal
• Thank you/Thanks for ... • Many thanks! • Thanks a million!	• No problem. • Don't mention it. • Glad to help.

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

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

b. Content:

- Watching a video

c. Expected outcomes:

- Students can get involved in the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Have Ss to watch a video and answer the question Link: https://www.youtube.com/watch?v=ahxRv5Rzhe4 - Call on Ss to give the answer - Lead in to the new lesson	- Students watch a video and answer the question.	* What do you know about this woman? 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (13 mins)**a. Objectives:**

- To provide a model conversation in which speakers thank and reply.
- To review expressions for thanking and replying.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.
- Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

c. Expected outcomes:

- Students can express for thanking and replying

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.(4 mins)		
- Ask Ss to read through the incomplete conversations. Check comprehension by asking questions, <i>e.g. Who are the speakers?</i> (A: Ms Lan and Mai; B: Nam and Mark); <i>What are they talking about?</i> (A: information about the online courses; B: activities of the science club) - Have Ss listen and complete the conversations with the expressions from the box. - Check answers by asking two Ss to read out the conversations. - Have Ss underline expressions used to express thanks, <i>e.g. thank you for sharing...; thank you for inviting ...?</i> , and replying, <i>e.g. Don't mention it ...; I'm glad you found it useful, ...</i> - Put Ss in pairs and have them practise the conversations.	- Read through the incomplete conversations - Listen and complete the conversations with the expressions from the box. - Read out the conversations. - Practise the conversations.	Answer key: 1. I really appreciate it 2. It's my pleasure 3. Thank you for inviting 4. Don't mention it
Useful expressions (2 mins)		

- Have Ss read the useful expression	- Ss read the useful expression	<table><tr><td>Thanking</td></tr><tr><td>Formal</td></tr><tr><td>• I can't thank you enough for ...</td></tr><tr><td>• I'm really/so grateful for ...</td></tr><tr><td>• I really appreciate it.</td></tr><tr><td>Informal</td></tr><tr><td>• Thank you/Thanks for ...</td></tr><tr><td>• Many thanks!</td></tr><tr><td>• Thanks a million!</td></tr><tr><td>Accepting thanks</td></tr><tr><td>Formal</td></tr><tr><td>• You're welcome.</td></tr><tr><td>• It's my pleasure.</td></tr><tr><td>• My pleasure.</td></tr><tr><td>Informal</td></tr><tr><td>• No problem.</td></tr><tr><td>• Don't mention it.</td></tr><tr><td>• Glad to help.</td></tr></table>	Thanking	Formal	• I can't thank you enough for ...	• I'm really/so grateful for ...	• I really appreciate it.	Informal	• Thank you/Thanks for ...	• Many thanks!	• Thanks a million!	Accepting thanks	Formal	• You're welcome.	• It's my pleasure.	• My pleasure.	Informal	• No problem.	• Don't mention it.	• Glad to help.
Thanking																				
Formal																				
• I can't thank you enough for ...																				
• I'm really/so grateful for ...																				
• I really appreciate it.																				
Informal																				
• Thank you/Thanks for ...																				
• Many thanks!																				
• Thanks a million!																				
Accepting thanks																				
Formal																				
• You're welcome.																				
• It's my pleasure.																				
• My pleasure.																				
Informal																				
• No problem.																				
• Don't mention it.																				
• Glad to help.																				
Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (7 mins)																				
- Ask Ss to read through the situations, and check understanding. Ask them if they have been in or have ever heard of similar situations, if they learned how to cook a dish from their grandmother or got information about an app for learning English. - Have Ss work in pairs. In weaker classes, underline the words and phrases in the conversations that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative. - Go through the useful expressions in the box and remind them to use them in their conversations. - Have Ss spend a few minutes planning their conversations, e.g.	- Read the situations - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class.	Sample conversations: 1. A. Grandma, thank you very much for teaching me how to cook this fish soup. It's so delicious. B. Don't mention it. I' glad you like my cooking style. 2. B. A, thank you for sharing about Duolingo app. I like it very much, and I try to learn French every day. A. My pleasure, B.																		

decide on the roles (a grandmother/ a granddaughter; two friends talking about an app for learning English). Have Ss practise their conversations in pairs. - Invite several pairs of Ss to act out their conversations in front of the class. - Praise for good effort, clear pronunciation, fluent delivery and appropriate use of the expressions for making an appointment.		

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (18 mins)**a. Objectives:**

To help Ss learn about one of the oldest university graduates.

To help Ss relate what they have learnt in the reading text to their own context.

b. Content:

- Task 1: Read the text and complete the diagram with information from the text.
- Task 2: Work in groups. Share stories of people you know who keep learning despite their old age.

c. Expected outcomes:

- Students can learn about one of the oldest university graduates.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and complete the diagram with information from the text. (7 mins)		
- Ask Ss some questions to find out if they know any old-aged university students, e.g. <i>Do you know any old-aged university students? How old were they? What did they study at university?</i> - Tell Ss that they will read a text about one of the oldest university graduates. Ask Ss what they want to know about this person, e.g.	- Listen and answer - Listen to the teacher	<i>Suggested answers:</i> 1. earned a BA in Psychology 2. completed a BSc in Molecular Biology 3. started his Master's degree 4. received his Master's

<i>How old was this person when he graduated? Why did he study at university at such an old age? How did he feel when he received his degree at such an old age? ...</i> Write these questions on the board and tell Ss to answer them later on. - Put Ss into pairs. Ask them to read the text ‘<i>One of the oldest university graduates</i>’ and complete the diagram. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class by calling on pairs to write the missing words or phrases on the board. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	- Work in pairs to complete the diagram. - Give the answer and correct	degree
Task 2: Work in groups. Share stories of people you know who keep learning despite their old age. (11 mins)		
- Have Ss look back at the diagram in Activity 1 which summarises the information about an old-aged university graduate. - Ask Ss to work in groups to share stories of the people they know who keep learning despite their old age. - Invite several groups to share their stories. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.	- Look back at the diagram in Activity 1 - Work in groups to share stories of the people they know who keep learning despite their old age.	<i>Suggested answers:</i> In our group, we all admire Tam’s grandfather. He retired 10 years ago. After he retired, he had more free time to pursue his interests. He really likes French literature, especially novels, so he registers for a course to brush up on his French to help him translate French novels into Vietnamese.

	- Students share their ideas in front of the class.	

e. Assessment

- Teacher gives feedback on student's opinions and pronunciation.

4. EXTRA ACTIVITY (5 mins)**a. Objectives:**

- To help Ss discuss the topic further.

b. Content:

Discuss the questions

c. Expected outcomes:

- Students can use the knowledge to discuss the topic further

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Discuss the questions (5 mins)		
- Have Ss work individually and discuss the questions - Call on some Ss to give ideas	- Think about the questions and answer - Some students give ideas and others give feedback or comment.	Questions: 1. Do you think lifelong learning is important? 2. Why do some people still choose to learn even when they are older?

e. Assessment

- Teacher gives feedback on student's opinions and pronunciation.

5. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

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

Period 100

UNIT 10: LIFELONG LEARNING

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 10;
- Apply what they have learned (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be admire of certain role models who pursue education despite their advanced age.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 10, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- 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.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

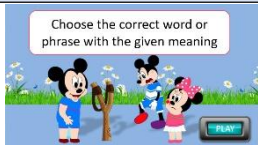
b. Content:

- Game: Slingshot.

c. Expected outcomes:

- Students can review some vocabulary that they have learnt in the previous lesson

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Slingshot - Have Ss work individually to choose the correct word or phrase with the given meaning. - Call on Ss to give answers - Correct	- Choose the correct answer - Give the answers - Correct	 Answer key: - relevant - adult education - distance learning - learning community - well-round

e. Assessment

- Teacher observes the groups and gives feedback.

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

To help Ss review intonation patterns in questions.

To help Ss review words and phrases they have learnt in the unit.

To help Ss review the use of reported speech in *orders, advice, offers* and *requests*.

b. Content:

Pronunciation: Mark the intonation in the following questions. Then listen and check. Practise saying them in pairs

Vocabulary: Complete the text. Use the correct forms of the words and phrases in the box

Grammar: Choose the sentence that has the closest meaning to the given sentence.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Mark the intonation in the following questions. Then listen and check. Practice saying them in pairs. (4 mins)		
- Ask Ss to listen and identify/mark the intonation pattern in the questions. - Ask Ss to compare their answers. - Confirm the correct answers. - Have Ss practise saying the questions in pairs. Praise for correct use of intonation patterns.	- listen and identify/mark the intonation pattern in the questions. - Give the answers - Practise the questions in pairs. - Read the questions out loud in front of the class	Answer key: 1. When was the last meeting of your reading club?  (falling) 2. Is lifelong learning important for career development?  (rising) 3. You don't attend night school classes, do you?  I've never seen you before. 4. Is the course held on weekdays  or at the weekends? 
Complete the text. Use the correct forms of the words and phrases in the box (4 mins)		
- Have Ss read the text, and the words and phrases in the box. Tell Ss that the words and phrases have been taught and used throughout the unit. - Ask Ss to focus their attention on the gaps in the text. - Tell Ss to study the context	- Ss do the activity individually - Compare the answers with the partners - Play the game to check the answers	Answer key: 1. relevant 2. adult education 3. distance learning 4. learning community 5. well-rounded

carefully and decide on the words or phrases to fill in these gaps. - Have Ss compare their answers in pairs. - Check answers as a class by asking individual Ss to read the text.	- Correct	
Choose the sentence that has the closest meaning to the given sentence.(4 mins)		
- Tell Ss that this type of exercise is similar to questions that they often have in the exams. - Ask Ss to read the original sentence and recall the grammar structure that are tested in the original sentence, e.g. <i>in sentence 1, students need to report advice; in sentence 2, students need to report an offer; in sentence 3, students need to report a request; and in sentence 4, students need to report an order.</i> - Have Ss read the four options that follow each sentence and eliminate the options that can be grammatically incorrect. - Ask Ss to choose the sentence that doesn't change the meaning of the original sentence. - Let Ss compare their answers. - Check the	- Read the original sentence and recall the grammar structure that are tested in the original sentence - Read the four options - Do the task - Compare the answers - Play the game in groups to check the answers - Correct	 Answer key: 1. A 2. B 3. C 4. D

answers by asking Ss to play the game SUPER MARIO - Divide the class into 2 groups - Give the instructions for the game - Confirm the correct answers.		

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)**a. Objectives:**

To provide an opportunity for Ss to develop their research and collaboration skills and to show the collected information in a leaflet about a lifelong learning habit.

b. Content:

A leaflet about lifelong learning habits

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/PowerPoint presentation. - Have Ss work in their groups. Give them a few minutes to get ready for their presentations. Ask them to decide who is going to present and answer questions about it. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.	- All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet.	<i>Students' presentations</i>

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)**a. Wrap-up**

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

Grade: 12

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson.

Period 101

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.	- 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.	- 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:

Grade: 12

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

b. Content:

- Miming game: Students guess the word using the clue given. The results are the words that they have learnt in 2 units.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
MINI GAME: CATCH A WORD - Divide 2 teams and tell students the rules of the game - T shows the pictures to students - Introduces the lesson	- Students raise hands and answer the questions in their team.	Answers: <i>Automate, adapt, go in for, bullying, live up to, brush up, adult education, complex</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 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.
- 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:

- Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (p. 140)
- 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)
- Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p. 140)
- 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
Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (3 mins)		
- Have Ss pronounce all words, pay attention to the underlined sounds. - If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these words.	- Follow the instructions and do the tasks.	Key: 1. B; 2. A;
Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (3 mins)		

- Ask Ss to read the sentences 5-6 and underline the stressed words in each one. - In weaker classes, review what stressed words in a sentence are and how to identify them. - Have Ss compare their answers in pairs. - Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers. - Have Ss work in pairs to practise saying these sentences. Remind them to say these sentences with a natural rhythm.	- Follow the instructions and do the tasks.	Key + Audio script: 5. I've been <u>taking online classes</u> for more than <u>three months</u>. 6. <u>Lifelong learning</u> is the <u>key</u> to <u>success</u> for <u>people</u> of <u>all ages</u>.

Circle the correct intonation pattern in the following questions. Listen and check. Then practice saying them in pairs. (3 mins)

- Ask Ss to read the questions 7-8 and identify the type of each question (e.g., 7. Yes/No question; 8. tag question). - Tell Ss to listen and circle the correct intonation pattern in each question. - Have Ss compare their answers in pairs. - Play the recording for Ss to listen, pausing after each sentence to check the answers with the whole class. - Ask Ss to work in pairs to practise saying these sentences.	- Follow the instructions and do the tasks.	Key: 7. A; 8. B Audio script: 7. Do you want to become a teacher or a businessman? 8. A: Working as a firefighter is very dangerous, isn't it? B: Yes, but I got used to it.

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:

- 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)
- Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (p.140)
- 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
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)		
- 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	- Follow the instructions and do the tasks.	Answer key: 1- A; 2- C; 3- D; 4- A

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.		
Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (4 mins)		
- 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. - Ask Ss to share their answers with the whole class. - Confirm the correct answers.	- Follow the instructions and do the tasks.	Answer key: 1- B; 2- C; 3- D; 4- A
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)		
- 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 grammatical 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.	- Follow the instructions and do the tasks.	Answer key: 1- A; 2- A; 3- C; 4- D; 5- A; 6- B; 7- D; 8- C

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)**a. Objectives:**

- To help Ss revise the uses of phrasal verbs consisting of a verb, an adverb and a preposition as well as reported speech to report orders, requests, offers, and advice.

b. Content:

- Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (p. 141)
- Mark the letter A, B, C, or D to indicate the correct answer. (p.141)
- 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
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)		
- Tell Ss to read the whole sentence and focus on the underlined words/ phrases. - Check whether these underlined words/ phrases are grammatically correct or not by studying both the underlined parts, the phrases and the sentences that contain these parts. - If you're not sure about a choice, tell Ss to skip it and focus on the others to see if you can find the mistake in these choices or not. - Then have them compare answers and correct the mistakes in pairs, before confirming answers as a class.	- Follow the instructions and do the tasks.	Answer key: 1-A → to; 2-C → with; 3-B → to give; 4-C → put; 5-C → up; 6-D → on
Task 2. Mark the letter A, B, C, or D to indicate the correct answer. (4 mins)		
- 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.	- Follow the instructions and do the tasks.	Answer key: 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)		
- Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence. - Tell Ss to read four options and choose the option that: - is grammatically correct; and - does not change the meaning of the original sentences - Have Ss compare their answers in pairs.	- Follow the instructions and do the tasks.	Answer key: 1. C; 2.A; 3. B; 4. D

- Confirm the correct answers with the whole class.		

e. Assessment

- Teacher 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 on workbook.
- Prepare for Review 4. Lesson 2. Listening and Speaking.

REVIEW 4

Lesson 2: Skills

I. OBJECTIVES

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

1. Knowledge

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

2. Core competence

- Develop critical thinking skill.
- 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
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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.	- Explain expectations for each task in detail. Have excessive talking students' practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. ACTIVITY 1: LISTENING (10 mins)

a. Objectives:

- To practise listening for main ideas
- To 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 understand the skills and solve the exercises successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning? (5 mins)		
- Focus Ss' attention on three options. Tell them that here can be the reasons for	- Follow the instructions and do the tasks.	Answer key: <i>B</i>

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. - 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. (5 mins)		
- 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.	- Follow the instructions and do the tasks.	Answer keys: 1) pursuit of knowledge; 2) AI 3) obsolete 4) high-skilled jobs 5) new things quickly 6) lifelong learning

Audio script

Good afternoon, everyone.

Last time, we talked about people who continued learning and updating their knowledge and skills throughout their lives. This continuous pursuit of knowledge is called lifelong learning. So, let's discuss now why we need it.

First, as you're aware we are living in the age of advanced technology and AI. Technology is developing rapidly and as a result, millions of jobs could be lost as companies cut down on the number of employees. Some jobs may even become obsolete as processes, systems and whole factories become fully automated. However, technology has also increased the demand for some other high-skilled jobs. That is why gaining new skill sets through lifelong learning enables people to shift from working in the jobs of yesterday to the jobs of tomorrow.

In addition, the job market is becoming more and more competitive. You'll be left behind and find it hard to get a job if you don't keep your knowledge and skills current. The first question a hiring manager may ask you is 'What did you learn last week?' They may also wonder if you have the ability to learn new things quickly and are aware of the new trends in your industry. If you're committed to lifelong learning, you'll be the most valuable employee.

So, if have just left school or graduated from university, remember that the knowledge and skills you've gained so far are not enough for you to succeed at work. You need to become a lifelong learner. ...

e. Assessment

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

2. ACTIVITY 2: SPEAKING (10 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 understand the skills and solve the exercises successfully.

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. (5 mins)		
- 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 way and 5 = the most important). Encourage them to tell the reasons for their choice. - Walk around the class to offer help if necessary. - Invite some pairs to share the answers. - Confirm the answers as a class.	- Follow the instructions and do the tasks.	<i>Students' performance</i>
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. (5 mins)		
- 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 summary of their group discussion to the class.	- Follow the instructions and do the tasks.	<i>Students' performance</i>

e. Assessment

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

3. ACTIVITY 3: READING (10 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. Choose the correct answer A, B, C, or D (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
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. (3 mins)		
- Have Ss read five headings (A-E) first and check their understanding. - Then ask Ss to read the whole text once. For each paragraph, tell Ss to read the first and the last sentences of the paragraph, which can possibly help them get the main idea. After that, Ss look through the headings again and match the paragraph with the heading containing most relevant/ suitable information. - Put Ss into pairs to do the activity. - Check answers as a class. Explain why option D is wrong. For example, paragraph 4 also mentioned “university degree”, but it just one detail or an example of the paragraph, not the main idea.	- Follow the instructions and do the tasks.	Answer keys: 1-A; 2-E; 3-B; 4-C
Task 2. Read the article again. Choose the correct answer A, B, C, or D. (7 mins)		
- 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. For question 1, the article is organised into four themes including (1) exploring career options, (2) getting to know yourself, (3) reaching out for guidance, and (4) taking action to turn goals into reality. For question 2, in the last sentence of paragraph 2, the writer mentioned matching your career options to your personalities and interests to identify the suitable job. For question 3, in the last sentence of paragraph 3, the writer mentioned researching the companies you are going to meet in advance. For question 4, the writer asks those	- Follow the instructions and do the tasks.	Answer keys: 1-D; 2-A ;3-C; 4-A; 5-B

questions in paragraph 4 as a way of engaging readers and encouraging them to think about the answers to these questions. For question 5, Ss can replace the word “monitor” by the other words from four options. The one that has the closest meaning to “monitor” is “check regularly”.		

e. Assessment

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

4. ACTIVITY 4: WRITING (10 mins)**a. Objectives:**

- To help Ss practise writing a CV which matches the 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
Write your proposal (150–180 words). Use the idea in 1 and the outline below to help you. (10 mins)		
- 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.	- Follow the instructions and do the tasks.	<i>Sample answer</i>

Suggested ideas:

Qualification(s)	• Have a diploma in arts and fashion design, but a degree is not required
Qualities	• Have knowledge of clothing, textile, or fashion trends • Have creative and artistic skills
Experience	• Have experience of working as a fashion assistant. If not, on-the-job training will be offered.

Sample outline:**CURRICUM 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.

(1) Education**(2) Work experience****(3) Skills****(4) Hobbies and interests****References**

Available upon request

Sample answer:**CURRICUM 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.

(5) Education

Nguyen Hue senior secondary school, Hanoi

20... - present

Le Loi junior secondary school, Hanoi

20... - 20XX

Subjects and grades: Arts – 9.5

Awards: the winner of the city design contest of book covers

Extracurricular activities: Founding member of the school arts club, the organising team member of the design contest every year.

(6) Work experience

The school arts club 20 - present

- Organise the school fashion exhibition
- Found the school arts club

The design contest every year 20 - present

- The organising team
- The winner of the design contest 20XX

(7) Skills

Good creative and artistic skills (drawing and painting)

Digital skills: Good understanding of common digital software and platform, basic design sketches

Effective communication

(8) Hobbies and interests

Drawing, painting, and singing

References

Available upon request

e. Assessment

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

5. 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.

Periods 103,104

REVIEW FOR 2ND TERM TEST

PRACTICE TEST 1

Read the following advertisement and mark the letter A, B, C, or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 6.

DISCOVER THE FUTURE OF LEARNING WITH SMARTLEARN!

Are you ready to learn in a fun and easy way? Try SmartLearn – the app that makes studying (1)_____ for everyone! SmartLearn helps students of all ages learn (2)_____ and improve their grades. With SmartLearn, you can study anytime, anywhere! The app offers interactive lessons in many subjects like math, science, English, and history. You can play games, watch videos, and take quizzes to remember what you learn. The lessons (3)_____ by teachers are simple and enjoyable. Plus, SmartLearn is safe and family-friendly, so parents can trust it! Download the app today on your phone or tablet (4)_____ free. You can try basic lessons or (5)_____ premium access for more features, like personalized study plans and expert tips. Start (6)_____ with SmartLearn and see the difference. Don't wait – get smarter today!

Question 1: **A. exciting** B. excited C. excitingly D. excitement

Question 2: **A. new brand skills** B. skills brand new C. new skills brand **D. brand new skills**

- Question 3: A. which designed B. are designed C. **designed** D. designing
 Question 4: A. to B. at C. in D. **for**
 Question 5: A. put B. **get** C. make D. do
 Question 6: A. **learning** B. learnt C. to learning D. learn

Read the following leaflet and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 7 to 12.

Make a Difference – Volunteer Today!

Let's look at how volunteering can change lives and improve our community.

Facts and Figures:

Did you know that millions of people volunteer every year? Volunteers help in hospitals, schools, animal (7)_____, and community centers. They bring people together, improve lives, and support those in need. Studies (8)_____ that people who volunteer feel happier and more connected to their (9)_____.

Positive Actions!

Find a cause you care about. (10)_____ it's helping children, protecting the environment, or caring for animals, there are many ways to get involved.

Start small and be consistent. Even a few hours a month can make a big (11)_____. Volunteering regularly helps build trust and strong connections with those you help.

Learn new skills and meet (12)_____ people. Volunteering is a great way to gain experience and make friends, all while helping others.

- Question 7: A. houses B. **shelters** C. accommodations D. apartments
 Question 8: A. **point out** B. look up C. go over D. give up
 Question 9: A. environments B. **communities** C. facilities D. encouragements
 Question 10: A. Although B. Because C. **Whether** D. Until
 Question 11: A. importance B. significance C. similarity D. **difference**
 Question 12: A. another B. the other C. others D. **other**

Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

Question 13: a. Nam: That's nice! Learning new apps is fun.

b. Linh: Thanks, Nam! I've been learning how to use a new app on my phone.

c. Nam: Hi, Linh! Long time no see. Your phone looks new!

- A. **c – b – a** B. a – b – c C. c – a – b D. a – c – b

Question 14: a. Linh: I'm helping my dad wash the car this afternoon.

b. Minh: That sounds fun! What kind of car do you have?

c. Minh: Oh, nice! Do you often do things together with your family?

d. Linh: Yes, we try to do something together every weekend. I really enjoy it.

e. Linh: My dad bought a VF3 last month. It is an electric car.

- A. a – c – e – b – d B. **a – b – e – c – d** C. b – a – c – d – e D. d – e – a – b – c

Question 15: Hi Lan,

a. Thanks for inviting me to your family picnic. It was so nice!

b. I really enjoyed meeting your cousins and your brother.

c. Also, the food was delicious! Did you help make the sandwiches?

d. I hope we can do this again soon. Let me know when you're free.

e. I hope you had a great time with everyone too!

Your friend,

Lisa

- A. **a – c – b – e – d** B. a – b – c – e – d C. d – e – a – b – c D. e – c – b – d – a

Question 16:

a. Carlos didn't earn much money at first, but he never stopped working hard.

b. In 2010, at the age of twenty, he got his first job at a small café, where he made coffee for customers.

c. He has loved cooking and making food since he was a child and has now become a successful chef.

- d. Carlos Martinez was born in 1990 in Lima, Peru, and his journey is truly inspiring.
e. Carlos's story shows that anyone can reach their goals if they work hard and believe in themselves.
A. d – b – a – c – e **B.** d – c – a – b – e **C.** d – c – b – a – e **D.** a – d – e – c – b

Question 17:

The chart shows the number of users for three apps from 2010 to 2020. These apps are ChatApp, LearnIt, and FitTrack.

- b. The number of users for ChatApp went up a lot during this time. It started with 200 thousand users in 2010 and reached 1 million by 2020.
c. Overall, each app had more users over the 10-year period.
d. In contrast, LearnIt had a small change in users between 2010 and 2020. The users grew slowly from 100 thousand to 200 thousand.
e. FitTrack's users also increased steadily from 2010 to 2020, starting at 50 thousand and going up to 500 thousand.

- A.** a – c – d – b – e **B.** c – d – b – e – a **C.** c – b – a – e – d **D.** a – c – b – e – d

Read the following passage about humanoid robots and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 18 to 22.

Technology plays a big role in our daily lives. People use devices like smartphones, computers, and tablets to connect, work, and learn. Smartphones allow us to stay in touch with family and friends even if they live far away. With the internet, (18)_____. We can read news, watch videos, and search for answers instantly.

Technology also helps make work easier. Many people now work from home on their computers, (19)_____. In schools, students use tablets and computers to study and complete assignments. Teachers can share lessons online, (20)_____.

In healthcare, technology helps doctors find health problems early. For example, some machines allow doctors to look at the heart and brain to understand any issues. Making shopping easier, (21)_____. This makes life more convenient, especially for people with busy schedules.

Social media is another part of technology that allows people to share photos and messages easily. While technology has many benefits, it's important to use it carefully. Too much screen time can affect our health, so (22)_____.

Question 18: **A. people can access information quickly**

B. which enables people access information quickly

C. of which allows people to access information

D. enabling people to access information quickly

Question 19: **A. having saved time and money**

B. which saves time and money

C. in which saves time and money

D. for saving time and money

Question 20: **A. and students can improve skills through face-to-face learning**

B. but students can practice skills through interactive apps

C. but students can improve skills through face-to-face learning

D. and students can practice skills through interactive apps

Question 21: **A. without allowing people to buy things online and have them delivered to their homes**

B. technology prevent people from buying things online and having them delivered directly

C. technology allows people to buy things online and have them delivered to their homes

D. people have the ability to buy things online and have them delivered to their homes

Question 22: **A. people must take breaks and do exercises**

B. breaking objects and doing housework is essential

C. doing other activities and taking breaks is healthy.

D. taking breaks and doing other activities is helpful.

Read the following passage about coffee and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 23 to 30.

Storms are powerful weather events that bring intense rain, strong winds, and sometimes thunder and lightning. These storms can happen in various parts of the world and are often more frequent during certain seasons, like summer or the rainy season in tropical areas. When a storm approaches, experts

recommend staying indoors due to the high risk of floods and flying debris caused by strong winds. Flooding is a common effect of storms, particularly in low-lying areas or places near rivers and coastlines, leading to property damage and travel disruptions.

Thunder and lightning are also significant parts of many storms. Lightning, which can strike trees, buildings, or power lines, poses a serious risk to people outdoors, while the sound of thunder alerts people to the storm's strength. Due to the dangers of lightning strikes, experts advise avoiding metal objects and electrical devices until the storm has passed.

Meteorologists use weather forecasts to warn communities about approaching storms, allowing people time to prepare. Officials encourage families to secure loose items outside, keep flashlights and emergency supplies ready, and follow local updates. In areas where severe storms are more common, emergency kits with basic supplies like water, food, and first aid materials can help people stay safe.

Storms remind us of the importance of preparation and awareness to minimize risk, highlighting the need for reliable weather forecasts and community safety plans.

Question 23: Which of the following is NOT mentioned as an effect of storms?

- A. Flooding B. Thunder C. **Landslide** D. Lightning

Question 24: The word risk in paragraph 2 is OPPOSITE in meaning to _____.

- A. **protection** B. danger C. threat D. hazard

Question 25: The word which in paragraph 2 refers to _____.

- A. **Lightning** B. Thunder C. Storm D. Tree

Question 26: The word basic in paragraph 2 could best be replaced by _____.

- A. complicated B. different C. serious D. **necessary**

Question 27: Which of the following best paraphrases the underlined sentence in paragraph 1?

- A. People are advised to go outside during a storm for fresh air.
B. It is safer to stay indoors during a storm to avoid potential dangers.
 C. Going outside during a storm is encouraged for observing the weather.
 D. Experts suggest people avoid staying indoors to escape debris.

Question 28: Which of the following is TRUE according to the passage?

- A. Storms rarely occur during summer or rainy seasons.
 B. Meteorologists hardly warn communities about upcoming storms.
C. Flooding is a common result of storms in low-lying areas.
 D. Lightning is not dangerous and poses no risk to people.

Question 29: In which paragraph does the writer mention preparing an emergency kit for storms?

- A. Paragraph 1 B. Paragraph 2 C. **Paragraph 3** D. Paragraph 4

Question 30: In which paragraph does the writer discuss the dangers of lightning during storms?

Tác giả thảo luận về sự nguy hiểm của tia chớp trong cơn bão ở đoạn nào?

- A. Paragraph 1 B. **Paragraph 2** C. Paragraph 3 D. Paragraph 4

Read the following passage about powering and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 31 to 40.

TikTok is a popular social media app where people can create and share short videos [I]. It started in China in 2016 as Douyin [II]. The app is known for its easy-to-use tools that let users add music, effects, and filters to their videos [III]. People of all ages enjoy making and watching TikTok videos, which can be funny, educational, or creative [IV].

One of the reasons TikTok is so popular is because of its algorithm, which shows users videos that match their interests. When you open the app, you see a personalized feed called the "For You" page. This page is different for everyone and updates with new videos all the time. Users can also follow their favorite creators to see more of their content.

TikTok has become a platform for trends and challenges. Many users participate in dance challenges, lip-syncing, and other viral activities. These trends can spread quickly, reaching millions of people in a short time. Because of this, TikTok has influenced music charts, fashion, and even language. Songs that go viral on TikTok often become hits on other platforms too.

The app is also a space for education and advocacy. **Many creators use TikTok to share knowledge about various topics, such as science, history, cooking, and fitness.** Others use the platform to raise awareness about social issues and promote positive change.

In addition to individual creators, many brands and businesses use TikTok for marketing. They create content to engage with their audience, often using popular trends and challenges to promote their products.

However, TikTok has faced some criticism and challenges. Concerns about privacy and data security have led to scrutiny from governments. Despite these issues, TikTok still remains one of the most downloaded apps in the world.

Question 31: Where in paragraph 1 does the following sentence best fit?

but became TikTok when it launched internationally in 2018

- A. [I] B. [II] C. [III] D. [IV]

Question 32: The phrase match their interests in paragraph 2 could best be replaced by _____.

- A. ignore their preferences B. **fit their needs** C. oppose their opinions D. reduce their choices

Question 33: The word their in paragraph 2 refers to _____.

- A. creators' B. videos' C. everyone's D. **users'**

Question 34: According to paragraph 2, which of the following is NOT true about TikTok's algorithm?

- A. It personalizes the feed for each user.
B. It updates with new videos frequently.
C. **It prohibits hot content from all creators.**
D. It helps users discover content they enjoy.

Question 35: Which of the following best summarises paragraph 3?

- A. TikTok trends often fail to gain popularity on other platforms.
B. **TikTok trends quickly influence music, fashion, and language.**
C. TikTok challenges are mainly focused on educational content.
D. TikTok trends are limited to dance and lip-syncing music videos.

Question 36: The word viral in paragraph 3 is OPPOSITE in meaning to _____.

- A. infectious B. **unpopular** C. famous D. catchy

Question 37: Which of the following is TRUE according to the passage?

- A. TikTok's algorithm shows the same content to all mobile users.
B. **Many creators use TikTok to share knowledge on various topics.**
C. TikTok trends rarely influence music or fashion outside the app.
D. Brands avoid using TikTok for marketing due to privacy concerns.

Question 38: Which of the following best paraphrases the underlined sentence in paragraph 4?

- A. Many creators use TikTok to share basic entertainment content.
B. TikTok is mainly a platform for dance and music videos.
C. **Creators on TikTok can also share educational content.**
D. TikTok is used mostly for promotional and advertising purposes.

Question 39: Which of the following can be inferred from the passage?

- A. **TikTok's growth continues despite facing criticism and challenges.**
C. TikTok's popularity is declining gradually due to privacy concerns.
B. TikTok's influence on music and culture is limited to Southeast Asia.
D. The algorithm of TikTok makes it difficult for trends to spread quickly.

Question 40: Which of the following best summarises the passage?

- A. Although popular among the teenagers, TikTok is a platform known mainly for its privacy issues and lack of engaging content.
B. TikTok's popularity is due entirely to its effective marketing strategies and brand collaborations because its contents are heavily criticised.
C. Because of the trending content, TikTok is primarily focused on providing educational and beneficial content for its users.

D. TikTok has become a significant platform for trends, education, and marketing, despite facing some criticism.

PRACTICE TEST 2

Read the following advertisement and mark the letter A, B, C, or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 6.

Your Adventure Starts Here!

Are you ready for an (1) _____ experience?

✈ Adventure Travel Packages, (2) _____ comfort and exploration, allow you (3) _____ every detail of your trip, ensuring that your journey is as thrilling as your destination.

🗺 Discover (4) _____ - all tailored to your dreams.

🌍 (5) _____ a trip to explore hidden gems, and make memories that will stay with you forever.

💡 Plan your trip in minutes: from choosing your dream destination (6) _____ finding the perfect itinerary

Question 1: A. **exciting** B. excited C. excitingly D. excitement

Question 2: A. which are combined B. **combining** C. combined D. combine

Question 3: A. **to customize** B. customize C. customizing D. to customizing

Question 4: A. mountain breathtaking trails B. breathtaking trails mountain
C. trails breathtaking mountain D. **breathtaking mountain trails**

Question 5: A. Do B. Put C. **Take** D. Go

Question 6: A. for B. in C. **to** D. by

Read the following leaflet and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 7 to 12.

To Stay Healthy, Begin at Home!

Let's look at what we can do each day to improve our health and well-being.

Facts and Figures:

Over 30% of adults do not get enough physical activity, and (7) _____ spend hours sitting in front of screens, which affects both their physical and mental health.

Positive Actions!

(8) _____ your intake of sugary or salty processed foods and opt for healthier alternatives like fruits or nuts.

Focus on (9) _____ fresh, nutrient-rich foods rather than heavily processed ones. This not only nourishes your body but also helps the environment by reducing (10) _____.

(11) _____ how busy your schedule is, dedicate at least 30 minutes a day to physical activity.

Consistency is key!

Start Today!

Small changes can lead to big (12) _____. Make the choice to live a healthier, happier life!

Question 7: A. other B. **others** C. another D. the others

Question 8: A. **Cut down on** B. Get on with C. Keep up with D. Run out of

Question 9: A. controlling B. promoting C. **consuming** D. protecting

Question 10: A. **waste** B. emission C. sewage D. litter

Question 11: A. Instead of B. On account of C. **Irrespective of** D. In view of

Question 12: A. consequence B. fallout C. **result** D. damage

Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

Question 13: a. Sarah: What movie should we watch tonight?

b. Jack: How about that new action film? Everyone's talking about it.

c. Sarah: Sounds good! Let's check the showtimes.

A. a – b – c B. b – a – c C. c – b – a D. b – c – a

Question 14:

- a. Lisa: I enjoy helping others and sharing knowledge.
 - b. John: You'll be great at it. Have you started any training yet?
 - c. Lisa: I'm thinking of becoming a teacher. What do you think?
 - d. Lisa: Not yet, but I'm planning to join a course next month.
 - e. John: That's an amazing career choice. What made you decide that?
- A. c – a – e – d – b B. c – e – a – b – d C. a – e – c – b – d D. a – b – c – e – d

Question 15:

Hi Alex,

- a. I appreciate the recommendation for the language app—it's been so helpful for my French practice.
 - b. Thanks for the podcast you suggested last week; it was really inspiring to listen to successful language learners share their tips.
 - c. By the way, have you ever considered joining an online language exchange group? I think it could be fun to try together.
 - d. I've been trying to set aside more time for speaking practice, but it's a bit challenging with my busy schedule.
 - e. Still, I'm motivated to improve my French, and I'll let you know if I find other useful resources.
- Write back soon,

Jordan

- A. b – a – d – c – e B. d – a – c – e – b C. b – a – e – d – c D. a – e – c – d – b

Question 16: a. Over the past three years, I have been working as a customer service specialist, focusing on building strong relationships with clients.

- b. Handling complaints and providing solutions has sharpened my problem-solving skills and taught me how to stay calm under pressure.
- c. My ability to communicate effectively with people from diverse backgrounds has been key to my success in this role.
- d. Although the job can be demanding at times, I find it rewarding to help customers and contribute to the company's reputation.
- e. Overall, I am grateful for the opportunities this position has given me to grow professionally and personally.

- A. c – a – b – d – e B. b – c – a – d – e C. a – b – c – d – e D. c – b – d – a – e

Question 17: a. Despite its picturesque charm, Meadowville struggles with a lack of reliable public transportation, forcing residents to rely heavily on personal vehicles.

- b. Over the past ten years, the town has transformed from a sleepy agricultural community into a vibrant hub for eco-tourism.
- c. The development of hiking trails, eco-lodges, and nature reserves has drawn visitors from all over the region, boosting local businesses significantly.
- d. This growth has also led to challenges, such as increased housing demand, which has caused property prices to rise sharply.
- e. While Meadowville has seen remarkable progress, further investment in infrastructure is needed to ensure long-term sustainability.

- A. c – b – a – d – e B. d – a – b – c – e C. b – d – a – e – c D. b – c – d – a – e

Read the following passage about Family Day and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 18 to 22.

Some holidays are celebrated to honor family members, especially those with significant roles like mothers or fathers. In Vietnam, June 28th is a day for the whole family. Family Day, which is not an official national holiday but is very popular and widely celebrated, honors and promotes traditional family values. Vietnam, (18)_____, celebrates this day to allow family members to gather, connecting with each other and their cultural roots.

Vietnam, (19)_____, emphasizes the values of family loyalty and harmony. In Vietnamese culture, the family is viewed as a unified whole, with children expected to show the utmost respect to their parents. Family Day, established on June 28th, 2001, by the Deputy Prime Minister, reminds people of these enduring values.

(20)_____. This year's theme, "Peaceful Family, Happy Society," invites families to join activities such as sports, cooking, and singing contests, creating a lively and engaging atmosphere. (21)_____, as well as workshops on financial planning and career development. Families can participate in activities like scavenger hunts, obstacle courses, and relay races to promote teamwork and bonding. (22)_____. Family Day is truly an opportunity for families to connect in a meaningful way.

Question 18:

- A. whose culture places great importance on family bonds**
- B. succeeded in placing great importance on family bonds with culture
- C. placed great importance on family bonds thanks to culture
- D. of which culture of placing great importance on family bonds

Question 19: A. a nation takes pride in preserving its core cultural ideals

- B. a nation whose pride in preserving its core cultural ideals
- C. a nation taken pride in preserving its core cultural ideals

D. a nation that takes pride in preserving its core cultural ideals

Question 20:

- A. The organization has various cultural activities across cities in Vietnam
- B. Various cultural activities are organized across cities in Vietnam**
- C. Various cultural activities organize across cities in Vietnam
- D. The organization which has various cultural activities across cities in Vietnam

Question 21:

- A. The activities include family values workshops and parenting sessions to strengthen community bonds.
- B. Various seminars on financial stability and parenting topics to enrich family culture.
- C. The event includes educational seminars on family values and parenting skills.**
- D. There are workshops focused on family relationships, financial skills, and developing positive habits.

Question 22:

- A. The highlight of the day is a concert featuring popular local artists, allowing families to enjoy live music and spend quality time together**
- B. Popular local artists are highlighted, allowing families to enjoy live music and spend quality time together.
- C. The day is highlighted by popular local artists, allowed families to enjoy live music and spend quality time together.
- D. Allowed families to enjoy live music and spend quality time together, the highlight of the day is popular local artists

Read the following passage about working and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 23 to 30.

Some people love working so much that it doesn't feel like work. But most people are not so lucky. They need money to live, so they need a job. However, they don't love their work, and they feel **unhappy**. And because they are unhappy, they may not work hard. Luckily, some people and companies are trying to improve things.

Dan Price is the CEO of a company based in Seattle. In 2015, he raised the salaries of all of his workers to \$70,000 a year, much higher than the average income in the United States. To pay for this, he **cut** his own salary to the same amount. Interestingly, according to a study by Princeton University in 2010 about salaries, **people who make around \$75,000 each year are happier and feel more satisfaction than those who make less or more money**. Since Price made his decision, his workers have been happier and his company has been more successful.

Money is one reason why some workers are unhappy with their jobs. Another reason is working too many hours. Perpetual Guardian, a company based in New Zealand, wanted staff to have a better work-life balance. The company came up with a plan. Its staff were paid for five days, but **they** only had to work four days each week. Not surprisingly, workers were happier and more satisfied.

Many studies show that people who do things are happier than people who buy things. For example, going on a road trip or learning to play the guitar is better than buying a car or guitar. The famous company Airbnb wants its staff to have great experiences. Workers get \$2,000 each year to stay at Airbnb properties anywhere in the world. As a result, many people who work at Airbnb love their jobs.

Question 23: Which of the following is NOT mentioned as a reason why most people work?

- A. To earn money
 B. To improve their skills
 C. To afford basic needs
 D. To survive

Question 24: The word **unhappy** in paragraph 1 is OPPOSITE in meaning to _____.

- A. sad
 B. satisfied
 C. stressed
 D. annoyed

Question 25: The word **cut** in paragraph 2 could be best replaced by _____.

- A. reduced
 B. abandoned
 C. removed
 D. avoided

Question 26: The word **they** in paragraph 2 refers to _____.

- A. staff
 B. company
 C. hours
 D. jobs

Question 27: Which of the following best paraphrases the underlined sentence in paragraph 2?

A. People earning approximately \$75,000 annually tend to feel more content than those earning less or more.

B. Earning exactly \$75,000 per year ensures complete happiness and satisfaction for everyone.

C. People making over \$75,000 annually are less happy and satisfied than those earning under this amount.

D. Happiness and satisfaction are unrelated to how much money people earn yearly.

Question 28: Which of the following is TRUE according to the passage?

A. Airbnb's \$2,000 yearly benefit is only for international travel experiences.

B. Workers who focus on experiences rather than possessions tend to be happier.

C. Perpetual Guardian increased working hours while raising salaries equally.

D. Dan Price's salary changes caused dissatisfaction among his employees.

Question 29: In which paragraph does the writer mention a present causal relationship?

- A. Paragraph 1
 B. Paragraph 2
 C. Paragraph 3
 D. Paragraph 4

Question 30: In which paragraph does the writer mention the impact of reduced working hours on employees' happiness?

- A. Paragraph 1
 B. Paragraph 2
 C. Paragraph 3
 D. Paragraph 4

Read the following passage about AI and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 31 to 40.

Artificial intelligence, or AI, is the development of computer systems that can carry out tasks that normally require human intelligence, such as interpretation and decision-making. Using complex mathematical rules called algorithms, AI enables machines to process large amounts of information and **imitate** real human brain functions. The amazing accuracy and efficiency of AI have resulted in its widespread use in a variety of areas, and there are already a number of different applications for the technology.

[I] Nowadays, AI-powered robots are becoming increasingly common. [II] Experts have said that these robots are designed to work with a high level of accuracy and speed, which improves productivity in factories. [III] **There are also AI-equipped rescue robots that can be used to help save lives in emergency situations.** [IV] These machines can make intelligent choices to avoid **obstacles** in dangerous environments. This makes **them** perfect for use in disaster zones.

At the same time, AI is also being used to power gadgets that help us in our daily lives. Private digital assistants, for example, can understand and respond to users' voice commands, which makes them useful for simple tasks like looking up information online and scheduling appointments. AI-powered navigation apps can use real-time data processing to help us find the quickest and most efficient routes to our destinations when we are travelling. A diet tracker is another type of AI application that can provide users with nutrition recommendations based on their specific needs. In this way, AI is changing our routines and personal habits.

AI is a rapidly developing technology that is not only transforming industries but also changing our daily lives and doing tasks that used to be considered impossible for machines. In the years to come, we can surely expect more innovative and amazing AI applications.

Question 31: Where in paragraph 2 does the following sentence best fit?

Industrial robots, for instance, are widely used to perform tasks related to manufacturing like painting and product assembly

- A. [I] B. [II] C. [III] D. [IV]

Question 32: The word imitate in paragraph 1 could be best replaced by_____.

- A. understand B. replace C. copy D. develop

Question 33: The word them in paragraph 2 refers to _____.

- A. choices B. machines C. environments D. obstacles

Question 34: What makes AI-powered rescue robots suitable for use in disaster zones, according to the passage?

- A. Their ability to assist human teams in restoring damaged areas.
B. Their capability to make decisions and operate in risky environments.
C. Their function of detecting and rescuing people in medical crises.
D. Their role in increasing productivity and precision in factories.

Question 35: Which of the following best summarises paragraph 3?

- A. AI-powered gadgets improve daily lives by handling voice commands and scheduling tasks.
B. AI navigation and diet applications are transforming personal habits and routines effectively.
C. AI technology is widely applied in gadgets, making daily life more convenient and efficient.
D. AI is helping people through applications like navigation tools and diet trackers for specific needs.

Question 36: Which of the following is TRUE according to the passage?

- A. AI-powered robots are built to perform precise and fast tasks in factories.**
B. Robots equipped with AI can handle emergencies better than human workers.
C. Industrial robots are mainly used for solving safety challenges in disaster zones.
D. Robots powered by AI are developed exclusively for use in high-risk environments.

Question 37: The word obstacles in paragraph 2 is OPPOSITE in meaning to_____.

- A. advantages B. barriers C. challenges D. differences

Question 38: Which of the following best paraphrases the underlined sentence in paragraph 2?

- A. AI rescue robots are designed to assist in saving lives during emergencies in dangerous places.
B. AI rescue robots are primarily used in emergencies to enhance safety and productivity while aiding rescue operations.
C. Robots equipped with AI are mainly created to assist in saving lives during disasters, especially in risky environments.
D. Rescue robots with AI are developed to replace humans in handling emergency operations.

Question 39: Which of the following can be inferred from the passage?

- A. AI will only impact industries and factories.
B. AI is likely to replace human decision-making entirely.
C. AI is expected to develop more innovative applications.
D. AI-powered machines will no longer need human assistance.

Question 40: Which of the following best summarises the passage?

- A. AI is a rapidly advancing technology that is transforming both industries and daily life, offering a wide range of innovative applications and potential for the future.**
B. AI has replaced human intelligence in many fields, proving that machines are more efficient and capable than humans in most areas of work.
C. AI-powered robots represent the most important advancement, being widely used in manufacturing, emergency rescue, and related technological fields.
D. AI remains a specialized tool with limited applications that are primarily focused on tasks like industrial assembly and factory-based operations.

PRACTICE TEST 3

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 6.

Protect Wildlife, Protect Our Future!

Are you passionate (1)_____ saving wildlife? Visit the WWF Wildlife Rescue Center in Cát Tiên National Park, Vietnam – a sanctuary dedicated to rescuing, rehabilitating, and releasing (2)_____.

Here, animals like pangolins, gibbons, and civets find a safe haven. These creatures receive expert care until they are strong enough to return to their natural habitats. (3)_____ your support, these species could face extinction faster than we imagine.

(4)_____ you act now, you can be a part of this incredible mission! Sponsor an animal, volunteer your time, or simply spread the word. Every effort you make helps ensure that wildlife thrives for generations to come.

Just as the forest flourishes when each tree is healthy, our ecosystem depends on the (5)_____ of all its species. Together, we can (6)_____ a lasting impact. Join us today to create a world where wildlife roams free and nature flourishes. To learn more, visit our website or contact us directly at WWF Wildlife Rescue Center.

Question 1: A. with

B. about

C. of

D. for

Question 2: A. endangered species B. sign languages C. body parts D. forest clearance

Question 3: A. More

B. Without

C. With

D. As

Question 4: A. Than

B. Unless

C. If

D. More

Question 5: A. survive

B. surviving

C. survivor

D. survival

Question 6: A. make

B. have

C. do

D. take

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 7 to 12.

Join the Mission to Save Sea Turtles!

Help protect these ancient creatures and secure the future of our oceans with your actions today.

** Sea Turtles Are Key to Healthy Oceans!**

For over 100 million years, sea turtles have been essential to (7)_____ ecosystems. They maintain the balance of coral reefs and seagrass beds, but threats like plastic pollution, illegal fishing, and climate change are pushing them toward (8)_____. If we lose them, the health of our oceans (9)_____ at risk.

** What Can You Do?**

- **Reduce Plastic Waste** – Say no to single-use plastics to protect turtles (10)_____ deadly pollution.
- **Keep Beaches Clean** – Support nesting sites by (11)_____ beaches are free of litter.
- **Support Conservation Efforts** – Volunteer or donate to organizations like the Olive Ridley Project to fund rescue and rehabilitation programs.

** Together, We Can Protect Sea Turtles!**

Just as a thriving ocean benefits every creature, saving sea turtles helps secure a future for marine life. By (12)_____, you can make a big difference in their survival.

Visit www.oliveridleyproject.org to learn how you can join the fight to save sea turtles. Let's create a safer world for them and preserve the beauty of our oceans!

- Question 7:** A. extinct B. **marine** C. endangered D. rare
Question 8: A. extinct B. extinctive C. **extinction** D. extincts
Question 9: A. **will be** B. would be C. could be D. are
Question 10: A. with B. about C. after D. **from**
Question 11: A. bringing in B. **making sure** C. saving up D. taking in
Question 12: A. preserving forests B. combating pollution
 C. **taking actions** D. restoring ecosystems

Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

Question 13: a. **Henry:** "It's outrageous! They're depriving everyone of access."

b. **Lily:** "We need to report it. It's damaging the environment too."

c. **Lily:** "Did you hear about that illegal enclosure? They're fencing off public land."

A. c – b – a B. a – b – c C. c – a – b D. a – c – b

Question 14: a. **Mike:** "That's terrible! What's happening to them?"

b. **Dory:** "We can support organizations that work to protect them. Even small donations can make a difference. And we can raise awareness about the issue by sharing information and talking to others."

c. **Dory:** "Did you see that documentary about the Sumatran tiger? They're on the brink of extinction."

d. **Mike:** "It's so sad. These majestic animals are disappearing before our eyes. What can we do to help?"

e. **Dory:** "Habitat loss is the biggest problem. Deforestation is destroying their homes. And of course, illegal hunting is a major threat."

A. c – a – e – d – b B. c – a – b – e – d C. a – b – d – e – c D. a – b – e – d – c

Question 15: Hi Jermy,

a. I was reading about how deforestation and human-wildlife conflict are the main threats to their survival.

b. What do you think about those ideas?

c. I think we need to do something to help! I was thinking about maybe volunteering at a local wildlife sanctuary or donating to a conservation organization.

d. It's heartbreaking to know that these amazing creatures might disappear from our forests.

e. Did you see that news article about the elephants in Tay Nguyen? It's so sad that their numbers are declining so rapidly.

Let me know if you're interested in learning more or getting involved.

Best,

Minh

A. e – b – c – d – a B. e – a – d – c – b C. b – c – a – e – d D. b – d – e – a – c

Question 16: a. This widespread removal often occurs to make room for agriculture, logging operations, or development projects.

b. Furthermore, the removal of trees disrupts vital ecosystems, leading to soil erosion and increased vulnerability to natural disasters such as floods and landslides.

c. One significant consequence of deforestation is the loss of biodiversity, as many plant and animal species rely on forests for their survival.

d. Forest clearance, also known as deforestation, involves the removal of trees from a forested area on a large scale.

e. The destruction of forests also contributes significantly to climate change, as trees play a crucial role in absorbing carbon dioxide from the atmosphere.

A. b – a – e – d – c B. c – s – b – e – d C. a – e – b – d – c D. d – a – c – b – e

Question 17: a. This degradation, primarily driven by human activities such as deforestation for agriculture and urbanization, results in habitat fragmentation, pollution, and the introduction of invasive species.

b. Wildlife habitat degradation, a critical threat to biodiversity, occurs when natural environments are altered or destroyed, diminishing their ability to support native species.

c. For example, a study by the World Wildlife Fund (WWF) found that over 60% of vertebrate populations have declined since 1970, primarily due to habitat loss and degradation.

d. These declines have significant consequences, including disruptions to ecological processes, increased vulnerability to disease, and the loss of valuable ecosystem services such as pollination and water filtration.

e. Furthermore, the degradation of wildlife habitats can have significant social and economic impacts on human communities that rely on these ecosystems for their livelihoods and well-being.

A. b – e – d – a – c B. b – c – d – a – e C. b – a – c – d – e D. b – a – d – e – c

Read the following passage about humanoid robots and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 18 to 22.

The David Shepherd Wildlife Foundation (DSWF) recently announced the winners of the Wildlife Artist of the Year 2023 competition, celebrating artists who highlight the beauty and fragility of the natural world. This annual event (18)_____.

The overall winner, selected from numerous entries, captivated the judges with a piece (19)_____. The competition featured several categories, including Animal Behavior, Earth's Wild Beauty, and Urban Wildlife, each emphasizing different aspects of nature. Artists from around the globe participated, (20)_____.

In the Animal Behavior category, the winning artwork depicted a moment that reveals the intricate behaviors of animals in their natural habitats. (21)_____. Similarly, the Earth's Wild Beauty category honored a piece that captures the breathtaking landscapes that wildlife inhabits. The Urban Wildlife category shed light on the coexistence of animals within urban settings, reminding viewers of the pervasive presence of nature.

As the competition grows in prominence, it continues to attract a higher caliber of artists, making the selection process increasingly challenging. The artwork becomes more impressive each year (22)_____. The diversity of mediums and techniques used reflects the artists' dedication to their craft and to conservation. Many participants express that their motivation stems from a desire to inspire others to appreciate and protect the natural world.

Question 18: A. not only showcases artistic talent but also raises funds for wildlife conservation.

B. but also displays artistic skill not only collects funds for wildlife protection.

C. both highlights artistic talent not only helps raise money for wildlife conservation.

D. not also showcases artistic abilities but only gathering funds for wildlife protection.

Question 19: A. that vividly portrays the essence of wildlife.

B. which brightly captures the clearance of wildlife.

C. that effectively reflects the critical debris of wildlife.

D. which clearly depicts the spawning ground of wildlife.

Question 20: A. in which presenting various ideas and styles at the forefront.

B. which highlighting a range of perspectives and unique styles.

C. that shows different viewpoints and styles in the spotlight.

D. bringing diverse perspectives and styles to the forefront.

Question 21: A. If artists fail to spread awareness through their work, people won't forget how important conservation is.

B. Unless artists raise awareness in their art, people might remember how urgent conservation efforts are.

C. If artists don't raise awareness through their work, people might forget how urgent conservation efforts are

D. Without artists raising awareness through their art, people mightn't overlook how urgent conservation is.

Question 22: A. since more participants strive to create something better as before.

B. as more participants aim to create something even better than before.

C. while more participants try to make something more better than earlier.

D. while more people aim to make something as greater than earlier.

Read the following passage about coffee and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 23 to 30.

Wildlife conservation is essential for maintaining the health and balance of our planet's ecosystems. Many species play critical roles in their environments, and their decline can lead to significant ecological disruptions. For instance, predators help control prey populations, ensuring that no single species dominates and disrupts the habitat.

Unfortunately, human activities have led to habitat destruction, pollution, and overexploitation of wildlife, causing numerous species to become vulnerable. When animals are removed from their natural habitats and placed in captivity, they often lose their ability to perform their ecological roles effectively. This not only threatens the species themselves but also the health of the entire ecosystem.

Moreover, wildlife holds significant cultural, aesthetic, and economic value. Many communities around the world rely on wildlife for tourism, which supports local economies. The loss of biodiversity can lead to a decrease in tourism revenue, affecting livelihoods and cultural heritage.

Conservation efforts aim to protect endangered species and their habitats, ensuring that ecosystems remain functional and resilient. By preserving wildlife, we also safeguard the natural resources that humans depend on, such as clean air, water, and fertile soil.

In conclusion, the conservation of wildlife is not just about protecting animals; it's about maintaining the delicate balance of our ecosystems and ensuring the well-being of all living organisms, including humans. Without these efforts, we risk losing endangered species and the benefits they provide to our planet.

Question 23: Which of the following is NOT mentioned as a benefit of wildlife conservation in the passage?

A. Maintaining ecological balance

B. Supporting local economies through tourism

C. Improving marine life's quality

D. Preserving cultural heritage

Question 24: The word vulnerable in paragraph 1 is OPPOSITE in meaning to_____.

A. endangered

B. captivated

C. protected

D. sensitive

Question 25: The word captivity in paragraph 1 could best be replaced by_____.

A. freedom

B. confinement

C. release

D. migration

Question 26: The word they in paragraph 5 refers to_____.

A. endangered species

B. conservation efforts

C. natural resources

D. local communities

Question 27: Which of the following best paraphrases the underlined sentence in paragraph 3?

- A. Conservation programs work to damage vulnerable species and their surroundings, making sure that natural systems stay balanced and strong.
- B. Ecological campaigns focus on observing biodiversity and natural spaces, allowing systems to develop naturally over time.
- C. Research initiatives work to analyze species interactions and landscapes, supporting long-term environmental changes.
- D. Preservation initiatives strive to safeguard threatened species and their environments, ensuring that ecosystems stay robust and adaptable.**

Question 28: Which of the following is TRUE according to the passage?

- A. Human activities have made some species much more resilient.
- B. Wildlife conservation is only about protecting endangered animals.
- C. Preserving ecosystems helps protect natural resources for humans.**
- D. Most of the animals in captivity can fully perform their ecological roles.

Question 29: In which part of the passage does the writer explain the risks of human activities on wildlife?

- A. Paragraph 1
- B. Paragraph 2**
- C. Paragraph 3
- D. Paragraph 4

Question 30: In which part of the passage does the writer emphasize the importance of wildlife conservation efforts?

- A. Paragraph 1
- B. Paragraph 2**
- C. Paragraph 3
- D. Paragraph 4**

Read the following passage about powering and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 31 to 40.

Con Dao Island, located in Ba Ria - Vung Tau province, has gained recognition as a leading site for sea turtle conservation in Vietnam. These turtles, including species like the green turtle, are classified as endangered and require special protection. Since 1994, Con Dao National Park has implemented **extensive conservation efforts** to safeguard these marine creatures. The programme involves studying the turtles' behaviors, protecting their nesting grounds, and relocating vulnerable egg nests to hatcheries where conditions are controlled to ensure successful hatching.

In 2022, the management board of the park recorded nearly 2,000 egg nests across 13 beaches, with around 647 mother turtles nesting during the season. [I] Also, this achievement highlights the effectiveness of their conservation strategies. [II] Moreover, a significant part of their work includes tagging turtles and using satellite trackers to monitor **their** migration patterns, which helps scientists understand and protect their habitats better. [III] In addition to these efforts, **the park has partnered with various organizations to strengthen their initiatives.** [IV] One key collaboration is with the International Union for Conservation of Nature (IUCN) to run volunteer programmes focused on turtle conservation. Another notable project involves working with Con Dao Resort Ltd. Co. to preserve turtle **spawning** areas at Dat Doc Beach during the 2021-2025 period.

Thanks to these tireless efforts, Con Dao National Park has become a vital member of the Indian Ocean-Southeast Asia marine turtle conservation network. This membership not only recognizes the park's contributions but also provides valuable support for its future conservation activities. By prioritizing the protection of sea turtles, Con Dao is making an essential contribution to global biodiversity conservation, ensuring that these magnificent creatures can thrive for generations to come.

Question 31: Which of the following best summarises the passage?

- A. Con Dao Island faces environmental challenges from climate change, coastal erosion, and increasing tourism pressures on its fragile ecosystems.**

B. Con Dao Island offers visitors opportunities for diving, snorkeling, and exploring its pristine marine ecosystems and abundant wildlife.

C. Con Dao Island boasts stunning beaches, diverse coral reefs, and lush tropical forests, attracting tourists seeking natural beauty and tranquility.

D. Con Dao Island is a key Vietnamese sea turtle conservation site. Since 1994, the park has protected nests, tracked turtles, and, with partners, contributes to global biodiversity.

Question 32: The phrase "extensive conservation efforts" in paragraph 1 could best be replaced by _____.

A. small and occasional attempts.

B. large and continuous actions.

C. short and experimental activities.

D. difficult and complex processes.

Question 33: Where in paragraph 2 does the following sentence best fit?

"This high number of nests suggests a healthy and stable breeding population, a key indicator of successful conservation."

A. [I]

B. [II]

C. [III]

D. [IV]

Question 34: The word "their" in paragraph 2 refers to _____.

A. the turtles.

B. the experts

C. the parks

D. the hatcheries

Question 35: The word "spawning" in paragraph 2 is CLOSEST in meaning to _____.

A. enclosure

B. mammal

C. extinction

D. breeding

Question 36: Which of the following best paraphrases the underlined sentence in paragraph 2?

A. The park works together with many groups to build up their actions.

B. The park split from many groups to make their projects weaker.

C. The park stopped teaming up with different groups to hurt what they do.

D. The park worked separately from many groups to break down their actions.

Question 37: Which of the following best summarizes paragraph 3?

A. Because Con Dao keeps working on this, it has joined a helpful group in the Indian Ocean and Southeast Asia. This helps house marine species everywhere.

B. Con Dao thinks saving sea turtles is very important. It's now a big part of a group in the Indian Ocean and Southeast Asia, helping monitor nature all over the world.

C. Con Dao National Park's sea turtle conservation efforts have earned it a key role in the Indian Ocean-Southeast Asia network, supporting both its work and global biodiversity.

D. Con Dao cares a lot about sea turtles. Now it's in a key group in the Indian Ocean and Southeast Asia, making things better for turtles on that island.

Question 38: According to the passage, which of the following is NOT a conservation activity at Con Dao National Park?

A. Using trackers to monitor turtle movements.

B. Moving turtle eggs to safe areas.

C. Promoting the park as a tourist destination.

D. Working with international groups.

Question 39: Which of the following is TRUE according to the passage?

A. Volunteers rarely help turtle conservation on Con Dao.

B. Satellite trackers help experts study turtle migration.

C. Con Dao National Park was the Indian Ocean network.

D. Moving egg nests has no impact on hatching rates.

Question 40: Which of the following can be inferred from the passage?

A. Sea turtles face extinction due to several weak conservation efforts.

B. Working with international groups supports long-term conservation.

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C. Tracking turtles will gradually guarantee their survival in the wild.

D. Tourism has little effect on turtle nesting and spawning areas.

Period 105

2ND TERM TEST



I. Objectives :

1. Knowledge, skills, attitude

- **Knowledge:** Test Ss' ability of using language learnt in units 1-5

Test their knowledge learnt in Unit 1-5

To have students apply what they have learnt in unit 1-5 to to the mid-term test.

Finding Ss' common mistakes to check and correct them.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge learnt

2. Orientation for competency development

- To help students to develop learning competences.

- To enable Ss to use the vocabulary and language correctly in order to develop students' language competence.

II. Contents of the test:

Read the following advertisement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks

Question 1.

Question 2

Question 3

Question 4

Question 5

Question 6

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks

Question 7.

Question 8.

Question 9.

Question 10.

Question 11.

Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions

Question 12.

Question 13.

Question 14.

Question 15.

Question 16.

Read the following announcement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks

Question 17.

Question 18.

Question 19.

Question 20.

Question 21.

Question 22.

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

Question 23.

Question 24.

Grade: 12

Question 25.

Question 26.

Question 27.

Question 28.

Question 29.

Question 30.

Question 31.

Question 32.

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

Question 33.

Question 34.

Question 35.

Question 36.

Question 37.

Question 38.

Question 39.

Question 40.

----- *THE END* -----