

**D.O.P: 23/03/2025****REVIEW 3****D.O.T: 25/03/2025****Lesson: Language****Week: 27- Period: 79****I. OBJECTIVES**

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

**1. Knowledge**

- Revise the vocabulary and grammar Ss have learnt in Units 6-8.

**2. Competences**

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

**3. Personal qualities**

- Develop self-study skills.

**II. MATERIALS**

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

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

- To create a friendly and lively atmosphere in the classroom
- To enhance students' skills of cooperating with teammates

**b. Content:**

- Hidden words

**c. Expected outcomes:**

- Students can recall the vocabulary learnt in Unit 6, 7, 8

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Hidden words</b> <ul style="list-style-type: none"> <li>- Teacher prepares some words written on pieces of paper and puts them in the box.</li> <li>- Teacher divides the class into two teams.</li> <li>- Teacher asks students to pick one paper from a box.</li> <li>- 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 class guess what that word is.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups.</li> <li>- Some students go to the board.</li> <li>- The rest guess what the word is.</li> </ul>	<b><i>Suggested words:</i></b> <ol style="list-style-type: none"> <li>1. Enclosure</li> <li>2. Mammal</li> <li>3. Primate</li> <li>4. Loss</li> <li>5. Extinct</li> <li>6. Captivity</li> <li>7. Conserve</li> <li>8. Survive</li> <li>9. Biodiversity</li> </ol>

- The team with more words becomes the winner.		10. clearance
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**e. Assessment**

- T observes and gives feedback.

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

- To check if Ss can identify different sounds and word stress.
- To help Ss review homophones;
- To check whether Ss can identify the parts where the linking /r/ can appear and 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. (p.112)
- 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.112)
- Task 3: Listen and complete the sentences with the correct words. Then practice saying them in pairs. (p.112)
- Task 4: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences in pairs. (p.112)
- 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. (p.112)

**c. Expected outcomes:**

- Students can recall what they have learnt in pronunciation lessons of Unit 6-8

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss pronounce all words, pay attention to the underlined sounds.</li> <li>- If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Check the answers with the class.</li> <li>- Have Ss work in pairs to practise saying these words.</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the words.</li> <li>- Choose the answer.</li> <li>- Compare their answers in pairs.</li> </ul>	<b>Answer key:</b> 1. B 2. D

**Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (3 mins)**

- 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 pairs.

**Answer key:**

1. A
2. C

**Task 3: Listen and complete the sentences with the correct words. Then practice saying them in pairs. (3 mins)**

- Ask Ss to read the sentences 1-2. Tell 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 recording.  
 - Fill in the missing words.  
 - Compare the answers.

**Answer key:**

1. We often see some sea turtles on the beach.
2. This is not the right way to write an email.

**Task 4: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences in pairs. (3 mins)**

- Ask Ss to read the sentences 1-2 and try to mark 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 mark the sounds.  
 - Students listen to the recording and check.  
 - Students work in pairs and practice saying these sentences.

**Answer key:**

1. A number of nature reserves have been created to protect rare animals.
2. There is a new national park that I want to visit, but it is too far away from my city.

**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. (3 mins)**

- 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.

**Answer key:**

1. My brother was **in Paris** to see an exhibition **on modern media**.
2. They **wrote many reports** on how **to protect pandas** 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.

**b. Content:**

- Task 1: What are the missing letters? Complete the sentences using the pictures to help you. (p.112)
- Task 2: Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word. (p.112)
- Task 3: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (p.112)
- Task 4: Mark the letter A, B, C, or D to indicate the correct answer. (p.113)

**c. Expected outcomes:**

- Students can recall the vocabulary learnt in Unit 6-8 to successfully complete all the tasks.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: What are the missing letters? Complete the sentences using the pictures. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the sentences 1-4 and try to understand the general meaning of each sentence.</li> <li>- Tell Ss to predict the words and/or phrases using the photos and beginning letters provided.</li> <li>- Ask Ss to compare their answers in pairs.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the sentences</li> <li>- Students predict the words.</li> <li>- Students compare their answers in pairs.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. chatbot</li> <li>2. viewers</li> <li>3. extinct</li> <li>4. Facial recognition</li> </ol>
<b>Task 2: Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to</b>		

<b>the underlined word. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read and try to understand the meaning of each sentence.</li> <li>- Tell Ss to replace the underlined word with each of the words from four options.</li> <li>- If they are not sure about the meaning of any word, skip it and focus on the others.</li> <li>- The words that change the meaning of the sentence cannot be the correct answers.</li> <li>- Ask Ss to share their answers with the class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work independently to do the activity.</li> <li>- Students compare the answers in pairs.</li> </ul>	<b>Answer key:</b> 1. B 2. D
<b>Task 3: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read and try to understand the meaning of each sentence.</li> <li>- Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, skip it and focus on the others. The word that makes the meaning of the sentence opposite can be the correct answer.</li> <li>- Ask Ss to share their answers with the class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work independently to do the activity.</li> <li>- Students compare the answers in pairs.</li> </ul>	<b>Answer key:</b> 1. A 2. C
<b>Task 4: Mark the letter A, B, C, or D to indicate the correct answer. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually and tell Ss to read and try to understand the meaning of each sentence.</li> <li>- Have Ss look through four options and tell them to put each word from four options into the gap.</li> <li>- Tell them to choose the word that makes the sentence meaningful.</li> <li>- Ask individual Ss to share their answers with the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work individually to choose the correct answer.</li> <li>- Students share and check the answers.</li> </ul>	<b>Answer key:</b> 1. A 2. C 3. A 4. B 5. D 6. B 7. D 8. B

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| - Confirm the correct answers. |  |  |
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**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. (p.113)
- Task 2: Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.(p.113)
- Task 3: Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (p.114)

**c. Expected outcomes:**

- Students can recall the grammar points learnt in Unit 6-8 to successfully complete all the tasks.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read each sentence first and check the meaning.</li> <li>- Tell Ss to identify the grammar point needed for the gap by studying four options.</li> <li>- Tell Ss to eliminate the options that can be grammatically incorrect.</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Students work individually to finish the task.</li> <li>- Students compare their answers in pairs and with the whole class.</li> </ul>	<b>Answer key:</b> 1. A 2. A 3. B 4. D

<p>Units.</p> <ul style="list-style-type: none"> <li>- Then have them compare answers in pairs, before confirming answers as a class.</li> </ul>		
<b>Task 2: Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- 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).</li> <li>- Tell Ss to read four options and choose the option that:               <ul style="list-style-type: none"> <li>+ best represents the relationship between two sentences.</li> <li>+ is grammatically incorrect.</li> <li>+ does not change the meaning of the original sentences.</li> </ul> </li> <li>- Have Ss compare their answers in pairs.</li> <li>- Confirm the correct answers with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work individually to finish the task.</li> <li>- Students compare their answers in pairs and with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. B</li> <li>3. A</li> <li>4. C</li> </ol>
<b>Task 3: Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss to read the whole sentence and focus on the underlined words/ phrases.</li> <li>- 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.</li> <li>- If you're not sure about a choice, skip it and focus on others to see if you can</li> </ul>	<ul style="list-style-type: none"> <li>- Students work individually to finish the task.</li> <li>- Students compare their answers in pairs and with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A → so</li> <li>2. C → as</li> <li>3. C → if</li> <li>4. C → updated</li> </ol>



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.		
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**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 next lesson.