

D.O.P: 26/10/2024

UNIT 3: GREEN LIVING

D.O.T: 28/10/2024

Lesson: Reading – Going green with plastics

Week: 08- Period: 21

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

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- STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - Teacher plays the video. - Students watch the video. - Teacher asks students some questions related to the video. - Students raise their hands to answer the questions. - Teacher observes and gives feedback to students' answers. 	Link: https://www.youtube.com/watch?v=_6xlNyWPpB8 Questions: <ol style="list-style-type: none"> 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. Organization

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs to solve the quiz. (4 mins)</p> <p>- 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 plastic. Millions of plastic bottles and bags end up in our oceans every year.</i></p> <p>- Students work in pairs and solve the quiz.</p> <p>- Read through the quiz and check understanding.</p> <p>- Ask Ss to work in pairs to answer the questions.</p> <p>- Ask some pairs to share their answers with the whole class.</p> <p>- Ask what other information they want to know about the topic. Write their questions on the board.</p> <p>- Students write questions they want to know on the board.</p>	<p>Key:</p> <ol style="list-style-type: none"> 1. C 2. C 3. A 4. A
<p>Vocabulary pre-teaching (5 mins)</p> <p>- Teacher introduces the vocabulary.</p> <p>- Teacher explains the meaning of the new vocabulary by pictures. Students listen to the teacher's explanation and guess the words.</p> <p>- Teacher checks students' understanding with the "Rub out and remember" technique.</p> <p>Students write down the new words in their notebook.</p> <p>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</p>	<p>New words:</p> <ol style="list-style-type: none"> 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- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Read some extracts from the emails sent to the Teen magazine. Match the highlighted words and phrases with the pictures. (6 mins)</p> <p>- 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</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. a 3. d 4. b

<p>in the sentence: “The supermarket near my house even provides cardboard boxes.”</p> <ul style="list-style-type: none"> - Students read the text and locate the highlighted words individually. - Ask students to study the context (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! - Students study the context and do the tasks as required. - 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. 	<p>Strategy: Reading for vocabulary</p> <p>To read and understand the meanings of words/phrases in context, students should:</p> <ol style="list-style-type: none"> 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.
<p>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)</p> <ul style="list-style-type: none"> - 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. - Students read the extracts again. - 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). - Students write no more than two words for each gap. - 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. - Students check answers with the whole class and give explanations for their choice. - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. cardboard boxes 2. reusable 3. plastic bags 4. numbers 5. rinse out
<p>Task 4: Read the email extracts again. Match the following information with the right names. (7 mins)</p> <ul style="list-style-type: none"> - Ask Ss to study the list of people's names and locate them in the 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. a

<p>passage. Remind them that their names can be found at the end of the extracts.</p> <ul style="list-style-type: none"> - 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. - Students do the matching. - Students compare their answers with partners then check with the whole class. - Check answers as a class. 	<p>3. d 4. b 5. c</p>
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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- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Work in pairs. Discuss the following questions. (p. 37)</p> <ul style="list-style-type: none"> - Ask Ss to work in pairs. Have them discuss which green habits mentioned in the article have been adopted by them. - Students practise speaking in pairs. <p>Encourage them to say which ones they want to try in the future.</p> <ul style="list-style-type: none"> - Students share their answers with the whole class. - Students listen and give feedback. - Invite some pairs to share their answers with the whole class. 	<p>Suggested answers:</p> <p>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</p>

	future.
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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.

D.O.P: 28/10/2024

UNIT 03: GREEN LIVING

D.O.T: 30/11/2024

Lesson: Speaking – Paper: Reduce, Reuse, and Recycle!

Week: 08- Period: 22

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

III. PROCEDURES**1. WARM-UP (5 mins)****2. a. Objectives:**

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

5. b. Content:

- 6. - Brainstorming

7. c. Expected outcomes:

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

9. d. Organisation:

TEACHER- 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 ...

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- STUDENTS' ACTIVITIES	CONTENTS
<p>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)</p> <ul style="list-style-type: none"> - 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 another type of common waste around them as well, which is paper. - Students work individually to decide - 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. - Students share their answers. - Check their answers as a whole class. 	<p>KEY:</p> <ul style="list-style-type: none"> a. Reduce b. Recycle c. Reduce 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.
- Students work in pairs to talk about how to reduce, reuse and recycle paper.
- 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 compare their notes with their partners.
- Ask some pairs to share their ideas in front of the class.

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.

. 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:

- 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- 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. <ul style="list-style-type: none"> - Ask them to read the situations and study the example for the first situation in the book. Make sure they understand them. - Students work in groups, use the notes and think of ways to give responses. 	Suggested answers: <p>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</p>

<ul style="list-style-type: none"> - 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. - Students add more reasons. - 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. - Report group's answers to the whole class. - Count the votes for each group and announce the winners. 	<p>we have to print something out, we should make sure we use both sides of the paper.</p> <p>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.</p>
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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.

D.O.P: 31/10/2024**D.O.T: 02/11/2024****Week: 08- Period: 27****REVIEW 1****Lesson: 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

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- STUDENTS' ACTIVITIES****CONTENTS****MIMING GAME**

- List out some key words of Unit 1, Unit 2 and Unit 3.
- Have a volunteer come to the front then whispers one of the words into his/ her ears.
- Draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point.
- The whole class plays the game together.
- 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.

Suggested words:

genius, cutting-edge, diversity, trend, globalization, culture shock, carbon footprint, compost, landfill

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- 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.
- Pronounce the words.

Answer key:

1-A

- If there is any word whose pronunciation Ss are not sure about, tell

<p>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.</p> <ul style="list-style-type: none"> - Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Check the answers. <p>- Have Ss work in pairs to practise saying these in words.</p>	<p>2-B 3-A 4-C</p>
<p>Task 2. Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.</p> <ul style="list-style-type: none"> - Have Ss pronounce all words, pay attention to the word stress. - Pronounce the words. - 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. - Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Have Ss compare their answers in pairs. - Check the answers. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words. 	<p>Answer key: 1-B 2-A 3-D 4-A</p> <p>Exam strategies Pronunciation (MCQs): Identifying words whose main stress placement differs from the other three's.</p> <ol style="list-style-type: none"> 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- STUDENTS' ACTIVITIES

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.
- Read the sentences.
- 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.
- Try replacing the underlined words and guessing the answer.
- Ask Ss to share their answers with the whole class.
- Work with a partner and share the answer.
- Confirm the correct answers and ask Ss to explain for their choices.

CONTENTS

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)

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.
- Read the sentences.
- 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.
- Try replacing the underlined words and guessing the answer.
- Ask Ss to share their answers with the whole class.
- Work with a partner and share the answer.
- Confirm the correct answers.

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. - Do the activity individually. - Have Ss look through four options and tell them to put each word from four options into the gap. - Try putting four options into the blanks and guessing the answer. - Tell them to choose the word that makes the sentence meaningful. - Ask Ss to share their answers with the class. - SS Share the answer with a partner. - Confirm the correct answers.	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. Organization**TEACHER- 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.
- Read the sentences.
- 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.
- Study the underlined parts, the phrases and the sentences that contain these parts to find the mistake.

Answer key:

- 1-A → to
- 2-B → off
- 3-A → found
- 4-A → arrived
- 5-B → the
- 6-B → the
- 7-B → for

<ul style="list-style-type: none"> - If you're not sure about a choice, tell Ss to skip it and focus on the others to see if you can find the mistake in these choices or not. - 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. - Work with a partner and share the answer. - Then have them compare answers and correct the mistakes in pairs, before confirming answers as a class. 	<p>8-C → which</p>
<p>Task 2. Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.</p> <ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to read the sentences carefully and study the relationship between these sentences. - Work with a partner and share the answer. - Read the sentences. - Tell Ss to read four options and choose the option that: - Study the relationship between these sentences. + best represents the relationship between two sentences; + is grammatically incorrect; and + does not change the meaning of the original sentences. <ul style="list-style-type: none"> - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole class. 	<p>Answer key:</p> <p>1-A 2-C 3-B 4-A</p> <p>Exam strategies Sentence combination: Identifying the sentence that best combines a pair of given sentences</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> - best represents the relationship between two sentences; - is grammatically incorrect; and - does not change the meaning of the original sentences.
<p>Task 3. Mark the letter A, B, C, or D to complete each of the given sentences.</p> <ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence. - Work in pairs. - Tell Ss to read four options and choose the option that: + is grammatically correct; and + does not change the meaning of the original sentences. - Identify the grammar points that can be used to rewrite the original sentence. - SS choose the most suitable option. <ul style="list-style-type: none"> - Have Ss compare their answers in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. D 2. B 3. A 4. C <p>Exam strategies Sentence transformation: Identifying the sentence that is closest in meaning to a given sentence.</p> <ol style="list-style-type: none"> 1. Read the original sentence and recall the grammar structure that are

- SS share the answer with a partner.
- Confirm the correct answers with the whole class.

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.