

D.O.P: 02/11/2024**REVIEW 1****D.O.T: 04/11/2024****Lesson: Skills - Listening & Speaking****Week: 09- Period: 28****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.

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
- *hoclieu.vn*

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- STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Teacher asks Ss to watch a short video and try to remember the information in the video. - Watch the video and try to remember the information. - After the Ss listen, teacher shows each question, one by one. - Answer the questions. - Ss raise their hands to grab the chance to answer. - SS check the answers. - T checks if the answers are correct or incorrect and leads in the lesson. 	<p>Link: https://www.youtube.com/watch?v=5TXGiFpg5Mk</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Which festivals are mentioned in the video and where do they take place? 2. Which ones have a bad influence on the environment? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - 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- 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.**

Answer key:
3 → 1 → 2

- Focus Ss' attention on three photos and ask them whether they know any of the festivals.
 - SS answer the teacher's questions.
 - 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.
 - SS look at the pictures and guess the order of three photos.
 - Call on some Ss to share their predictions.
- SS share the prediction.
- Remind Ss to number the pictures in the order they hear. Play the recording for Ss to listen to check.
 - SS listen and check.
 - Confirm the correct answer. Ask Ss 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)

Answer key:

- 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.
- Look at the sentences and underline the key words.
- Play the recording again and have Ss listen and write down their

1. T
2. F
3. F
4. T
5. F

- answers.
- SS listen and write down the answers.
 - Have Ss work in pairs to compare their answers.
 - SS work with a partner and check the 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.

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- STUDENTS' ACTIVITIES

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 board if necessary.
- SS read the instructions.
- 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.
- SS work in pairs and discuss.
- Walk around the class to offer help if necessary.
- SS complete the table by adding more ideas.
- Invite some pairs to present their completed table in front of the class.
- SS present the table in front of class.

CONTENTS

Suggested answer:

Festivals/ Traditions	Purpose/ Eco- 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

	<div data-bbox="1086 105 1331 667"> <p>3. 3. Paleo Festival (Switzerland)</p> </div> <div data-bbox="1331 105 1576 667"> <p>- To encourage people to use public transports - To raise awareness of local, organic or vegetarian food. - To encourage people to use green energy</p> </div>
<p>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> <ul style="list-style-type: none"> - Have Ss work in groups and choose one tradition or festival they joined in their area (e.g. music festival). - SS work in groups and choose one tradition and festival. - Ask them to discuss how to make the festival or tradition greener. - SS 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. - SS present a summary of group discussion to the class. - In weaker classes, give Ss some suggested ideas on how to make the festival or tradition greener as follows: <ul style="list-style-type: none"> + Encourage public transport to and from the event; + Ban single-use plastic; + Sell local, organic and vegetarian food. 	<p>Suggested answers:</p> <p>Discussion sample:</p> <p>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?</p> <p>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.</p> <p>C: I totally agree with B. We should also introduce and encourage participants to buy some organic and local food.</p> <p>A: That’s a good idea. We can also reduce the amount of energy such as water and electricity for the festival.</p> <p>Report sample:</p> <p>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.</p>

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.

- Prepare for Review 1 - Lesson 3. Reading and Writing.

D.O.P: 03/11/2024

REVIEW 1

D.O.T: 08/11/2024

Lesson: Skills - Reading and Writing

Week: 09- Period: 29

I. OBJECTIVES

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

1. Knowledge

- 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 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
- Computer connected to the Internet
- Pictures, A0 paper
- Projector/ TV

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

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

b. Content:

- Game: Guess who.

c. Expected outcomes:

- Students can get some knowledge about the figure they are going to read about in the reading passage.

d. Organisation:**TEACHER- STUDENTS' ACTIVITIES****GAME: GUESS WHO**

- Prepare four clues related to a famous person.
- Show each clue one by one.
- If Ss can get the correct key word after the 1st clue → 40 points.
- Ss get 30 points, 20 points and 10 points if they get the correct answer after the 2nd, 3rd, and 4th clue respectively.
- SS raise hands to guess the answer.
- SS check the answer.
- Confirm the correct answer and lead in the lesson.

CONTENTS**4 clues:**

- This person is a Swiss - French physician and bacteriologist.
- On 8 January 1902, this person was accredited to be the first Headmaster of Hanoi Medical University by the Governor-General of French Indochina.
- This person died at his home in Nha Trang, in 1943.
- This person is well remembered in Vietnam, where he was affectionately called Ông Năm (Mr Nam/ Fifth) by the people.

⇒ *Alexandre Yersin*

e. Assessment

- Teacher observes the students and gives feedback.

2. 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- STUDENTS' ACTIVITIES****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.
 - SS read through the questions and the options.
 - Ask Ss to underline the key words in each question.
 - SS underline the key words in each question.
 - SS locate the key words as well as the paraphrases of these key words in the text.
 - 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.
 - SS decide the best option for each question.
 - Have Ss work in pairs to compare their answers.
 - SS work in pairs and compare their answers.
 - Check the answers as a class and ask Ss to explain their choice. SS check the answers.
- 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 paragraph 3 refers to a singular noun and something that later became a branch of the *Pasteur Institute* in Paris.
- For question 4**, the information is mentioned in paragraph 4.

CONTENTS**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 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

	<p>the referent (e.g. it, they, him)</p> <p>2. Try to understand the context around the referent.</p> <p>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.</p>
<ul style="list-style-type: none"> - Ask Ss to read the text to get an overview of the text. - Have Ss read each sentence more carefully and look through four options. Tell them to put each word from four options into the gap. - Tell Ss to eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful. - Have Ss compare their answers in pairs and share their answers with the whole class. - Confirm the correct answers. 	<p>Answer key:</p> <p>1-B</p> <p>2-C</p> <p>3-D</p> <p>4-A</p> <p>5-B</p>

e. Assessment

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

3. ACTIVITY 2: WRITING (19 mins)

a. Objectives:

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

b. Content:

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- STUDENTS' ACTIVITIES

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.
- SS read the information about Ton That Tung in the textbook.
- 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.
- SS 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.

CONTENTS

Sample answer:

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

- 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.
- SS select, combine and put the information in order of time.
- 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.
- SS write a paragraph (150-180 words) about Dr. Ton That Tung.
- SS swap the essays with a partner for peer review.
- Collect Ss' essays to mark and provide written feedback in the next lesson.

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.

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.
- Prepare for the next lesson: Revision for the first mid-term test

D.O.P: 07/11/2024

D.O.T: 09/11/2024

Week: 9- Period: 30

REVISION FOR THE FIRST MID-TERM**I. OBJECTIVES****1. Knowledge:** By the end of the lesson, students will be able to gain:

- Use words related to famous people, life stories, cultural diversity; green living;
- Pronounce the diphthongs /eɪ/ and /əʊ/; /ɔɪ/, /aɪ/, and /aʊ/; /ɪə/, /eə/, and /ʊə/ correctly;
- Apply the knowledge of grammar points learnt in the previous units to do the task; past simple and the past continuous
- Use the definite and indefinite articles

- Use the verbs with prepositions; relative clauses to refer to a whole sentence

2. Competences: By the end of the lesson, students will be able to:

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

3. Qualities: By the end of the lesson, students will be able to:

- Develop self-study skills;

- Raise students' awareness of the need to keep their neighbourhood green.

II. TEACHING AIDS

- Teaching aids: lesson plan, Grade 12 text book, laptop, projector / TV/ pictures and cards...
- Teaching method: Task-based learning, group work, pair work, individual work.

III. PROCEDURE**REVISION FOR THE FIRST MID-TERM TEST GRADE 12****Mark the letter to indicate the word whose underlined part differs from the other three in pronunciation.**Question 1. A. admire B. achievement C. adopt D. arryQuestion 2. A. custom B. introduce C. use D. musicQuestion 3. A. diversity B. solidarity C. style D. cuisine**Mark the letter to indicate the word that differs from the other three in the position of the primary stress**Question 4. A. account B. army C. battle D. cancerQuestion 5. A. ambitious B. visionary C. creative D. impressiveQuestion 6. A. festival B. tradition C. adoption D. promotion**Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.**

1. The decision was postponed,.....was exactly what he wanted.

A. who B. whom C. which D. that

2. We _____ a documentary about war heroes at 8.30 P.M. last Friday.

A. watched B. have watched C. were watching D. are watching

3. The future of sustainable agriculture depends _____ adopting organic farming practices and reducing chemical use.

- A. in B. on C. for D. at

4. He was talking to his mother about his first day at school when his phone _____.

- A. rings B. was ringing C. rang D. has rung

5. After graduation, she hopes to work as _____ engineer in the aerospace industry.

- A. the B. a C. an D. Ø

6. What _____ to you on Sunday night?

- A. happen B. happened C. was happening D. would happen

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

8. While he _____ some plants in the garden, his wife was preparing dinner.

- A. waters B. is watering C. would water D. was watering

9: She wants to buy _____ new car by the end of the month.

- A. a B. an C. the D. Ø

10. The boys broke a window when they _____ football.

- A. played B. were playing C. half played D. are playing

11: She has _____ uncle who lives in the United States.

- A. a B. an C. the D. Ø

12. I've been in this city for a long time. I here sixteen years ago.

- A. have come B. was coming C. came D. had come

13. Many celebrities adopt a green lifestyle, helps the environment a lot.

- A. that B. what C. whose D. which

14. Last night at this time, they _____ the same thing. She _____ and he _____ the newspaper.

- A. are doing/ is cooking/ is reading B. were doing/ was cooking/ was reading
C. was doing/ has cooked/ is reading D. had done/ was cooking/ read

15: He enjoys playing _____ guitar in his free time.

- A. a B. an C. the D. Ø

16. We organised a community event to the polluted beaches.

- A. get rid of B. go green C. rinse out D. clean up

17: She has been to _____ United Kingdom twice.

- A. a B. an C. the D. Ø

Mark the letter A, B, C or D to indicate the sentence that best completes each of the following exchanges.

1. Mark is talking to Mike after school.

Mark: "Let's join the hiking group this weekend."

Mike: " _____."

- A. Here you are B. Yes, it's true C. That's a great idea D. Yes, I do

2. Linda and Jane are talking about Steve Jobs.

Linda: "I think Steve Jobs revolutionized the tech industry with his innovative ideas."

Jane: " _____ . He transformed how we use technology in our daily lives."

- A. You're wrong B. I don't think so C. Of course not D. I agree with you

3. Julie and Sophia are having lunch at the canteen.

Julie: "Can you pass me the salt, please?"

Sophia: " _____."

- A. Yes, I'd love to B. Never mind C. Here you are D. That's really kind of you

4. Linh and Tuan are talking about Vo Thi Sau.

Linh: "I think Vo Thi Sau's courage in the face of adversity is inspirational."

Tuan: " _____ . She showed extraordinary bravery and determination."

- A. I disagree with you B. I couldn't agree with you more
C. Of course not D. You can't say that again

5. Minh is talking to Lan on the phone.

Minh: "Thank you for the great party. The food was excellent."

Lan: " _____."

- A. I'm glad you like it B. It's a pity you couldn't come
C. I thought it was terrible D. It's unkind of you to say so

Read the following advertisement/ announcement and mark the letter A, B, C or D on your answer sheet to indicate the correct option that best fits each of the numbered blanks from 1 to 6.

Hotel Receptionist wanted for Plaza Hotel

We need a young and enthusiastic person to work as (1) _____ receptionist at our hotel in Ha Noi from 20th May to 15th August.

Working hours are (2) _____ 8 a.m. to 4 p.m.

(3) _____ include receiving guests and visitors, checking them in and out, taking bookings, and answering the phone.

Ability to speak English is an advantage.

Please contact: The manager, Plaza Hotel

21 Vu Ngoc Duong, Hai Ba Trung, Ha Noi

- Question 1.** A. an B. X (no article) C. a D. the
Question 2. A. to B. from C. at D. on
Question 3. A. Responses B. Responsibly C. Responsibilities D. Responsible

Announcement of Doi Can High School Youth Union

Doi Can High School Youth Union would like to announce:

The Celebration of the 92nd Anniversary of the Founding of the Ho Chi Minh Communist Youth Union will take place in the school yard and start at 8 A.m. on 24th March, 2024.

The event (4) _____ by the 12th grade students, who will make all the (5) _____ for the activities. Activities (6) _____ Vietnamese traditional games such as bamboo dancing, tug of war, and singing contests. All the students must be present at the stadium by 7:30 A.m.

- Question 4.** A. will host B. hosts C. will be hosting D. will be hosted
Question 5. A. arrangements B. celebrations C. contributions D. procedures
Question 6. A. includes B. include C. included D. have included

Mark the letter to indicate the correct option that best fits each of the numbered blanks from 1 to 6.

Social Beliefs & Customs in Vietnam

Family is very strong in Vietnam. Family and clan (đòng họ) are valued over individualism. Clan is (18) _____ in the country and each clan features a patriarch heading the clan and a clan altar. Even today, in some parts of the country, the tradition of clan members (19) _____ is quite prevalent. It is also not uncommon to see three to four generations of a family living together in the same house. Members of a clan (20) _____ and often name their villages based on their clan names. (21) _____ are usually attended by all members of the clan and villagers.

The traditional funeral ceremony in Vietnam is also quite elaborate and long-stretched. The body of the dead person is cleaned with fragrant water and (22) _____. A lot of mourning (23) _____, they have the slightly different ceremony. Later the body will be burying, the most popular method. Recently, some area, people choose cremation instead of burying. Only 1 case of remains in frozen condition and several cases of Monks body was kept inside the statues.

(<https://vietnamtravel.com/vietnamese-culture/>)

- Question 1.** A. the most important society unit B. the most important social unit
 C. the best important society unit D. the best important social unit
Question 2. A. which living together in longhouses B. lived together in longhouses
 C. who living together in longhouses D. living together in longhouses
Question 3. A. are relating by blood B. are related by blood
 C. is relating by blood D. is related by blood
Question 4. A. The commemorations of dying of clan members
 B. Death commemorating of clan members
 C. Death commemorations of clan members D. Die commemorations of clan members
Question 5. A. dressed careful in the special clothes. B. dressing carefully in the special clothes.
 C. dressed carefully in the specialty clothes. D. dressed carefully in the special clothes.
Question 6. A. depends on each tribe and location B. depended on each tribe and location
 C. depends on each tribes and location D. depends on each tribe and locations

Mark the letter to indicate the correct arrangement of the sentences to make a meaningful paragraph/letter in each of the following questions.

Question 1: a. Finally, joining these organisations has also helped Viet Nam increase both local and international tourism.

- b. Firstly, it is easier and more convenient for Viet Nam to promote its culture and learn about other cultures.
 c. In short, Viet Nam has benefited greatly from becoming a member of different international organisations.
 d. Viet Nam has gained three main benefits since it joined different international organisations.
 e. Also, this has created greater education opportunities for both Vietnamese and foreign students.

A. d - b - e - a - c

B. b - e - c - a - d

C. b - a - e - c - d

D. d - c - a - e - b

Question 2. a. Secondly, her achievements are remarkable; she became the youngest Indian woman to receive a Nobel award for her efforts.

b. Dear Laura, I hope you are well.

c. Her story is truly inspiring, and I believe her commitment to making a positive impact in the world deserves praise.

d. Additionally, Malala has volunteered in various communities, providing educational opportunities for underprivileged children.

e. Firstly, Malala is an inspiring young woman who has dedicated her life to advocating for girls' education.

f. I wanted to share with you someone I truly admire – Malala Yousafzai.

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

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

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

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

Read the following passage and mark the letter to indicate the correct word or phrase that best fits

Women and girls represent half (1)the world's population and therefore also half of its potential. (2)_____ gender inequality happens everywhere and stagnates social progress.

On average, women (3)_____ are in the labor market still earn 23 percent less than men globally and women spend about three times as many hours in unpaid domestic and care work as men.

Sexual violence and exploitation, the unequal division of unpaid care and domestic work, and (4).....in public office, all remain huge barriers. All these areas of inequality have been exacerbated by the COVID-19 pandemic: there has been a surge in reports of sexual violence, women have (5)_____ more care work due to school closures, and 70% of health and social workers globally are women.

Question 1: A. of.

B. in

C. on

D. from

Question 2. A. But

B. Therefore

C. And

D. Moreover

Question 3. A. where

B. which

C. what

D. who

Question 4. A. discriminatory

B. discriminated

C. discrimination

D. discriminate

Question 5. A. assigned

B. designed

C. performed

D. allocated

Combine Sentences Using "Which"

1. She built a treehouse. The treehouse is in her backyard.

→ She built a treehouse, which is in her backyard.

2. He bought a painting. The painting was created by a famous artist.

→ He bought a painting, which was created by a famous artist.

3. We stayed at a hotel. The hotel had a breathtaking view.

→ We stayed at a hotel, which had a breathtaking view.

4. She gave a speech. The speech inspired many people.

→ She gave a speech, which inspired many people.

5. The restaurant serves vegan food. It is popular among locals.

→ The restaurant serves vegan food, which is popular among locals.

6. He wore a suit. The suit looked very elegant.

→ He wore a suit, which looked very elegant.

7. The documentary was aired on TV. It received great reviews.

→ The documentary was aired on TV, which received great reviews.

8. The beach is a protected area. It is home to rare species of birds.

→ The beach is a protected area, which is home to rare species of birds.

9. The new shopping center opened last week. It has a wide range of stores.

→ The new shopping center opened last week, which has a wide range of stores.

10. The cake was made by her grandmother. It tasted delicious.

→ The cake was made by her grandmother, which tasted delicious.

Rewrite Sentences Using Present Perfect Tense

1. The last time I traveled abroad was two years ago.

→ I haven't traveled abroad for two years.

2. He last spoke to his brother in January.
→ He hasn't spoken to his brother since January.
3. The last time we painted our house was in 2020.
→ We haven't painted our house since 2020.
4. She last updated her resume three months ago.
→ She hasn't updated her resume for three months.
5. The last time they held a family reunion was last summer.
→ They haven't held a family reunion since last summer.
6. I started learning how to cook Italian dishes last year.
→ I have been learning how to cook Italian dishes since last year.
7. We began attending yoga classes in the fall.
→ We have been attending yoga classes since the fall.
8. He started working at this company in 2015.
→ He has been working at this company since 2015.
9. She started volunteering at the animal shelter last month.
→ She has been volunteering at the animal shelter for a month.
10. We started using renewable energy five years ago.
→ We have been using renewable energy for five years.

Rewrite Sentences Using Verbs in Parentheses

1. She is preparing to open her own bakery. (plan)
→ She plans to open her own bakery.
2. He is fond of reading mystery novels. (enjoy)
→ He enjoys reading mystery novels.
3. We love traveling to new countries. (want)
→ We want to travel to new countries.
4. They talked about organizing a charity event. (consider)
→ They considered organizing a charity event.
5. I managed to climb the highest peak last summer. (succeed)
→ I succeeded in climbing the highest peak last summer.
6. She kept working on her art project without a break. (avoid)
→ She avoided taking a break from her art project.
7. He works on improving his public speaking skills. (practice)
→ He practices improving his public speaking skills.
8. We decided to adopt a rescue dog. (enjoy)
→ We enjoyed adopting a rescue dog.
9. I hope to finish my thesis by the end of this month. (plan)
→ I plan to finish my thesis by the end of this month.
10. He tried to fix the car by himself. (attempt)
→ He attempted to fix the car by himself.

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.
- Prepare for the next lesson: the first mid-term test