

D.O.P: 07/12/2024

UNIT 4: URBANISATION

D.O.T: 13/12/2024

Lesson: Looking back and Project

Week: 14- Period: 40

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.
- 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*

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 AND STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - 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.
- 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)	
<ul style="list-style-type: none"> - 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</u> the city. 2. People <u>can</u> get around easily <u>by</u> the 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> <u>a lot of</u> changes <u>in</u> my 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)	
<ul style="list-style-type: none"> - 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)	
<ul style="list-style-type: none"> - 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.	
<ul style="list-style-type: none"> - 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	
<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group make presentation, others listen and complete the evaluation sheet. 	

e. Assessment

- 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>
<i>DELIVERY</i>		
<i>- The presenters greet the audience.</i>		
<i>-The presenters speak clearly and naturally.</i>		
<i>- The presenters cooperate when delivering their talk.</i>		
<i>-The presenters have interactions with the audience.</i>		
<i>-The presenters use some photos/pictures to illustrate their ideas/survey results.</i>		
<i>-The presenters conclude their talk appropriately.</i>		

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.

D.O.P: 07/12/2024
D.O.T: 13/12/2024
Week: 14- Period: 41

UNIT 05: THE WORLD OF WORK
Lesson: 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*

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- STUDENTS ’ ACTIVITIES	CONTENTS
Watching a video - Teacher plays a video and asks Ss to watch and answer the question.	Questions: What are they

Link: - Students watch a video and answer the question https://www.youtube.com/watch?v=8bZbRTh92NM&t=84s	talking about? Suggested answer: Their parent's jobs.
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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- 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- STUDENTS ' ACTIVITIES	CONTENTS
Task 1: Listen and read. (7 mins) - Teacher sets the context for the listening and reading. - Students look at the picture and answer the questions. - Teacher has Ss look at the picture and elicit the context of the conversation by asking some questions. - Students listen to the recording.	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.

<ul style="list-style-type: none"> - 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. - Ss compare the words and phrases with their partner. - Call on three Ss to read the conversation aloud. - Students read the conversation aloud. 	
<p>Task 2: Read the conversation again and put a tick (✓) in the appropriate column. (7 mins)</p> <ul style="list-style-type: none"> - Teacher puts Ss in pairs. Ask them to read the notes carefully and decide which information belongs to Lan's dad, Mark's dad or Lan's mum. In stronger classes, encourage Ss to complete the task without looking back at the conversation. - Students work in pairs to do the activity. - 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. - Students share the answers in front of the class and show where they can find them. - Confirm the correct answers. - Correct the answers if needed. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Lan's dad 2. Mark's dad 3. Lan's dad 4. Lan's mum
<p>Task 3: Match the words/ phrases to make phrases mentioned in 1. (6 mins)</p> <ul style="list-style-type: none"> - 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. - Students read the conversation again and work independently to do the activity. - Allow Ss to share answers before discussing them as a class. - SS share the answer with partners. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. d 2. a 3. b 4. c

<ul style="list-style-type: none"> - T prepares some pieces of paper with the words/ phrases. - T has Ss come to the board to match them. - Students share and check the answers. 	
<p>Task 4: Complete the sentences with phrases or clauses in the box based on the conversation in 1. (5 mins)</p> <ul style="list-style-type: none"> - Run through the task. - Have Ss read each sentence and try to think of the missing information to complete the sentences. - SS answer some eliciting questions - In weaker classes, encourage Ss to read the conversation again and find the sentences. -SS read the sentence and think of the information - Check answers by calling on one student to read the beginning of the sentence and another student to read the end of the sentence. - Some weak Ss can read the conversation again to find the information. - Ss share the answers - Listen to the teacher. - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. a 3. b 4. d

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (5 mins)

<p>a. Objectives:</p> <ul style="list-style-type: none"> - To give Ss further practice <p>b. Content:</p> <ul style="list-style-type: none"> - Game: Be a footballer <p>c. Expected outcomes:</p> <ul style="list-style-type: none"> - Ss can choose the correct answer <p>d. Organisation</p>	
TEACHER- STUDENTS ' ACTIVITIES	CONTENTS
<p>Game: Be a footballer</p>	<p>Answer key:</p>

- Give instructions.
- Show the questions and correct the answers.
- SS listen to the teacher
- SS choose the correct answers

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.

D.O.P: 08/ 12/2024**D.O.T: 14/12/2024****Week: 14- Period: 42****UNIT 5: THE WORLD OF WORK****Lesson: 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
- *hoclieu.vn*

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 AND STUDENTS' ACTIVITIES

- Have Ss work in groups of 4-6
- SS work in groups.
- Have Ss put the words/ phrases into the correct order to make a meaningful sentence.
- SS Do the task carefully and write on the posters.
- 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.
- SS stick the posters on the board
- The group has more correct sentences and be the fastest will be the winner.
- Correct and declare the winner.
- Lead into the new lesson.
- SS Correct.

CONTENTS

Answer key:

1. He manages a team of employees.
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 AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Pay attention to the stressed words. (6 mins)</p> <ul style="list-style-type: none"> - Explain the situations in which auxiliary and modal verbs are stressed. - SS listen to the teacher's explanation. - 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. Listen and repeat. - Invite some pairs to practise the sentences in front of the class. Pay attention to the stressed auxiliary and modal verbs - Practise reading the sentences in pairs. - Demonstrate the stressed auxiliary and modal verbs again clearly if needed. Practise the sentences in front of the class. 	<p>Audio script:</p> <ol style="list-style-type: none"> 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.
<p>Task 2: Listen and underline the stressed auxiliary and modal verbs in the following sentences. Then practise saying the sentences in pairs. (6 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read the sentences and underline auxiliary and modal verbs that are stressed. SS: Read the sentences and underline auxiliary and modal verbs that are stressed. - Play the recording and have Ss check their answers. SS-Listen and check. - Play the recording again, pause after each sentence, for Ss to repeat. - If time allowed, have Ss come up with their own 	<p>Audio script:</p> <ol style="list-style-type: none"> 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.

sentences and ask them to practise with others.
SS -Listen and repeat.

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 AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Match the words with their meanings. (6 mins)</p> <ul style="list-style-type: none"> - Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings. <p>SS- Work in pairs SS- Read the words and match them to their meanings</p> <ul style="list-style-type: none"> - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Correct. <p>SS -Give the answers in pairs.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> c d b e a
<p>Task 2: Complete the sentences with the words in 1. (6 mins)</p> <ul style="list-style-type: none"> - 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 	<p>Answer key:</p> <ol style="list-style-type: none"> employ challenging bonus relevant rewarding

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.

Students work in pairs, read the sentences carefully and decide which words can be used.

- Check answers as a class by playing the game PICK A BOX.

- Listen to the teacher.

- Have Ss work in 2 groups to play the game.

Work in groups to play the game.

- Listen to the instructions.

- Ss choose the box and give the answers.

- Students read the complete sentences.

- 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.

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 AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Combine the following simple sentences, using the words in brackets. (6 mins)</p> <p>- 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.</p> <p>SS- Read the explanations in the Remember! box on page 62.</p>	<p>Answer key:</p> <p>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.</p> <p>2. If people learn English well, they will have a better chance</p>

<ul style="list-style-type: none"> - 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. <p>SS- Answer the questions</p> <p>SS- Listen to the teacher's explanation</p> <ul style="list-style-type: none"> - 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 <p>SS- Combine the simple sentences by using the words in the bracket.</p> <ul style="list-style-type: none"> - Check answers as a class and ask Ss to explain their choices. - Correct 	<p>of getting a job./ People will have a better chance of getting a job if they learn English well.</p> <p>3. This job requires not only good language skills but also communication skills.</p> <p>4. My dad attended a cooking course so that he can open his own restaurant.</p>
<p>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.</p> <p>SS- Read the instructions and examples.</p> <ul style="list-style-type: none"> - 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. <p>SS- Work in pairs to make compound and complex sentences.</p> <ul style="list-style-type: none"> - Put Ss in pairs and practice saying the sentences. - Invite some Ss to report back to the class. - Present their ideas in front of class. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - <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.
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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.