**REVIEW 3**

**Lesson 1 - Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise the language and skills Ss have learnt in Units 6-7-8: practice speaking with correct intonation, words and phrases related to preserving heritage, education after leaving schools and teen independence and life skills.

- Summarise Ss’ answers and add some more information if necessary.

**2. Core competence**

- Develop communication skills and creativity;

- 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 11 textbook, Review 3

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Explain expectations for each task in detail. - Have excessive talking-students practise.  - Continue to explain task expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- Revise what students have learnt in the three units.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Game: Listing

**c. Expected outcomes:**

**-** Students can recall sentence stress, intonation and vocabulary related to topics in Units 6,7,8.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Game: Listing**  - Ss work in 2 teams.  - In turns, in each team one student stands up and says a key word that they can remember from units 6, 7 ,8.  - Then that student can point at any student of the other team to continue saying. The game goes on.  - If one student cannot remember any word, that team loses. | **Suggested answer:**  *1. Intonation*  *2. Words and phrases related to preserving heritage, education after school and teen independence*  *3. To infinitive, perfect gerunds and participle clauses and cleft sentences* |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION** (6 mins)

**a. Objectives:**

- To help Ss review intonation and sentence stress.

**b. Content:**

Mark the intonation in the following sentences, using falling intonation, rising intonation, level-rising intonation or fall-rise intonation symbols. Then listen and check. Practise saying them in pairs. (p.96)

**c. Expected outcomes:**

- Students can practise speaking with correct intonation.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Mark the intonation in the following sentences, using falling intonation, rising intonation, level-rising intonation or fall-rise intonation symbols. Then listen and check. Practise saying them in pairs.** (6 mins) | |
| - Ask Ss to read the sentences and mark the changes in intonation using appropriate arrows to indicate different patterns of intonation.  - Play the recording and have Ss check their answers. Check answers as a class.  - Play the recording again, pausing after each sentence for Ss to repeat as naturally as possible. | ***Suggested answer:***  *1. Could you show me the way to the Museum of History?*  *2. What do you want to see during the*  *festival?*  *3. How about going on a boat trip this weekend?*  *4. I want to go to a vocational school after fіnishing secondary school.*  *5. Would you like to go to the cinema with me?*  *6. Why don’t you join the cooking classes?*  *7. During my trip, I visited a historic*  *monument, an ancient pagoda , and an old village.*  *8. Are you good at time management?* |

**e. Assessment**

- Teacher obverses Ss’s work and gives feedback.

**2. ACTIVITY 2: VOCABULARY** (29 mins)

**a. Objectives:**

- To help Ss revise words and phrases they have learnt in 3 units.

**b. Content:**

- Task 1. Complete the following sentences using the words and phrases in the box. (p.96)

- Task 2. Choose the correct word to complete each of the following sentences. (p.96)

**c. Expected outcomes:**

- Students can use all the vocabulary they have learnt in the three units to complete the tasks.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1:** **Complete the following sentences using the words and phrase in the box.** (7 mins) | |
| - Have Ss do this activity individually and then share their answers with a partner.  - Call on one or two Ss to write their answers on the board.  - Check and confirm the correct ones. | ***Answer key:***  *1. manage*  *2. school-leavers*  *3. vocational school*  *4. heritage*  *5. qualifications*  *6. self-motivated*  *7. folk singing*  *8. preserve* |
| **Task 2:** **Choose the correct word or phrase to complete each of the following sentences. (**6 mins) | |
| - Have Ss do this activity individually or in pairs.  - Call on some Ss to give their answers.  - Ask Ss to provide reasons for their answers  e.g. for question 1, the correct word is ‘historic’ because it means ‘very important in history’.  - Check answers as a class. | **Answer key:**  1. historic  2. degree  3. money-management  4. vocational  5. Decision-making  6. graduation  7. restored  8. academic |

**e. Assessment**

- Teacher obverses Ss’s work and gives feedback.

**3. ACTIVITY 3: GRAMMAR** (16 mins)

**a. Objectives:**

- To help Ss review the use of to-infinitive clauses, perfect participle clauses and cleft sentences.

**b. Content:**

- Task 1. Choose the correct answers A, B, C, or D to complete each of the following sentences. (p.97)

- Task 2. Rewrite the sentences beginning with the words given. (p.97)

**c. Expected outcomes:**

- Students can use to-infinitive clauses, perfect participle clauses and cleft sentences to complete the tasks.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1:** **Choose the correct answers A, B, C, or D to complete each of the following sentences. (**6 mins**)** | |
| - Review *to-infinitive* clauses, perfect gerunds, perfect participle clauses and cleft sentences by providing examples of each grammatical structure.  - Ask Ss to do the activity individually.  - Have Ss compare their answers in pairs.  - Call on some Ss to read their sentences aloud or call on some Ss to write their answers on the board.  - Check answers as a class. | ***Suggested answers:***  *1. A*  *2. B*  *3. A*  *4. D*  *5. A*  *6. C*  *7. A*  *8. B* |
| **Task 2:** **Rewrite the sentences beginning with the words given. (**10 mins**)** | |
| - Ask Ss to do the exercise individually.  - Have Ss compare their answers in pairs.  - Call on some Ss to read their sentences aloud or write them on the board.  - Check answers as a class. | ***Key:***  *1. a university in Canada that I applied to study*  *2. watched the documentary, I came up with some ideas for my project*  *3. see the beautiful old bridge and the French houses*  *4. completed the project, I felt more confident in my abilities*  *5. work that gave many young people of Gen Z real-life experiences*  *6. woman to win the Nobel Prize in Chemistry in 1911*  *7. done the course, I got better at managing my study time*  *8. 2010 that the Imperial Citadel of Thang Long was recognised as a World Heritage Site* |

**e. Assessment**

- Teacher obverses Ss’s work and gives feedback.

**4. CONSOLIDATION (**3 mins**)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Skills (1).

**Board Plan**

| *Date of teaching*  **REVIEW 3**  **Language**  **\*Warm-up**  - Pronunciation  - Vocabulary  - Grammar  **\*Homework** |
| --- |

**REVIEW 3**

**Skills (1) - Listening and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- Consolidate the listening skills for main and specific information and improve speaking skills of discussion.

- Summarise Ss’ answers and add some more information if necessary.

**2. Core competence**

- Develop communication skills and creativity;

- Develop critical thinking skills;

- Be collaborative and supportive in pair work and team work;

**3. Personal qualities**

- Develop self-study skills.

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Review 3

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Explain expectations for each task in detail. - Have excessively talkative students practise.  - Continue to explain task expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on a basic life skill;

- To set the context for the speaking part;

**b. Content:**

**-** Choosing the essential things to live on an island alone.

**c. Expected outcomes:**

**-** Students choose and explain why they choose those things.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| - T shows some items on the screen (or may use realia), then asks students to name two things they need if they intend to live on an island alone.  - Students name things and explain.  - T listens, observes and gives comments. | ***Students’ own creativity*** |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 2: LISTENING** (15 mins)

**a. Objectives:**

- To help students revise the listening skills for main and specific information.

**b. Content:**

- Task 1: Listen to a short talk by a student advisor. What is it about? (p.98)

- Task 2: Listen again and complete the notes with no more than TWO words for each answer. (p.98)

**c. Expected outcomes:**

- Students can use all the skills to do the exercises.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Listen to a short talk by a student advisor. What is it about?** (7 mins) | |
| - Tell Ss that they are going to listen to a talk by a student advisor and ask them to predict what the talk is about.  - Call on some Ss to share their predictions.  - Have Ss read the three options about the main idea of the talk.  - Play the recording for Ss to listen for the first time and check if their guesses are correct.  - Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. The word ‘Tips’ in A means ‘Advice’ so the answer is A. In option C, we have ‘Advice’ but it is about how to learn a foreign language, not about how to become independent.  - For weaker classes, play the recording again if Ss can’t find the answers after the first time of listening. | ***Key:*** *A* |
| **Task 2: Listen again and complete the notes with no more than TWO words for each answer.** (8 mins) | |
| - Ask Ss to look at the notes, underline the keywords and decide what part of speech they need to fill in each blank (e.g. 1: verb; 2: noun (phrase); 3: noun (phrase); 4: noun (phrase); 5: noun (phrase).  - Play the recording again and have Ss write down their answers. in their notebooks.  - Have Ss work in pairs to compare their answers.  - Check answers as a class.  - In weaker classes, play the recording again, pausing after the sentences containing the  - missing word. | ***Key:***  *1. study for*  *2. conversations with*  *3. pocket money*  *4. work experience*  *5. independence* |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**3. ACTIVITY 3: SPEAKING** (20 mins)

**a. Objectives:**

- To help students improve the skills of discussion in pairs and groups.

**b. Content:**

- Task 1: Work in pairs. What can you do to become more independent while studying abroad? Give your reasons. (p.98)

- Task 2: Work in groups. What skills do you think you will gain while studying abroad?

Report your group's answer to the class. (p.98)

**c. Expected outcomes:**

- Students can use the learned vocabulary and structures to talk about the given topic.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Work in pairs. What can you do to become more independent while studying abroad? Give your reasons.** (10 mins) | |
| - Have Ss work in pairs and discuss things Ss can do to become independent while studying abroad.  - Ask Ss to read the example and ask if cooking for oneself was mentioned in the talk. (Yes, as the last tip).  - Remind them of the other two tips in the listening. In weaker classes, write them as discussion prompts on the board.  - In stronger classes, encourage Ss to come up with more ideas and discuss how each activity will benefit them, e.g. *I’ll be able to explore my host country and travel to any neighbouring countries. This will help me engage in cultures and broaden my world view.*  - Go round the class and provide help when necessary. | ***Suggested answer:***  *- Learn the language of the country where you study*  *- Get a part-time job*  *- Learn how to cook for yourself*  *- Travel in your host country and any neighbouring countries*  *- Make lifelong friends and meet people from across the globe.*  ***Example****:*  *I think I’ll become more independent by learning to cook for myself. It’s very expensive and unhealthy to eat out frequently. Besides, the food in the country where I’ll be studying may not suit me. Therefore, it’d be nice if I could prepare dishes from my own country.* |
| **Task 2: Work in groups. What skills do you think you will gain while studying abroad?**  **Report your group's answer to the class.** (10 mins) | |
| - Ask Ss to work in groups and explain that while in Task 1 they discussed activities of young people studying abroad, here they will focus on the skills they gain.  - Tell Ss to think about what skill each activity helps international students gain, e.g. Activity: *Students meet people from different cultures.* Skill: *This helps them gain intercultural communication skills.*  - Call on some Ss to present their ideas in front of the class.  - Praise for interesting ideas and fluent delivery. | ***Suggested answers:***  *We think that while studying abroad we will be able to develop and improve some very useful life skills. First, we will be able to learn how to cook for ourselves. This is very important for teens to become independent. It is the life skill we must have because it will save us money. By cooking national dishes, we can also introduce our country’s culture to our international friends.*  *Second, we will also learn how to take care of ourselves. Being away from home, we will have to*  *do the laundry, clean our new home, shop, and iron our clothes. We have to make sure we stay*  *healthy and fit, and seek medical help when we get sick.*  *Finally, we discussed the development of language and communication skills. We will learn the*  *language of the host country, and gain intercultural communication skills from interacting with*  *people from diverse backgrounds.* |

**e. Assessment**

- T gives comments and feedback to students' answers.

**4. CONSOLIDATION (**3 mins**)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Review 3 - Skills (2): Reading & Writing

**Board Plan**

| *Date of teaching*  **REVIEW 3**  **Skills: Listening & Speaking**  **\*Warm-up**  **Listening**  - Task 1: Listen to a short talk by a student advisor. What is it about?  - Task 2: Listen and complete the notes.  **Speaking**  - Task 1: Give your reasons.  - Task 2: Report your group's answer to the class.  **\*Homework** |
| --- |

**REVIEW 3**

**Skills: Reading & Writing**

**I. OBJECTIVES**

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

**1. Knowledge**

- Practise reading for main ideas and specific information.

- Summarise Ss’ answers and add some more information if necessary.

**2. Core competence**

- Develop communication skills and creativity;

- Develop critical thinking skills;

- Be collaborative and supportive in pair work and team work;

**3. Personal qualities**

- Develop self-study skills.

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Review 3

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Explain expectations for each task in detail. - Have excessive talking students practice.  - Continue to explain task expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on a basic life skill;

- To set the context for the reading part;

**b. Content:**

**-** Game: Guess the music genre

**c. Expected outcomes:**

**-** Students are excited to start the lesson.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Game: Guess the music genre**  - Teacher shows some pictures and asks students to look at the picture and guess the music genre.  - Ss listen and give the correct answers.  - Teacher encourages Ss to give further information about the genres mentioned. | ***Key:***  *Hip hop/rap*  *Electronic dance music*  *Pop music*  *Rock music*  *Don ca tai tu* |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: READING** (15 mins)

**a. Objectives:**

- To help Ss practice reading for main ideas and specific information.

**b. Content:**

- Task 1: Read the text. Choose the best heading (1–5) for each paragraph (a–C). There are TWO extra headings. (p.98)

- Task 2: Read the text again and decide whether the statements are true (T) or false (F). (p.99)

**c. Expected outcomes:**

- Students can use all the skills to complete the tasks successfully.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Read the text. Choose the best heading (1–5) for each paragraph (A–C). There are TWO extra headings. (**7 mins**)** | |
| - Ask Ss to read the whole text once to get an overall idea.  - Have Ss read again paying attention to the main idea of each paragraph and match it with appropriate heading.  - Note that there are two extra headings which are not used.  - Tell Ss to work in groups to compare answers.  - Check answers as a class. | ***Key:***  *A – 4*  *B – 2*  *C – 1* |
| **Task 2: Read the text again and decide whether the statements are true (T) or false (F).** (8 mins) | |
| - Ask Ss to read the text again and complete the exercise.  - Check answers as a class.  - Ask Ss to provide evidence from the text to support each answer, e.g. the information for question 1 is available in the first paragraph (Recognised as UNESCO’s world cultural heritage in 2013). | ***Key:***  *1. T*  *2. F*  *3. F*  *4. T*  *5. T* |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 2: WRITING** (20 mins)

**a. Objectives:**

- To help Ss develop ideas for their writing.

- To help Ss practise writing an email requesting information about a music club.

**b. Content:**

- Task 1: Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member. (p.99)

- Task 2: Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you. (p.99)

**c. Expected outcomes:**

- Students complete the tasks successfully.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Work in pairs. Read the advert below and discuss what other information you want**  **to know about how to become a club member. (**5 mins**)** | |
| - Tell Ss to read the advertisement and check understanding by asking questions, *e.g. What kind of club is it? Is it open to everyone? What kind of people are invited to join the club?*  - Tell Ss to imagine that they want to become members of the club. Put them in pairs and have them think about what information they want to know before they join the club.  - In weaker classes, brainstorm some ideas as a class and write some prompts on the board, e.g. any requirements for becoming a club member including age and musical skills, if members will have to pay a fee, benefits of becoming a member. | ***Students' own creativity*** |
| **Task 2: Write an email (140–170 words) to the club president asking for more information**  **about how to become a club member. use the outline below to help you.** (15 mins) | |
| - Ask Ss to work individually and write an email requesting information about becoming a member of the *Don ca tai tu* Club.  - Tell Ss that they can use the ideas they discussed in Task 1 and outline in the box. Remind them to pay attention to word choice, linking words, sentence structures, and punctuation.  - In weaker classes, read the suggested answer below and write some keywords from it as additional prompts on the board.  - Give Ss enough time to complete their email. Walk round the class and offer help.  - Call on some Ss to read their paragraphs to the class. Encourage the rest of the class to ask questions or make comments.  - Collect Ss’ writing to mark and provide written feedback in the next lessons. | ***Suggested answer :***  *Dear Sir/Madam,*  *I am writing this email to ask for information about joining the Don ca tai tu Club. I enjoy listening to folk music because it keeps me connected to my past and culture.*  *First, I would like to know if there is an application form that I need to complete. If not, do you need any other information about me, such as age, school, interests, and musical skills?*  *Second, I wonder whether there is a club fee. If there is one, how much is it and how often do I need to make payments? Are there any discounts for students?*  *Finally, I want to know what benefits I will get for my membership. Will I get any training in don ca tai tu singing? Will I get any free tickets to enjoy don ca tai tu performances?*  *I look forward to hearing from you.*  *Yours faithfully,*  *Nguyen Van An* |

**e. Assessment**

- T gives comments and feedback to all presentations, and awards a prize to the group which has the most votes.

**4. CONSOLIDATION (**5 mins**)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Unit 9.

**Board Plan**

| *Date of teaching*  **REVIEW 3**  **Skills: Reading & Writing**  **\*Warm-up**  **Reading**  - Task 1: Choose the best heading for each paragraph.  - Task 2: True or false.  **Writing**  - Task 1: Discussion.  - Task 2: Write an email to the club president asking for more information.  **\*Homework** |
| --- |