

School:

Teacher's name:

Class:

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)

REVIEW 1

Lesson 1: 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.

4. Digital Competences:

- **1.1NC1b:** Apply search techniques to retrieve digital data, information, and content (e.g., using digital dictionaries or search functions on *hoclieu.vn*).
- **5.2NC1b:** Apply various digital tools and technological solutions to adjust personal learning processes (e.g., using online self-assessment tools to identify weak points).

II. MATERIALS

- Grade 12 textbook, Review 1
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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 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'S ACTIVITIES	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. - 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.	- 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.	Suggested words: <i>genius, cutting-edge, diversity, trend, globalization, culture shock, carbon footprint, compost, landfill</i>

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'S ACTIVITIES	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. - If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words.	- Pronounce the words. - Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Check the answers.	Answer key: 1-A 2-B 3-A 4-C
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.		
- Have Ss pronounce all words, pay attention to the word stress. - 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. - Have Ss compare their answers in pairs. - Check the answers with the whole class. - Have Ss work in pairs to practise saying these in words.	- Pronounce the words. - Apply the tips to find the words whose underlined part differs from the other three in pronunciation. - Check the answers.	Answer key: 1-B 2-A 3-D 4-A Exam strategies Pronunciation (MCQs): Identifying words whose main stress placement differs from the other three's. 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)

- **Integration 1.1NC1b:** For difficult words in Task 3, allow Ss to use the **search function on hoclieu.vn** or a digital dictionary. Guide them on how to use keywords to find definitions and synonyms quickly.

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in a meaningful context.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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. - 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. - Ask Ss to share their answers with the whole class. - Confirm the correct answers and ask Ss to explain for their choices.	- Read the sentences. - Try replacing the underlined words and guessing the answer. - Work with a partner and share the answer.	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. - Tell Ss to replace the underlined word	- Read the sentences. - Try replacing the underlined words and guessing the	Answer key: 1-A; 2-B; 3-D; 4-C Exam strategies Vocabulary (MCQs):

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. - Ask Ss to share their answers with the whole class. - Confirm the correct answers.	answer. - Work with a partner and share the answer.	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. - Have Ss look through four options and tell them to put each word from four options into the gap. - Tell them to choose the word that makes the sentence meaningful. - Ask Ss to share their answers with the class. - Confirm the correct answers.	- Do the activity individually. - Try putting four options into the blanks and guessing the answer. - Share the answer with a partner.	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)
- **Integration 5.2NC1b:** Encourage Ss to use the online version of Review 1 on **hoclieu.vn**. After submitting, they should look at the digital feedback/explanations to **adjust their own learning process** (identifying which grammar point they need to re-study).

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. Organisation

TEACHER'S ACTIVITIES	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. - 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. - 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. - Then have them compare answers and correct the mistakes in pairs, before confirming answers as a class.	- Read the sentences. - Study the underlined parts, the phrases and the sentences that contain these parts to find the mistake. - Work with a partner and share the answer.	Answer key: 1-A → to 2-B → off 3-A → found 4-A → arrived 5-B → the 6-B → the 7-B → for 8-C → which
Task 2. Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.		
- Have Ss work in pairs. Tell them to read the sentences carefully and study the relationship between these sentences. - Tell Ss to read four options and choose the option that: + best represents the relationship	- Read the sentences. - Study the relationship between these sentences.	Answer key: 1-A 2-C 3-B 4-A Exam strategies Sentence combination:

between two sentences; + is grammatically incorrect; and + does not change the meaning of the original sentences. - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole class.	- Work with a partner and share the answer.	Identifying the sentence that best combines a pair of given sentences 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: - best represents the relationship between two sentences; - is grammatically incorrect; and - does not change the meaning of the original sentences.
Task 3. Mark the letter A, B, C, or D to complete each of the given sentences.		
- Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence. - Tell Ss to read four options and choose the option that: + is grammatically correct; and + does not change the meaning of the original sentences. - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole class.	- Work in pairs. - Identify the grammar points that can be used to rewrite the original sentence. - Choose the most suitable option. - Share the answer with a partner.	Answer key: 1. D 2. B 3. A 4. C Exam strategies Sentence transformation: Identifying the sentence that is closest in meaning to a given sentence. 1. Read the original sentence and recall the grammar structure that are 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.

Board Plan

Date of teaching

REVIEW 1**Lesson 1: Language*****Warm-up**

Miming game

- Pronunciation

Task 1. Choose the underlined part that differs from the other three in pronunciation.

Task 2. Choose the word which differs from the other three in the position of the main stress.

- Vocabulary

Task 1. Choose the word CLOSEST in meaning to the underlined word.

Task 2. Choose the word OPPOSITE in meaning to the underlined word.

Task 3. Choose the correct answer.

- Grammar

Task 1. Choose the underlined part that needs correction in each of the following sentences.

Task 2. Choose the sentence that best combines each pair of sentences.

Task 3. Choose the correct answer.

***Homework**

REVIEW 1

Lesson 2: Skills - Listening & Speaking

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.

4. Digital Competences:

- o **1.INC1b:** Identify information needs and apply search techniques to retrieve data and information about festivals in digital environments.
- o **3.INC1a:** Apply methods to create and edit digital content (e.g., digital posters or slides) to present ideas for greener festivals.

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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 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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watch a video - Teacher asks Ss to watch a short video and try to remember the information in the video. - After the Ss listen, teacher shows each question, one by one. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson.	- Watch the video and try to remember the information. - Answer the questions. - Check the answers.	Link: https://www.youtube.com/watch?v=5TXGiFpg5Mk Questions: 1. Which festivals are mentioned in the video and where do they take place? 2. Which ones have a bad influence on the environment? Suggested answers: 1. - 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)

- **Digital Competence Integration (1.1NC1b):** Before listening, if Ss do not recognize a festival in the pictures, T encourages them to use their smartphones to quickly search for the festival's name and location.

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'S ACTIVITIES	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.		
- Focus Ss' attention on three photos and ask them whether they know any of the festivals. - 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. - Call on some Ss to share their predictions. - Remind Ss to number the pictures in the order they hear. Play the recording for Ss to listen to 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.	- Answer the teacher's questions. - Look at the pictures and guess the order of three photos. - Share the prediction. - Listen and check.	Answer key: 3 → 1 → 2
Task 2. Listen again and decide whether the following sentences are true (T) or false (F)		
- 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. - Play the recording again and have Ss listen and write down their answers. - Have Ss work in pairs to compare	- Look at the sentences and underline the key words. - Listen and write down the answers.	Answer key: 1. T 2. F 3. F 4. T 5. F

their 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.	- Work with a partner and check the 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)
- **Digital Competence Integration (3.1NC1a):** In Task 2, instead of only using A0 paper, groups are encouraged to create a digital infographic or a single presentation slide to present their "Greener Festival" plan.

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS	
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. - 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.	- Read the instructions.	Suggested answer:	
	1. - Work in pairs and discuss. - Complete the table by	Festivals/ Traditions	Purpose/ Eco-friendliness
		1. Forest Festival (India)	- To encourage every person in India to plant a tree - To raise people's awareness about the importance of

- Walk around the class to offer help if necessary. - Invite some pairs to present their completed table in front of the class.	adding more ideas.		forests
	2.	2. Fish release (Tet Festival, Viet Nam)	- To bring good luck - To promote the protection and conservation of aquatic resources
	3.	3. Paleo Festival (Switzerland)	- To encourage people to use public transports - To raise awareness of local, organic or vegetarian food. - To encourage people to use green energy

Task 2. Work in groups. Choose a tradition or festival in your area. Discuss ideas about how to make this tradition or festival greener.

- Have Ss work in groups and choose one tradition or festival they joined in their area (e.g. music festival). - Ask them to 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. - In weaker classes, give Ss some suggested ideas on how to make the festival or tradition greener as follows: + Encourage public transport to and from the event; + Ban single-use plastic; + Sell local, organic and vegetarian food.	- Work in groups and choose one tradition and festival. - Discuss how to make the festival or tradition greener. - Present a summary of group discussion to the class.	Suggested answers: Discussion sample: 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? 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. C: I totally agree with B. We should also introduce and encourage participants to buy some organic and local food. A: That's a good idea. We can also reduce the amount of energy such as water and electricity for the festival. Report sample: 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.
--	--	--

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.

Board Plan

<i>Date of teaching</i> REVIEW 1 Lesson 2: Skills *Warm-up Watch a video Listening - Task 1. Listen and put the pictures in the correct order. - Task 2. Listen and decide True/ False. Speaking - Task 1. Discuss and complete the table. - Task 2. Group discussion. *Homework
--

REVIEW 1

Lesson 3: Skills - Reading and Writing

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.

4. Digital Competences:

- **[1.2NC1a]:** Perform evaluation of the reliability and credibility of data, information, and content sources (applied when cross-referencing facts about Alexandre Yersin and Ton That Tung from different sources).
- **[3.1NC1b]:** Create and edit digital content in different formats to express oneself; point out ways to express oneself through the creation of digital content (applied when structuring and editing the biography for a digital format/school blog).

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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 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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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. - Confirm the correct answer and lead in the lesson.	- Raise hands to guess the answer. - Check the answer.	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. ⇒ <i>Alexandre Yersin</i>

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)

- **Digital Integration [1.2NC1a]:** Ask Ss how they would verify the "controversies" or "additional facts" of these figures using digital sources. Discuss how to **evaluate the reliability** of medical history websites.

c. Expected outcomes:

- Students can understand the main ideas as well as specific information of the reading passage.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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. - Ask Ss to underline the key words in each question. - 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. - Have Ss work in pairs to compare their answers. - Check the answers as a class and ask Ss to explain their choice. 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 <i>Pasteur Institute</i> in Paris. For question 4, the information is mentioned in paragraph 4.	- Read through the questions and the options. - Underline the key words in each question. - Locate the key words as well as the paraphrases of these key words in the text. - Decide the best option for each question. - Work in pairs and compare their answers. - Check the answers.	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 the referent (e.g. it, they, him) 2. Try to understand the context around the referent. 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.
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.		
- Ask Ss to read the text to get an overview of the text.	- Read the text to get the overview.	Answer key: 1-B

- 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.	- Read each sentence more carefully and look through four options. - Put each word from four options into the gap. - Eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful. - Check the answers.	2-C 3-D 4-A 5-B
--	---	--------------------------

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.

- **Digital Integration [3.1NC1b]:** Encourage Ss to draft their writing on a digital platform (e.g., Google Docs/Padlet).

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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.	- Read the information about Ton That Tung in the textbook. - Use the information	Sample answer: <i>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</i>

- 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. - 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. - 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. - Collect Ss' essays to mark and provide written feedback in the next lesson.	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. - Select, combine and put the information in order of time. - Write a paragraph (150-180 words) about Dr. Ton That Tung. - Swap the essays with a partner for peer review.	<i>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 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.</i>
---	--	---

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: Unit 4 – Lesson 1.

Board Plan

Date of teaching

REVIEW 1

Lesson 3: Skills – Reading and Writing

***Warm-up**

Game: Guess who

Reading

- Task 1: Reading comprehension: Alexandre Yersin.
- Task 2: Read the following passage about Ton That Tung and choose the correct word that best fits each blank.

Writing

Write a biography.

***Homework**