



Hoang Van Thu High School

Teacher's name: Pham Thi Thang

Class: 12

LESSON PLAN

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

UNIT 1: LIFE STORIES WE ADMIRE

Lesson 1: Getting started – The diary of Dang Thuy Tram

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Life stories we admire*;
- Gain vocabulary to talk about famous people's life stories;
- Get to know the language aspects: Past simple vs. Past continuous.

2. Competences

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

3. Personal qualities

- Be proud and respectful of famous people in Viet Nam and in the world;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. surgeon (n)	/ˈsɜːdʒən/	a doctor who is trained to perform surgery	bác sĩ phẫu thuật
2. resistance (n)	/rɪˈzɪstəns/	the act of using force to oppose somebody/something	sự chống lại



3. enemy (n)	/ˈenəmi/	a country or group that you are fighting a war against	quân địch
4. soldier (n)	/'səʊldʒə(r)/	a member of an army, especially one who is not an officer	người lính
5. devote (sth to sth)	/dɪ'vəʊt/	to give an amount of time, attention, etc. to something	công hiến

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:


- Game: Who is this?

c. Expected outcomes:

- Students can describe and guess the names of some famous people.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Who is this? (PPT slides)	- Students work in groups.	<i>7 famous people:</i>

<ul style="list-style-type: none"> - Teacher divides the class into two teams. - Teacher prepares the pictures of 7 famous people. - Teacher gives instructions for the game: <ul style="list-style-type: none"> + One student from each group comes and sees a picture. Students use their own words to describe the person so that their teammates can say the famous person's name. + If the answer is correct, the team gets one point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The team having more points is the winner of the game. 	<ul style="list-style-type: none"> - Students look at the picture that the teacher shows them and give descriptions of the famous figure. - Other students try to guess the name. 	 <ol style="list-style-type: none"> 1. <i>Barack Obama</i> 2. <i>Dang Thuy Tram</i> 3. <i>Steve Jobs</i> 4. <i>Nelson Mandela</i> 5. <i>Vo Nguyen Giap</i> 6. <i>Pelé</i> 7. <i>Michael Jackson</i>
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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 the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. surgeon (n) 2. resistance (n) 3. enemy (n) 4. soldier (n) 5. devote (sth to sth)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to life stories of Dang Thuy Tram;
- To help Ss identify the Past Simple and Past Continuous.

b. Content:

- Task 1: Listen and read. (p.8)
- Task 2: Read the conversation again and circle the correct answer to complete each of the sentences. (p.9)
- Task 3: Find words and a phrase in Task 1 with the following meanings. (p.9)
- Task 4: Complete the sentences based on the conversation. (p.9)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
<ul style="list-style-type: none"> - Set the context for the listening and reading. - Ask Ss to look at the picture, the heading and the conversation, and ask questions. - Play the recording twice for Ss to listen 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Who are the speakers? 2. What do you think they are discussing? 3. Who is the person in the picture?



<p>and read silently along. Have Ss underline words/phrases related to life events (e.g. was born, join the army, worked as a surgeon).</p> <ul style="list-style-type: none">- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.- Call on two or three pairs of Ss to read the conversation aloud.- In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.	<ul style="list-style-type: none">- Students underline words/phrases related to life events of Dang Thuy Tram.- Students compare the words and phrases with their partners.- Students read the conversation aloud.	<p>4. Do you know anything about her?</p> <p>Suggested answers:</p> <ol style="list-style-type: none">1. Nam and his friend, Mark.2. They are talking about the person in the picture.3. A woman called Dang Thuy Tram.4. She's a Vietnamese heroine who wrote a famous diary during the war.
<p>Task 2: Read the conversation again and circle the correct answer to complete each of the sentences. (5 mins)</p>		
<ul style="list-style-type: none">- Ask Ss to read the conversation again and circle the correct answers. Ask them to identify and underline the key words in the statements first. Then have them read the conversation again and locate the part that contains the information for each statement. Have them compare the information in the conversation with each statement to work out which is the correct answer, and why.- Have Ss work in pairs to discuss and compare their answers.- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.	<ul style="list-style-type: none">- Students work independently to do the activity.- Students compare the answers in pairs.	<p>Answer key:</p> <ol style="list-style-type: none">1. Hue2. operated on3. young4. more than three decades
<p>Task 3: Find words and a phrase in Task 1 with the following meanings. (6 mins)</p>		
<ul style="list-style-type: none">- Have Ss look at the first letters of the words. Explain that these words are related to life stories and events and they are all in the conversation in Activity 1.- Ask Ss to read the definitions and find the words so that the words on the right	<ul style="list-style-type: none">- Students read the conversation again and work independently to do the activity.- Students share and check the answers.	<p>Answer key:</p> <ol style="list-style-type: none">1. accounts2. death3. devoting4. youth



<p>match the definitions on the left, and they should start with the letters given.</p> <ul style="list-style-type: none"> - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board. 		
<p>Task 4: Complete the sentences based on the conversation. (5 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss to read the summary. Focus attention on the blanks. - Ask Ss to complete the sentences, using the words and phrases from the conversation in Activity 1. In weaker class, remind them that they are all verbs and verb phrases. - Check answers as a class. - Elicit the verb tenses, i.e. Past Simple and Past Continuous 	<ul style="list-style-type: none"> - Students work individually to complete the sentences - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. wrote 2. was working 3. was killed 4. was doing her duty 5. kept

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about the life story of Dang Thuy Tram;
- To get Ss to speak about the main life events of Dang Thuy Tram.

b. Content:

- Design a poster to introduce the life events of Dang Thuy Tram.

c. Expected outcomes:

- Ss can design a poster and make a short presentation about life events of Dang Thuy Tram.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Design a poster to introduce the life events of Dang Thuy Tram. (10 mins)</p>		
<ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to draw a brief timeline of Dang Thuy Tram's life events. They can use words, icons or images to illustrate. - Teacher asks all groups to stick their works on the blackboard. 	<ul style="list-style-type: none"> - Students work in groups to follow teacher's instruction. - Students perform in front of the class. 	<p><i>Students' own creativity</i></p>



<ul style="list-style-type: none">- Teacher calls on some groups to present their stories.- Teacher asks other groups to listen and give comments.- Teacher gives feedback and gives marks to the best group.		
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION

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 the project in Lesson 8

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 1: Life stories we admire</p> <p style="text-align: center;">Lesson 1: Getting started</p> <p>* Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none">1. surgeon (n)2. resistance (n)3. enemy (n)4. soldier (n)5. devote (sth to sth) <p>Task 1: Listen and read. Task 2: Circle the correct answer. Task 3: Find words and a phrase. Task 4: Complete the sentences.</p> <p>Poster design</p> <p>*Homework</p>



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI



Tiếng Anh
12



UNIT 1: LIFE STORIES WE ADMIRE

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Life stories we admire*;
- Recognise and practise diphthongs /eɪ/ and /əʊ/;
- Review the use of Past Simple and the Past Continuous tenses.

2. Competences

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

3. Personal qualities

- Be proud and respectful of famous people in Vietnam and in the world;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 1, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Past simple tense	Past continuous tense
1. Describe something started and finished in the past <i>E.g. You did a great job yesterday.</i>	1. Describe an action which was happening at a specific point of time in the past. <i>E.g. I was reading a good book at 10 p.m. last night.</i>
2. Describe main events in a story. <i>E.g. Mary read a few pages of her book and went to bed.</i>	2. Describe the settings of a story. <i>E.g. It was raining heavily outside. Mary read a few pages of her book and went to bed.</i>
<ul style="list-style-type: none">• When one action in the past happens in the middle of another, we use the past simple to talk about the shorter action, and the past continuous for the longer action. <i>E.g. I was reading a book when the phone rang.</i>• When two or more actions in the past are happening at the same time, we use the past continuous for both/all. <i>E.g. While I was reading a book, my mother was watching TV.</i>	



Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Say a name

c. Expected outcomes:

- Students can revise vocabulary related to famous people.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Say a name</p> <ul style="list-style-type: none"> - Divide the class into two teams. There are 5 turns for each team. - Give instructions. There are two separate boxes. One box (A) contains the names of some nationalities, the other box (B) contains names of jobs. Students pick up one card from box A and one from box B. Students have to say the name of at least one famous person corresponding to their cards. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students pick the cards and say a name. 	<p>Suggested ideas:</p> <p>Box A: Vietnamese, American, British</p> <p>Box B: politician, footballer, singer, writer</p> <p>Some possible answers:</p> <p>Vietnamese politician: <i>Ho Chi Minh, Nguyen Phu Trong, Le Duan</i></p> <p>Vietnamese footballer: <i>Nguyen Quang Hai, Nguyen Cong Phuong</i></p> <p>Vietnamese singer: <i>My Tam, My Linh</i></p> <p>Vietnamese writer: <i>To Hoai, Luu Quang Vu, Nam Cao</i></p>



<p>- If one team cannot answer, they lose their turn, and the chance is transferred to the other team. For example, the card in box A says “South African” and box B says “politician” □ students should say “Nelson Mandela”.</p> <p>- One point for a correct answer. - The group getting the highest points will be the winner.</p>		<p>American politician: <i>Donald Trump, Barack Obama</i> American footballer: <i>Landon Donovan</i> American writer: <i>Mark Twain, Ernest Hemingway</i> American singer: <i>Micheal Jackson, Whitney Houston ...</i> British politician: <i>Margaret Thatcher, Theresa May ...</i> British footballer: <i>David Beckham, Raheem Sterling ...</i> British singer: <i>Adele, Elton John</i> British writer: <i>William Shakespeare, J.K Rowling...</i></p>
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise diphthongs /eɪ/ and /əʊ/ in single words;
- To help Ss recognise and practise diphthongs /eɪ/ and /əʊ/ in a complete text.

b. Content:

- Task 1: Listen and repeat. Then practise saying the words. (p.9)
- Task 2: Work in pairs. Underline the words that contain the /eɪ/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud. (p.9)

c. Expected outcomes:

- Students can correctly pronounce diphthongs /eɪ/ and /əʊ/ in single words and in a complete text.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS											
Task 1: Listen and repeat. Then practise saying the words. (6 mins)													
<ul style="list-style-type: none"> - Ask Ss to listen to the recording. Have them pay attention to the highlighted letter(s) which contain the diphthongs /eɪ/ (blue) and /əʊ/ (orange). - Ask Ss to listen to the recording again, but this time, have them repeat the words. - Tell students that they can find the /eɪ/ and /əʊ/ sounds in various spellings, such as: /eɪ/ - ‘a e’ as in age, save, fame 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the diphthongs /eɪ/ and /əʊ/. 	<table border="1"> <tr> <td data-bbox="1091 1599 1299 1673">/eɪ/</td> <td data-bbox="1299 1599 1495 1673">/əʊ/</td> </tr> <tr> <td data-bbox="1091 1673 1299 1713">age</td> <td data-bbox="1299 1673 1495 1713">soldier</td> </tr> <tr> <td data-bbox="1091 1713 1299 1753">saved</td> <td data-bbox="1299 1713 1495 1753">wrote</td> </tr> <tr> <td data-bbox="1091 1753 1299 1794">translated</td> <td data-bbox="1299 1753 1495 1794">hero</td> </tr> <tr> <td data-bbox="1091 1794 1299 1834">against</td> <td data-bbox="1299 1794 1495 1834">shows</td> </tr> </table>		/eɪ/	/əʊ/	age	soldier	saved	wrote	translated	hero	against	shows
/eɪ/	/əʊ/												
age	soldier												
saved	wrote												
translated	hero												
against	shows												



<ul style="list-style-type: none"> - ‘ai’ as in aim, again - ‘ay’ as in play, essay - ‘ei’ as in eight, vein - ‘ea’ as in break, great <p>/əʊ/</p> <ul style="list-style-type: none"> - ‘oa’ as in boat, coach - ‘ow’ as in snow, growth - ‘ou’ as in although, shoulder - In stronger classes, ask them to add more to these examples. 		
<p>Task 2: Work in pairs. Underline the words that contain the /eɪ/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud (6 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read quickly through the text to get a broad understanding. - Have Ss work in pairs to underline the words with the diphthongs /eɪ/ and /əʊ/ in each sentence. - Ask them to listen to the recording and check their answers. - Have Ss practise reading the whole text aloud in pairs. - In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text. - In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /eɪ/ and /əʊ/ as possible. Invite them to read these sentences aloud in front of the class, and have other students listen and count the number of correct words with diphthongs. The pair(s) with the most correct diphthongs are winners. 	<ul style="list-style-type: none"> - Students underline the words with the diphthongs /eɪ/ and /əʊ/ first. Then listen to the recording. - Students read the whole text aloud. 	<p>Answer key: <i>In the first year when ‘The Diary of Dang Thuy Tram’ was published, more than 300,000 copies were <u>sold</u>. The book was <u>also translated</u> into more than 16 different languages. A film <u>based</u> on the diary was <u>made</u> in 2009. Its <u>name</u> is ‘Don’t burn’.</i></p>

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 / phrases related to the topic *Life stories*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases



with the meanings below. (p.10)

- Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (p.10)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases with the meanings below. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that the words / phrases in the activity are related to events happening in a person's life. - Have Ss match each word/phrase on the left with the one on the right so that they make a phrase with the given meaning. Encourage Ss to study the meanings and underline key words. This way, they will develop a better understanding of the phrases. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. 	<ul style="list-style-type: none"> - Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. d 3. b 4. e 5. a
Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Check answers as a class. Have Ss call out the phrase they have used in each sentence first. - Confirm the correct answers. Ask Ss to explain the meaning of each phrase using the definitions in Task 1. - Ask some Ss to read the complete sentences. <p>Extension: Invite individual Ss to add other topic-related words/phrases they have learnt from Getting started or Activity 1 (e.g. was born in, volunteer to, join the army). Have</p>	<ul style="list-style-type: none"> - Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>attended college</i> 2. <i>had a long marriage</i> 3. <i>had a difficult childhood</i> 4. <i>impressive achievements</i> 5. <i>admired for</i>



<p>Ss study them for half a minute, then turn away. Erase one word from the board. Have Ss turn back and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.</p>		
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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 recognise the difference between the Past Simple and the Past Continuous;
- To help Ss practise the Past Simple and the Past Continuous.

b. Content:

- Task 1: Circle the correct answer to complete each of the sentences. (p.11)
- Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past simple and past continuous. (p.11)

c. Expected outcomes:

- Students know how to use the Past simple or the Past continuous and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 1: Circle the correct answer to complete each of the sentences. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the notes in the Remember box to review the differences between the Past Simple and the Past Continuous. Give more explanation and examples if necessary. - Ask Ss to circle the correct answers. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. which verb refers to the complete action or the one happening at a specific time, the setting or the completed action, the longer or shorter action). - Check answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. 1. We use Past continuous here because it is an action which was happening at a specific point of time in the past. 	<ul style="list-style-type: none"> - Students read the notes in the Remember box. - Students circle the correct answers. - Students explain their answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>was watching</i> 2. <i>was snowing, were blowing</i> 3. <i>finished, applied</i> 4. <i>started, became</i>



<p>Extension: Ask Ss to add 2-3 more sentences to each item, using the Past tense and/or Past Continuous where appropriate, e.g. <i>My dad was watching a documentary about war heroes at 9 p.m. on 30th April. He enjoyed the documentary very much. Sometimes, he turned to my mother, who was knitting on the sofa, to talk about the parts of the documentary he enjoyed the most...</i></p>		
<p>Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past simple and past continuous. (7 mins)</p>		
<p>- Ask Ss to work in pairs. Ask them to take turns to tell the life stories of someone they know and admire. They should make 3-5 sentences, using the past simple and past continuous as much as they can.</p> <p>- Encourage them to study the example in pairs first. Tell them to pay attention to the use of past simple and past continuous.</p> <p>- Encourage them to speak without writing down the sentences. For weaker class, allow them to write the sentences first before reading them aloud.</p> <p>- When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of the past simple and past continuous.</p> <p>Extension: Invite 3-4 pairs to read the sentences aloud, and have other Ss listen and count the correct uses of past simple and past continuous. The pair with the most correct uses win, and the pair with the best story voted by the whole class are also winners.</p>	<p>- Students work in pairs and think of a person they admire.</p> <p>- Students decide on the ideas they are going to say and make 3-5 sentences, using the past simple and past continuous.</p> <p>- Present their ideas in front of class.</p>	<p>Suggested answers:</p> <p><i>When the war started, my grandfather was enjoying a happy life and marriage with my grandmother. Then he left his hometown to join the army. When he was fighting in the war, my grandmother was taking care of the whole family. While he was serving in the army, he was awarded a medal for bravery.</i></p>

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 learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.



Board plan

Date of teaching

Unit 1: Life stories we admire

Lesson 2: Language

*** Warm-up**

Game: Say a name

*** Pronunciation**

- Task 1. Listen and repeat.
- Task 2. Underline the words.

*** Vocabulary**

- Task 1. Match the words/phrases with the words/preposition.
- Task 2. Complete the sentences.

*** Grammar**

- Task 1. Circle the correct answer.
- Task 2. Tell the life stories of people you know and admire.

*** Homework**



UNIT 1: LIFE STORIES WE ADMIRE

Lesson 3: Reading – A creative genius

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about a famous person.

2. Competences

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

3. Personal qualities

- Be respectful of a famous person – Steve Jobs and his achievements;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 1, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. (to) bond	/bɒnd/	to develop or create a relationship of trust with somebody	gắn bó
2. cutting-edge (adj)	/ˌkʌtɪŋ ˈedʒ/	at the newest, most advanced stage in the development of something	tiên tiến
3. blockbuster (n)	/'blɒkbʌstə(r)/	something very successful, especially a very successful book or film	phim bom tấn
4. (to) diagnose with	/'daɪəgnəʊz/	to say exactly what an illness or the cause of a problem is	chẩn đoán



5. visionary (adj)	/'vɪʒənri/	original and showing the ability to think about or plan the future with great imagination and intelligence	có tầm nhìn
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Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=bTpvbKCYaoQ</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Where was he born? (San Francisco) 2. Who are Clara and Paul? (his foster parents) 3. What does his dad do? (a mechanic) 4. What does his mom do? (an accountant)



<p>- The team with higher score will be the winner.</p>		<p>5. Where did he meet his best friend? (in computer club) 6. What do Steve Jobs and his best friend both love? (electronics) 7. Which company did Steve Job and his best friend create? (Apple)</p>
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the questions. (p.11)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about him. Write their questions on the board. - Introduce the topic of the reading text. 	<ul style="list-style-type: none"> - Students work in pairs and answer the questions. - Students write questions they want to know on the board. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. He is Steve Jobs. 2. He is famous for co-founding the Apple company and inventing products such as the iPhone and the iPod.
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. (to) bond 2. cutting-edge (adj) 3. blockbuster (n) 4. (to) diagnose with 5. visionary (adj)



e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Choose the words or phrases with the closest meaning to the highlighted words or phrases in the text. (p.11)
- Task 3: Read the article again. Match each section (a–c) with a heading (1–5). There are TWO extra headings. (p.12)
- Task 4: Read the article again. Complete the diagram with information from the text. Use one word for each gap. (p.12)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Choose the words or phrases with the closest meaning to the highlighted words or phrases in the text. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the text. Ask them to locate to the highlighted words/phrases in the text, e.g. 1. <i>The word 'adopted' is found in the sentence: "He was adopted by Clara and Paul Jobs."</i> - Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. 1. <i>The word 'adopted' is found among these sentences: His biological parents were not married and gave him up for adoption. He was adopted by Clara and Paul Jobs.</i> - Encourage Ss to replace the word/phrase with each choice to see which one best replaces the word/phrase. E.g. 1. <i>His biological parents were not married and gave him up for adoption. He</i> 	<ul style="list-style-type: none"> - Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required. 	<p>Answer key:</p> <ol style="list-style-type: none"> B B A A A <p>Strategy: Reading for vocabulary To read and understand the meanings of words/phrases in context, students should:</p> <ol style="list-style-type: none"> Locate the word or phrase in the text. Study the context (including the sentence containing the word/phrase as well as



<p><i>was given birth to / taken by another family as their own child by Clara and Paul Jobs. The choice B. “taken by another by family as their own child” best replaces the word ‘adopted’ because his biological parents gave him up.</i></p> <p>- In weaker classes, check understanding of the words by asking Ss to make sentences with them.</p>		<p>neighbouring sentences) carefully.</p> <p>3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.</p>
<p>Task 3: Read the article again. Match each section (a–c) with a heading (1–5). There are TWO extra headings. (7 mins)</p>		
<p>- Ask Ss to read the headings carefully. Make sure they understand them.</p> <p>- Ask Ss to skim through each section, and choose the heading that covers the ideas of the whole section.</p> <p>- Remind them that there are TWO extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).</p> <p>- Check answers as a class.</p> <p>- Have Ss explain why certain headings are not needed, e.g. <i>Heading 3 only focuses on part of Section C so does not represent the main idea of the whole section. Similarly, Heading 4 is also incorrect since it only covers part of Section A.</i></p>	<p>- Students read the headings first, then skim through each section.</p> <p>- Students choose the heading that covers the ideas of the whole section.</p> <p>- Students check answers with the whole class and give explanations for their choice.</p>	<p>Answer key: A-2 B-1 C-5</p> <p>Strategy: Reading for main ideas (Headings) To read and understand the main ideas of a text and select the best headings for a section, students should:</p> <ol style="list-style-type: none">1. Read the headings carefully. Make sure you understand them.2. Skim through each section, and choose the heading that covers the ideas of the whole section.3. Pay attention to the number of extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).



Task 4: Read the article again. Complete the diagram with information from the text. Use one word for each gap. (7 mins)

- Ask Ss to study the timeline get the general ideas. Make sure they understand that each number/year on the timeline is a milestone in the life of Steve Jobs. In weaker classes, give Ss an example, e.g. *In 1955, he was born in California ...*
- Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap. E.g. *For Blank (1) we need a verb in passive voice. For Blank (2) it is an adjective.*
- Check answers as a class.

Extension: Play a game: Make some statements based on the text and have Ss decide whether they are True, False or Not Given by doing some actions. If the statement is True according to the text, they should raise their right hand. They should raise their left hand for a false statement, and stand up if it is Not given (No information is provided). E.g. *Steve Jobs was born in Oregon (False/left hand). His parents were rich (Not given/stand up). His friend was very good at computer engineering. (True/right hand)*

- Students do as instructed to complete the diagram.
- Students compare their answers with partners then check with the whole class.

Answer key:

1. adopted
2. Apple
3. company
4. products
5. cancer

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 5: Work in pairs. Discuss the following question. *What do you admire the most about Steve Jobs?* (p.12)

c. Expected outcomes:



- Students can use the language and ideas from the unit to talk about their admiration for Steve Jobs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following question. <i>What do you admire the most about Steve Jobs?</i>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. Have them discuss which achievement by Steve Jobs they find most admirable. Encourage them to explain why they admire that achievement the most. - Invite some pairs to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedbacks. 	<p><i>Suggested answers:</i> What I admire the most about Steve Jobs is how he overcame difficulties in his life to achieve a significant breakthrough in communication technology. He dedicated his life to building technology and inventing the first real personal computer, that is user-friendly, efficient and stylish.</p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about life stories of Steve Jobs and what you admire most about him.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 1: Life stories we admire</p> <p>Lesson 3: Reading</p> <p>* Warm-up Video watching</p> <p>Vocabulary</p> <p>1. (to) bond 2. cutting-edge (adj) 3. blockbuster (n)</p>
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4. (to) diagnose with

5. visionary (adj)

- Task 1: Discuss the questions.
- Task 2: Choose the words with the closest meaning to the highlighted.
- Task 3: Match each section with a heading.
- Task 4: Complete the diagram.
- Task 5: Discussion.

* **Homework**



UNIT 1: LIFE STORIES WE ADMIRE

Lesson 4: Speaking – National heroes of Viet Nam

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the lives of a famous hero and heroine in Viet Nam;
- Memorise vocabulary to talk about the lives of a famous hero and heroine in Viet Nam.

2. Competences

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

3. Personal qualities

- Be proud and respectful of national heroes of Viet Nam

II. MATERIALS

- Grade 12 textbook, Unit 1, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. The Communist Party	/ðə 'kɒmjənɪst pɑ:ti/	a political party that supports communism or rules in a communist country	Đảng Cộng sản
2. battle (n)	/'bætl/	a fight between armies, ships or planes, especially during a war	trận chiến
3. campaign (n)	/kæm'peɪn/	a series of planned activities that are intended to achieve a particular social, commercial or political aim	chiến dịch
4. pass away	/ pɑ:s ə'wei/	to die	qua đời

Assumption

Anticipated difficulties	Solutions
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Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Guessing game

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Guessing game</p> <ul style="list-style-type: none"> - Teacher divides class into two groups. - There are four questions, the answers of which provide four clues for the key word. - Each group choose a question. If they have a correct answer, they get one point. - If a team can guess the key word, they will get 5 points. - The team with more points is the winner. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students take turns, choose a number and answer the question. - Students guess the key word. - Students explain their key word. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Which was a decisive Vietnamese military victory that brought an end to French colonial rule in Vietnam? (Dien Bien Phu) 2. Which province is home to the World Heritage Phong Nha - Ke Bang National Park? (Quang Binh) 3. Fill in the blank: They're calling on all men and boys over the age of 18 to join the _____. (army) 4. When did Nguyen Tat Thanh start his journey abroad from Nha Rong Wharf? (1911) <p>□ KEY WORD: GENERAL VO NGUYEN GIAP</p>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (25 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.



- To help Ss practise talking about, listening to, and taking notes about the life of Vo Thi Sau and General Vo Nguyen Giap.

b. Content:

- Task 1: Work in pairs. One of you is A, the other is B. A reads the information card about General Vo Nguyen Giap. B reads the information card about Vo Thi Sau below. Use the glossary (page 147) to help you. (p.13)

- Pre-teach vocabulary

- Task 2: Work in pairs. A should ask B questions to complete his/her card about Vo Thi Sau. Then B should do the same to complete his/her card about general Vo Nguyen Giap. Then compare your notes. (p.14)

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students have an overview about the national heroes.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. One of you is A, the other is B. A reads the information card about General Vo Nguyen Giap. B reads the information card about Vo Thi Sau below. Use the glossary (page 147) to help you. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss if they know the two people in the photos. Invite some Ss to share what they know about each person briefly in front of the class. - Put the Ss in pairs. Assign them the roles of Student A and Student B. - Ask them to read the cards assigned to them in the book according to their roles. Remind them not to look at the other card. - Give Ss time to read and understand the information on their cards. Ask them to use the glossary if they do not know any word in the card. Check their understanding of some difficult words. 	<ul style="list-style-type: none"> - Students share what they know about the two people. - Students read and understand the information on their cards. 	
<p>Vocabulary pre-teaching (5 mins)</p>		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. The Communist Party 2. battle (n) 3. campaign (n) 4. pass away
<p>Task 2: Work in pairs. A should ask B questions to complete his/her card about Vo Thi Sau.</p>		



Then B should do the same to complete his/her card about general Vo Nguyen Giap. Then compare your notes. (10 mins)		
<ul style="list-style-type: none">- Ask Student A to talk about the life of General Vo Nguyen Giap, using the notes in the Student A's card. Encourage Student A to study the example before he/she starts.- Remind Student B to listen carefully to Student A and complete the notes about the life of General Vo Nguyen Giap on Student B's card.- For weaker class, allow Student A to repeat his/her talk for Student B to listen again and complete his/her notes.- Ask each pair to swap roles. Specifically:<ul style="list-style-type: none">- Ask Student B to talk about the life of Vo Thi Sau, using the notes in the Student B's card. Encourage Student B to study the example before he/she starts.- Remind Student A to listen carefully to Student B and complete the notes about the life of General Vo Nguyen Giap on Student A's card.- For weaker classes, allow Student B to repeat his/her talk for Student A to listen again and complete his/her notes.- Ask them to compare notes when they finish.- Walk around to provide help if necessary.	<ul style="list-style-type: none">- Students work in pairs to ask and complete his/her card about General Vo Nguyen Giap or Vo Thi Sau.- Students compare their notes with their partners.	<i>Students' practice</i>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (13 mins)

a. Objectives:

- To give Ss an opportunity to practise talking about the lives of a famous hero and heroine in front of the class;
- To help some students enhance presentation skills.

b. Content:

- Task 3. Use your notes to tell the life story of General Vo Nguyen Giap or Vo Thi Sau to the class. Vote for the best-told story. (p.14)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the lives of a famous hero and heroine in front of the class.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Use your notes to tell the life story of General Vo Nguyen Giap or Vo Thi Sau to the class. Vote for the best-told story.		
<ul style="list-style-type: none"> - Ask some Ss to use the notes they have just completed to talk about the life of General Vo Nguyen Giap or Vo Thi Sau in front of the class. - For stronger classes, encourage them to add more information they know about them, or share opinions about their lives in the talk. - Ask the class to listen and vote for the best talk. <p>Extension: Ask Ss to work in pairs and come up with a story about the life of another famous person. Invite them to share the stories in front of the class. Have the class listen and vote for the best story.</p>	<ul style="list-style-type: none"> - Students work in pairs, use the notes and talk about the life of General Vo Nguyen Giap or Vo Thi Sau in front of the class. - Students add more details if they can. - Vote for the best story. 	<p>Suggested answer:</p> <p>We'd like to talk about the life of Vo Thi Sau, a national heroine of our country. She was born in 1933 in Ba Ria Province. At the age of 15, she joined the Viet Minh, the league for the independence of Viet Nam from French rule. In 1947, she was brave enough to carry out attacks against French soldiers. She managed to kill some of them by throwing grenades at them. Unfortunately, in another unsuccessful attempt in 1949, she was caught and put in prison. She was sentenced to death at Con Son Prison, Con Dao Island at the age of 19. Although she died nearly 80 years ago, many generations in Viet Nam still admire Vo Thi Sau for her great bravery and sacrifice for the independence of our country.</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about the life of a national hero that you admire.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 1: Life stories we admire</p> <p>Lesson 4: Speaking</p>
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*** Warm-up**

Guessing game

*** Vocabulary**

1. The Communist Party
2. battle (n)
3. campaign (n)
4. pass away

Task 1: Read the cards.

Task 2: Ask and answer to fill in the blanks.

Task 3: Talk about the life story of General Vo Nguyen Giap or Vo Thi Sau.

*** Homework**



UNIT 1: LIFE STORIES WE ADMIRE

Lesson 5: Listening – The father of Mickey Mouse

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about Walt Disney;
- Memorize vocabulary to talk about Walt Disney.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

3. Personal qualities

- Be respectful of a famous person - Walt Disney and his achievements
- Develop self-study skills

II. MATERIALS

- Grade 12 textbook, Unit 1, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. profitable (adj)	/'prɒfɪtəbl/	that makes or is likely to make money	có lợi nhuận
2. theme park	/'θi:m pa:k/	a large park where people go to enjoy themselves, for example by riding on large machines such as roller coasters, and where much of the entertainment is connected with one subject or idea	công viên giải trí
3. dwarf (n)	/dwɔ:f/	(in stories) a creature like a small man, who has magic powers and who is usually described as living and working under the ground, especially working with metal	chú lùn
4. inspire (v)	/ɪn'spaɪə(r)/	to give somebody the desire, confidence or enthusiasm to do something well	truyền cảm hứng



Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Game: Lucky song

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky song</p> <ul style="list-style-type: none"> - Class is divided into 2 groups. - Teacher asks each group to choose a number. There are 8 pieces of music, 5 of which are the soundtracks of Disney films. - If Ss open a soundtrack, they listen and guess the name of the film. Ss get one point if the answer is correct. - If they open a lucky piece of music, they get a point without having to answer the question. - The group with more points is the winner. 	<ul style="list-style-type: none"> - Students follow the teacher's instructions and play the game in two teams. 	<p>Suggested directions:</p> <ol style="list-style-type: none"> 1. I see the light - Tangled 2. Beauty and the beast - Beauty and the beast 3. A whole new world - Aladdin 4. Let it go - Frozen 5. Can you feel the love tonight? - Lion King

e. Assessment

- Teacher corrects for students (if needed)



2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Solve the crossword to reveal the secret name. Share what you know about him or his films. (p.14)
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Solve the crossword to reveal the secret name. Share what you know about him or his films. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs and solve the crossword. Tell them that there's a hidden name in the highlighted column. - Tell them to use the names of famous story characters as suggested in the pictures and clues. - For weaker classes, give an example first. - Check answers as a class. <p>Extension: Invite some Ss to the board. Point at any picture in the book to the student only. Have him/her talk about the character in the story without revealing the name (e.g. This girl is a princess who is killed by poison). The whole class listen and guess the name of the character (e.g. Snow White).</p>	<ul style="list-style-type: none"> - Students work in pairs and solve the crossword. 	<p>Answer key:</p> <pre> 1 m e r m a i d 2 w h i t e 3 m o u s e 4 l i o n 5 c i n d e r e l l a 6 b e a u t y </pre>
<p>Vocabulary teaching (5 mins)</p>		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. 	<ul style="list-style-type: none"> - Students say the meaning of the words. - Students write new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. profitable (adj) 2. theme park (n) 3. dwarf (n) 4. inspire (v)



- Teacher asks Ss to take notes on their notebooks.		
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about Walt Disney.

b. Content:

- Task 2: Listen to a talk about Walt Disney's life. Number the events in the order they are mentioned. (p.15)
- Task 3: Listen to the talk again. Choose the correct answer A, B, or C. (p.15)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a talk about Walt Disney's life. Number the events in the order they are mentioned. (10 mins)		
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to a talk about the life of Walt Disney. - Have them read the main ideas A-E. Make sure they understand these ideas. Encourage them to predict the order of main ideas. E.g. It's very likely that after the introduction (B), the speaker is going to talk about Disney's life in time order, so I guess that A. A difficult beginning is the next main idea. - Ask Ss to listen carefully and select the main ideas in the order they hear. Suggest that they can take notes and use these notes to arrange the main ideas later if they want. - Check answers as a class. 	<ul style="list-style-type: none"> - Students make predictions before listening. - Listen and check the order. 	<p>Answer key: B <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> F</p>
Task 3: Listen to the talk again. Choose the correct answer A, B, or C. (10 mins)		
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to the recording again. This time, they should choose the correct answers A, B, C or D. - Have them read the questions and choices and underline the key words. 	<ul style="list-style-type: none"> - Students read the questions and underline the key words. - Students choose the option that match in the information in the recording. 	<p>Answer key: 1. B 2. A 3. C 4. B 5. B</p>



<ul style="list-style-type: none"> - Ask them to listen and pay attention to the key words, as well as paraphrases of these key words. - Ask Ss to choose the option that matches the information in the recording. Remind them that they should watch out for distractors, especially options that may be mentioned in part in the recording, but are not true. - For Question 3, remind them that they should choose the information NOT mentioned in the recording, so it's a good idea to cross out all the options that match the information in the recording. The remaining option is the correct answer. - Play the recording. Ask Ss to circle the correct answers. - Check answers as a class. <p>Extension: Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. Who are his films popular with? (Both children and adults) How was his first company? (It was not very successful).</p>		
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share opinions about Walt Disney's life and achievements.

b. Content:

- Task 4: Work in pairs. Discuss the question.
What do you think is most impressive about Walt Disney's life and achievements? (p.15)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 4: Work in pairs. Discuss the question.		
<ul style="list-style-type: none">- Ask Ss to work in pairs. Have them discuss which achievement by Walt Disney they find most impressive. Encourage them to explain why they are impressed by that achievement the most.- Invite some pairs to share their answers with the whole class.	<ul style="list-style-type: none">- Students work in pairs and discuss.- Students share their ideas to the whole class.	<p>Suggested answer:</p> <p>I am most impressed by his determination to overcome difficulties in his life to become successful. Although his first film company was a failure, he did not give up, but started over and built up a very successful business afterwards. It shows the importance of perseverance in achieving your goals and making your dreams come true.</p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 1: Life stories we admire</p> <p style="text-align: center;">Lesson 5: Listening</p> <p>*Warm-up</p> <p>Game: Lucky song</p> <p>* Reading</p> <ul style="list-style-type: none">- Task 1: Solve the crossword.- Vocabulary1. profitable (adj)2. theme park (n)3. dwarf (n)4. inspire (v)- Task 2: Listen and number.- Task 3: Choose the correct answer.- Task 4: Work in pairs and discuss.



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

***Homework**



Tiếng Anh
12



UNIT 1: LIFE STORIES WE ADMIRE

Lesson 6: Writing – A biography of Walt Disney

I. OBJECTIVES

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

1. Knowledge

- Synthesise and summarise information in order to write a biography about the life of Walt Disney;
- Apply structures to write a biography.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Be proud and respectful of famous people in Viet Nam and in the world

II. MATERIALS

- Grade 12 textbook, Unit 1, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Listen to music. Fill in the lyrics of a song.

c. Expected outcomes:

- Students can fill in the blanks to complete the lyrics of a Disney song and get ready for the lesson.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Listen to music</p> <ul style="list-style-type: none"> - Teacher prepares the hand-out of the song lyrics and asks Ss to read and guess the words to fill in the blanks. - Teacher plays the song once. - Teacher checks answers with the whole class. - Teacher replays and pauses the song if necessary. 	<ul style="list-style-type: none"> - Students listen to the song and fill in the blanks. - Students check their answers with the class. 	<p>Link: https://www.youtube.com/watch?v=ILRs2r6lcHY</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. windows 2. starlight 3. lifted 4. different 5. chasing 6. crystal 7. lifted 8. different

e. Assessment

- Teacher observes and gives feedback.

Song: I see the light (Mandy Moore, Zachary Levi – Tangled OST)

<i>All those days watching from the (1) _____</i>	<i>All those days (5) _____ down a daydream</i>
<i>All those years outside looking in</i>	<i>All those years living in a blur</i>
<i>All that time never even knowing</i>	<i>All that time, never truly seeing</i>
<i>Just how blind I've been</i>	<i>Things the way they were</i>
<i>Now I'm here, blinking in the (2) _____</i>	<i>Now she's here, shining in the starlight</i>
<i>Now I'm here, suddenly I see</i>	<i>Now she's here, suddenly I know</i>
<i>Standing here, it's all so clear</i>	<i>If she's here, it's (6) _____ clear</i>
<i>I'm where I'm meant to be</i>	<i>I'm where I'm meant to go</i>
<i>And at last I see the light</i>	<i>And at last I see the light</i>
<i>And it's like the fog has (3) _____</i>	<i>And it's like the fog has (7) _____</i>
<i>And at last I see the light</i>	<i>And at last I see the light</i>
<i>And it's like the sky is new</i>	<i>And it's like the sky is new</i>
<i>And it's warm and real and bright</i>	<i>And it's warm and real and bright</i>
<i>And the world has somehow shifted</i>	<i>And the world has somehow shifted</i>
<i>All at once everything looks (4) _____</i>	<i>All at once, everything is (8) _____</i>
<i>Now that I see you</i>	<i>Now that I see you</i>
	<i>Now that I see you</i>

2. ACTIVITY 1: PRE-WRITNG (9 mins)

a. Objectives:

- To help Ss recall and select the key information about Walt Disney's life from Listening;
- To help Ss read a webpage for more information about Walt Disney;
- To help Ss synthesise and summarise information from two different sources;



- To help students get familiar with the format of a biography.

b. Content:

- Task 1: Work in pairs. Answer these questions, using the information from Listening. Write NG (not given) if you cannot find the answer. (p.15)

- Task 2: Read some facts about Walt Disney. Then work in pairs to answer all the questions in Task 1. (p.15)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about Walt Disney's life in the next part.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Answer these questions, using the information from Listening. Write NG (not given) if you cannot find the answer. (8 mins)		
<ul style="list-style-type: none"> - Ask Ss to skim through the questions individually. Make sure they understand the questions. - Put Ss in pairs. Ask them to answer the questions by referring to information in the listening lesson. - Encourage them to look at their answers and notes in the listening section to recall the information. Remind them to write NG where they cannot find the answer. - Check their answers as a class. 	<ul style="list-style-type: none"> - Students read the questions and understand them. - Students work in pairs and answer the questions. - Students write NG if they cannot find the answer. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. NG 2. NG 3. NG 4. He created Mickey Mouse, and produced successful animated films such as Snow White and the Seven Dwarfs. He also won 26 Oscars. 5. He created the Disneyland theme park. 6. NG 7. NG
Task 2: Read some facts about Walt Disney. Then work in pairs to answer all the questions in Task 1. (8 mins)		
<ul style="list-style-type: none"> - Tell the Ss that they may need to read more to find the answers to the NG questions in Activity 1. - Have the Ss to read a text about Walt Disney. Ask them to focus on information they need to answer the NG questions in Activity 1. - Walk around to provide support when necessary. - Check their answers as a class. - Tell them that in a simple sense, by collecting and combining information from 	<ul style="list-style-type: none"> - Students read the text and find information to answer NG questions in Task 1. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. He was born in Chicago in 1901. 2. He attended Brenton Grammar School, but dropped out at the age of 16. 3. He had talent for drawing and painting. 6. Yes, he was married and had two children. 7. He died in 1966.



<p>different sources, they are synthesising information. By selecting key information from what they read, they are summarising it. Both synthesising and summarising information are very important for them in reading in real life.</p> <p>Extension: Put them in pairs to discuss in what real-life situations they might need to synthesise and summarise information (e.g. writing a report, writing an article, preparing for a presentation), and what they might need to do when synthesising and summarising information (e.g. reading and listening skills, note-taking skills, summarising skills)</p>		
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

- To help Ss practise writing an article about the life of Walt Disney.

b. Content:

- Task 3: Write a biography (180 words) of Walt Disney for your school newspaper. Select and combine information from Task 1 and Task 2, and use the following outline and suggestions to help you. (p.15)

c. Expected outcomes:

- Students can write an article about the life of Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3: Write a biography (180 words) of Walt Disney for your school newspaper. Select and combine information from Task 1 and Task 2, and use the following outline and suggestions to help you.</p>		
<ul style="list-style-type: none"> - Tell Ss that they are going to write a 180-word biography of Walt Disney. They should use the information they have synthesised and summarised in Activity 1 and 2. - Ask them to study the outline and suggestions in 3 first. For weaker classes, ask questions to 	<ul style="list-style-type: none"> - Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2. 	<p>Suggested answer: WALT DISNEY – THE FATHER OF MICKEY MOUSE Walt Disney is famous around the world for making a lot of successful films, which are loved by children and adults of many generations. Childhood and education</p>



<p>help them know what information to include in each part of the article. <i>E.g. What should we write in the Childhood and education section?</i> (Information about his birthplace and schools he went to)</p> <p>- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary.</p>		<p>Walt Disney was born in Chicago in 1901. During his childhood, he loved drawing and painting. He attended Brenton Grammar School, but he left school when he was 16.</p> <p>Achievements</p> <p>Disney was a very successful film maker, who created Mickey Mouse and produced successful animated films such as Snow White and the Seven Dwarfs. Throughout his career, Disney won or received 26 Oscars, three Golden Globe Awards, one Emmy Award – a record in history.</p> <p>He is also famous for building the first theme park in the world, called Disneyland. Now many more Disney parks have been built and have become popular worldwide.</p> <p>Family</p> <p>Walt Disney had three older brothers and a younger sister. He married Lillian Bounds, and they were together for 41 years. They had one biological daughter and one adopted daughter.</p> <p>Death and the continued success of the Walt Disney Studios</p> <p>Disney died from cancer in 1966, but the Walt Disney Studios continued to make live-action and animated films. These films inspire people of all ages to follow their dreams.</p>
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:



- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: Life stories we admire</p> <p>Lesson 6: Writing</p> <p>*Warm-up</p> <p>Listen to music and fill in the blanks</p> <ul style="list-style-type: none"> - Task 1: Answer the questions. - Task 2: Read some facts about Walt Disney. Answer all the questions. - Task 3: Write a biography of Walt Disney.



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

- Peer review

***Homework**



Tiếng Anh
12



UNIT 1: LIFE STORIES WE ADMIRE

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about some famous queens of the world;
- Review expressions for expressing pleasure and happiness and responding.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 1, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. kingdom (n)	/'kɪŋdəm/	a country that has a king or queen as head of state	vương quốc
2. empire (n)	/'empaɪə(r)/	a group of countries or states that are controlled by one leader or government	đế chế
3. (to) rule	/ru:l/	to control and have authority over a country, a group of people, etc.	trị vì
4. navy (n)	/'neɪvi/	the part of a country's armed forces that fights at sea, and the ships that it uses	hải quân
5. (to) defeat	/dɪ'fi:t/	to win against somebody in a war, competition, sports game, etc	đánh bại



Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Who says it?

c. Expected outcomes:

- Students can get knowledge about famous people in the world and their famous sayings.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Who says it? (PPT slides)</p> <ul style="list-style-type: none"> - Teacher divides class into two teams. - Teacher shows 6 famous sayings by famous people on the PPT slides. - Students have to say who said that. - If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team. - The team with higher score is the winner. 	<ul style="list-style-type: none"> - Students join the game and answer the questions. 	<p>Suggested ideas:</p> <ol style="list-style-type: none"> 1. "Genius is one percent inspiration, ninety-nine percent perspiration." - Thomas Edison 2. "Stay hungry, stay foolish" - Steve Jobs 3. "Life is like riding a bicycle. To keep your balance, you must keep moving." - Albert Einstein 4. "If you want something said, ask a man; if you want something done, ask a woman." - Margaret Thatcher 5. "That's one small step for a man, a giant leap for mankind." - Neil Armstrong



6. "To be or not to be, that is the question." - William Shakespeare

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers offer express pleasure and happiness and respond;
- To review expressions for expressing pleasure and happiness and responding;
- To help Ss practise expressing pleasure and happiness and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.16)
- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (p.16)

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)		
<ul style="list-style-type: none"> - Give Ss some time to skim through the conversations. Use the photos to illustrate the context of the conversation if necessary. E.g: <i>Mark looks excited about something and he is sharing his news with Nam. Nam looks happy for Mark too.</i> - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Put Ss into pairs and have them practise the conversation. 	<ul style="list-style-type: none"> - Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. B
Useful expressions (7 mins)		
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: expressing pleasure and happiness, and responding. 	<ul style="list-style-type: none"> - Ss work in groups to do the task. 	<p>* Expressing pleasure</p> <ul style="list-style-type: none"> - ... is/was amazing/wonderful /great. - That was a(n) amazing/wonderful/great ...



<ul style="list-style-type: none"> - Teacher asks Ss to classify the expressions into two groups. - Check as a class. - T asks if Ss can add some more expressions. 		<ul style="list-style-type: none"> - It is/was (such) a pleasure to ... - I was so pleased to ... - I'm on top of the world/on cloud nine/over the moon. * Responding - Wow! - I'm so happy/excited for you. - Good for you! - That's fantastic/amazing /great! - I'm pleased to hear (that you like it).
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Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (6 mins)

<ul style="list-style-type: none"> - Tell Ss that the words they used to fill in the gaps in Activity 1 are used to express pleasure and happiness and responding. - Put Ss in pairs and explain the task: to role-play conversations similar to the one in Activity 1, but based on the two situations. Ss should play the roles given in this activity. - Give Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery. 	<ul style="list-style-type: none"> - Make plan for the role-plan - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Sample conversations:</p> <p>1. A: Yesterday, I saw the new Disney movie, The Lion King. I enjoyed it so much. It's such a wonderful animated movie. B: That's great. I'm pleased to hear you like it.</p> <p>2. B: I'm on cloud nine! My article about Steve Job's life and achievements has just been published in the local newspaper! A: Wow! I'm so happy for you! You've worked so hard on it!</p>
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;



- To help Ss learn about the lives of three famous queens in the world;
- To help Ss relate what they have learnt about famous queens in the world to the history of their own country.

b. Content:

- Task 1. Read the following text and complete the comparison table on page 18. (p.17)
- Task 2. Work in groups. Discuss the questions. (p.18)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about famous queens in the world to the history of their own country.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text and complete the comparison table on page 18. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. <i>Do you know the people in the picture? Who were they? What made them famous?</i> - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>Where were they from? (Egypt, England and Russia), In which period/era did they live? (69 BC –30 BC, 1533-1603, 1729-1796)</i> - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. Encourage them to study the examples. - Tell Ss that they are going to read about three famous queens in history. As they read, they should fill in the comparison table to show the differences between their lives and achievements. - Explain or elicit any new or difficult words, e.g. <i>determination, Empire, rule/ruling</i>. In stronger class, encourage them to guess their meaning from context as they read the text. - Have Ss read the text and complete the table individually. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they 	<ul style="list-style-type: none"> - Students answer the name of the people in the picture. - Students study the content of the table and complete the missing information. 	<p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. England 2. Russia 3. 21 4. 34 5. saved her country from becoming part of the expanding Roman Empire 6. defeated the powerful Spanish Navy; encouraged the development of arts



<p>can answer now and cross them out. Assign the rest for homework.</p>		
<p>Task 2: Work in groups. Discuss the questions. (5 mins)</p>		
<p>- Read the question and check understanding. - Put Ss in groups to discuss the answers. - For weaker classes, give some examples about famous women in Vietnam, such as Hai Ba Trung, Queen Le Ngoc Han, Queen Mother Y Lan. - Ask some Ss to share their answers in front of the class. Extension: Ask the students to play the “Guess who?” game, in which a student is invited to the front of the class. He/she is shown a picture of a famous female figure in history (preferably among those the Ss have talked or discussed about in the lesson/unit). Then the student talks about the figure until the whole class can guess the name of the figure.</p>	<p>- Students work in groups to discuss the question. - Students share their ideas in front of class.</p>	<p>Suggested answers: Hai Ba Trung: The Trung sisters were military leaders who led the people against the colonial government of the Han Dynasty. They are regarded as national heroines of Viet Nam. They were both well educated. Queen Mother Y Lan: She was the wife of King Ly Thanh Tong, and the mother of King Ly Can Duc. She knew a lot about Buddhism, and helped build hundreds of temples around the country. Queen Le Ngoc Han: As the only daughter of King Le Hien Tong, she helped to improve education and social status of women by giving titles to female scholars and educating female domestic servants.</p>

e. Assessment

- Teacher corrects for students as a whole class.

5. 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 Lesson 8 – Looking back and project.

Board Plan



Date of teaching

Unit 1: Life stories we admire

Lesson 7. Communication and Culture / CLIL

***Warm-up**

Game: Who says it?

***Everyday English**

Task 1: Listen and complete the conversations

Task 2: Make similar conversations

***Culture**

Task 1: Read the text and complete the table.

Task 2: Discussion

*** Homework**



UNIT 1: LIFE STORIES WE ADMIRE

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 1;
- 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 team work;
- Actively join in class activities.

3. Personal qualities

- Be proud and respectful of famous people in Viet Nam and in the world
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 1, Looking back and project
- 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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number



c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 1.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number (PPT slides)</p> <ul style="list-style-type: none"> - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	<ul style="list-style-type: none"> - Students join the game, describe and guess the words. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. determination 2. animation 3. genius 4. adopt 5. drop out

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review the pronunciation of the diphthongs /eɪ/ and /əʊ/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Past Simple and Past Continuous.

b. Content:

- Pronunciation: Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs. (p.18)
- Vocabulary: Replace each underlined word or phrase with one word you have learnt in this unit. (p.18)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.18)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs. (4 mins)</p>		



<ul style="list-style-type: none">- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline and circle those words respectively.- Check answers as a class by playing the recording.- Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.	<ul style="list-style-type: none">- Students join the game, describe and guess the words.	<p>Answer key:</p> <ol style="list-style-type: none">1. Cleopatra VII, a queen of <u>ancient</u> Egypt, was <u>famous</u> for her beauty.2. I love Disney animated films like <u>Snow</u> White and the Seven Dwarfs and The Little <u>Mermaid</u>.3. Vo Thi Sau attacked some French <u>soldiers</u> when she was <u>only</u> 14.4. Steve Jobs passed <u>away</u> when he was only 56 years <u>old</u>.
<p>Replace each underlined word or phrase with one word you have learnt in this unit. (4 mins)</p>		
<ul style="list-style-type: none">- Select some words from the unit to write on the board, one letter at a time (also known as a slow reveal game, in which one letter of a word is given at a time from left to right until a student can guess the whole word). Have individual Ss call out their guesses.- Focus attention on the sentences and have Ss skim through them. Check if they know all the words.- Have Ss complete the activity.- Check answers as a class.- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. devoted first appears in the Getting started section.	<ul style="list-style-type: none">- Ss guess the words that teacher is writing on the board.- Ss pay attention on the sentences and replace the words as required.	<p>Answer key:</p> <ol style="list-style-type: none">1. devoted2. genius3. admired - achievements4. attending
<p>Circle the mistake in each sentence. Then correct it. (4 mins)</p>		
<ul style="list-style-type: none">- Explain to Ss that they are going to review the use of the Past Simple and Past Continuous. In weaker classes, give Ss some time to revise the grammar rules in the Language lesson before doing the activity.- Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for their corrections, e.g. 1. C. was finding is incorrect. It should be found because the action is short (as	<ul style="list-style-type: none">- Ss identify the incorrect part, give corrections and reasons for their corrections	<p>Answer key:</p> <ol style="list-style-type: none">1. C (found)2. B (dropped)3. B (was trying)4. B (was reading)



opposed to was looking for, which is a longer action)

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

b. Content:

- Visual stories

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a visual presentation.- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentation and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.- If necessary, go through the assessment criteria to make sure Ss are familiar with them.- If most students are giving PowerPoint presentations, invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.- If most students are giving poster presentations, organize a class exhibition where every group can display their posters and Ss walk around, listen to everyone's presentation and ask questions about their posters.- If most students are designing comics, ask them to pass their comics around in a circle and read them silently. Write down their comments or questions on an attached sheet. Near the end of the lesson, invite some groups to share their	<ul style="list-style-type: none">- All groups exhibit their posters and make presentations.- When one group makes a presentation, others listen and complete the evaluation sheet.	<i>Students' presentations</i>



answers to the questions they have received on their comics. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.		
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e. Assessment

- Teacher gives comments and feedback to all presentations.

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 Unit 2.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: Life stories we admire</p> <p>Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary- Language <p>* Project: Visual stories</p> <p>*Homework</p>
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UNIT 2: A MULTICULTURAL WORLD

Lesson 1: Getting started – At the International Cultural Festival

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *A multicultural world*;
- Gain vocabulary to talk about international cultural festival;
- Get to know the language aspects: the article.

2. Competences

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

3. Personal qualities

- Be proud and respectful of Vietnamese culture;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis



Form	Pronunciation	Meaning	Vietnamese equivalent
1. cultural diversity (n)	/ˈkʌltʃərəl daɪˈvɜːsəti/	the quality of diverse or different cultures	sự đa dạng văn hoá
2. cuisine (n)	/kwɪˈziːn/	a style of cooking	ẩm thực
3. autograph (n)	/ˈɔːtəgrɑːf/	a signature (= your name written by yourself), especially of a famous person	chữ kí
4. booth (n)	/buːð/	a small space like a box that a person can go into	gian hàng
5. tug of war (n)	/ˌtʌg əv ˈwɔːr/	a type of sport in which two teams show their strength by pulling against each other at the opposite ends of a rope, and each team tries to pull the other over a line on the ground	kéo co

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.


b. Content:

- Game: What is this?

c. Expected outcomes:

- Students can describe and guess the names of some famous people.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: What is this?</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams. - Teacher prepares the pictures of 6 signature dishes of Viet Nam, Japan and Korea. - Teacher gives instructions for the game: + Students work in 4 teams, look at the picture and raise their hand to answer. + If the answer is correct, the team gets one point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The team having more points is the winner of the game. 	<ul style="list-style-type: none"> - Students work in groups. - Students look at the picture that the teacher shows them and give the name of the food. 	<p>6 signature dishes:</p>  <ol style="list-style-type: none"> 1. kimchi 2. tteokbokki – spicy rice cakes 3. bun cha – grilled pork meatballs with noodles 4. spring rolls 5. sushi 6. sashimi

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching



c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. cultural diversity (n) 2. cuisine (n) 3. autograph (n) 4. booth (n) 5. tug of war (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to the International Cultural Festival;
- To help Ss identify the articles.

b. Content:

- Task 1: Listen and read. (p.20-21)
- Task 2: Read the conversation again and complete the table. (p.21)
- Task 3: Find words and a phrase in Task 1 with the following words and phrases. (p.21)
- Task 4: Complete the sentences based on the conversation. (p.21)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
<ul style="list-style-type: none"> - Set the context for the listening and reading. 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What can you see in the first photo?



<ul style="list-style-type: none">- Ask Ss to look at the picture, the heading and the conversation, and ask questions.- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the culture in the conversation.- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.- Call on three Ss to read the conversation aloud.- In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.	<ul style="list-style-type: none">- Students listen to the recording.- Students underline words/phrases related to the culture in the conversation.- Students compare the words and phrases with their partners.- Students read the conversation aloud.	<ol style="list-style-type: none">2. What does the second picture show?3. Where can you buy the souvenirs in the third photo?4. Who are the speakers? <p>Suggested answers:</p> <ol style="list-style-type: none">1. a bowl of kimchi, bun cha, rice cake2. some teenagers playing tug-of-war – a Vietnamese traditional game3. England4. Nam, Mai and Linda
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Task 2: Read the conversation again and complete the table. (5 mins)

<ul style="list-style-type: none">- Ask Ss to work in pairs and look at the given table carefully. Ask them to identify the part of speech which is needed to fill in each blank (<i>E.g: 1-Noun (name of food); 2: noun; 3 – noun (name of food); 4- noun (name of food)</i>). Then read the conversation and locate the part of the conversation that contains the information.- Have Ss work in pairs to discuss and compare their answers.- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer. <p>Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g., <i>Where was the Festival organised? Which booth did Linda want to visit most? Which booth</i></p>	<ul style="list-style-type: none">- Students work independently to do the activity.- Students compare the answers in pairs.	<p>Answer key:</p> <ol style="list-style-type: none">1. sushi2. group / singers and get autographs3. fish and chips4. bun cha
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<i>would they visit first?</i>		
Task 3: Find words and a phrase in Task 1 with the following words and phrases. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to identify the part of speech of four given words and phrases and work out their meanings. - Have Ss read the conversation quickly again, and find suitable words which have the same or similar meaning to the given words or phrases. - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board. 	<ul style="list-style-type: none"> - Students read the conversation again and work independently to do the activity. - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. diversity 2. cuisine 3. delicious 4. attractions
Task 4: Complete the sentences based on the conversation. (5 mins)		
<ul style="list-style-type: none"> - Tell Ss to read the summary. Focus attention on the blanks. - Ask Ss to complete the sentences, using the words and phrases from the conversation in Activity 1. In a weaker class, encourage Ss to read the conversation again and underline the sentences which have the same information. Then try to fill in the correct article. - Check answers as a class. - Elicit the use of articles. 	<ul style="list-style-type: none"> - Students work individually to complete the sentences - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. the 2. Ø 3. a 4. an

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorise the key information about the International Cultural Festival;
- To get Ss to speak about the International Cultural Festival.

b. Content:

- Design a poster to introduce the International Cultural Festival.

c. Expected outcomes:

- Ss can design a poster and make a short presentation about the International Cultural Festival.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Design a poster to introduce the International Cultural Festival (10 mins)		
<ul style="list-style-type: none">- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours.- Give instructions to students.- Ask students to draw a diagram of activities in the International Cultural Festival. They can use words, icons or images to illustrate.- Teacher asks all groups to stick their works on the blackboard.- Teacher calls on some groups to present their stories.- Teacher asks other groups to listen and give comments.- Teacher gives feedback and gives marks to the best group.	<ul style="list-style-type: none">- Students work in groups to follow the teacher's instruction.- Students perform in front of the class.	<i>Students' own creativity</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION

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 the project in Lesson 8.

Board plan



Date of teaching

Unit 2: A multicultural world

Lesson 1: Getting started – At the international cultural festival

*** Warm-up**

*** Vocabulary**

1. cultural diversity (n)
2. cuisine (n)
3. autograph (n)
4. booth (n)
5. tug of war (n)

Task 1: Listen and read.

Task 2: Read and complete the table.

Task 3: Find words and a phrase.

Task 4: Complete the sentences.

Poster design

***Homework**



UNIT 2: A MULTICULTURAL WORLD

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Cultural diversity*;
- Recognise and practise diphthongs /ɔɪ/, /aɪ/, and /aʊ/;
- Review and extend the use of articles.

2. Competences

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

3. Personal qualities

- Be proud and respectful of Cultural diversity;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

There are two types of articles in English: indefinite (*a/an*) and definite (*the*).

- We use the indefinite articles *a* and *an* before singular, countable nouns when the reader or the listener does not know which one we are referring to.

Example: I want to buy a souvenir.

- We use the definite article *the* before singular or plural nouns when we think that the reader or the listener knows what we are referring to because of the following:

- there is only one in general or only one in that context.

Example: The sun rises in the east.

- it has already been mentioned.

Example: A boy lost a watch. A woman found the watch and returned it to the boy.

- we refer to a musical instrument.

Example: I'm learning to play the piano.

- We also use the definite article *the* with:

- countries whose names include words like kingdom or state, or countries which have plural nouns as their names.

Example: the UK (the United Kingdom), the US (the United States of America), the Philippines



- oceans, seas, mountain ranges, etc.

Example: The Pacific is the largest of all oceans.

• We do not need an article with plural, countable nouns or uncountable nouns which are used in a generic or non-specific way.

Example: Tigers are endangered animals.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Listen to a song

c. Expected outcomes:

- Students can revise vocabulary related to cultural diversity.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Listen to a song</p> <ul style="list-style-type: none"> - Teacher prepares the hand-out of the song lyrics and asks Ss to read and guess the words to fill in the blanks. - Teacher plays the song once. - Teacher checks answers with the whole class. - Teacher replays and pauses the song if necessary. 	<ul style="list-style-type: none"> - Students listen to the song and fill in the blanks. - Students check their answers with the class. 	<p>Link: https://www.youtube.com/watch?v=moSF1vxnbqk</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. the 2. A 3. the 4. distance 5. rules 6. the 7. an 8. the



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

e. Assessment

- Teacher observes and gives feedback.

Song: Let it go (Idina Menzel)



*The snow glows white on _____ mountain tonight
Not a footprint to be seen
_____ kingdom of isolation
And it looks like I'm the queen
The wind is howling like this swirling storm inside
Couldn't keep it in, heaven knows I tried
Don't let them in, don't let them see
Be _____ good girl you always have to be
Conceal, don't feel, don't let them know
Well, now they know
Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn away and slam the door
I don't care what they're going to say
Let the storm rage on
The cold never bothered me anyway
It's funny how some _____ makes everything seem small
And the fears that once controlled me can't get to me at all
It's time to see what I can do
To test the limits and break through
No right, no wrong, no _____ for me
I'm free
Let it go, let it go
I am one with _____ wind and sky
Let it go, let it go
You'll never see me cry
Here I stand and here I stay
Let the storm rage on
My power flurries through the air into the ground
My soul is spiraling in frozen fractals all around
And one thought crystallizes like _____ icy blast
I'm never going back, the past is in the past
Let it go, let it go
And I'll rise like the break of dawn
Let it go, let it go
That perfect girl is gone
Here I stand in _____ light of day
Let the storm rage on
The cold never bothered me anyway*

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in words and in sentences.



b. Content:

- Task 1: Listen and repeat. Then practise saying the words. (p.21)
- Task 2: Work in pairs. Underline the words that contain the /ɔɪ/, /aɪ/, and /aʊ/ sounds. Listen and check. Then practise reading the whole text aloud (p.21)

c. Expected outcomes:

- Students can correctly pronounce diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in single words and in a complete text.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS									
Task 1: Listen and repeat. Then practise saying the words. (6 mins)											
<ul style="list-style-type: none"> - Write three words: <i>point, try, now</i> on the board and call on one or two Ss to read it. Check if Ss can say out the correct sounds of three words containing three diphthongs. - Play the recording and ask Ss to listen and repeat, paying attention to the words. - Ask Ss to listen to the recording again, but this time, have them repeat the words. - Tell students that they can find the /ɔɪ/, /aɪ/, and /aʊ/ sounds in various spellings, such as: /ɔɪ/ - 'oi' as in <i>choice, oil</i> - 'oy' as in <i>enjoy, employ</i> /aɪ/ - 'uy' as in <i>buy</i> - 'ei' as in <i>height</i> - 'i' as in <i>line, high</i> - 'ie' as in <i>tie, lie</i> /aʊ/ - 'ow' as in <i>cow, bow</i> - 'ou' as in <i>house, cloud</i> - In stronger classes, ask them to add more to these examples. 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the diphthongs /ɔɪ/, /aɪ/, and /aʊ/. 	<table border="1" data-bbox="1198 719 1557 842"> <thead> <tr> <th>/ɔɪ/</th> <th>/aɪ/</th> <th>/aʊ/</th> </tr> </thead> <tbody> <tr> <td>join</td> <td>spicy</td> <td>crowded</td> </tr> <tr> <td>boy</td> <td>buy</td> <td>around</td> </tr> </tbody> </table>	/ɔɪ/	/aɪ/	/aʊ/	join	spicy	crowded	boy	buy	around
/ɔɪ/	/aɪ/	/aʊ/									
join	spicy	crowded									
boy	buy	around									
Task 2: Work in pairs. Underline the words that contain the /ɔɪ/, /aɪ/, and /aʊ/ sounds. Listen and check. Then practise reading the whole text aloud (6 mins)											
<ul style="list-style-type: none"> - Ask Ss to read quickly through the text to get a broad understanding. 	<ul style="list-style-type: none"> - Students underline the words with the diphthongs /ɔɪ/, /aɪ/, 	<p>Answer key: 1. <u>Joyce</u> feels so <u>proud</u> to become a top designer.</p>									



<p>- Have Ss underline the words that contain the three diphthongs in each sentence individually. Then ask them to work in pairs to compare their answers.</p> <p>- Check answers as a class by playing the recording. Pause after each sentence and confirm the answers.</p> <p>- Put Ss in pairs and have them practise reading the sentences aloud.</p> <p>Extension: Ss work in pairs and make up new sentences using words which contain these three diphthongs. Then they take turn to read out their sentences and the other S has to tell how many words containing /ɔɪ/, /aɪ/, and /aʊ/ they can hear.</p>	<p>and /aʊ/ first. Then listen to the recording.</p> <p>- Students read the whole text aloud.</p>	<p>2. The country's <u>identity</u> as a separate nation was never <u>destroyed</u>.</p> <p>3. <u>Mike</u> and <u>Diana</u> came to the fair to <u>enjoy</u> food from <u>around</u> the world.</p> <p>4. A <u>noisy crowd</u> cheered as the band <u>finally</u> appeared on stage.</p> <p>5. The detective <u>tried</u> to <u>find out</u> where the strange <u>sound</u> came from.</p>
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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 / phrases related to the topic *Cultural identity*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.22)
- Task 2: Complete the sentences using the correct forms of the words in Task 1. (p.22)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
<p>- Tell Ss that the words in the activity are related to cultural diversity.</p> <p>- Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words.</p>	<p>- Students match each word on the left with the meaning on the right</p> <p>- Students study the meanings and underline key words.</p>	<p>Answer key:</p> <p>1. c</p> <p>2. a</p> <p>3. e</p> <p>4. b</p>



<ul style="list-style-type: none"> - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. 		5. d
Task 2: Complete the sentences using the correct forms of the words in Task 1. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to work individually. Tell them to read the sentences carefully to decide which word in 1 can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase. - Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first. - Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each sentence using contextual clues, e.g. <i>The first sentence needs a noun and it refers to a feature of a nation/ culture. The second sentence needs a noun to go with 'New Year's', and the word 'festivities' is the best choice.</i> 	<ul style="list-style-type: none"> - Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. identity 2. festivities 3. origin 4. trends 5. popularity

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 recognise the use of articles;
- To help Ss practise using articles.

b. Content:

- Task 1: Circle the correct answer to complete each of the sentences. (p.23)
- Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (p.23)

c. Expected outcomes:

- Students know how to use articles and can apply the knowledge about articles to give a short talk on the given topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Circle the correct answer to complete each of the sentences. (6 mins)

- Tell Ss to look at the sentences with articles in Activity 4 in GETTING STARTED. Elicit the formation of articles e.g. *How many types of articles? When are they used?*

- Have Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary.

- Ask Ss to work in pairs to choose the correct phrase to complete the sentences. Clarify the difference between two options in each sentence: one phrase has an article and the other doesn't.

- Call on individual Ss to write their answers on the board. Check answers as a class. Have Ss explain their choice by telling the use of articles in each sentence, e.g. 1. *the full moon – the only one*; 2. *the Atlantic – the ocean*; 3. *Vietnamese women – a group of people*; 4. *the US – a country whose name includes states*; 5. *Rome – a city*.

- Students read the notes in the Remember box.
- Students circle the correct answers.
- Students explain their answers.

Answer key:

1. the full moon
2. the Atlantic
3. Vietnamese women
4. the US
5. Rome

Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (7 mins)

- Have Ss read the instruction and example, make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student.

- Point to the example and the article in these sentences. Ask *What are the uses of these articles?* (We use the definite article *the* with some musical instruments.)

- Put Ss in pairs to make questions and answer using the correct articles in given topics.

- Students work in pairs and make questions and answers using the correct articles in given topics.
- Present their ideas in front of class.

Suggested answers:

A: Can you play **the** guitar?
B: No, I can't, but I can play **the** piano.



- In stronger classes, set a time limit of four minutes and have pairs come up with as many sentences as they can.
- Invite pairs to share their interviews with the whole class.

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 learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 2: A multicultural world</p> <p>Lesson 2: Language</p> <p>* Warm-up Listening to a song</p> <p>* Pronunciation</p> <ul style="list-style-type: none"> - Task 1: Listen and repeat. - Task 2: Underline the words. <p>* Vocabulary</p> <ul style="list-style-type: none"> - Task 1: Match the words with the meanings. - Task 2: Complete the sentences. <p>* Grammar</p> <ul style="list-style-type: none"> - Task 1: Circle the correct answer. - Task 2: Ask and answer questions about the topics. <p>* Homework</p>



UNIT 2: A MULTICULTURAL WORLD

Lesson 3: Reading – Globalisation and cultural identity

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about globalisation and cultural identity.

2. Competences

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

3. Personal qualities

- Be respectful of cultural diversity;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. globalisation (n)	/ˌglɔːbəlɪzəˈzeɪʃn/	the fact that different cultures and economic systems around the world are becoming connected and similar to each other because of the influence of large multinational companies and of improved communication	sự toàn cầu hoá
2. custom (n)	/'kʌstəm/	an accepted way of behaving or of doing things in a society or a community	phong tục
3. ingredient (n)	/ɪn'ɡriːdiənt/	one of the things from which something is made, especially	nguyên liệu



		one of the foods that are used together to make a particular dish	
4. speciality (n)	/,speʃi'æləti/	a type of food or product that a restaurant or place is famous for because it is so good	đặc sản
5. captivate (v)	/'kæptɪveɪt/	to keep somebody's attention by being interesting, attractive, etc.	làm say đắm
6. keep up with (ph.v)	/ki:p ʌp wið/	to continue to be in contact with somebody	theo kịp

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p>Video watching</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. - The team with the higher score will be the winner. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=zfn0XHCfDHA</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Environmental problems of globalisation include global warming, the _____ of natural resources and the production of harmful chemicals. 2. Polluting industries, logging forest and exploiting _____ are consequences of globalisation. 3. Loss of _____ is another effect of globalisation. 4. Globalisation supports faster _____ growth and quicker access to new technology. <p>Answers:</p> <ol style="list-style-type: none"> 1. depletion 2. labour 3. culture 4. economic
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the questions. (p.23)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (4 mins)		



<ul style="list-style-type: none"> - Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about globalisation. Write their questions on the board. - Introduce the topic of the reading text. 	<ul style="list-style-type: none"> - Students work in pairs and answer the questions. - Students write questions they want to know on the board. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What is globalisation? 2. How does globalisation affect local cultures?
<p>Vocabulary pre-teaching (5 mins)</p>		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. globalisation (n) 2. custom (n) 3. ingredient (n) 4. speciality (n) 5. captivate (v) 6. keep up with (ph.v)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general and specific information;

b. Content:

- Task 2: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (p.23-24)
- Task 3: Read the article again and choose the correct answer A, B, or C. (p.24-25)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (8 mins)</p>		
<ul style="list-style-type: none"> - Read the four headings and check understanding. - Ask Ss to read the text and identify the main idea of each paragraph, then match each heading with a suitable paragraph. Remind Ss to 	<ul style="list-style-type: none"> - Students read the headings first, then skim through each section. - Students choose the heading that covers the ideas of the whole section. 	<p>Answer key:</p> <p>A - 3 B - 4 C - 2</p> <p>Strategy: Reading for main ideas (Headings)</p>



<p>underline key words or phrases in the text which help them identify the correct heading.</p> <ul style="list-style-type: none">- Check answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text.	<ul style="list-style-type: none">- Students check answers with the whole class and give explanations for their choice.	<p>To read and understand the main ideas of a text and select the best headings for a section, students should:</p> <ol style="list-style-type: none">1. Read the headings carefully. Make sure you understand them.2. Skim through each section, and choose the heading that covers the ideas of the whole section.3. Pay attention to the number of extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).
<p>Task 3: Read the article again and choose the correct answer A, B, or C. (12 mins)</p>		
<ul style="list-style-type: none">- Ask Ss to read the questions and four options, and underline the key words in each of them.- Check whether Ss have got the right keywords.- Ask Ss to scan the text to locate the key words, as well as paraphrases of these keywords. Then choose the option that matches the information in the text. Remind them to watch out for distractors, especially options that may be mentioned in part in the text, but are not true.- Have Ss work in pairs or groups to compare answers.- In weaker classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information in the article.	<ul style="list-style-type: none">- Students read the headings first, then skim through each section.- Students choose the heading that covers the ideas of the whole section.- Students check answers with the whole class and give explanations for their choice.	<p>Answer key:</p> <ol style="list-style-type: none">1. C2. B3. A4. B5. B <p>Exam strategy: Reading for specific information:</p> <ol style="list-style-type: none">1. Read the questions and three options (A, B, and C) and underline the key words in the questions.2. Read the text and locate the key words, as well as paraphrases of these keywords.3. Choose the option that matches the information in the text. Watch out for distractors, especially options that may be mentioned in part in the text, but are not true. <p>Exam strategy: reading for negative facts</p>



<p>- In stronger class, ask Ss to explain their answers by providing clues from the text.</p>		<ol style="list-style-type: none"> 1. Read and underline the key words in the questions and four options. 2. Read the text and locate the key words, as well as paraphrases of these keywords. 3. Eliminate the options containing the ideas/information mentioned in the text. The answer is the option which has wrong/ different information or not stated in the text.
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 4: Work in groups. Discuss the following question. *What are some other effects of globalisation on cultural diversity? Give some examples in the context of Viet Nam.* (p.25)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about other effects of globalisation on cultural diversity and give examples in the context of Viet Nam

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Work in groups. Discuss the following question. <i>What are some other effects of globalisation on cultural diversity? Give some examples in the context of Viet Nam.</i></p>		
<ul style="list-style-type: none"> - Ask Ss to work in groups. Have them discuss which achievement by Steve Jobs they find most admirable. Encourage them to explain why they admire that achievement the most. - Invite some groups to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible. 	<ul style="list-style-type: none"> - Students practise speaking in groups. - Students share their answers with the whole class. - Students listen and give feedback. 	<p>Suggested answers: Globalisation can foster cultural exchange, enabling individuals from different backgrounds to learn from one another, celebrate diversity, and develop a deeper appreciation for varied cultural expressions.</p>



e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about the effects of globalisation on cultural identity.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 2: A multicultural world</p> <p>Lesson 3: Reading</p>
<p>* Warm-up</p> <p>Video watching</p> <ul style="list-style-type: none">- Task 1: Discuss the questions.- Vocabulary1. globalisation (n)2. custom (n)3. ingredient (n)4. speciality (n)5. captivate (v)6. keep up with (ph.v) <ul style="list-style-type: none">- Task 2: Match each section with a heading.- Task 3: Choose the correct answer A, B, or C.- Task 4: Discussion.
<p>* Homework</p>



UNIT 2: A MULTICULTURAL WORLD

Lesson 4: Speaking – Planning a Cultural Diversity Day

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to plan a culture day;
- Memorise vocabulary to talk about plans for a culture day.

2. Competences

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

3. Personal qualities

- Be proud and respectful of the cultures of Vietnam.

II. MATERIALS

- Grade 12 textbook, Unit 2, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. spicy (adj)	/'spaisi/	(of food) having a strong taste because spices have been added to it	cay
2. focus on (v)	/'fəʊkəs ɒn/	to give attention, effort, etc. to one particular subject, situation or person rather than another	tập trung vào
3. professional (adj)	/prə'feʃənl/	doing something as a paid job rather than as a hobby	chuyên nghiệp

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.



- Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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



b. Content:

- Guessing game

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Guessing game</p> <ul style="list-style-type: none"> - Teacher divides the class into two groups. - There are four questions, the answers of which provide four clues for the keyword. - Each group chooses a question. If they have a correct answer, they get one point. - If a team can guess the keyword, they will get 5 points. - The team with more points is the winner. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students take turns, choose a number and answer the question. - Students guess the keyword. - Students explain their keyword. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What is the name of this music band?  (Blackpink) 2. Who are they?  (BTS) 3. Fill in the blank: They're going to organise a _____ Diversity Day next weekend. (Cultural) 4. What is the name of a spicy food which is mainly made from Chinese cabbage? (kimchi) -> KEY WORD: South Korea

e. Assessment

- Teacher observes and gives feedback.



2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about and taking notes about the similarities and differences in Vietnamese and Korean cultures.

b. Content:

- Task 1: Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know about. Use the ideas in Getting Started and Reading, and the table and examples below to help you. (p.25)
- Pre-teach vocabulary
- Task 2: Work in groups. Your school is organising a Cultural Diversity Day. Discuss what the event should include. Use the ideas in 1 to create the event programme. (p.26)

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students can come to the final plan for a culture day.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know about. Use the ideas in Getting Started and Reading, and the table and examples below to help you. (10 mins)</p>		
<ul style="list-style-type: none"> - Remind Ss of the reading text about the Korean Wave, and elicit what its effects on the life of Vietnamese people. - Ask, <i>How much do you know about Korean culture?</i> and encourage Ss to come up with as many points as they can (tradition, cuisine, clothes, music, ...) - Then ask Ss to read the table to see if any of their points are included there. Have them work in pairs and discuss the similarities and differences between South Korean and Vietnamese cultures. - Check answers as a class. - Recap the comparison Ss have found and write some of them on board, e.g. <ul style="list-style-type: none"> * Similarities: <i>both countries eat rice and noodles, a lot of vegetables and soups; use chopsticks; street food is a big part of both cultures. They both</i> 	<ul style="list-style-type: none"> - Students share what they know about the two people. - Students read and understand the information on their cards. 	<p>Example:</p> <p>A: South Koreans seem to eat a lot of spicy food, such as kimchi and tteokbokki, while our traditional dishes, like bun cha and pho, are not very spicy in general.</p> <p>B: I agree. How about music? I think in both countries, young people like to listen to pop music, but K-pop focuses mainly on dance groups while our pop music is usually produced by solo artists.</p>



<p>worship ancestors, celebrate Lunar New Year, Middle Autumn Festival, Buddha's Birthday. They have traditional clothes.</p> <p>* Differences: Koreans eat spicy food and a lot of kimchi; each person eats their own bowl, plates and dishes; they don't talk when eating and don't hold their bowl; greetings...</p>		
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none">- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)- Teacher checks students' understanding with the "Rub out and remember" technique.- Teacher asks Ss to take notes on their notebooks.	<ul style="list-style-type: none">- Students listen to the teacher's explanation and guess the words.- Students write down the new words on their notebook.	<p>New words:</p> <ol style="list-style-type: none">1. spicy (adj)2. focus on (v)3. professional (adj)
Task 2: Work in groups. Your school is organising a Cultural Diversity Day. Discuss what the event should include. Use the ideas in 1 to create the event programme. (15 mins)		



<ul style="list-style-type: none"> - Put Ss in groups and have them discuss their own plan for a Cultural Diversity Day. Remind Ss to think of the popularity of culture diversity in Viet Nam (regarding to the reading section) - In weaker classes, write some guiding questions on the board and ask Ss to think of the answers to these questions. E.g. <i>What activities will you include in the programme? ; Who will be the participants? Where/when will you organise the event?...</i> - Walk around and provide help if necessary. - Invite Ss to share their plans with the class. 	<ul style="list-style-type: none"> - Students work in groups to discuss how to organise the event. - Students compare their notes with their partners. 	<p>Suggested answer:</p> <p>A: We've decided to organise a Cultural Diversity Day in our school. Let's discuss what activities to include.</p> <p>B: First, we should set up some food stalls offering traditional dishes from different cultures.</p> <p>C: That sounds fun! We can call them 'Taste the World'. We can also show visitors how to cook these dishes.</p> <p>D: I like your idea, but we don't have any cooking experience. We may need to involve professional cooks.</p>
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e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)

a. Objectives:

- To give Ss an opportunity to present their group discussion to the class;
- To help some students enhance presentation skills.

b. Content:

- Task 3: Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme. (p.26)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about their ideas for the Cultural Diversity Day.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme.		
- Have a representative from all groups share their plan in front of the class.	- Students work in pairs, use the notes and talk about their	



<p>- Praise for good effort, well-structured responses and fluent delivery.</p> <p>- After all groups present their plans to a situation, ask the class to vote for the best programme (suggested criteria: number of activities, duration, participants, preparation for the event...). Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan.</p>	<p>ideas of a culture day they want to organise.</p> <p>- Students add more details if they can.</p> <p>- Vote for the best story.</p>	
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about the similarities and differences in Vietnamese and Korean cultures.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: A multicultural world</p> <p style="text-align: center;">Lesson 4: Speaking</p> <p>* Warm-up</p> <p>Guessing game</p> <p>Task 1: Discuss and complete the table.</p> <p>Vocabulary</p> <ol style="list-style-type: none">1. spicy (adj)2. focus on (v)3. professional (adj) <p>Task 2: Discuss the plans for the event.</p> <p>Task 3: Report the discussion.</p> <p>* Homework</p>



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI



Tiếng Anh
12



UNIT 2: A MULTICULTURAL WORLD

Lesson 5: Listening – Celebrating Halloween in Viet Nam

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about Halloween and how it is celebrated in Vietnam;
- Memorise vocabulary to talk about Halloween.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 2, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. celebrate (v)	/'selibreɪt/	to show that a day or an event is important by doing something special on it	làm lễ kỉ niệm
2. annually (adv)	/'ænjʊəli/	once a year	hàng năm
3. be of importance	/bi: əv ɪm'pɔ:tns/	be important	quan trọng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.



Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Class is divided into 2 groups. - Teacher asks each group to choose a number. There are 6 numbers, 5 of which include a picture of a world festival. - If Ss look at the picture and say the name of the festival. Ss get one point if the answer is correct. - If they open a lucky number, they get a point without having to answer the question. - The group with more points is the winner. 	<ul style="list-style-type: none"> - Students follow the teacher's instructions and play the game in two teams. 	<p>Suggested directions:</p> <ol style="list-style-type: none"> 1. Mid-autumn festival 2. Christmas 3. Halloween 4. Hung Kings' festival 5. Lim festival

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Label the following pictures. Do you often see them in Viet Nam? (p.26)
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.



d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Label the following pictures. Do you often see them in Viet Nam? (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the pictures and then say: <i>In the first picture, we see some kids holding buckets, wearing hats and asking for candies. The second one shows a house which is mysterious and located in an isolated area. The third one displays some fire pumpkins.</i> - Ask Ss to work in pairs, label the pictures using the given letters and guess the name of a festival. Explain that that festival will appear in the recording. - Call on some pairs to share their answers. Correct answers as a whole class. - Have Ss share what they know about Halloween and their experience if any. 	<ul style="list-style-type: none"> - Students work in pairs and label the picture. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. trick or treating 2. haunted house 3. pumpkin
Vocabulary teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) -Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students say the meaning of the words. - Students write new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. celebrate (v) 2. annually (adv) 3. be of importance (v)

e. Assessment

- Teacher checks students' pronunciation and answers and gives feedback.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about celebrating Halloween in Vietnam.

b. Content:

- Task 2: Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase. (p.26)



- Task 3: Listen to the interview again and complete each sentence with no more than TWO words. (p.26)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase. (10 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read four statements, and make guesses before listening. Ss can also underline other key words besides the two options in each statement to have more clues. E.g. 1. <i>Halloween</i>; 2. <i>History, Halloween</i>; 3. <i>celebrate, Viet Nam</i>; 4. <i>popularity, Western festivals</i> - Play the recording and tell Ss to listen, pay attention to the key words and circle the correct word or phrase. For this kind of question – listen for opinions, remind Ss to pay attention to words or expressions the speaker may use to describe likes, dislikes, agreement, disagreement etc. as well as his/her tone of voice to choose the correct option that best reflect his/her attitudes. E.g. <i>Question 1. Minh says “it’s great fun” when the interviewer asked if he likes taking part in Halloween parties; so the answer for question 1 is “likes”.</i> - Have Ss compare their answers in pairs / groups. - Check answers as a class and confirm the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening. - In weaker classes, play the recording again, pausing at the places where they can get the information. 	<ul style="list-style-type: none"> - Students make predictions before listening. - Listen and do the task. - Correct the answers as a whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. likes 2. interesting 3. shouldn't 4. no cause for alarm
<p>Task 3: Listen to the interview again and complete each sentence with no more than TWO words. (10 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read each of the statements, underline key words, and identify the part of speech to fill in each blank; e.g. 1. (<i>a noun</i>) <i>Students, New Era school, preparing;</i> 	<ul style="list-style-type: none"> - Students read the questions and underline the key words. - Students listen to the recording and do the task. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. special event 2. popular 3. ancient



<p>2. (an adjective) Halloween, celebrated, Minh's school; 3. (an adjective) Halloween, roots, Celtic festival, Ireland; 4. (a prepositional phrase) Halloween, popular; 5. (a plural noun) Viet Nam, of great importance.</p> <ul style="list-style-type: none"> - Tell Ss to pay more attention to these words and phrases, and the context around them. Remind Ss that the statements may include paraphrased from what they hear in the recording so they should listen for synonyms, or phrases with similar meanings. - In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening. - Play the recording and have Ss fill in the missing words. Remind them not to exceed the word limit (no more than TWO words for each blank) - Have Ss compare their answers in pairs / groups. - Check answers as a class. Invite individual Ss to say out the word/ phrase for each blank. - Let Ss listen again, pausing at the places where Ss can find the information. 	<p>- Correct the answers as a whole class.</p>	<p>4. in Asia 5. traditional festivals</p>
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To help some students enhance presentation skills;
- To practise team working;
- To give Ss the opportunity to use the ideas and language in the listening to give opinions and reasons.

b. Content:

- Task 4: Work in groups. Discuss the question. (p.27)

c. Expected outcomes:

- Students can use the language and ideas from the unit to give opinions and reasons about festivals in the world.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 4: Work in groups. Discuss the question.		
<ul style="list-style-type: none">- Ask Ss to work in pairs. Have them discuss other festivals which are celebrated in Viet Nam. Encourage them to explain why they are popular in Viet Nam.- Invite some pairs to share their answers with the whole class.	<ul style="list-style-type: none">- Students work in groups and discuss.- Students share their ideas to the whole class.	<p>Suggested answer:</p> <p>Some Western festivals are celebrated in Viet Nam such as Valentine, Christmas, New Year Eve. The reasons why they are becoming popular are they are organised based on the solar calendar and they are organised all over the world. Moreover, many young Vietnamese people learn English as their second language so they want to celebrate these festivals to learn language and explore western cultures.</p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: A multicultural world</p> <p>Lesson 5: Listening</p>
<p>*Warm-up</p> <p>Game: Lucky song</p>
<p>* Listening</p> <ul style="list-style-type: none">- Task 1: Work in pairs and label the pictures.- Vocabulary<ol style="list-style-type: none">1. celebrate (v)2. annually (adv)3. be of importance (v)- Task 2: Listen and circle.- Task 3: Listen and complete.



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
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- Task 4: Work in groups and discuss.

***Homework**



UNIT 2: A MULTICULTURAL WORLD

Lesson 6: Writing – An opinion essay on the impacts of world festivals on young Vietnamese people

I. OBJECTIVES

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

1. Knowledge

- Synthesise and summarise information in order to write an essay to present their opinions on the impact of world festivals on young Vietnamese people;
- Apply structures to write an opinion essay.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Be proud and respectful of festivals in the world.

II. MATERIALS

- Grade 12 textbook, Unit 2, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Game: Hot seat

c. Expected outcomes:

- Students can recall some words related to the topic.



d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Hot seat</p> <ul style="list-style-type: none"> - Teacher divides the class into four teams and prepares a chair on the stage. - Teacher calls one student at a time to sit on the table and show the student a word. - The chosen student will describe the word using action and related words. - The teams will raise their hands to answer. The fastest will get the chance. - When the game is finished, teacher counts how many correct answers each team has. The winner will be the one with the most correct answers. - Teacher leads in the new lesson by asking some questions. 	<ul style="list-style-type: none"> - Students listen to the clues and guess the words. - Students check their answers with the class. 	<p>Word lists:</p> <ol style="list-style-type: none"> 1. trick or treat 2. trend 3. globalisation 4. spring rolls 5. haunted house

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (9 mins)

a. Objectives:

- To help Ss recall and select the key information about the effects of world festivals on young Vietnamese people;
- To help students have the ideas for their writing.

b. Content:

- Task 1: Work in pairs. Decide whether the following points are positive or negative impacts of celebrating world festivals. Discuss the reasons. (p.27)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about the effects of world festivals on young Vietnamese people

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Decide whether the following points are positive or negative impacts of celebrating world festivals. Discuss the reasons. (8 mins)</p>		



<p>- Have Ss work in pairs. Tell them to read the statements and discuss which of them are positive or negative effects of celebrating Western festivals. Ss may refer to the ideas in the listening sections (the celebrations of Western festivals in Viet Nam).</p> <p>- Ask Ss to discuss the reasons for their choices.</p> <p>For example:</p> <p>* Negative effects:</p> <p>+ <i>Western festivals are expensive one to celebrate: most students don't have a lot of money to buy Halloween costumes or Christmas decorations.</i></p> <p>+ <i>They may make young people ignore local festivals: more young people attend Western festivals than local ones and their dates are easier to remember than local ones which are organised according to the lunar calendar.</i></p> <p>+ <i>They may make young people lose their sense of identity: young people tend to remember the history, customs and dress up like Westerners in those festivals</i></p> <p>* Positive effects:</p> <p>+ <i>encourage extra-curricular activities: students can organise Christmas fairs or Halloween parties, prepare cultural performances...</i></p> <p>+ <i>bring a lot of fun, happiness and joy: they can relax and spend time with friends and family, enjoy musical performances or taste traditional dishes of those festivals</i></p> <p>+ <i>help young people learn about other cultures: they learn about the origin and history of a festival, the tradition and customs of the people in other countries</i></p> <p>- Call on some pairs to share their answers.</p> <p>- Check answers as a class.</p>	<p>- Students read the given points and decide whether they are positive or negative.</p> <p>- Students share their opinions with the whole class.</p>	<p>Answer key:</p> <p>Positive: 2,4,6</p> <p>Negative: 1,3,5</p>
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:





- To help Ss practise writing an essay to present their opinions on the impact of world festivals on young Vietnamese people.

b. Content:

- Task 2: Write an opinion essay (180 words) on the following topic. Use the ideas in 1 and the outline and suggestions below to help you. (p.27)

c. Expected outcomes:

- Students can write an opinion essay on the impacts of world festivals on young Vietnamese people.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Write an opinion essay (180 words) on the following topic. Use the ideas in 1 and the outline and suggestions below to help you.		
<ul style="list-style-type: none"> - Ask Ss to study the outline and the useful expressions and check understanding. - Review the structure of an opinion essay. Write its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss refer to the Writing section in Unit 10 – Tiếng Anh 11 to check their answers if possible - Put Ss into groups and have them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of reasons to support their view. - Set a time limit for the task. Walk round the class to give further support if needed. - When Ss finish writing, give them time to check their essays.- Put Ss in pairs and ask them to swap their essays for peer review. Encourage them to comment on each other's ideas, vocabulary and grammar. If time allows, ask Ss to make revisions based on peer feedback before they produce a final draft. - Collect Ss' essays to mark and provide written feedback in the next lesson. 	<ul style="list-style-type: none"> - Students brainstorm for the ideas and the language necessary for writing. - Students write the first draft individually using the ideas in task 1 and 2. 	<p>Suggested answer:</p> <p>Nowadays, more and more young people celebrate Western festivals in Viet Nam. Some people think there is nothing wrong with this while others are worried about the influence of foreign cultures. In my opinion, celebrating Western festivals has more positive than negative effects on young Vietnamese.</p> <p>Firstly, festivals are a great way to understand a nation's culture. Taking part in celebrations can help young people learn more about other people's traditions and customs. For example, Christmas is a typical holiday in Western countries so when joining the festivities, young people can learn about its origin and history, the tradition of decorating one's home and getting presents for family and close friends, and putting them under the Christmas tree.</p> <p>Secondly, festivals are special events that help bring fun, happiness and joy to young people's lives. They give an opportunity for young people to relax and spend enjoyable time with their friends and family. They</p>



<p>Extension: In stronger classes, introduce another type of essay – the two-sided argumentative or discussion essay, in which a writer presents both points of view objectively before giving their own opinion. Have Ss work in groups and try to write an introductory paragraph for this type of essay, e.g. <i>There has been a lot of discussion on the effects of Western festivals on local youth. Some people consider these festivals are good chances for young people to learn other cultures while others are worried about the loss of national identity. This essay will discuss both points of view and argue in favour of the latter/former.</i></p> <p>- Encourage Ss to write their two-sided argumentative essays at home.</p>		<p>can enjoy the festive spirit by watching performances, dressing up and eating festive food.</p> <p>Finally, it cannot be denied that Western festivals also encourage extra-curricular activities at schools. Organising special events every year, such as Halloween parties or Christmas fairs, encourages students to discover interesting things about the festivals, socialise with friends from other cultures or create their own performances.</p> <p>In conclusion, I firmly believe that celebrating Western festivals in Viet Nam does more good than harm to young people. They can have fun, broaden their cultural knowledge and enjoy their school life more.</p>
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. - After peer review, Ss give the writing back to the owner and discuss how to improve it. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>



- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.		
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e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebook.
- Do exercises in the workbook.
- Prepare for Lesson 7 – Communication & Culture.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: A multicultural world</p> <p style="text-align: center;">Lesson 6: Writing</p> <p>*Warm-up</p> <p>Hot seat</p> <ul style="list-style-type: none">- Task 1: Decide whether the given points are positive or negative..- Task 2: Write an opinion essay.- Peer review <p>*Homework</p>
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UNIT 2: A MULTICULTURAL WORLD

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about culture shock;
- Review expressions for making introductions and responding to them.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be sensible when making introductions and responding to them;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 2, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.



b. Content:

- Board race

c. Expected outcomes:

- Students can get knowledge about famous people in the world and their famous sayings.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Board race</p> <ul style="list-style-type: none">- Teacher divides the class into four teams and the board in four sections and gives a board pen to one of the Ss in each team.- Teacher calls out the theme (<i>Festivals</i>) and gives them two minutes to write as many names of festivals as they can in 2 minutes.- Each student of the team comes to the board and writes down a name.- When the game is finished, Teacher has teams check each other's spelling and count how many correct names each team has written.- Teacher leads in the new lesson by asking some questions.	<ul style="list-style-type: none">- Students come to the board one by one to write the answer.- Students check their answers with the class.	<p><i>Students' answers</i></p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers make introductions and respond.
- To review how to make introductions and respond.
- To help Ss practise making introductions and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.28)
- Useful expressions
- Task 2: Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you. (p.28)

c. Expected outcomes:



- Students can use appropriate language to make introductions and respond.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?</i> - Give Ss a few minutes to read the expressions in the box and check student's understanding. - In stronger classes, encourage Ss to fill in the gaps based on context clues. - Have Ss listen and complete the conversation with the words from the box. - Check answers by asking two Ss to read out the conversations. - Have Ss underline expressions used to make introductions and respond (<i>I'd like you to meet...; this is...; It's nice to meet you...; Pleased to meet you...</i>) - Put Ss in pairs and have them practise the conversation. - Invite some pairs to role play the conversation in front of the class. 	<ul style="list-style-type: none"> - Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A 3. C 4. D
Useful expressions (7 mins)		
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: Introducing people and responding to introduction - Teacher asks Ss to classify the expressions into two groups. - Check as a class. - T asks if Ss can add some more expressions. 	<ul style="list-style-type: none"> - Ss work in groups to do the task. 	<p>* Introducing people</p> <p>Formal/ Semi-formal</p> <ul style="list-style-type: none"> • <i>I'd like you to meet ...</i> • <i>I'd like to introduce/present ...</i> • <i>It's a pleasure to introduce ...</i> • <i>May I introduce/present ...?</i> <p>Informal</p> <ul style="list-style-type: none"> • <i>This is ...</i> • <i>I want you to meet ...</i> • <i>Let me introduce you to ...</i> • <i>Please meet ...</i> • <i>Have you met ...?</i>



		<p>* Responding Formal/ Semi-formal</p> <ul style="list-style-type: none"> • <i>It's nice to meet you.</i> • <i>How nice to meet you.</i> • <i>It's a pleasure to meet you.</i> • <i>How do you do?</i> <p>Informal</p> <ul style="list-style-type: none"> • <i>Hi, great/ nice to meet you.</i> • <i>Pleased/ Happy to meet you.</i>
<p>Task 2: Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you. (6 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read through the situations and check students' understanding. Ask them if they have been in similar situations, e.g. if their class or club has a new member, how they make introductions and respond. - Have Ss work in groups of three. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board. - Go through the <i>Useful expressions</i> in the box and remind Ss to use them in their conversations. - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. <i>how they are going to start the conversation, how they introduce a new member to the whole class, how their class will respond...</i> - Walk around the class and provide help if needed. - Call on some groups to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for making introductions and responses, clear pronunciation and fluent delivery. 	<ul style="list-style-type: none"> - Students work in groups of three. - Make plan for the role-play - Practice the role-play, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Sample conversations:</p> <p>1.</p> <p>Student A: Hello class. I would like to introduce Nam – a new member of our class. He has just moved from Nam Dinh High School. Please welcome him.</p> <p>Student B: Hello, everyone. My name is Nam. It's nice to meet you.</p> <p>Student C: Hi, Nam. Nice to meet you, too. Welcome to our class</p> <p>2.</p> <p>Student B: Hey, Long. Have you met Pit? He has joined our football club this week.</p> <p>Student A: Not yet. Hi, happy to meet you, Pit. I'm Long.</p> <p>Student C: Hi Long, great to meet you, too.</p>

e. Assessment

- Teacher checks students' answers as a whole class.



3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help Ss learn about culture shock;
- To help Ss relate what they have learnt about culture shock to the situation in Viet Nam.

b. Content:

- Task 1: Read the text and put a tick (✓) or cross (X) in the box next to the pictures to show the appropriate behaviour in different cultures. (p.29)
- Task 2: Work in groups. Discuss the questions. (p.29)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about culture shock to the situation in Viet Nam.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and put a tick (✓) or cross (X) in the box next to the pictures to show the appropriate behaviour in different cultures. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. <i>What does culture shock mean? Have you ever experienced culture shock? Who do you think often experience culture shock?</i> - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What is culture shock? How can people overcome culture shock? Can you list some examples of culture shock?</i> - Put Ss into pairs. Ask them to read the text and complete the question by putting a tick or a cross in the box. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer. - Go back to the questions on the board, i.e., the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<ul style="list-style-type: none"> - Students answer the questions. - Students work in pairs to read the text and complete the question by putting a tick or a cross in the box. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> ✓ X ✓ X
Task 2: Work in groups. Discuss the questions. (8 mins)		



<ul style="list-style-type: none"> - Ask Ss to work in groups to discuss the two questions. - In weaker classes, ask questions to brainstorm ideas as a class, e.g. <i>Do foreigners experience culture shock when they visit Viet Nam? What are they?</i> - To answer the first question, encourage Ss to compare the cultural features of Viet Nam with other western countries, e.g: <i>eating habits (using chopsticks, street foods), transportation (full of vehicles on the road), languages (different dialects across regions; shopping (street markets, bargaining).</i> Then they come up with some solutions to help foreigners overcome these shocks (<i>make friends with foreigners and guide them, design leaflets/clips/videos about cultural features of Viet Nam..</i>) - Invite some groups to present a summary of their discussion to the class. 	<ul style="list-style-type: none"> - Students work in groups to discuss the question. - Students share their ideas in front of class. 	<p>Suggested answers:</p> <p>Visitors may experience different kinds of culture shock when they come to Viet Nam. For example, they may not be used to using chopsticks when eating or enjoying many dishes in the streets. Some may find Vietnamese people in different regions (the North, Middle and the South) have different dialects.</p> <p>To help these visitors, we can make friends with them and guide them when they want to explore the city or culture. Moreover, we can design some clips or leaflet to introduce special features of Vietnamese culture and some taboo topics they should avoid.</p>
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e. Assessment

- Teacher corrects students' answers as a whole class.
- Teacher checks students' pronunciation and gives feedback.

5. 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 Lesson 8 – Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: A multicultural world</p> <p>Lesson 7: Communication and Culture / CLIL</p> <p>*Warm-up</p> <p>Board race</p>
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***Everyday English**

Task 1: Listen and complete the conversations.

Task 2: Make similar conversations.

***CLIL**

Task 1: Read the text and put a tick or cross.

Task 2: Discussion

*** Homework**



UNIT 2: A MULTICULTURAL WORLD

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 2;
- 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 team work;
- Actively join in class activities.

3. Personal qualities

- Be proud and respectful of Vietnamese and other cultures
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, Looking back and project
- 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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number



c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 2.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly). - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	<ul style="list-style-type: none"> - Students join the game in two teams, describe and guess the words. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. originate 2. trend 3. identity 4. cuisine 5. booth

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review the pronunciation of the diphthongs /ɔɪ/, /aɪ/, and /aʊ/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Past Simple and Past Continuous.

b. Content:

- Pronunciation: Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (p.30)
- Vocabulary: Choose the correct word to complete each of the sentences. (p.30)
- Grammar: Choose the best answer A, B, C, or D. (p.30)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (4 mins)</p>		



<ul style="list-style-type: none"> - Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline and circle those words respectively. - Check answers as a class by playing the recording. - Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/. 	<ul style="list-style-type: none"> - Students do the task individually. - Students listen to the recording and check the answers as a whole class. 	<p>Answer key:</p> <table border="1"> <thead> <tr> <th></th> <th>/ɔɪ/</th> <th>/aɪ/</th> <th>/aʊ/</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td>my, idols</td> <td>shouted, loudly</td> </tr> <tr> <td>2</td> <td>enjoyed</td> <td>Mike, life, despite</td> <td></td> </tr> <tr> <td>3</td> <td>choice</td> <td>wide, spicy</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td>final</td> <td>announced</td> </tr> </tbody> </table>		/ɔɪ/	/aɪ/	/aʊ/	1		my, idols	shouted, loudly	2	enjoyed	Mike, life, despite		3	choice	wide, spicy		4		final	announced
	/ɔɪ/	/aɪ/	/aʊ/																			
1		my, idols	shouted, loudly																			
2	enjoyed	Mike, life, despite																				
3	choice	wide, spicy																				
4		final	announced																			

Choose the correct word to complete each of the sentences. (4 mins)

<ul style="list-style-type: none"> - Ask Ss to read each sentence and check comprehension. Then focus Ss' attention on the options and differentiate them. - Tell Ss to study the context carefully and decide on the suitable word to complete each sentence. - Have Ss check their answers in pairs. - Check answers as a class by asking individual Ss to read the sentences. 	<ul style="list-style-type: none"> - Students do the task individually. - Students check their answers with their partners. 	<p>Answer key:</p> <ol style="list-style-type: none"> trend originate identity cuisine
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Choose the best answer A, B, C, or D. (4 mins)

<ul style="list-style-type: none"> - Ask Ss to read the text and then decide which option is needed for each blank. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read a blank each and elicit the use of articles in each blank. 	<ul style="list-style-type: none"> - Ss read the text and then decide which option is needed for each blank. - Students check the answers in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> A B A D B
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e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.


b. Content:

- Introduce a culture

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentation. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters. - Have groups display their posters. Ask the group representative to stand next to their posters while the rest of the class walk around, study the posters and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment. 	<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p>Students' presentations</p> 

e. Assessment

- Teacher gives comments and feedback to all presentations.

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 Unit 3.



Board Plan

Date of teaching

Unit 2: A multicultural world

Lesson 8: Looking back and project

* **Warm-up**

* **Looking back**

- Pronunciation

- Vocabulary

- Language

* **Project: Introduce a culture**

* **Homework**



UNIT 3: THINK GREEN

Lesson 1: Getting started – Green Classroom Competition

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic green living;
- Understand and use words and phrases related to green lifestyles;
- Use verbs with prepositions, and phrasal verbs correctly.

2. Competences

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

3. Personal qualities

- Be aware of current environmental issues and think of new ways to protect the environment;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 3, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. awareness (n)	/ə'weənəs /	knowledge or understanding of a particular subject or situation	nhận thức
2. decompose (v)	/,di:kəm'pəʊz /	decay or make something decay	phân hủy
3. reusable (adj)	/,ri:'ju:.zə.bəl (r)/	able to be used more than once	có thể tái sử dụng
4. carbon footprint	/,kɑ:.bən 'fɒt.prɪnt/	a measurement of the amount of carbon dioxide that human activities produce	dấu chân cacbon



Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Guessing game

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Guessing game</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams. - Teacher prepares the pictures of 6 types of pollution. - Teacher gives instructions for the game: <p>+ One student from each group comes and sees a picture. Students use their own words to describe the picture so that their teammates tell what type of pollution it is.</p>	<ul style="list-style-type: none"> - Students work in groups. - Students look at the picture that the teacher shows them and describe the picture. - Other students try to guess the name. 	<ol style="list-style-type: none"> 1. plastic pollution 2. light pollution 3. air pollution 4. noise pollution 5. water pollution 6. soil pollution



<p>+ If the answer is correct, the team gets one point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The team having more points is the winner of the game.</p>		
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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 the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. awareness (n) 2. decompose (v) 3. reusable (adj) 4. carbon footprint

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to green living;



- To help Ss identify some verbs with prepositions.

b. Content:

- Task 1: Listen and read. (p.32)
- Task 2: Read the conversation again and tick the green ideas mentioned in task 1. (p.33)
- Task 3: Find words and phrases in Task 1 with the following meanings. (p.33)
- Task 4: Complete the sentences with words from task 1. (p.33)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
<ul style="list-style-type: none"> - Set the context for the listening and reading. - Ask Ss to look at the picture, the heading and the conversation, and ask questions. - Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to green living: awareness, refill, reusable, ecotour, decompose.... - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on two or three pairs of Ss to read the conversation aloud. - In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct. 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to green living. - Students compare the words and phrases with their partners. - Students read the conversation aloud. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Who are the speakers? 2. What do you think they are discussing? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Nam and his friend, Mark. 2. They are talking about how to win an ecotour by participating in a Green Classroom Competition.
Task 2: Read the conversation again and tick the green ideas mentioned in task 1. (5 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the conversation again and tick the green ideas. Ask them to identify and underline the key words in 	<ul style="list-style-type: none"> - Students work independently to do the activity. 	<p>Answer key:</p>



<p>the statements first. Then have them read the conversation again and locate the part that contains the information for each statement. Have them compare the information in the conversation with each statement to work out which is the correct answer, and why.</p> <ul style="list-style-type: none"> - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer. 	<ul style="list-style-type: none"> - Students compare the answers in pairs. 	<ol style="list-style-type: none"> 1. ✓ putting more plants in classrooms 2. ... asking students to bring single-use water bottles 3. ✓ placing a big water jug in the classroom 4. ... leaving lights and air conditioners on 5. ✓ placing reminders on saving electricity near doors
<p>Task 3: Find words and phrases in Task 1 with the following meanings. (6 mins)</p>		
<ul style="list-style-type: none"> - Have Ss look at the first letters of the words. Explain that these words are all in the conversation in Activity 1. - Ask Ss to read the definitions and find the words so that the words on the right match the definitions on the left, and they should start with the letters given. - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board. 	<ul style="list-style-type: none"> - Students read the conversation again and work independently to do the activity. - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. clean up 2. eco-friendly 3. decompose 4. carbon footprint
<p>Task 4: Complete the sentences with words from task 1. (5 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss to read the sentences. Focus attention on the blanks. - Ask Ss to complete the sentences, using the words and phrases from the conversation in task 1. - Check answers as a class. 	<ul style="list-style-type: none"> - Students work individually to complete the sentences - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. away 2. which 3. off 4. on 5. which

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about living green;
- To get Ss to speak about some ways to protect the environment.

b. Content:

- Make a mind map about ways to protect environment.



c. Expected outcomes:

- Ss can make a mind map and present before class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Make a mind map about ways to protect environment. (10 mins)		
<ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to make a mind map. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their map. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 	<ul style="list-style-type: none"> - Students work in groups to follow teacher's instruction. - Students perform in front of the class. 	<i>Students' own creativity</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION

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 the project in Lesson 8

Board plan



Date of teaching

Unit 3: GREEN LIVING

Lesson 1: Getting started

*** Warm-up**

*** Vocabulary**

1. awareness (n)
2. decompose (v)
3. reusable (adj)
4. carbon footprint

Task 1: Listen and read.

Task 2: Tick the correct answer.

Task 3: Find words and a phrase.

Task 4: Complete the sentences.

Mind Map

***Homework**

UNIT 3: GREEN LIVING

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Green living*;
- Recognise and practise Diphthongs /ɪə/, /eə/, and /ʊə/
- Use verbs with prepositions, and phrasal verbs correctly;
- Use relative clauses to refer to the whole sentence correctly.

2. Competences

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

3. Personal qualities

- Be eager to learn more about ways to protect environment;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 3, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*



Language analysis

VERBS WITH PREPOSITIONS	
1. V + prep. + O: The meaning of these two words is usually very similar to the original meaning of the verb.	- V + about: ask, care, talk, think, learn - V + for: ask, apply, apologize, wait, prepare - V + to: introduce, refer, respond, listen, explain
2. V + prep = a phrasal verb The meaning of a phrasal verb is often very different from the original meaning of the main verb. Phrasal verbs use adverbs as well as prepositions.	- work out, carry out, turn on, turn off, look for, look after, look up

RELATIVE CLAUSES REFERRING TO A WHOLE SENTENCE	
We use a non-defining relative clause to refer to all the information in the previous clause. This type of clause is introduced with the relative pronoun “ <i>which</i> ,”.	Eg: More and more people are interested in recycling nowadays, <u>which is good for the environment</u> .

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define 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 the topic;
- To enhance students’ skills of cooperating with teammates.


b. Content:

- Game: Say a name

c. Expected outcomes:

- Students can revise vocabulary related to green cleaning.
- Students can do all the exercises.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Kim's game</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Give instructions. Look at the pictures in 10 seconds. Try to remember all the pictures without writing anything. Students have 20 minute to go to the board and write the words one by one. The team with more correct answers becomes the winner. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students remember and write words on the board: Ear, pear, chair, deer, stairs, January 	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise diphthongs /ɪə/, /eə/ and /ʊə/ in single words.

b. Content:

- Task 1: Listen and repeat. Then practise saying the words. (p.33)
- Task 2: Work in pairs. Underline the words that contain the /ɪə/, /eə/ and /ʊə/ sounds. Listen and check. Then practise reading the sentences (p.33)

c. Expected outcomes:

- Students can correctly pronounce diphthongs /ɪə/, /eə/ and /ʊə/ in single words and in a complete text.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS									
Task 1: Listen and repeat. Then practise saying the words. (6 mins)											
<ul style="list-style-type: none"> - Ask Ss to listen to the recording. Have them pay attention to the highlighted letter(s) which contain the diphthongs /ɪə/, /eə/ and /ʊə/ 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. 	<table border="1"> <tr> <td>/ ɪə/</td> <td>/eə/</td> <td>/ʊə/</td> </tr> <tr> <td>idea</td> <td>aware</td> <td>sure</td> </tr> <tr> <td>years</td> <td>air</td> <td>tour</td> </tr> </table>	/ ɪə/	/eə/	/ʊə/	idea	aware	sure	years	air	tour
/ ɪə/	/eə/	/ʊə/									
idea	aware	sure									
years	air	tour									



<ul style="list-style-type: none"> - Ask Ss to listen to the recording again, but this time, have them repeat the words. - Tell students that they can find the /ɪə/, /eə/ and /ʊə/ sounds in various spellings, such as: /ɪə/: ea /eə/ : a/ air /ʊə/: ure, our 	<ul style="list-style-type: none"> - Students add more examples of the words that contain the diphthongs /eɪ/ and /əʊ/. 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>						
<p>Task 2: Work in pairs. Underline the words that contain the /eɪ/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud. (6 mins)</p>								
<ul style="list-style-type: none"> - Ask Ss to read quickly through the text to get a broad understanding. - Have Ss work in pairs to underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ in each sentence. - Ask them to listen to the recording and check their answers. - Have Ss practise reading the whole text aloud in pairs. - In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text. - In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /ɪə/, /eə/ and /ʊə/ as possible. Invite them to read these sentences aloud in front of the class, and have other students listen and count the number of correct words with diphthongs. The pair(s) with the most correct diphthongs are winners. 	<ul style="list-style-type: none"> - Students underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ first. Then listen to the recording. - Students read the whole text aloud. 	<p>Answer key: /ɪə/, /eə/ /ʊə/</p> <ol style="list-style-type: none"> <u>There</u> are many <u>volunteers here</u> to help clean up the beach. <u>Ecotourism</u> encourages the <u>tourists</u> to develop eco-friendly habits when travelling. It is <u>clear</u> that not all people are aware of the negative impact of <u>their</u> daily habits on the environment. 						

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 / phrases related to the topic *Green living*.
- To help Ss practise the words in meaningful contexts.



b. Content:

- Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases with the meanings below. (p.34)
- Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (p.34)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases with the meanings below. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that the words in the activity are related to green lifestyles. - Have Ss match each word/phrase on the left with the one on the right so that they make a phrase with the given meaning. Encourage Ss to study the meanings and underline key words. This way, they will develop a better understanding of the phrases. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. 	<ul style="list-style-type: none"> - Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words. 	<p>Answer key: 1. f 2. a 3. d 4.b 5. c</p>
Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Check answers as a class. Have Ss call out the phrase they have used in each sentence first. - Confirm the correct answers. Ask Ss to explain the meaning of each phrase using the definitions in Task 1. - Ask some Ss to read the complete sentences. <p>Extension: Invite individual Ss to add other topic-related words/phrases they have learnt from Getting started or Activity 1 (e.g. was born in, volunteer to, join the army). Have Ss study them for half a minute, then turn</p>	<ul style="list-style-type: none"> - Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences. 	<p>Answer key: 1. waste 2. packaging 3. containers 4. reuse 5. landfill</p>



away. Erase one word from the board. Have Ss turn back and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.		
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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 recognise and practise the use of verbs with prepositions in short sentences;
- To help Ss recognise and practise the use of relative clauses referring to a whole sentence in short sentences.

b. Content:

- Task 1: Complete the sentences with the suitable prepositions. (p.35)
- Task 2: Combine the sentences using relative clauses. (p.35)
- Task 3: Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence.

c. Expected outcomes:

- Students know how to use verbs + prep, phr.V and relative clauses and can apply them to give a short talk on the given topic.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 1: Complete the sentences with the suitable prepositions. (3 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the notes in the Remember box to remember the use of prepositions after some verbs. Give more explanation and examples if necessary. - Ask Ss to complete the sentences with the suitable prepositions. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. which verb comes before the blank, and which preposition often follows that verb, as suggested in the Remember box). - Check answers as a class. Go through each sentence and ask Ss to explain the meaning of 	<ul style="list-style-type: none"> - Students read the notes in the Remember box. - Students write the correct prepositions. - Students explain their answers. 	<p>Answer key:</p> <p>1. about 2. on 3. out 4 after</p>



<p>the whole phrase, e.g. 1. We use ‘about’, because ‘care about’ means ‘worrying about or paying attention to’.</p>		
Task 2: Combine the sentences using relative clauses. (4 mins)		
<ul style="list-style-type: none">- Ask Ss to read the notes in the Remember box to introduce the use of relative clauses to refer to a whole sentence.- Ask Ss to combine the sentences using relative clauses. In weaker classes, remind them that each clause should refer to the whole sentence that comes before it.- Check answers as a class by asking some students to write the full sentences on the board.	<ul style="list-style-type: none">- Students work in pairs and think of a person they admire.- Students decide on the ideas they are going to say and make 3-5 sentences, using the past simple and past continuous.- Present their ideas in front of class.	<ol style="list-style-type: none">1. Plastic takes hundreds of years to decompose in the ground, <u>which explains why it is harmful to the environment.</u>2. Public transport does not pollute the air as much as private vehicles, <u>which is why more people should consider using it.</u>3. All students work very hard to help clean up the school, <u>which the teacher encourages.</u>
Task 3: Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. (6 mins)		
<ul style="list-style-type: none">- Ask Ss to work in pairs. Ask them to take turns to talk about green things and activities they and their family often do. They should make 3-5 sentences, using the verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence as much as they can.- Encourage them to study the example in pairs first. Tell them to pay attention to the use of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence.- Encourage them to speak without writing down the sentences. For weaker class, allow them to write the sentences first before reading them aloud.- When they finish, invite some pairs to read the sentences aloud in front of the class.	<ul style="list-style-type: none">- students work in pairs- Talk about green things and activities they and their family often do.	<p>Suggested answers:</p> <p><i>We often go around by bicycle, which is more friendly to the environment than travelling by car or motorbike.</i></p> <p><i>I often help clean up the neighbourhood with the people living in the same apartment building, which is a fun activity we often do together at weekends.</i></p> <p><i>I often help my mother sort out the household</i></p>



Correct any misuse of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence.		<i>waste, which helps the recycling process.</i>
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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 learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

<p><i>Date of teaching</i> Unit 3: Green living Lesson 2: Language</p>
<p>* Warm-up Game: Say a name</p>
<p>* Pronunciation - Task 1. Listen and repeat. - Task 2. Underline the words.</p>
<p>* Vocabulary - Task 1. Match the words/phrases with the words/preposition. - Task 2. Complete the sentences.</p>
<p>* Grammar - Task 1. Complete the sentences. - Task 2. Combine the sentences. - Task 3. Talk about green things and activities.</p>
<p>* Homework</p>

UNIT 3: GREEN LIVING

Lesson 3: Reading – Going green with plastics

I. OBJECTIVES





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

1. Knowledge

- Read for specific information in emails about green ways to deal with plastic.

2. Competences

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

3. Personal qualities

- Be responsible with plastics;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 3, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. leftover (n)	/ 'leftəʊvə /	remaining after all the rest has been used, taken, or eaten	đồ ăn thừa
2. contaminate d (adj)	/kən 'tæmɪneɪtɪd/	water, food etc that is contaminated has had a harmful substance added to it	ô nhiễm
3. get rid of		to throw away or destroy something you do not want anymore	loại bỏ
4. rinse (v)	/rɪns/	to wash something with clean water only, not using soap	tráng qua
5. convenience (n)	/kən 'vi:niəns/	the quality of being useful, easy or suitable for somebody	sự thuận tiện

Assumption

Anticipated difficulties	Solutions
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Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher plays the video. - Teacher asks students some questions related to the video.	- Students watch the video. - Students raise their hands to answer the questions.	Link: https://www.youtube.com/watch?v=_6xlNyWPpB8 Questions: 1. How many stories are there in the video? 2. What happens to the first plastic bottle? 3. What happens to the second plastic bottle? 4. What happens to the third plastic bottle?

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.



b. Content:

- Task 1: Work in pairs. Solve the quiz. (p.35)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about the topic. Write their questions on the board. - Introduce the topic of the reading text. 	<ul style="list-style-type: none"> - Students work in pairs and answer the questions. - Students write questions they want to know on the board. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. C 2. C 3. A 4. A
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. leftover (n) 2. contaminated (adj) 3. get rid of 4. rinse (v) 5. convenience (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read some extracts from the emails sent to the Teen magazine. Match the highlighted words and phrases with the pictures. (p.36)
- Task 3: Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap. (p.37)
- Task 4: Read the email extracts again. Match the following information with the right names. (p.37)



c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read some extracts from the emails sent to the Teen magazine. Match the highlighted words and phrases with the pictures. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the text. Ask them to locate to the highlighted words/phrases in the text, e.g. 1. The phrase 'cardboard boxes' is found in the sentence: "The supermarket near my house even provides cardboard boxes." - Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. 1. I try to use fewer plastic bags when shopping. The supermarket near my house even provides cardboard boxes so I can pack my groceries and get rid of plastic packaging! - Encourage Ss to study the pictures to see which one best represents the word/phrase. E.g. 1. Picture C is the correct match, because it shows images of boxes which can be used to contain things such as groceries and can replace plastic bags at stores and supermarkets. - In weaker classes, check understanding of the words by asking Ss to make sentences with them. 	<ul style="list-style-type: none"> - Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. A 3. B 4. D <p>Strategy: Reading for vocabulary</p> <p>To read and understand the meanings of words/phrases in context, students should:</p> <ol style="list-style-type: none"> 1. Locate the word or phrase in the text. 2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully. 3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.
Task 3: Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss to study the summary notes to get the general ideas. Make sure they understand that each ideas on the right are examples of ways to deal with single-use plastic on the left. In weaker classes, give Ss an example, e.g. To reduce the use of single-use plastic, we could use cardboard boxes instead of plastic packaging. 	<ul style="list-style-type: none"> - Students read the extracts again. - Students write no more than two words for each gap. - Students check answers with the whole class and give explanations for their choice. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. cardboard boxes 2. reusable 3. plastic bags 4. numbers 5. rinse out



<p>- Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap. E.g. For Blank (1) we need a noun or noun phrase in plural. For Blank (2) it is a singular noun or noun phrase.</p> <p>- Underline key words in the notes to locate the information in the passage. E.g. Blank (1) is related to the idea of reducing plastic packaging. Therefore, it can be found in the first extract (by Hai, 18).</p> <p>- Read the parts that contain the key words carefully to identify the words/phrases.</p> <p>- Make sure the word/phrase for each blank is exactly the same as taken from the passage. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit.</p> <p>- Check answers as a class.</p>		
<p>Task 4: Read the email extracts again. Match the following information with the right names. (7 mins)</p>		
<p>- Ask Ss to study the list of people's names and locate them in the passage. Remind them that their names can be found at the end of the extracts.</p> <p>- Encourage Ss to underline key words in the statements. E.g. 1. This person has learnt from a past mistake how to recycle things properly. 2. This person's green lifestyle is supported by a local business.</p> <p>- Have Ss re-read each person's or ideas and compare them with the list of options. Encourage them to pay attention to paraphrases and implications (if any). E.g. Hai's extract does not mention any mistake as in Statement 1, or recycling symbols in Statement 3. Nor does it talk about the drinking water as in Statement 4 or the use of single-use containers as in Statement 5. However, it talks about a local business (i.e., "a the supermarket near my house") and how it supports his/her green lifestyles (i.e., The</p>	<p>- Students do the matching - Students compare their answers with partners then check with the whole class.</p>	<p>Answer key:</p> <ol style="list-style-type: none">1. Binh2. Hai3. Ha4. Phuong5. Hoang



supermarket near my house even provides cardboard boxes so I can pack my groceries and get rid of plastic packaging). So 2 is the correct match with Hai. - Check answers as a class.		
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the unit to express their ideas and opinions.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p. 37)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about their habits.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions. (p. 37)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. Have them discuss which green habits mentioned in the article has been adopted by them. Encourage them to say which ones they want to try in the future. - Invite some pairs to share their answers with the whole class. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedbacks. 	<p><i>Suggested answers:</i> I myself have tried to use less plastic in my shopping and at home as Hai and Hoang suggest. Besides, I also bring a reusable water bottle to school like Phuong. But I have never paid attention to the numbers at the bottom of the plastic objects as Ha mentions, or rinsed out plastic objects carefully before recycling them as Binh recommends. So I think I will try to adopt Ha's and Binh's green habits in the future.</p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)



a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about life stories of Steve Jobs and what you admire most about him.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board plan

<p><i>Date of teaching</i> Unit 3: Green living Lesson 3: Reading</p>
<p>* Warm-up Video watching</p>
<p>Vocabulary 1. leftover (n) 2. contaminated (adj) 3. get rid of 4. rinse (v) 5. convenience (n) - Task 1: Solve the quiz. - Task 2: Match the highlighted words with the pictures. - Task 3: Complete the summary notes. - Task 4: Match the information with the right names. - Task 5: Discussion.</p>
<p>* Homework</p>



UNIT 3: GREEN LIVING

Lesson 4: Speaking – Reduce, Reuse, and Recycle!

I. OBJECTIVES

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

1. Knowledge

- Discuss ways to reduce, reuse, and recycle paper and express an opinion.
- Memorise vocabulary to talk about how to reduce, reuse and recycle.

2. Competences

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

3. Personal qualities

- Be aware and more responsible with the products used every day.

II. MATERIALS

- Grade 12 textbook, Unit 3, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. sort (v)	/ðə 'kɒmjənɪst pɑ:ti/	a political party that supports communism or rules in a communist country	Đảng Cộng sản
2. packaging (n)	/'bætɪl/	a fight between armies, ships or planes, especially during a war	trận chiến
3. waste (n)	/kæm'peɪn/	a series of planned activities that are intended to achieve a particular social, commercial or political aim	chiến dịch

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.



	- Give short, clear instructions and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Guessing game

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- Teacher brings a piece of cloth, then asks students: What can you do with this piece of cloth?	- Students think, then give answers.	Suggested answers: - throw it away. - make it into a flower - put it aside for future use ...

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss discuss ways to reduce, reuse, and recycle paper and express an opinion.

b. Content:

- Task 1: How can we save trees, energy, and water used to make paper? Sort these activities into Reduce, Reuse, or Recycle activities. (p.37)

- Pre-teach vocabulary

- Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (p.37)

c. Expected outcomes:

- Ss will be able to discuss ways to reduce, reuse, and recycle paper and express an opinion.
- Students have an overview 3R.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: How can we save trees, energy and water used to make paper? Sort these activities into Reduce, Reuse, and Recycle activities. (10 mins)		
- Elicit three main ways to deal with plastic they learned from the last lesson (i.e.,	- Students work individually to decide.	KEY: a. Reduce



<p>Reduce, Reuse, Recycle). Tell them that they can do the same with another type of common waste around them as well, which is paper.</p> <ul style="list-style-type: none">- In stronger classes, ask them to brainstorm some ideas to reduce, reuse, recycle paper without looking at the book.- Ask Ss to work in pairs and sort out the activities into Reduce, Reuse or Recycle activities. Make sure they understand all the statements before they start.- Check their answers as a whole class.	<p>- Students share their answers.</p>	<ul style="list-style-type: none">b. Recyclec. Reduced. Reusee. Reducef. Reduceg. Reuseh. Reducei. Recycle
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none">- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)- Teacher checks students' understanding with the "Rub out and remember" technique.- Teacher asks Ss to take notes on their notebooks.	<ul style="list-style-type: none">- Students listen to the teacher's explanation and guess the words.- Students write down the new words on their notebook.	<p>New words:</p> <ul style="list-style-type: none">1. sort (v)2. packaging (n)3. waste (n)
Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper.		
<ul style="list-style-type: none">- Put Ss in pairs. Ask them to read the questions in the book before discussing them.- In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help.- Walk around and offer help when necessary.- Ask some pairs to share their ideas in front of the class.	<ul style="list-style-type: none">- Students work in pairs to ask and complete his/her card about General Vo Nguyen Giap or Vo Thi Sau.- Students compare their notes with their partners.	<p>Suggested answers:</p> <ul style="list-style-type: none">- I myself / we ourselves have tried options c (printing on both sides of the paper), f (using smart devices to take notes instead of using paper) and g (using the unprinted back of a sheet to take notes).- I /we suggest instead of throwing away old books, we can donate them to charity or send them to the school or local library. Cardboard boxes around the house could be used to store things, or turned into useful objects such as decorations, pencil cases



or pen stands. These ways can save the environment by reusing paper, rather than throwing them away after a single use.

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 3: LESS-CONTROLLED PRACTICE (8 mins)

a. Objectives:

- To help Ss practise discussing in groups about ways to reduce, reuse and recycle paper;
- To help some students enhance presentation skills.

b. Content:

- Task 3. Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer. (p.37)
- Task 4: Report your group's answers to the whole class. Vote for the most interesting responses (p.37)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the activities they have been doing to protect environment.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3 +4: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer.		
<ul style="list-style-type: none"> - Ask them to read the situations and study the example for the first situation in the book. Make sure they understand them. - Put Ss in groups of three or four. Tell them to think of some possible responses to promote a greener lifestyle with paper as well as provide good reasons for their responses. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. 	<ul style="list-style-type: none"> - Students work in groups, use the notes and think of ways to give responses. - Students add more reasons. - Report group's answers to the whole class. 	<p>Suggested answers:</p> <p>2. "We shouldn't print them all out. It is a waste of resources such as paper and ink. We can reduce the use of paper by reading and summarising the information on our computers first, and only printing out the most important parts. When we have to print something out, we should make sure we use both sides of the paper."</p> <p>3. "I think we should replace Post-it notes with something else. We can take turns to write on the board, or on the unused side of printouts. Alternatively, we can ask people to type on their smartphones, then we</p>



		can project their introductions on a TV screen. It will be friendlier to the environment”.
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about what you have done to save environment.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

<i>Date of teaching</i> Unit 3: Green living Lesson 4: Speaking
* Warm-up Guessing game
* Vocabulary 1. sort (v) 2. packaging (n) 3. waste (n) Task 1: Sort activities. Task 2: Talk about how to reduce, reuse and recycle paper. Task 3: Practise giving responses to promote a greener lifestyle.
* Homework



UNIT 3: GREEN LIVING

Lesson 5: Listening – Creating a compost pile

I. OBJECTIVES

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

1. Knowledge

- Listen to instructions about creating a compost pile;
- Memorize vocabulary to talk about creating a compost pile.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 3, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. compost (n)	/'kɒmpɒst/	a mixture of decayed plants, leaves etc used to improve the quality of soil	phân hữu cơ
2. layer (n)	/'leɪə/	an amount or piece of a material or substance that covers a surface or that is between two other things	lớp
3. pile (n)	/paɪl/	things of the same type that are put on top of each other	đống

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.



	- Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- a video

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher asks students to watch a video. - Ask ss what they have seen.	- Students watch the video. https://www.youtube.com/watch?v=LxNumOifkT0	Suggested directions: A video telling people to recycle things like plastic bottles and card boxes.

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Match the words and phrases with the pictures. (p.38)
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words and phrases with the pictures. (4 mins)		
- Ask students what they often do with garden waste in an eco-friendly way, and if they know what a compost pile is, or how to make one.	- Students work in pairs and solve the crossword.	Answer key: 1C 2E 3D 4B 5A



<ul style="list-style-type: none"> - Tell them that they will listen to instructions to make a compost pile today, which is an eco-friendly habit. - Have Ss to match each word / phrase and its definition on the left with the picture on the right. Tell them that the words and phrases will appear in the instructions they are going to listen to. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. 		
<p>Vocabulary teaching (5 mins)</p>		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students say the meaning of the words. - Students write new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. compost (n) 2. layer (n) 3. pile (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To help Ss practise listening for instructions and understand the main steps to take.

b. Content:

- Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (p.38)
- Task 3: Listen again. Decide whether the statements are true or false. (p.15)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (10 mins)</p>		



<ul style="list-style-type: none">- Tell Ss that they are going to listen to instructions to make a compost pile.- Put the Ss in pairs and have them study the pictures carefully before playing the recording. Encourage them to describe what they see in each picture to each other. E.g. In Picture A, I can see someone is mixing up a lot of things such as dried leaves and vegetable pieces.- Ask Ss to listen carefully and select the pictures in the order they hear. Also, suggest that they can take notes and use these notes to arrange the main ideas later if they want.- Check answers as a class.	<ul style="list-style-type: none">- Students make predictions before listening.- Listen and check the order.	Answer key: 1D 2C 3B 4E 5A
Task 3: Listen again. Decide whether the statements are true or false. (10 mins)		
<ul style="list-style-type: none">- Tell Ss that they are going to listen to the recording again. This time, they should decide whether each statement (1-5) is true or false.- Have them read the statements and underline the key words.- Ask them to listen and pay attention to the key words, as well as paraphrases of these key words.- Tell them to write T (True) if the statement matches the information in the recording, and F (False) if it doesn't.- Play the recording. Ask Ss to circle the correct answers.- Check answers as a class.- In stronger classes, have them explained why the statement is false, and how to correct it. E.g. 1 is false because dried leaves are brown materials, not green ones.	<ul style="list-style-type: none">- Students read the questions and underline the key words.- Students listen and decide T or F.	Answer key: 1. F 2. T 3. T 4. F 5. F

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;



- To help Ss use the language and ideas from the listening to share their experiences of dealing with waste.

b. Content:

- Task 4: Work in groups. Discuss these questions.

How do you manage your household and garden waste? Is it environmentally friendly? (p.39)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about managing your household and garden waste.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss the questions.		
<ul style="list-style-type: none"> - Ask Ss to work in groups. Have them discuss the ways they have used to manage their household and garden waste, and share opinions if these ways are sustainable or not. - Invite some groups to share their answers with the whole class. 	<ul style="list-style-type: none"> - Students work in groups and discuss. Students share their ideas to the whole class. 	<p>Suggested answer: In my group, most people simply throw away household and garden waste. Some pile up and burn the dried leaves in their garden. These ways of dealing with waste are not sustainable, as it can be reused. Moreover, burning dried leaves is not only polluting to the environment but also increasing fire risks. We all think we should try making compost piles from the garden and household waste in the future, which is more eco-friendly and sustainable.</p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

<p><i>Date of teaching</i> Unit 3: Green living Lesson 5: Listening</p>



***Warm-up**

A video

*** Listening**

- Task 1: Matching.
- Vocabulary
 1. compost (n)
 2. layer (n)
 3. pile (n)
- Task 2: Listen and number.
- Task 3: True - False
- Task 4: Work in groups and discuss.

***Homework**

UNIT 3: GREEN LIVING

Lesson 6: Writing – A problem-solving report on green solutions

I. OBJECTIVES

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

1. Knowledge

- Ss will be able to write a report to analyse a problem and suggests solution for a greener lifestyle;
- Apply structures to write a report.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Be eager to think of solutions to the environmental problems.

II. MATERIALS

- Grade 12 textbook, Unit 3, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
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Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Create a situation. Ask students what they should do.

c. Expected outcomes:

- Students are eager to give solutions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Situation: - Teacher brings some plastic bottles into class and throw them here and there. - Teacher asks students: What should you do when you see people throwing rubbish improperly?	- Students give their answers	The answers depend.

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITNG (9 mins)

a. Objectives:

- To help Ss generate ideas for their writing;
- To familiarize Ss with the structure and language of a problem-solving report;

b. Content:

- Task 1: Work in pairs. Complete the notes using the words in the box. (p.39)
- Task 2: Read a problem-solving report and match the sections with the correct headings. (p.39)

c. Expected outcomes:

- Students understand the problems, then give their own ideas.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Complete the notes using the words in the box. (8 mins)		
<ul style="list-style-type: none"> - Ask Ss to skim through the table. Make sure they understand the problems and consequences listed on the left and the words / phrases in the box. - Put Ss in pairs. Ask them to complete the table using the words / phrases in the box. Remind them that the green solutions they complete on the right should respond well to the problems and consequences on the left. - Check their answers as a class. 	<ul style="list-style-type: none"> - Students work in pairs and answer the questions. - Students write the answers in the boxes. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. reuse 2. automatic 3. compost piles 4. public transport
Task 2: Read a problem-solving report and match the sections with the correct headings. (8 mins)		
<ul style="list-style-type: none"> - Have Ss skim through the problem-solving report. In weaker classes, read each part and check if Ss know the words. - Have Ss match the sections (1-4) with the correct headings (A-D). - Check answers as a class. - Ask Ss to read the Tips box. Use the text to illustrate each part. E.g. Part 1 is the introduction, because It gives a brief introduction presenting the problem (i.e., single-use plastic in the school) and solutions (i.e., suggesting three solutions to the problem) 	<ul style="list-style-type: none"> - Students read the text and decide the suitable headings. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1B 2C 3D 4A

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

- To help Ss practise writing a problem-solving report.

b. Content:

- Task 3: Choose one of the problems in 1, and write a problem-solving report (180 words). Use the model in 2 and the outline with useful expressions below to help you. (p.40)

c. Expected outcomes:

- Students can write a report on how to solve a problem.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 3: Choose one of the problems in 1, and write a problem-solving report (180 words). Use the model in 2 and the outline with useful expressions below to help you.

- Tell Ss that they are going to write a problem-solving report. They should use the ideas and the model in Activity 1 and 2, as well as the outline with useful expressions in this activity.
- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' writing tasks and give face-to-face feedback in private, or give them back with some written feedback.

- Students brainstorm for the ideas and the language necessary for writing
- Students write the first draft individually using the ideas in task 1 and 2.

Suggested answer:

Sample answer:

To: Mr. Hoang Hong Ha, Head of Youth Union, Star Academy School

From: Class 12A

Subject: Traffic jams, noise and air pollution at the school gate

Date: July 17, 2022

1. Introduction

This report describes the problem of traffic jams, noise and air pollution at the school gate and suggests two solutions to the problem.

2. Problems

Many parents drive their children to school and pick them up from school. This creates long queues of private cars and motorcycles, outside the school gate, twice a day, five days a week. As a result, traffic jams, noise and air pollution have increased. This is not good for the health of students and parents as well as the environment.

3. Solutions

To solve this problem, we suggest two solutions. First, students should be encouraged to take public transport if they live far away from school. The school could arrange for free bus tickets as incentives for students. Second, those who live near school should be invited to join the school Cycling-to-school programme, which will help them find an experienced cycling buddy who live nearby and knows the safe routes to school.

4. Conclusion

Using public transport and cycling to school will lead to a greener school



		environment, and help promote a green lifestyle among young people. Therefore, we recommend you put the suggested solutions into practice as soon as possible.
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework



- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

Date of teaching
Unit 3: Green living
Lesson 6: Writing

***Warm-up**

A situation

- Task 1: Complete notes.
- Task 2: Match the sections with the correct headings.
- Task 3: Write a report.
- Peer review

***Homework**



UNIT 3: GREEN LIVING

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- make predictions.
- identify traditions that are bad for the environment and suggest solutions.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 3, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.






b. Content:

- Game: Who says it?

c. Expected outcomes:

- Students can get knowledge about how harmful our festival traditions are.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Which festival? (PPT slides)</p> <ul style="list-style-type: none"> - Teacher divides class into two teams. - Teacher shows 5 pictures. - Students have to say the name of the festival in each picture. - If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team. - The team with higher score is the winner. 	<p>- Students join the game and answer the questions.</p>	<p><i>Suggested ideas:</i></p> <ol style="list-style-type: none"> 1. Holi festival in India:  2. lantern festival  3. fireworks  4. Christmas  5. Balloon festival 

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:



- To provide a model conversation in which speakers offer express pleasure and happiness and respond;
- To review expressions for making predictions;
- To help Ss practise making predictions.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.40)
- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (p.40)

c. Expected outcomes:

- Students can use appropriate language to make predictions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)		
<ul style="list-style-type: none"> - Give Ss some time to skim through the conversations. Use the photos to illustrate the context of the conversation if necessary. E.g. Mark and Nam seem to be talking about the Green classroom competition and how to win the first prize. - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Put Ss into pairs and have them practise the conversation. 	<ul style="list-style-type: none"> - Students listen to the recording. - Students complete the conversation with words/phrases in the box. - Students practise the conversation in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. D 2. B 3. C 4. A
Useful expressions (7 mins)		
<ul style="list-style-type: none"> - Teacher asks students to give some expressions of making predictions. - T asks if Ss can add some more expressions. 	<ul style="list-style-type: none"> - Ss work in groups to do the task. 	<p>Making predictions.</p> <ul style="list-style-type: none"> - I guess/ think/ expect... - ... is going to... - ... will... - it's likely/ unlikely that - it's hard to predict/say...
Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that the words they used to fill in the gaps in Activity 1 are used to make predictions. - Ask Ss to read the list of useful expressions and check understanding. 	<ul style="list-style-type: none"> - Make plan for the role-plan - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. 	<p>Sample conversations:</p> <ol style="list-style-type: none"> 1. A: I wonder if the Youth Union will accept our proposal to install automatic lights and sensor taps in our school. I really hope they will.



<ul style="list-style-type: none">- Put Ss in pairs and explain the task: to role-play conversations similar to the one in Activity 1, but based on the two situations. Ss should play the roles given in this activity.- Give Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles.- Walk round the class and provide help when necessary.- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.	<ul style="list-style-type: none">- Perform in front of class.	<p>B: It's really hard to predict. I mean they are going to like the idea, but it is unlikely that they will install it around the school because it's going to cost a lot of money. Perhaps they may install them in the toilets first.</p> <p>2. B: I'm so excited about the Green day event next week. Do you think many people will come?</p> <p>A: I guess around 300 people will come to the event. That will include the students, the teachers and some parents.</p> <p>B: That'll be great. What activity do you think will be most popular?</p> <p>A: It's hard to say, but I think our game booth will attract a lot of people. Everyone loves playing games and winning eco-friendly rewards!</p> <p>B: I hope so, too. Do you think the event will make a huge impact?</p> <p>A: Certainly! People are going to love it and more and more people will try greener habits in the future.</p>
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help Ss learn about the possible environmental damage caused by some cultural traditions around the world.

b. Content:

- Task 1. Read the following text. What are the environmental problems of each tradition as mentioned in the text? (p.41)
- Task 2. Work in pairs. Suggest some green solutions to replace one of the traditions. (p.41)



c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about how damaging some cultural traditions are to environment.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text. What are the environmental problems of each tradition as mentioned in the text? (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. Do you know what traditions are shown in the photos? (releasing sky lanterns, having a firework display, decorating a Christmas tree), Where/when are these traditions popular? (mostly in Asian countries on a full-moon night; in many countries at New Year's Eve; in many countries at Christmas), Do you think these traditions are environmentally friendly? (answers vary). - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. In what ways are these traditions damaging to the environment? What can be the greener replacements for these traditions? - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. - Tell Ss that they are going to read about three famous festival traditions around the world. As they read, they should fill in the comparison table to show the negative impact of these traditions on the environment. - Explain or elicit any new or difficult words, e.g. frames, wildfires, chemicals. In stronger class, encourage them to guess their meaning from context as they read the text. - Have Ss read the text and complete the table individually. 	<ul style="list-style-type: none"> - Students put a tick where the damage is relevant - Students share their answers and explain. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Balloon and sky lanterns: Causing fires and Causing animals' deaths 2. Fireworks: Polluting the air and Causing fires 3. Christmas trees: Polluting the air and Ending up in landfills



<ul style="list-style-type: none"> - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. <p>Assign the rest for homework.</p>		
<p>Task 2: Work in pairs. Suggest some green solutions to replace one of the traditions. (5 mins)</p>		
<ul style="list-style-type: none"> - Put Ss in pairs to discuss the solutions. - Ask some Ss to share their answers in front of the class. - Ask some Ss to share their answers in front of the class. 	<ul style="list-style-type: none"> - Students work in pairs to discuss the question. - Students share their ideas in front of class. 	<p>Suggested answers: We can buy a live Christmas tree with its roots still attached. We can plant it in a big pot, and it will continue to grow. When it is too big, we can plant it in our garden. This way, we won't contribute to the waste produced by real Christmas trees thrown out every year.</p>

e. Assessment

- Teacher corrects for students as a whole class.

5. 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 Lesson 8 – Looking back and project.

Board Plan

<p><i>Date of teaching</i> Unit 3: Green living Lesson 7. Communication and Culture / CLIL</p> <p>*Warm-up Game: Who says it?</p> <p>*Communication Task 1: Listen and complete the conversations Task 2: Make similar conversations</p> <p>*CLIL</p>
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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

Task 1: Read the text and complete the table.

Task 2: Discussion

*** Homework**



Tiếng Anh
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UNIT 3: GREEN LIVING

Lesson 8: Looking back and Project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 3;
- 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 team work;
- Actively join in class activities.

3. Personal qualities

- Be proud and respectful of famous people in Viet Nam and in the world
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 3, Looking back and project
- 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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number



c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 3.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: guessing words</p> <ul style="list-style-type: none"> - Ss work in 2 teams. - There are 8 words. - The teams take turns to choose 1 student to the board. This student will pick one paper, and explain the word so that the rest guess what word it is. - The team with the most points is the winner. 	<ul style="list-style-type: none"> - Students join the game, describe and guess the words. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. hair 2. pair 3. hear 4. bear 5. fear 6. pear 7. ear 8. literature

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review the pronunciation of the diphthongs /ɪə/, /eə/ and /ʊə/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of prepositions with verbs and relative clauses referring to a whole sentence.

b. Content:

- Pronunciation: Read the words and choose the odd one out. Then listen and check. (p.42)
- Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (p.42)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.42)

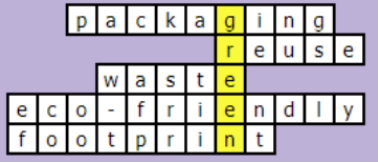
c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Read the words and choose the odd one out. Then listen and check. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to try to pronounce all the words in each line, paying attention to the underlined sounds. - Tell them to choose the word with the underlined part which is pronounced differently from the rest. In weaker class, give an example first. 	<ul style="list-style-type: none"> - Students pronounce the words, and choose the correct answers. 	<p>Key:</p> <p>1. C 2. D 3 A 4. A</p>



<p>E.g. 1. fair /eə/, hair /eə/, container /eɪ/, pair /eə/. so C. container is the odd one out.</p> <ul style="list-style-type: none"> - Ask Ss to listen to the recording and check their answers. Have them pay attention to the diphthongs /ɪə/, /eə/ or /ʊə/ in each word. - Ask Ss to listen to the recording again, but this time, have them repeat the words. 		
<p>Solve the crossword with the words you've learnt in this unit. What is the hidden word? (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word. - Have Ss complete the activity. - Check answers as a class. - If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. packaging first appears in the Vocabulary section. 	<ul style="list-style-type: none"> - Ss work in pairs - Ss solve the crossword. 	<p>Answer key:</p> 
<p>Circle the mistake in each sentence. Then correct it. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the whole sentence, focus on the underlined words / phrases - Encourage them to check whether these underlined words / phrases are grammatically correct or not by studying both the underlined parts and the phrases and the sentences that contain these parts. E.g. 1. 'A. to' is part of the phrase 'learn to recycling', which is incorrect. We say 'learn to do sth' or 'learn about sth', not 'learn to doing sth'. So it's the incorrect answer. - In weaker classes, remind them that the focus today is on the use of prepositions with verbs and relative clauses referring to a whole sentence. Help them review these grammar rules before they complete the task. 	<ul style="list-style-type: none"> - Ss identify the incorrect part, give corrections and reasons for their corrections 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A (about) 2. B (which) 3. A (in) 4. B (away)



<p>- Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for their corrections, e.g. I. A. to is the answer, because it should be learn about recycling, not to recycling.</p>		
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e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise writing a leaflet.

b. Content:

- Eco-friendly habits

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a leaflet presentation. - Have Ss work in their groups. Give them a few minutes to get ready for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying the leaflet or listening to the presentation, and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - If most students are handing out copies of their leaflets, ask them to swap their leaflets with one-two other groups. Give them time to study the leaflets and give written feedback and comments. When they finish, ask them to return the leaflets with comments to each other. - If most students are giving a PowerPoint presentations, invite one or two groups to present their leaflets on the slides and briefly introduce 	<ul style="list-style-type: none"> - All groups exhibit their leaflets and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p><i>Students' presentations</i></p>



them to everyone. Ask others to listen and write down their feedback and comments. At the end of each presentation, invite peer feedback from the audience in oral and/or written forms. - Give praise and feedback at the end. You can also give Ss marks for their presentation as part of their continuous assessment.		
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e. Assessment

- Teacher gives comments and feedback to all presentations.

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 Unit 4.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 3: Green living</p> <p style="text-align: center;">Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary- Language <p>* Project: Eco-friendly habits</p> <p>*Homework</p>



UNIT 4: URBANISATION

Lesson 1: Getting started – Urban development.

I. OBJECTIVES

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

1. Knowledge

- Get an overview about the topic *Urban development*
- Use vocabulary to talk about urban development.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be proud and respectful of the country's development
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
afford (v)	/ə'fɔ:d/	to be able to buy or do something because you have enough money or time	
colonial (adj)	/kə'ləʊniəl/	relating to a colony or colonialism	
concern (n)	/kən'sɜ:n/	a worried or nervous feeling about something, or something that makes you feel worried	
decrease (v)	/'di:kri:s/	to become less, or to make something become less	
expand (v)	/ɪk'spænd/	to increase in size, number, or importance, or to make something increase in this way	



gradually (adv)	/'grædʒ.u.ə.li/	slowly over a period or a distance	
housing (n)	/'haʊ.zɪŋ/	buildings for people to live in	
leisure (n)	/'leɜ:.ər/	the time when you are not working or doing other duties	
proportion (n)	/prə'pɔ:.ʃən/	the number or amount of a group or part of something when compared to the whole	
rapidly (v)	/'ræpɪdli/	very quickly, at a great rate	
reliable (adj)	/'rɪ'laɪ.ə.bəl/	Someone or something that is reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect	
resident (n)	/'rez.ɪ.dənt/	a person who lives or has their home in a place	
rush hour	/'rʌʃ,ou(ə)r/	the busy part of the day when towns and cities are crowded, either in the morning when people are travelling to work, when people are travelling home	
seek (v)	/si:k/	to try to find or get something, especially something that is not a physical object	
unemployment (n)	/,ʌn.ɪm'plɔɪ.mənt/	the number of people who do not have a job that provides money	

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experiences about the topic.	<ul style="list-style-type: none"> - Encourage students to work in groups so that they can help each other. - Give short, clear instructions, and help if necessary.

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:

- Mini game: Lucky Wheel

c. Expected outcomes:

- Students can answer some open questions about urbanisation.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Lucky Wheel</p> <ul style="list-style-type: none"> - Ss work in 4 groups. - Answer the questions and turn the wheel to get a bonus. - The team has the most correct answers is the winner. 	<ul style="list-style-type: none"> - Students answer the questions individually. 	<p>Questions:</p> <p>A</p> <p>B</p> <p>A</p> <p>C</p> <p>B</p> <p>B</p> <p>C</p> <p>A</p> <p>B</p>

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related the topic *Urbanisation*
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to urbanisation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher gives the meaning of the new words and asks students to guess the words. - Teacher explains more by showing pictures or giving explanations. - Teacher asks students to give the Vietnamese meanings of the words. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. 	<p>New words:</p> <ol style="list-style-type: none"> 1. afford (v) 2. colonial (adj) 3. concern (n) 4. decrease (v) 5. expand (v) 6. gradually (adv) 7. housing (n) 8. leisure (n)



		9. proportion (n) 10. rapidly (v) 11. reliable (adj) 12. resident (n) 13. rush hour 14. seek (v) 15. unemployment (n)
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e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (30 mins)

a. Objectives:

- To help Ss know how to read for main ideas and specific information in an article about the urbanisation of Ha Noi.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to urban development.
- To help Ss identify the use of present perfect tense and double comparatives.

b. Content:

- Task 1: Listen and read. (p.48)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.49)
- Task 3: Match the words to make phrases mentioned in Task 1. (p.49)
- Task 4: Complete the sentences using phrases from Task 1. (p.49)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (8 mins)		
<ul style="list-style-type: none"> - Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it. - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the topic of urbanization (high-rise buildings, urban areas, public parks ...) - Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. - Students read the conversation aloud. 	



- Call on some Ss to read the conversation aloud.		
Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins)		
- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the key words in the statements, then read the conversation and locate the part of the conversation that has the corresponding information for Mark and Mai. - Have Ss share their answers with the class. - Confirm the correct answers.	- Students work and compare the answers in pairs.	Answer key: 1. T 2. F 3. F 4. T
Task 3: Match the words to make phrases mentioned in Task 1. (8 mins)		
- Tell Ss that they will have to match words (1-4) with words (a-d) to make phrases that are used in the conversation. - Ask Ss to look at the two sets of words and match them. Tell Ss to refer to the conversation and check. - Have Ss compare their answers in pairs. - Confirm the correct answers as a class.	- Students read the conversation again and work individually to do the activity. - Students share and check the answers.	Answer key: 1. c: urban areas 2. d: leisure activities 3. a: local residents 4. b: rush hour
Task 4: Complete the sentences using phrases from Task 1. (7 mins)		
- Have Ss read each sentence individually. Encourage them to try to complete it with an appropriate phrase without referring to the conversation. Then ask them to find the answers in the conversation. - Check answers by first asking the class to call out the correct phrase only, then by calling on individual Ss to read the complete sentences. - Call out each phrase and elicit what students know about its use. - Tell Ss that they will learn more about the grammar points in the next lesson.	- Students work individually to find and underline the phrases used to give directions in the conversation. - Students match each direction with the diagram.	Answer key: 1. have built 2. bigger and bigger 3. It's the first time 4. The more.... the worse



e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise talking about urbanisation.

b. Content:

- Role play
- Task 5: Work in pairs. Student A has just returned to the neighborhood. You don't know much about the area because everything has changed. You ask for more information about the town. Student B poses as a local to introduce the neighborhood.

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Work in pairs. Student A has just returned to the neighborhood. You don't know much about the area because everything has changed. You ask for more information about the town. Student B poses as a local to introduce the neighborhood. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. - Elicit some places that can be different from the past in the neighborhood. - Tell Ss to look at the conversation in Task 1 again to look for the sample sentences. - When they know exactly what to do, ask them to work in pairs. Teacher may go around to observe and offer help if necessary. - Invite some pairs to perform in front of the class. 	<ul style="list-style-type: none"> - Students work in pairs to follow teacher's instruction. - Students practice in pairs. - Students perform in front of the class. 	<p><i>Suggested answer:</i></p> <p>A: Can you show me the way to the nearest bus stop? It used to be here three years ago, but I can't find it now.</p> <p>B: It was relocated to the corner of Cach Mang Thang Tam Street and Bac Hai Street last year. That place is now a busy street. Things has changed rapidly.</p>

e. Assessment

- Teacher and other Ss listen to the instructions and comment.

5. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Start preparing for the Project of the unit:
 - Ask Ss to open their books at the last page of Unit 4, the Project section, look at the picture and say what the topic of the project is (An urban area)



- Explain the project requirements: Ss will have to do research on an urban area in Viet Nam that has been created through urbanisation and then give an oral presentation to report the results of their research. Ss should interview three people from different generations and ask the questions in the table. In stronger classes, they can add more questions. Ss can choose different ways to present their findings (e.g. PPT presentation, poster presentation, video recording). Encourage Ss to use photos and / or illustrations to support their ideas.
- Put Ss into groups, and have them choose their group leader. Then ask them to assign tasks to each group member (e.g. doing the research, combining the collected information, combining and synthesizing the information, writing the scripts, preparing the slides, and delivering the presentation), making sure that all group members contribute to the project.
- Help Ss set deadlines for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss progress, helping them with any topic-related or functional language they need, (e.g. words and phrases to describe features of an area: remote, disadvantaged, poor infrastructure, modern, living conditions, job opportunities, ...) and solving any other problems that may arise with their projects.

Board plan

<p><i>Date of teaching</i> Unit 4: Urbanisation Lesson 1: Getting started</p>
<p>* Warm-up</p>
<p>* Vocabulary</p> <ol style="list-style-type: none">1. afford (v)2. colonial (adj)3. concern (n)4. decrease (v)5. expand (v)6. gradually (adv)7. housing (n)8. leisure (n)9. proportion (n)10. rapidly (v)11. reliable (adj)12. resident (n)13. rush hour14. seek (v)15. unemployment (n)
<p>Task 1: Listen and read. (p.48)</p> <p>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.49)</p> <p>Task 3: Match the words to make phrases mentioned in Task 1. (p.49)</p>



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

Task 4: Complete the sentences using phrases from Task 1. (p.49)

Task 5: Role- play.

***Homework**



Tiếng Anh
12



UNIT 4: URBANISATION

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *urbanisation*
- Use Present perfect (review and extension) and double comparatives to show changes in a neighbourhood.
- Use unstressed words in connected speech

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be proud and respectful of the country's development
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
afford (v)	/ə'fɔ:d/	to be able to buy or do something because you have enough money or time	
expand (v)	/ɪk'spænd/	to increase in size, number, or importance, or to make something increase in this way	
housing (n)	/'hau.zɪŋ/	buildings for people to live in	
seek (v)	/si:k/	to try to find or get something, especially something that is not a physical object	
unemployment (n)	/,ʌn.ɪm'plɔɪ.mənt/	the number of people who do not have a job that provides money	



Unstressed words in connected speech

In connected speech, most grammatical words are not usually stressed. These words include:

- articles: a, an, the
- prepositions: above, for, of, to, until, etc.
- personal pronouns: I, you, we, they, he, she, it
- possessive adjectives: my, your, our, their, her, his, its
- auxiliary verbs: be, have, do, etc.
- conjunctions: and, but, or, etc.
- modal verbs: can, will, etc.
- the expressions: there is, there are, etc.

Present perfect (review and extension)

• We use the present perfect to describe something that started in the past and is still happening now, or something that was completed in the very recent past.

Example:

A lot of young people have moved to big cities to work or study.

• We also use the present perfect to say how many times something has happened with the following structure:

It/This/That + be + the first/the second time + Subject + have/has (done)...

Example:

This is the second time I have visited this city.

It is not the first time I have heard about urbanisation.

• We often use the present perfect for a unique experience with the following structure:

It/This/That/Noun or Gerund phrase + be + the best/the worst/the only/the most beautiful/ + Subject + have/has (ever done) ...

Example:

That is the worst meal I have ever had in this city.

Moving to the city is the best decision my parents have ever made in their life.

Double comparatives to show change

• We use double comparatives to show change.

Example:

Towns are getting bigger and bigger.

The air is becoming more and more polluted.

There are more and more high-rise buildings in the city.

• We also use double comparatives to say that two things change together.

Example:

The bigger the city gets, the more crowded it becomes.

The more we invest in rural areas, the more we can help people there.

Assumption



Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

b. Content:

- Matching game

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Matching - Teacher divides students into 4 groups and models how to play this game. - Ss match the diphthongs to the right word. - The group with the most correct words will be the winner.	- Students work in groups to do the activity. - Students pronounce the words and match them to the correct group.	Answer key: 1. /ɪə/: volunteers, idea 2. /ʊə/: Ecotourism, poor 3. /eə/: air conditioners, awareness

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss recognise and practise saying unstressed words in connected speech

- To help Ss identify the unstressed words in sentences, and practise saying them.

b. Content:

- Task 1: Listen and repeat. Pay attention to the pronunciation of unstressed words. (p.49)

- Task 2: Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs. (p.49)

c. Expected outcomes:



- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the pronunciation of unstressed words. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the sentences, listen to them and repeat, paying attention to the pronunciation of the unstressed words in italics. - Have Ss focus on the words in italics in the first sentence. Tell Ss to identify types of words in italics, e.g. It-personal pronoun; has been - auxiliary verb be; since – preposition; your – possessive adjectives ... - Tell Ss that in English these grammar words are normally unstressed. - Put Ss in pairs and have them read Remember! Box to know other unstressed words in English. - Ask Ss to look at other sentences and call out the grammar words that are unstressed. 	<ul style="list-style-type: none"> - Students read the Remember Box - Students listen to the recording and check the unstressed words - Students listen again and repeat the sentences. 	<p>Suggested answer: (and – conjunction; a – article; It-personal pronoun; is – auxiliary verb be I – personal pronoun; ‘ve been – auxiliary verb be on – preposition; an – article; I – personal pronoun; can – modal)</p>
Task 2: Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the sentences and check understanding. - Play the recording twice, if necessary, pausing after each sentence and asking Ss to repeat as a class. - Have Ss underline the unstressed words. - Check answers as a class. - Put Ss into pairs and have them practise saying the sentences. Walk round the class, praising good pronunciation and correcting any mistakes. 	<ul style="list-style-type: none"> - Students listen to the recording and check the stressed words - Students listen again and repeat the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <u>A</u> new convenience store <u>has been</u> opened <u>near my</u> house. 2. <u>There are</u> still <u>a lot of</u> problems <u>in our</u> cities today. 3. <u>It is</u> <u>much</u> more expensive <u>to buy a</u> house <u>in a</u> big city. 4. <u>My</u> father <u>was</u> offered <u>a</u> new job <u>and</u> <u>his</u> office <u>will be in a</u> high-rise building.

e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: VOCABULARY (11 mins)

a. Objectives:





- To introduce words and phrases related to generational differences.
- To help Ss practise using the words in Activity 1 in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.50)
- Task 2: Complete the sentences using the correct forms of the words in Task 1 (p.50)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the definitions of the words and check understanding. - Tell Ss to match the words with the given definitions. - Have Ss compare their answers in pairs. - Check answers as a class. Ask individual Ss to read the definitions while other Ss call out the correct words. 	<ul style="list-style-type: none"> - Students read the words and do the matching. - Students work in pairs and check answers. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. E 5. B
Task 2: Complete the sentences using the correct forms of the words in Task 1. (5 mins)		
<ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to read the sentences and decide which word in 1 can be used to complete each of the sentences. Encourage them to look for context clues to help them decide on the correct word. - Check answers as a class. - Ask individual Ss to read the complete sentences. 	<ul style="list-style-type: none"> - Students work in pairs and practice reading the sentences. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. unemployment 2. afford 3. housing 4. expanded 5. seek

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: GRAMMAR (16 mins)

a. Objectives:

- To help Ss revise and extend the use of the present perfect tense with some structures.
- To help Ss use double comparatives correctly to show changes.
- To help Ss practise using the present perfect and/or the double comparatives in a speaking activity.

b. Content:



- Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p 51)
- Task 2: Choose the best option to indicate the sentence that is closest in meaning to the sentence given. (p 51)
- Task 3: Work in pairs. make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (p 51)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (5 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the sentences 1 and 3 in 4 in Getting Started and elicit the verbs used there, have built, and has been. - Ask Ss to look at the Remember! box and read the rules for using the present perfect tense. Focus Ss' attention on the use of the present perfect tense with the structures in bold. - Tell Ss about the requirements of Activity 1 in which Ss need to circle the underlined part that is incorrect in each of the given sentences, and then correct the mistakes. - Focus Ss' attention on the three sentences and check if they know all words. - Ask Ss to work in pairs or individually to complete the activity. - Check answers as a class. 	<ul style="list-style-type: none"> - Students work and check in pairs. - Students practice reading the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B: saw → have seen 2. C: had → have 3. A: has been → is
Task 2: Choose the best option to indicate the sentence that is closest in meaning to the sentence given. (5 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at sentences 2 and 4 in 4 in Getting Started and elicit the structures with double comparatives used there, bigger and bigger, and the more...the worse. - Ask Ss to look at the Remember! box and read the rules for using the double comparative to show 	<ul style="list-style-type: none"> - Students work and check in pairs. - Students practice reading the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C



<p>changes. Focus Ss' attention on the two usages of the double comparatives to show changes and to say that two things change together.</p> <ul style="list-style-type: none">- Tell Ss about the requirements of Activity 2 in which Ss need to choose the best option to indicate the sentence that is closest in meaning to the sentence given.- Focus Ss' attention on the sentences and the given options. Check if they understand all of them.- Ask Ss to work in pairs or individually to complete the activity.- Check answers as a class.		
<p>Task 3: Work in pairs. make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (6 mins)</p>		
<ul style="list-style-type: none">- Have Ss read the instructions and example, and make sure they all understand the instructions, the given example, and what they must do.- Have Ss first think of an urbanised area, make a list of changes in this area, then write about the changes in this area, using the present perfect and double comparatives.- In weaker classes, help Ss with the ideas they want to express about urbanization in the area that they know.- Put Ss in pairs and have them share what they have written.- Invite some Ss to read out loud their sentences to the class.	<ul style="list-style-type: none">- Students listen to instructions and work in pairs.- Some students present answer in front of the class.	<p><i>Suggested answer</i> My hometown has changed a lot over the past ten years. The urban area has been expanded, and there is less and less land for agriculture. More and more people have moved in. More new houses have been built. The life is getting more and more modern.</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework



- Do exercises in the workbook.

Board plan

Date of teaching

Unit 4: Urbanisation

Lesson 2: Language

*** Warm-up**

Game: Matching

Pronunciation

Task 1: Listen and repeat. Pay attention to the pronunciation of unstressed words. (p.49)

Task 2: Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs. (p.49)

Vocabulary

Task 1: Match the words with their meanings. (p.50)

Task 2: Complete the sentences using the correct forms of the words in Task 1 (p.50)

Grammar

Task 1: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p 51)

Task 2: Choose the best option to indicate the sentence that is closest in meaning to the sentence given. (p 51)

Task 3: Work in pairs. make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect. (p 51)

*** Homework**



UNIT 4: URBANISATION

Lesson 3: Reading- Urbanisation of Ha Noi

I. OBJECTIVES

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

1. Knowledge

- Use comparative adjectives.
- Read for main ideas and specific information in an article about the urbanisation of Ha Noi.

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be proud and respectful of places and sites in your neighbourhood
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. resident (n)	/'rez.ɪ.dənt/	a person who lives or has their home in a place	
2. colonial (adj)	/kə'ləʊniəl/	relating to a colony or colonialism	
3. gradually (adv)	/'grædʒ.u.ə.li/	slowly over a period of time or a distance	
4. modernising (n)	/'mɒdənaɪzɪŋ/	the act of adapting (something) to modern needs or habits, typically by installing modern equipment or <u>adopting</u> modern ideas or methods.	
5. concern (n)	/kən'sɜ:n/	a worried or nervous feeling about something, or something that makes you feel worried	

Assumption



Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the urbanisation of Hanoi.
- To set the context for the reading part.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Catch the fish

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Catch the fish - Students work in 2 groups. - There are several pictures, and Ss need to choose the correct fish that the picture represents. - Ss raise hands to get turns and choose the correct answer.	- Students work in groups to do the activity. - Students raise their hands to answer.	Answer key: 1. LEFTOVER 2. RINSE OUT 3. CONTAMINATED 4. CARDBOARD BOXES

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage.
- Pre-teach vocabulary related to the content of the reading passage.



- Task 1. Work in pairs. Discuss the questions. (p.52)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and repeat the words. 	<p>New words:</p> <ol style="list-style-type: none"> 1. resident (n) 2. colonial (adj) 3. gradually (adv) 4. modernising (n) 5. concern (n)
Task 1. Work in pairs. Discuss the questions. (5 mins)		
<ul style="list-style-type: none"> - Ask Ss look at the pictures. Have them work in pairs and discuss what they see in each of the pictures and what the pictures tell them about Ha Noi and people's life in the city. - Invite some pairs to share their discussions with the class. 	<ul style="list-style-type: none"> - Students pay attention to the teacher and may jot down some notes during the presentation. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> • In the first and second pictures, I can see old streets of Ha Noi. There were only low-rise buildings, and people mainly got around on foot, trishaw, bicycle or tram. • In the third and fourth pictures, I can see a present-day Hanoi with many high-rise buildings. There are more modern vehicles such as cars and trains. Streets are very busy, too.

e. Assessment

- Teacher checks students' understanding with follow-up questions.

3. ACTIVITY 2: WHILE- READING (15 mins)

a. Objectives:



- To help Ss practise skimming texts to choose the best title.
- To help Ss practise the skill of guessing the meaning of words from context.
- To develop reading skills for general information.
- To develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.52)
- Task 3: Read the article again. Put the main ideas in the order they appear in the article. (p.53)
- Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (p.53)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Choose the correct meanings of the highlighted words. (5 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the text. Ask them to locate the highlighted words in the text. - Ask Ss to study the context of each highlighted word, and looking for clues that they can use to guess the meaning. - Encourage Ss to replace the word with each choice to see which one best replaces the word. - Tell Ss to work in groups to discuss the clues and compare answers. - Check answers as a class. 	<ul style="list-style-type: none"> - Students listen to the instructions first, then do the exercise in a group. - Students check answers and take note. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. B 5. B
Task 3: Read the article again. Put the main ideas in the order they appear in the article. (5 mins)		
<ul style="list-style-type: none"> - Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. - Ask Ss to read the given main ideas carefully, and make sure Ss understand these ideas. - Have Ss skim through each section and choose one of the given ideas that matches the section. Ask Ss to pay attention to the first sentence, the key information or search for the 	<ul style="list-style-type: none"> - Students listen to the instructions first, then do the exercise in pairs. - Students check answers and take note. 	<p><i>Answer key:</i></p> <p>1.C 2. D 3. A 4. B</p>



<p>conclusion in each section. E.g. In the first paragraph, the key information ‘small city’, ‘population’, ‘area’, ‘old streets’, ‘different trade or craft’ best matches option C ‘Ha Noi as a small city with old streets selling different products’.</p> <ul style="list-style-type: none"> - Ask Ss to work in pairs to compare their answers. - Check answers as a class. 		
<p>Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (5 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to study the table to get the general ideas. - Encourage Ss to guess the type of information they need for each gap. - Underline the key words in the table to locate the information in the passage. - Read the parts that contain the key words carefully to identify the words/phrases. - Make sure the word/phrase for each gap is exactly the same as taken from the passage. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit. - Have Ss work in pairs to compare answers. - Check answers as a class. 	<ul style="list-style-type: none"> - Students listen to the instructions first, then do the exercise in pairs. - Students check answers and take note. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 152 2. 8/eight million 3. trams 4. metro / trains 5. low-rise buildings

e. Assessment

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss use the language and ideas from the reading to express opinions and give reasons.

b. Content:

- Task 5: Work in pairs. discuss the following questions.

Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why? (p.53)

c. Expected outcomes:



- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. discuss the following questions.		
Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why?		
<ul style="list-style-type: none"> - Ask Ss to read the text again to get more information about Ha Noi in the past and Ha Noi at present. - Have Ss work in pairs to discuss the questions. - Invite several Ss to share their discussions. 	<ul style="list-style-type: none"> - Students practise ask and answer about the reason why they want to live in HN in the past or at present. 	<p><i>Suggested answers:</i> I prefer to live in Ha Noi at present because I like the modern facilities. Getting around in Ha Noi is very convenient nowadays. However, my friend, ..., prefers to live in Ha Noi in the past. For him/her, Ha Noi in the past was more peaceful and quieter than Ha Noi at present. It was also safer to get around because people mainly went on foot or by bicycle.</p>

e. Assessment

- Teacher checks students' talks 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

- Do exercises in the workbook.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 4: My neighbourhood</p> <p>Lesson 3: Reading- Urbanisation of Ha Noi</p> <p>* Warm-up Game: Catch the fish</p> <p>Vocabulary</p> <ol style="list-style-type: none"> 1. resident (n) 2. colonial (adj) 3. gradually (adv) 4. modernising (n) 5. concern (n)
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Task 1: Work in pairs. Discuss the questions. (p.52)

Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.52)

Task 3: Read the article again. Put the main ideas in the order they appear in the article. (p.53)

Task 4: Read the article again and complete the table using no more than THREE words and/or a number for each gap. (p.53)

Task 5: Work in pairs. discuss the following questions.

Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why? (p.53)

* **Homework**



UNIT 4: URBANISATION

Lesson 4: Speaking- Changes in a living area.

I. OBJECTIVES

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

1. Knowledge

- Gain an overview of urbanisation in a living area.
- Memorize vocabulary to talk about changes in a living area.

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be proud and respectful of places and sites in your country
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. empty roads	/'em(p)tē rōd/	typically refers to roads or streets that have very few or no vehicles or pedestrians on them.	
2. wet markets (n)	/wet 'mɑ:kɪt/	a market selling fresh meat, fish, and vegetables.	
3. convenience stores (n)	/kən 'vi:niəns stɔ:(r)/	a small local shop that sells food, newspapers, etc. and has long opening hours	
4. high-rise buildings	/haɪ raɪz 'bɪldɪŋz/	typically refers to roads or streets that have very few or no vehicles or pedestrians on them.	
5. low-rise buildings	/ləʊ raɪz 'bɪldɪŋz/	structures characterized by their relatively modest height, typically fewer than five or six stories, although	



		the specific definition may vary by region and local building codes.	
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Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere in the classroom and lead in the lesson.

b. Content:

- Multiple choice quiz.

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raises their hands to take turn and answer the questions. - The team with highest points is the winner.	- Students look at the questions and work in group. - Students raise hands to answer..	Answer key: 1. ◆ 2. ● 3. ■ 4. ● 5. ▲ 6. ▲

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)

a. Objectives:





- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Pre-teach vocabulary related to the content of the lesson;
- Introducing tips to give instructions.
- Task 1. The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describes the city in the past (P) and which now (N). (p. 54)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and repeat the words. 	<p>New words:</p> <ol style="list-style-type: none"> 1. empty roads 2. wet markets (n) 3. convenience stores (n) 4. high-rise buildings 5. low-rise buildings
Task 1: The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describes the city in the past (P) and which now (N). (6 mins)		
<ul style="list-style-type: none"> - Tell Ss to look at the picture that shows how River City has changed over time. Encourage Ss to look at the picture and spot the differences of River City in the past and River City at present. E.g., low-rise buildings (in the past) vs. high-rise buildings (at present) - Ask Ss to work in pairs, read the given words/phrases and decide which describe the city in the past and which today. - Be prepared to teach students any new words or phrases, e.g., wet market (a market selling fresh meat, fish, vegetables, etc.). - Check answers as a class. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation. - Ss do the task and take note. 	<p>Past/Then:</p> <ul style="list-style-type: none"> • low-rise buildings • old • rice field • wet markets • empty roads <p>Today/Now:</p> <ul style="list-style-type: none"> • high-rise buildings • modern • park • convenience stores/ supermarkets • busy streets

e. Assessment

- Teacher checks students' understanding by asking some checking-questions.



3. ACTIVITY 2: LESS- CONTROLLED PRACTICE (15 mins)

a. Objectives:

- To give Ss an opportunity to practise talking about changes in River City in pairs.
- To help Ss practise words and phrases in talking about changes in an area.

b. Content:

- Task 2: Work in pairs. Talk about the changes in River City. use the words and phrases in Task 1. (p.54)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in pairs. Talk about the changes in River City. use the words and phrases in Task 1.		
<ul style="list-style-type: none"> - Explain the task and ask Ss to look at the given example for reference. - Tell Ss to use the grammar points learnt in this unit (present perfect and double comparatives) to talk about these changes. - Have Ss work in pairs. Walk round the class to offer help if necessary. - Invite some pairs of Ss read out loud their sentences about the changes in River City. 	<ul style="list-style-type: none"> - Students share the answers in pairs. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> • In the past, this place only had low-rise buildings. However, a lot of high-rise buildings have been built here. • They have opened a lot of convenience stores and supermarkets to replace the old wet markets. • There used to be a rice field outside the city, but it has been replaced by a city park. • In the past, the roads were almost empty. There was hardly any traffic. Now, the streets are busy and there are too many cars on the roads.

3. ACTIVITY 3: FREE PRACTICE (10 mins)

a. Objectives:

- To give Ss an opportunity to take part in a group activity to prepare a description about changes in River city, then report their description to the whole class.

b. Content:

- Task 3: Report your answers to the whole class. Vote for the best description. (p. 54)

c. Expected outcomes:



- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Report your answers to the whole class. Vote for the best description. (7 mins)		
<ul style="list-style-type: none">- Ask Ss to form groups share the sentences that they have produced about the changes I River City from the previous activity.- Tell Ss to make an outline for the description.- Provide Ss with an outline of the description and ask them to complete the description.- Have Ss practising the report in their groups to improve their fluency in speaking.- Walk around to offer help Ss, if necessary, and encourage quiet group members to get involved.- Ask groups to report their description and the whole class to vote for the best description.	<ul style="list-style-type: none">- Students work in group	<p><i>Suggested answers:</i> Description sample When we look at the picture of the River City in the past and at present, we have noticed a lot of changes in this city over the years. The old town/village now has become a more and more modern city. A lot of high-rise buildings have been built to replace all the low-rise buildings. There used to be a rice field outside the city, but it has been replaced by a city park. They have opened a lot of convenience stores and supermarkets to replace the old wet markets. In the past, the roads were almost empty, but now they have become very busy streets.</p>

e. Assessment

- Teacher corrects for students by going around while they're practising.
- Teacher gives corrections and feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Board plan





Date of teaching

Unit 4: Urbanisation

Lesson 4: Speaking

*** Warm-up**

Quiz

Controlled Practice

- Pre-teaching vocabulary

- Task 1. The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describes the city in the past (P) and which now (N). (p. 54)

Less controlled Practice

Task 2: Work in pairs. Talk about the changes in River City. use the words and phrases in Task 1. (p.54)

Free practice

Task 3: Report your answers to the whole class. Vote for the best description. (p. 54)

*** Homework**



UNIT 4: URBANISATION

Lesson 5: Listening- A radio talk.

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about A radio talk about urbanisation.
- Memorize vocabulary to talk about the advantages of urbanisation.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Develop presentation skills

3. Personal qualities

- Be proud and respectful of places and sites in your country.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. reliable (adj)	/rɪ'laɪ.ə.bəl/	Someone or something that is reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect	
2. rapidly (v)	/'ræpɪdli/	very quickly; at a great rate	
3. Go up (phr.v)	/gəʊ/ /ʌp/	to move higher, rise, or increase	
4. medical facilities	/'mɛdɪkəl/ /fə'sɪlətɪz/	to places or establishments where medical care, treatment, and health-related services are provided.	

Assumption

Anticipated difficulties	Solutions
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1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if needed). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will talk excessively in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic.
- To set the context for the listening part.

b. Content:

- Quiz

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the video about urbanisation. - Questions are shown one by one, the whole class compete to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	- Students follow the teacher's instructions and do the task in teams.	Link: https://www.youtube.com/watch?v=u13tvhe8l9w

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE- LISTENING (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To set the context for the listening part.

b. Content:

- Vocabulary teaching



- Task 1: Choose the correct meanings of the underlined words (p.54)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary teaching (4 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students listen to the explanation and repeat the words. 	<p>New words:</p> <ol style="list-style-type: none"> 1. reliable (adj) 2. rapidly (v) 3. Go up (phr. v) 4. medical facilities
Task 1: Choose the correct meanings of the underlined words. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that in the recording there will be some possible new words. Ask Ss to look study the sentences in which these new words are used and choose the correct meanings of these words. - Encourage Ss to study the context of these words, e.g. 1. 'rapidly' goes with 'increasing' and the reason 'because many people want to buy their own houses' give the hint that it means A 'very quickly'. - Have Ss work in pairs to compare their answers. - Check answers as a class. 	<ul style="list-style-type: none"> - Students listen to instructions and find the answers. - Students pair up to check their answers and then check with the class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A

e. Assessment

- Teacher corrects the students as a whole class.

3. ACTIVITY 2: WHILE- LISTENING (15 mins)

a. Objectives:

- To help Ss practise listening for general and specific information.

b. Content:

- Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (p.54)

- Task 3: Listen to the talk again and answer the questions. use no more than THREE words and/or a number. (p.55)

c. Expected outcomes:





- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (7 mins)		
<ul style="list-style-type: none">- Tell Ss that the options could be in phrases (questions 1, 4, and 5) and in graphs (questions 2 and 3).- Have Ss look through the questions and options. Make sure they understand them.- Encourage Ss to brainstorm synonyms or paraphrases of the options, e.g. world's urbanization (urbanization in the global world).- Play the recording twice and have Ss listen and choose their answers.- Ask Ss to compare their answers.- Ask Ss to provide evidence they caught from the recording.- Check answers by playing the recording again and pausing after the parts of the recording containing the information.	<ul style="list-style-type: none">- Students listen to the instructions and do the task	<p><i>Answer keys:</i></p> <p>1. C 2. A 3. B 4. C 5. A</p>
Task 3: Listen to the talk again and answer the questions. use no more than THREE words and/or a number. (8 mins)		
<ul style="list-style-type: none">- Have Ss read through the questions carefully and check if they understand all the vocabulary.- In stronger classes, ask Ss if they can answer the questions without listening to the conversation again.- Ask Ss to focus on the type of information that they will need. Remind Ss of the word limit for each answer.- Play the recording and ask Ss to listen and take notes.- Have Ss compare their answers.- Check answers as a class by writing them on the board.	<ul style="list-style-type: none">- Students listen to the instructions and do the task	<p><i>Answer keys:</i></p> <p>1. About 30 %/ thirty percent 2. By 2050 3. (City's) better facilities 4. Goods and services</p>

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: POST-LISTENING (10 mins)





a. Objectives:

- To check students' understanding and memorize the information in the recording.
- To help some students enhance presentation skills.
- To practise teamwork.
- To give Ss an opportunity to use the language and ideas from the listening to express an opinion.

b. Content:

- Task 4. Work in groups. Discuss the following questions. (p.55)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (p.55)		
<p>Question:</p> <ul style="list-style-type: none"> • What do you think is the biggest advantage of urbanisation? <p>- Ask Ss to list the advantages of urbanisation that have been mentioned in the recording (access to better health and communication services, access to clean water and waste management facilities, improving quality of life).</p> <p>- Put Ss into groups. Group members take turns telling what each of them thinks the biggest advantage of urbanisation is.</p> <p>- Walk round the class and offer help if necessary.</p> <p>- Invite Ss from some groups to share their opinions with the whole class. Encourage them to give reasons.</p>	<p>- Students listen to the instructions and do the task</p>	<p>Suggested answer</p> <p><i>Sample answers</i></p> <ul style="list-style-type: none"> • <i>I think the biggest advantage of urbanisation is the opportunity to get access to better health services. This is because most of the big hospitals with the best medical facilities are often located in big cities. When people have better health services, they will have a healthier body and enjoy their life.</i> • <i>I think the biggest advantage of urbanisation is having modern facilities. When people have access to more and better facilities, their life also gets easier and more comfortable.</i>

e. Assessment

- Teacher observation on Ss' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.



4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 4: Urbanisation</p> <p>Lesson 5: Listening- A radio post.</p>
<p>*Warm-up</p> <p>Quiz</p>
<p>Pre- listening</p> <ul style="list-style-type: none">- Vocabulary1. reliable (adj)2. rapidly (v)3. Go up (phr. v)4. medical facilities <ul style="list-style-type: none">- Task 1: Choose the correct meanings of the underlined words (p.54)
<p>While- listening</p> <ul style="list-style-type: none">- Task 2: Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C. (p.54)- Task 3: Listen to the talk again and answer the questions. use no more than THREE words and/or a number. (p.55)
<p>Post- Listening</p> <ul style="list-style-type: none">- Task 4. Work in groups. Discuss the following questions. (p.55)
<p>*Homework</p>



UNIT 4: URBANISATION

Lesson 6: Writing- DESCRIBING A LINE GRAPH

I. OBJECTIVES

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

1. Knowledge

- Write a description of a line graph.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 4, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To gain an overview of the line graph.
- To lead into the new lesson.

b. Content:

- Quiz

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p>Quiz</p> <ul style="list-style-type: none"> - Teacher shows the questions one by one, the whole class competes to answer the questions. - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students listen to the instructions and do the task individually 	<p>In a line graph, the horizontal axis usually represents:</p>
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE- WRITING (12 mins)

a. Objectives:

- To help Ss develop language for line graph description.
- To familiarise Ss with the structure and language of line graph description.

b. Content:

- Task 1: Work in pairs. Look at the line graph. match the sentences with the information in the graph. (p.55)
- Task 2: Look at the line graph and put the paragraphs in the correct order. (p.56)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Look at the line graph. match the sentences with the information in the graph. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to look at the line graph that shows the percentage of population in urban and rural areas over a long period of time. - Focus Ss' attention on the changes over the years for the urban and rural population patterns. - Ask Ss to read the given descriptions and explain if they don't understand what these descriptions mean. - Tell Ss to match the phrases (descriptions) with the information in the graph. - Put Ss into pairs. Have them work together to do the matching. - Check answers as a class. 	<ul style="list-style-type: none"> - Students listen to the instructions and work in pairs. - Students check answers with the class. 	<p>Answers key: 1. b 2. c 3. a</p>
<p>Task 2: Look at the line graph and put the paragraphs in the correct order. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the instructions, look at the line graph and then study the outline of a line graph description. Explain any words/phrases that Ss don't know. 	<ul style="list-style-type: none"> - Students listen to the instructions and work in pairs. - Students check answers with the class. 	<p>Answer key: The order is: B – C - A</p>



<ul style="list-style-type: none"> - Pre-teach some of the more difficult words and phrases, e.g. main trends, introduces... - Put Ss in pairs to read and discuss the structure of line graph description. Then have them match each paragraph with a description. - Check answers as a class. <ul style="list-style-type: none"> • Ask Ss to read the Tips box. In weaker classes, give Ss time to read and explain any structures that they don't know. • To check understanding of the structure and language of the line graph description, ask questions, such as How does the writer introduce the line graph? What expressions can be used to show the upward trends? What expressions can be used to show the downward trends? What linking words can be used to compare or contrast? 		
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE- WRITING (18 mins)

a. Objectives:

- To provide Ss some ideas for the writing activity
- To help Ss practise writing a description of a line graph.

b. Content:

- Task 3: The line graph below illustrates population trends in Viet nam from 1960 to 2020. Write a description (120–150 words) of the graph. Use the expressions in Task 1, the model and tips in Task 2, and the suggestions below to help you. (p.56)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3: The line graph below illustrates population trends in Viet nam from 1960 to 2020. Write a description (120–150 words) of the graph. Use the expressions in Task 1, the model and tips in Task 2, and the suggestions below to help you. (8 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the instructions, then look at the line graph. Tell Ss that they are also provided with some suggestions to complete their description. - Have Ss complete the description in pairs or individually. 	<ul style="list-style-type: none"> - Students work in pairs and independently as instructed. 	<p><i>Students' own answers</i></p>



<ul style="list-style-type: none"> - Have Ss work individually to write their first draft. - Put Ss in pairs and ask them to swap their writing for peer feedback. - Collect Ss' writings to mark and provide written feedback in the next lesson. 		
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST- WRITING (18 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>CROSS-CHECKING</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss - Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names. 	<ul style="list-style-type: none"> - Students perform peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>

e. Assessment

- Teacher gives corrections and feedback.

5. CONSOLIDATION (2 mins)





a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

Date of teaching

Unit 4: My neighbourhood

Lesson 6: Writing- Describing a line graph

***Warm-up**

Quiz

***Pre- writing**

- Task 1: Work in pairs. Look at the line graph. match the sentences with the information in the graph. (p.55)
- Task 2: Look at the line graph and put the paragraphs in the correct order. (p.56)

***While- writing**

- Task 3: The line graph below illustrates population trends in Viet nam from 1960 to 2020. Write a description (120–150 words) of the graph. Use the expressions in Task 1, the model and tips in Task 2, and the suggestions below to help you. (p.56)

***Post- writing**

- Cross- check.

***Homework**



UNIT 4: MY NEIGHBOURHOOD

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- To provide a model conversation in which speakers make complaints and respond to them.
- To review expressions for making complaints and responding.
- To help Ss understand urbanization in Malaysia and Australia.
- To help Ss relate what they have learnt in the reading text to their own culture.

2. Competences

- Develop communication skills and creativity
- Develop presentation skill
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be proud and respectful of the country's development.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, Communication and CLIL.
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:





- To create an active atmosphere in the class before the lesson

b. Content:

- Video watching

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Teacher shows a short video about travelling around "The planet Earth". - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary. 	<ul style="list-style-type: none"> - Students watch the video and answer. 	<p><i>Link:</i> https://www.youtube.com/watch?v=gKdxPw9HDUs&t=1s</p>

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To provide a model conversation in which speakers make complaints and respond to them.
- To review expressions for making complaints and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.57)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions to help you. (p.57)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. Who are the speakers? What are they talking about? - Have Ss listen and complete the conversation with the expressions from the box. - Check answers by asking two Ss to read out the conversation. 	<ul style="list-style-type: none"> - Students do the task as instructed. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. D 2. A 3. C 4. B



<p>- Have Ss underline expressions used to make complaints (I want to complain about ...; I'm sorry to have to say this ...) and to give responses to complaints (I promise.../ I'm sorry, but there's nothing we can do about it.).</p> <ul style="list-style-type: none"> Put Ss in pairs and have them practise the conversation. 		
<p>Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions to help you. (8 mins)</p>		
<p>- Ask Ss to read through the situations, and check understanding.</p> <p>- Underline words and phrases in the model conversation that Ss can replace with information from the new situations.</p> <p>- Go through the Useful expressions in the box and remind Ss to use them in their conversations.</p> <p>- Have Ss spend a few minutes planning their conversations, e.g. decide how they are going to start each one, how they are going to start making complaints and how they will respond to those complaints. Then have Ss practise their conversations.</p>	<p>- Students do the task as instructed.</p>	<p><i>Students' own performance</i></p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE/ CLILL (20 mins)

a. Objectives:

- To help Ss understand urbanization in Malaysia and Australia.
- To help Ss relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and complete the table. (p.57)
- Task 2: Work in groups. Compare urbanisation in Viet nam with that in malaysia and/or australia. use the information in Writing and Culture/CLiL and the questions below to help you. (p.58)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and complete the table. (7 mins)		
<ul style="list-style-type: none">- Ask Ss to look at the two pictures showing these two countries. Raise some questions to find out what they already know about urbanization in Malaysia and Australia, e.g. Is Malaysia/Australia urbanised? (Yes, it is.) When did urbanization start in Malaysia/Australia? What is the percentage of the current urban population in Malaysia/Australia?...- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. How fast is the urbanization rate in Malaysia/Australia? Why is urbanisation so fast in Malaysia/Australia?...- Put Ss into pairs. Ask them to read the text about urbanisation in Malaysia and Australia, and then complete the table. Walk around the class and offer help, explaining unfamiliar words or answering questions.- Check answers as a class by calling on pairs to write the information on the board.- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	<ul style="list-style-type: none">- Students do the task as instructed.	<p>Answer key:</p> <ol style="list-style-type: none">1. At the end of 19th century2. about 26 per cent3. gradual growth4. One of the most urbanised countries in East Asia5. Almost 90 per cent
Task 2: Work in groups. Compare urbanisation in Viet nam with that in malaysia and/or australia. use the information in Writing and Culture/CLiL and the questions below to help you. (13 mins)		
<ul style="list-style-type: none">- Have Ss look back at the text and refer to the text and the notes they completed in Activity 1 about urbanisation in Malaysia and Australia.	<ul style="list-style-type: none">- Students do the task as instructed.	<p><i>Students' own answers.</i></p>



<p>- Ask Ss to work in groups and compare Viet Nam's urbanisation with that in Malaysia and/ or in Australia, based on the suggested questions. Walk around and help Ss if necessary.</p> <p>- Invite some groups to report their discussion.</p>		
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e. Assessment

- Teacher corrects for students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Prepare for the next lesson

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 4: Urbanisation</p> <p style="text-align: center;">Lesson 7: Communication and Culture/ Clil</p> <p>*Warm-up Video watching</p> <p>*Everyday English</p> <ul style="list-style-type: none">- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.57)- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions to help you. (p.57) <p>*Culture/ Clil</p> <ul style="list-style-type: none">- Task 1: Read the text and complete the table. (p.57)- Task 2: Work in groups. Compare urbanisation in Viet nam with that in malaysia and/or australia. use the information in Writing and Culture/CLiL and the questions below to help you. (p.58) <p>* Homework</p>
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UNIT 4: URBANISATION
Lesson 8: Looking back and project.

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 team work;
- 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
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
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Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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:

- 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 differences between bacteria and viruses.

d. Organisation

TEACHER'S 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 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 give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise the unstressed words.
- To help Ss review words and phrases that they have learnt in this unit.
- To help Ss 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 Ss to listen and underline the unstressed words in each sentence. - Have Ss practise reading the sentences out loud in pairs, paying close attention to the unstressed words. - Ask several Ss to read out loud in front of the class. Correct wrong pronunciation of unstressed words if necessary. Praise for good pronunciation and fluent delivery. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <u>There are</u> more <u>than</u> fifty new skyscrapers <u>in the</u> city. 2. People <u>can</u> get around easily <u>by the</u> 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> a <u>lot of</u> changes <u>in my</u> hometown, <u>and most of them have been</u> welcomed <u>by</u> residents.
Task 2: Choose the correct words to complete the sentences. (4 mins)	
<ul style="list-style-type: none"> - Have Ss look at the instruction, the texts, and the given words in the box. - Ask Ss to read each sentence and focus their attention on the gap in it. - Tell Ss 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 Ss' reference. - Ask Ss to fill in the text with the given words individually. - Have Ss check their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the sentences. 	<p>KEY:</p> <ol style="list-style-type: none"> 1. seek 2. expanding 3. housing 4. afford 5. unemployment
Task 3: Circle the underline part that is incorrect in each of the following sentences. Then correct it. (4 mins)	



<ul style="list-style-type: none"> - Ask Ss to read each sentence and choose the correct option to complete it. - Remind Ss to study the context carefully and decide which option is the correct one. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D
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e. Assessment

- Teacher observes Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (26 mins)

a. Objectives:

- To provide an opportunity for Ss 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
<p>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.</p>	
<ul style="list-style-type: none"> - As Ss 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 Ss 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 presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss 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 Ss marks for their presentation as part of their continuous assessment. 	
<p>Students' presentations</p>	
<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.	
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e. Assessment

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

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 5.



Board Plan

Date of teaching

Unit 4: Urbanisation

Lesson 8: Looking back and project.

***Warm-up**

*** Looking back**

- Pronunciation

- Vocabulary

- Language

*** Project. The new Urban area.**

***Homework**



UNIT 5: THE WORLD OF WORK

Lesson 1: 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*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. shift (n)	/ʃɪft/	a period of time worked by a group of workers who start work as another group finishes	ca làm việc
2. nine-to-five (adj)	/naɪn - tə - faɪv/	a typical full-time work schedule from 9:00 AM to 5:00 PM.	giờ hành chính
3. footstep (n)	/'fʊtstep/	the values, customs, and practices that have been passed down from parents to children over time.	bước chân, truyền thống gia đình
4. accountant (n)	/ə'kaʊntənt/	a person whose job is to keep or check financial accounts	kế toán



Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experience about the topic.	<ul style="list-style-type: none"> - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher plays a video and asks Ss to watch and answer the question. Link: https://www.youtube.com/watch?v=8bZbRTh92NM&t=84s	- Students watch a video and answer the question	Questions: What are they talking about? Suggested answer: Their parent's job.

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary by: <ul style="list-style-type: none"> + showing the pictures illustrating the words + giving explanation + asking some elicit questions 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (7 mins)		

<ul style="list-style-type: none"> - Teacher sets the context for the listening and reading. - Teacher has Ss look at the picture and elicit the context of the conversation by asking some questions. - 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. - Call on three Ss to read the conversation aloud. 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. - Ss compare the words and phrases with their partner. - Students read the conversation aloud. 	 <p>Questions:</p> <ol style="list-style-type: none"> 1. Where are Mark and Lan? 2. What are they talking about?
<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. - 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. 	<ul style="list-style-type: none"> - Students work in pairs to do the activity. 	<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



- Confirm the correct answers.	- Students share the answers in front of the class and show where they can find them. - Correct	
Task 3: Match the words/ phrases to make phrases mentioned in 1. (6 mins)		
- 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. - Allow Ss to share answers before discussing them as a class. - T prepares some pieces of paper with the words/ phrases. - T has Ss come to the board to match them.	- Students read the conversation again and work independently to do the activity. - Share the answer with partners. - Students share and check the answers.	Answer key: 1. d 2. a 3. b 4. c
Task 4: Complete the sentences with phrases or clauses in the box based on the conversation in 1. (5 mins)		
- Run through the task - Have Ss read each sentence and try to think of the missing information to complete the sentences. - In weaker classes, encourage Ss to read the conversation again and find the sentences. - Check answers by calling on one student to read the beginning of the sentence and	- Answer some eliciting questions - Read the sentence and think of the information - Some weak Ss can read the conversation again to find the information. - Ss share the answers	Answer key: 1. c 2. a 3. b 4. d

<p>another student to read the end of the sentence.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Listen to the teacher. 	
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e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (5 mins)

a. Objectives:

- To give Ss further practice



b. Content:




- Game: Be a footballer

c. Expected outcomes:

- Ss can choose the correct answer

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Be a footballer		
<ul style="list-style-type: none"> - Give instructions - Show the questions and correct 	<ul style="list-style-type: none"> - Listen to the teacher - Choose the correct answers 	<p>PRODUCTION</p> <p>BE A FOOTBALLER</p> <p><i>Instructions:</i> There are 5 questions. Choose the most suitable answer by selecting A, B, or C.</p>  <p>1. I have a _____, so I typically work from 9 AM to 5 PM Monday through Friday.</p> <p>A. nine-to-five job B. night shift C. business trip</p>  <p>2. My mum used to be a teacher, _____ she gave up her job to look after me and my brother.</p> <p>A. so B. but C. for</p>

		<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;">  <p>3. He has a nine-to-five job. He works with numbers. He is _____ at a bank.</p> <p>A. a factory worker B. a primary teacher C. an accountant</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;">  <p>4. I love working with children, though _____</p> <p>A. it brings me joy and fulfillment. B. my current nine-to-five job in an office doesn't allow me to do that. C. I decided to pursue a career in education.</p> </div> <div style="border: 1px solid #ccc; padding: 5px;">  <p>5. I will be _____ next week to meet with potential clients and expand our market presence.</p> <p>A. staying at the office B. going on a business trip C. on the night shift</p> </div> <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. B 5. B
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e. Assessment

- Teacher checks students' exercises individually and gives feedback.

5. CONSOLIDATION (5 minutes)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- 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, e.g. types of cities, adjectives to describe cities, and solving any other problems that may arise with their projects.



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI



Tiếng Anh
12



Board plan

Date of teaching

Unit 5: The world of work

Lesson 1: Getting started

*** Warm-up**

*** 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

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)

Game: Be a footballer.

***Homework**



UNIT 5: THE WORLD OF WORK

Lesson 2: 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*

Language analysis

- A simple sentence includes ONE independent clause.

Example: My brother didn't apply for the job.

- A compound sentence includes TWO or MORE independent clauses joined by a coordinating conjunctive (e.g. *and, but, or, nor, yet, so*) a correlative conjunction (e.g. *not only....but also*), or a conjunctive adverb (e.g. *as a result, moreover, in fact, on the other hand*)

Example:

My brother didn't apply for the job, but he was offered an apprenticeship.

Being a nurse is a very tiring job; moreover, you don't earn a high salary.

- A simple sentence includes ONE independent clause.

Example: My brother didn't apply for the job.

- A compound sentence includes TWO or MORE independent clauses joined by a coordinating conjunctive (e.g. *and, but, or, nor, yet, so*) a correlative conjunction (e.g.



not only....but also), or a conjunctive adverb (e.g. *as a result, moreover, in fact, on the other hand*)

Example:

My brother didn't apply for the job, but he was offered an apprenticeship.

Being a nurse is a very tiring job; moreover, you don't earn a high salary.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if necessary. - 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 class.	<ul style="list-style-type: none"> - Define expectations in explicit detail. - Continue to define 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 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 sentence.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Have Ss work in groups of 4-6 - Have Ss put the words/ phrases into the correct 	<ul style="list-style-type: none"> - Work in groups - Do the task carefully and write on the posters. 	<p>Put the words/ phrases into the correct order to make a meaningful sentence.</p> <p>1. employees./ He/ a/ manages/ team/ of/</p>



<p>order to make a meaningful sentence.</p> <ul style="list-style-type: none"> - 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 BB when finishing. - The group has more correct sentences and be the fastest will be the winner. - Correct and declare the winner. - Lead into the new lesson 	<ul style="list-style-type: none"> - Stick the posters on the BB - Correct 	<p>2. deadline/ is/ to complete it./ tomorrow,/The project/ so/ we/ must work/ extra hours/</p> <p>3. work/ works from home./ and/ she/ I/ in an office,/</p> <p>4. After/ she/ the graphic design work./ can assist/ finishes programming,/ she/ him/ with/</p> <p>Answer key:</p> <p>1. He manages a team of employees.</p> <p>2. The project deadline is tomorrow, so we must work extra hours to complete it.</p> <p>3. I work in an office, and she works from home.</p> <p>4. After she finishes programming, she can assist him with the graphic design work.</p>
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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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Listen and repeat. Pay attention to the stressed words. (6 mins)		
<ul style="list-style-type: none">- Explain the situations in which auxiliary and model verbs are stressed.- Play the recording and ask Ss to listen and repeat. Tell them to pay attention to the stressed auxiliary and model verbs. Ask Ss to practise reading the sentences aloud in pairs.- Invite some pairs to practise the sentences in front of the class. Demonstrate the stressed auxiliary and model verbs again clearly if needed.	<ul style="list-style-type: none">- Listen to the teacher's explanation.- Listen and repeat.- Pay attention to the stressed auxiliary and model verbs- Practise reading the sentences in pairs.- Practise the sentences in front of the class.	Audio script <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.
Task 2: Listen and underline the stressed auxiliary and modal verbs in the following sentences. Then practise saying the sentences in pairs. (6 mins)		
<ul style="list-style-type: none">- Ask Ss to read the sentences and underline auxiliary and modal verbs that are stressed.- Play the recording and have Ss check their answers.- Play the recording again, pausing after each sentence, for Ss to repeat.- If time allowed, have Ss come up with their own sentences and ask them to practise with other.	<ul style="list-style-type: none">- Read the sentences and underline auxiliary and modal verbs that are stressed.- Listen and check- Listen and repeat.	Audio script <ol style="list-style-type: none">1. I would help you find a job if I <u>could</u>.2. I <u>wasn't used</u> to the new working environment, but I <u>am</u> 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.

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
<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. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Correct 	<ul style="list-style-type: none"> - Work in pairs - Read the words and phrases and match them to their meanings - Give the answers in pairs. - Correct 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> c d b e a
Task 2: Complete the sentences with the words in 1. (6 mins)		
<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 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. 	<ul style="list-style-type: none"> - Students work in pairs, read the sentences carefully and decide which words can be used. - Listen to the teacher 	 <p><i>Answer key:</i></p> <ol style="list-style-type: none"> employ challenging



<ul style="list-style-type: none"> - Check answers as a class by playing the game PICK A BOX. - Have Ss work in 2 groups to play the game - Give instructions - Confirm the correct answers. Ask Ss to give reasons why they have chosen the word/phrase by referring to the context clues. - Ask individual Ss to read the complete sentences. 	<ul style="list-style-type: none"> - Work in groups to play game - Listen to the instructions - Ss choose the box and give the answers. - Students explain the meaning of each phrase. - Students read the complete sentences. 	<ul style="list-style-type: none"> 3. bonus 4. relevant 5. rewarding
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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 practice 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’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 1: Combine the following simple sentences, using the words in brackets. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss to read the explanations in the Remember! box on page 62. Check understanding of the grammar point by asking 	<ul style="list-style-type: none"> - Read the explanations in the Remember! box on page 62. - Answer the questions 	<p>Answer key:</p> <ul style="list-style-type: none"> 1. Although he left school with no academic



<p>questions about the number of clauses in the sentences.</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. - 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. - Check answers as a class and ask Ss to explain their choices. 	<ul style="list-style-type: none"> - Listen to the teacher's explanation - Combine the simple sentences by using the words in the bracket. - Correct 	<p>qualifications, he found a well-paid job.</p> <p>2. If people learn English well, they will have a better chance of getting a job.</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)</p>		
<ul style="list-style-type: none"> - 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. - 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. - Put Ss in pairs and practice saying the sentences. - Invite some Ss to report back to the class. 	<ul style="list-style-type: none"> - Read the instructions and examples. - Work in pairs to make compound and complex sentences. - Present their ideas in front of class. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> ✓ 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. ✓ There are jobs that no longer exist, but new opportunities



		<p>have emerged in the ever-changing workforce.</p> <p>✓ 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.</p> <p>✓ 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.</p> <p>✓ 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.</p>
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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.

Board plan

Date of teaching

Unit 5: The world of work

Lesson 2: Language

*** Warm-up**
Game: Sentence Scramble

*** Pronunciation**

- Task 1. Listen and repeat. Pay attention to the stressed words.
- Task 2. Listen and underline the stressed auxiliary and modal verbs in the following sentences. Then practise saying the sentences in pairs.

*** Vocabulary**

- Task 1. Match the words with their meanings.
- Task 2. Complete the sentences with the words in 1.

*** Grammar**

- Task 1. Combine the following simple sentences, using the words in brackets.
- Task 2. Work in pairs. Add more clauses to the following sentences to make compound or complex sentences.

*** Homework**



UNIT 5: THE WORLD OF WORK

Lesson 3: Reading – Job advertisements

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information in job advertisements.

2. Competences

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

3. Personal qualities

- Cognizant of how to read job advertisements and aware of future career prospects.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 5, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. unpaid (adj)	/,ʌn'peɪd/	not receiving payment for work that they do	không được trả lương
2. wage (n)	/weɪdʒ/	a regular amount of money that you earn, usually every week or every month, for work or services	tiền công (trả theo giờ hoặc theo khối lượng công việc)



3. donation (n)	/dəʊ'neɪʃn/	something that is given to a person or an organization such as a charity, in order to help them;	đồ từ thiện, quyên góp
4. overtime pay (n)	/'əʊvətaɪm peɪ /	extra money that an employee receives for working more hours than their regular work schedule.	tiền ngoài giờ
5. responsibility (n)	/rɪˌspɒnsə'bɪləti/	a moral duty to do something or to help or take care of somebody because of your job, position..	nhiệm vụ

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To enhance students' skills of cooperating with teammates.

b. Content:


- Flash game

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p>Flash game</p> <ul style="list-style-type: none"> - Have Ss play the flash game - Give the instruction - Show the pictures in Fast, Medium, and Slow - Have Ss to give the answers - Correct 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Listen to the teacher - Observe and remember - Give the answers - Correct 	
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate Ss' background knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Look at the pictures and discuss what you know about the jobs. (p.64)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs. Look at the pictures and discuss what you know about the jobs. (4 mins)</p>		
<ul style="list-style-type: none"> - Have Ss look at the pictures and ask questions. - Tell Ss that they are going to read several advertisements for common jobs that high school students can do. - In stronger classes, ask Ss to brainstorm the jobs that are common 	<ul style="list-style-type: none"> - Look at the pictures and answer the questions - Listen to the teacher 	<p>Questions:</p> <p>What do you see in the picture?</p> <p>What do they do?</p> <p>Do you like to do these jobs?</p>



for Ss to do especially during their holiday. - Invite some groups to share their ideas with the class before reading.	- Share the ideas in front of the class	
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook.	New words: 1. unpaid (adj) 2. wage (n) 3. donatiom (n) 4. overtime pay (n) 5. responsibility (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To help Ss practise guessing the meanings of words/ phrases from context.
- To help Ss practise reading for general information.
- To help Ss practise reading for specific information.

b. Content:

- Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases.
- Task 3: Read the adverts again and choose the most suitable headline for each one.
- Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5.

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases.

(6 mins)

<ul style="list-style-type: none">- Ask Ss to read the whole text once to get an overall idea.- Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning.- Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary.- Have Ss discuss the context clues and compare answers in small groups.- Check answers as a class by inviting Ss to write them on the board.	<ul style="list-style-type: none">- Students read the text and locate the highlighted words individually.- Students study the context and do the tasks as required.-	<p>Answer key:</p> <ol style="list-style-type: none">1. A2. A3. A4. B5. A
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Task 3: Read the adverts again and choose the most suitable headline for each one. (7 mins)

<ul style="list-style-type: none">- Ask Ss to read 5 headlines in 2 and read the advertisements again to match the headline with the correct advertisement.- Remind Ss to read the advertisements carefully to find out the significant information which matches the heading.- Ask Ss to locate key information that help them have correct answer.- Check answers as a class. Write them on the board.	<ul style="list-style-type: none">- Students read the headings first, then skim through each section.- Students choose the heading that covers the ideas of the whole section.- Students check answers with the whole class and give explanations for their choice.	<p>Answer key:</p> <ol style="list-style-type: none">1. E2. B3. A4. C5. D
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Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5. (7 mins)



<ul style="list-style-type: none"> - Ask Ss to read the descriptions of 5 people first. Make sure Ss understand all of them. - Have Ss read the advertisements again and decide which job is most suitable for each of the described people. - Ask Ss to give reasons for their answers by providing the information from the advertisements. - Check answers as a class. Call on some Ss to explain their answers. 	<ul style="list-style-type: none"> - Students read the descriptions of 5 people - Ss read the advertisements and do the task. - Students compare their answers with partners and then check with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. shop assistant 2. baby sitter 3. volunteer 4. teaching assistant 5. product reviewer
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

To help Ss use the ideas and language in the reading to express opinions and give reasons.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p.65)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the job in the adverts that students find the most interesting.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions.		
<ul style="list-style-type: none"> - Ask Ss to review the advertisements quickly and note down some ideas for their answers. - Encourage Ss to explain their answers using as many reasons as possible. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - I find teaching assistant most interesting because I can improve my knowledge and apply what I learn in the class. Besides, I can still earn money for my work.



- Invite Ss from different groups to give their answers to the class.	- Students share their answers with the whole class. - Students listen and give feedback	- I find shop assistants most interesting because I have a chance to communicate with my people. It's also a well-paid job.
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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

- Teacher asks students to talk about what they have learnt in the lesson.
- + Some vocabulary related to *Job advertisements*
- + Reading for specific information about *Job advertisements*
- + Discuss the job you find the most interesting.

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Talk about the job you find the most interesting with your friends.
- Prepare for the next lesson.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 5: The world of work</p> <p>Lesson 3: Reading</p>
<p>* Warm-up</p> <p>Flash game</p> <p>Vocabulary</p> <ol style="list-style-type: none"> 1. unpaid (adj) 2. wage (n) 3. donatiom (n) 4. overtime pay (n) 5. responsibility (n) <p>Task 1: Work in pairs. Look at the pictures and discuss what you know about the jobs.</p> <p>Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases.</p>



Task 3: Read the adverts again and choose the most suitable headline for each one.

Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5.

Task 5: Work in pairs. Discuss the following questions.

* **Homework**

UNIT 5: THE WORLD OF WORK

Lesson 4: Speaking – Giving opinions about different jobs

I. OBJECTIVES

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

1. Knowledge

- Give opinions about different jobs

2. Competences

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

3. Personal qualities

- Be proud and respectful of different jobs

II. MATERIALS

- Grade 12 textbook, Unit 5, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.

III. PROCEDURES



1. WARM-UP (5 mins)

a. Objectives:

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


b. Content:

- Watching a video

c. Expected outcomes:

- Students can guess the context for the speaking part.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Watching a video</p> <ul style="list-style-type: none"> - Have Ss watch a video and guess the video is about.. - Call on Ss to give the ideas and give feedback - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Ss watch a video and answer the question - Ss share the ideas in front of the class 	<p>WARM-UP</p> <p>What are they talking about?</p> 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson.
- To provide a model conversation in which speakers give their opinions about different jobs.

b. Content:

- Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you. (p. 66)
- Task 2: Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings. (p. 66)

c. Expected outcomes:

- Students can use the adjectives to describe the nature of the job.
- Students can explain their opinions and feelings about the jobs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you. (10 mins)


- Ask Ss to work in pairs and decide which adjectives are suitable for the job descriptions.
- Make sure the Ss understand the adjectives and descriptions. In weaker classes, explain the meaning of difficult adjectives to Ss when necessary.
- Note that Ss can use several adjectives to describe the job as long as they can give reasons for their choice.
- Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers.

- Students read the main responsibility and decide which adjectives are suitable.
- Ss give the answers and explain

Suggested answers:


CONTROLLED PRACTICE
1 Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you.

boring challenging demanding exciting important
borely repetitive rewarding stressful tiring

 **event volunteer**
rewarding
important
demanding


CONTROLLED PRACTICE
1 Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you.

boring challenging demanding exciting important
borely repetitive rewarding stressful tiring

 **product reviewer**
exciting
challenging


CONTROLLED PRACTICE
1 Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you.

boring challenging demanding exciting important
borely repetitive rewarding stressful tiring

 **shop assistant**
repetitive
boring
tiring

CONTROLLED PRACTICE
1 Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you.

boring challenging demanding exciting important
borely repetitive rewarding stressful tiring

 **babysitter**
stressful
tiring
boring

Task 2: Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings.

- Keep Ss working the in same pairs. Ask Ss to read the sample conversation in pairs and make sure they understand it.
- Have Ss choose a job in 1 and give their opinions about it.
- Ask Ss to base their opinions and feelings on the descriptions in 1 and use the example in their book to develop a similar conversation.
- Encourage Ss to express their true feelings and opinions. Go around the class and provide help when needed.

- Read the sample conversation in pairs.
- Choose a job in 1 and give opinions about it
- Make a conversation

Suggested answer:

A: I think working as a product reviewer is very demanding because I need to have many skills from writing scripts to presenting my reviews in front of the camera.

B: Well, I have a feeling that this job is very glamorous when your videos are watched by thousands



<p>- Call on some pairs to read their conversation aloud to class.</p>	<p>- Present in front of the class</p>	<p>of viewers. And you become famous easily. A: Not really. I may look good in the video, but I have to do many things backstage. The video is short though it requires lots of preparation. B: Yes. I see....</p>
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e. Assessment

- Teacher gives feedback on Ss' pronunciation and conversation.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)

a. Objectives:

To give Ss an opportunity to report their discussion results to the class

b. Content:

Task 3: Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues. (p. 66)

c. Expected outcomes:

- Students can report their discussion results to the class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3: Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues.</p>		
<p>- Have Ss form groups to find out which adjectives their members have used in 2, which job they like or dislike and what common reasons are. - Remind Ss to use the ideas already given in the previous activities. In stronger classes,</p>	<p>- Students work in groups to do the task</p>	<p>LESS CONTROLLED PRACTICE</p> <p>3 Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues.</p> <ul style="list-style-type: none"> - Which is the most common adjective to describe each job in the table? - Which job do most people in your group like/dislike? - What are the most common reasons? <p>3:00</p>



encourage Ss to expand on their answers. - Call on some groups to present their ideas to the class.	- Ss present their ideas to the class.	
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.
- + Giving opinions about different jobs: *teaching assistant, event volunteer, product reviewer, shop assistant, babysitter.*

b. Homework

- Do exercises in the workbook.
- Practice giving opinion about other jobs
- Prepare for the next lesson.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 5: The world of work</p> <p style="text-align: center;">Lesson 4: Speaking</p> <p>* Warm-up Watching a video</p> <p>Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you.</p> <p>Task 2: Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings.</p> <p>Task 3: Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues.</p> <p>* Homework</p>
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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI



Tiếng Anh
12



UNIT 5: THE WORLD OF WORK

Lesson 5: Listening – Enquiry about a job vacancy

I. OBJECTIVES

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

1. Knowledge

- Listen for main ideas and specific information in a phone conversation about a job vacancy

2. Competences

- Be collaborative and supportive in pair work and teamwork;
- Develop listening skills.

3. Personal qualities

- Awareness of the skills and qualities required for future professions.
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 5, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. interfere with	/,ɪntə'fɪə(r)wɪð/	prevent something from succeeding	can thiệp, ảnh hưởng
2. order (n)	/'ɔ:də(r)/	a request for food or drinks in a restaurant	thức ăn được gọi trong nhà hàng
3. bill (n)	/bɪl/	a piece of paper that tells you how much you must pay	hóa đơn
4. wait on tables	/weɪt ɒn 'teɪbl/	served food or drinks, especially to customers in a café or restaurant	phục vụ đồ ăn, thức uống trong nhà hàng

Assumption

Anticipated difficulties	Solutions
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Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Watching a video and brainstorming

c. Expected outcomes:

- Students can answer the questions through watching a video

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Watching a video and brainstorming</p> <ul style="list-style-type: none"> - Ask Ss some questions about job enquiries - Have Ss watch a video and brainstorm what kind of information that Ss want to know about job vacancy - Play the video - Call on some Ss to give the answers and correct 	<ul style="list-style-type: none"> - Students answers the questions - Watch a video and brainstorm the ideas. - Give the answers and correct 	<p>WARM-UP</p> <ul style="list-style-type: none"> • What do you know about Job Enquiries? • Have you ever called any company or organization for a job you want to apply? • What kind of information do you want to know? <p style="text-align: center;">Job Enquiries</p> <p>WARM-UP</p> <p>What kind of information does the man want to know?</p> <p>WARM-UP</p>



e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To introduce some words and phrases to help Ss understand the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Choose the correct meanings of the underlined words and phrases.

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS																								
Task 1: Choose the correct meanings of the underlined words and phrases. (4 mins)																										
<ul style="list-style-type: none"> - Ask Ss to read the four vocabulary items and have Ss guess their meaning. - In weaker classes, read the definitions and check your understanding of the vocabulary. - Have Ss do the matching in pairs or individually. - Check answers as a class. Further explain to Ss if necessary. - Ask Ss to copy down the vocabulary 	<ul style="list-style-type: none"> - Read the vocabulary and guess the meaning - Listen to the teacher - Solve the task - Give the answers and correct 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. A <p>Vocabulary:</p> <table border="1"> <thead> <tr> <th colspan="4">PRE-LISTENING</th> </tr> <tr> <th>Form</th> <th>Pronunciation</th> <th>Meaning</th> <th>Vietnamese equivalent</th> </tr> </thead> <tbody> <tr> <td>1. interfere with</td> <td>/ˌɪntəˈfɪə(r) wɪð/</td> <td>prevent something from succeeding</td> <td>cản thiệp, ảnh hưởng</td> </tr> <tr> <td>2. order (n)</td> <td>/ˈɔːdə(r)/</td> <td>a request for food or drinks in a restaurant</td> <td>thức ăn được gọi trong nhà hàng</td> </tr> <tr> <td>3. bill (n)</td> <td>/bɪl/</td> <td>a piece of paper that tells you how much you must pay</td> <td>hóa đơn</td> </tr> <tr> <td>4. wait on tables</td> <td>/weɪt ɒn ˈteɪbl/</td> <td>served food or drinks, especially to customers in a café or restaurant</td> <td>phục vụ đồ ăn, thức uống trong nhà hàng</td> </tr> </tbody> </table>	PRE-LISTENING				Form	Pronunciation	Meaning	Vietnamese equivalent	1. interfere with	/ˌɪntəˈfɪə(r) wɪð/	prevent something from succeeding	cản thiệp, ảnh hưởng	2. order (n)	/ˈɔːdə(r)/	a request for food or drinks in a restaurant	thức ăn được gọi trong nhà hàng	3. bill (n)	/bɪl/	a piece of paper that tells you how much you must pay	hóa đơn	4. wait on tables	/weɪt ɒn ˈteɪbl/	served food or drinks, especially to customers in a café or restaurant	phục vụ đồ ăn, thức uống trong nhà hàng
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE - LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for main idea and specific information.
- To help Ss practise listening for specific information.



b. Content:

- Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F). (p. 67)
- Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap. (p. 67)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F) (10 mins)		
<ul style="list-style-type: none"> - Tell Ss that they're going to listen to telephone conversation between Mark and a woman from Viet Garden Restaurant. - Have Ss read the statements and may have a guess whether the statements are true or false. Elicit or explain any unfamiliar or difficult words. - Play the recording and have Ss do the activity. - Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers. 	<ul style="list-style-type: none"> - Pay attention to the scene - Read the statements and listen to the teacher's explanation - Ss listen to the recording and do the task - Give the answers and explanation for the answers - Correct 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. F 3. T 4. F
Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the text in the note. Make sure they understand they need to write no more than three words in each gap. 	<ul style="list-style-type: none"> - Read the text in the note. - Guess the part of speech 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 12/ twelve 2. greet



<ul style="list-style-type: none"> - Encourage them to guess what part of speech might fit each gap. - Play the recording once (or twice in weaker classes) for Ss to complete the table. - Ask Ss to work with a partner to compare their answers. - Check answers by calling on some Ss to write their answers on the board or read them aloud. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information. 	<ul style="list-style-type: none"> - Listen to the recording to complete the table - Compare the answers with a partner - Give the answers on the BB - Correct 	<ul style="list-style-type: none"> 3. bill payments 4. listen to 5. maths skills
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e. Assessment

- Teacher's observation of Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To give Ss an opportunity to personalize the language and ideas from the listening in a speaking task.

b. Content:

Task 4: Work in pairs. Discuss the following questions. (p.67)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question. (8 mins)		
<ul style="list-style-type: none"> - Ask some lead-in questions to see whether Ss want to be a server, e.g., Do you want to be a server? Why? Why not? 	<ul style="list-style-type: none"> - Answer the eliciting questions - Work in groups to discuss the questions 	<p>Suggested answers:</p> <p>In my opinion, being a server is quite difficult because he/she has to serve many people with different preferences and personalities. He/she must have good</p>



<ul style="list-style-type: none">- Put Ss into groups and have them discuss the questions given in 4.- Remind Ss that they can use the reasons from the listening to support their opinions. In stronger classes, encourage them to come up with their own ideas to support their point of view.- Invite some groups of Ss to present a summary of their discussion to the class.	<ul style="list-style-type: none">- Students share their ideas to the whole class.	interpersonal skills and be hard-working. It is a useful and rewarding job like others.
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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

- Summarise the main points of the lesson.
- + Some vocabulary related to *job enquiry*
- + Listening for specific information about *job enquiry*

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Prepare for the next lesson

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 5: The world of work</p> <p>Lesson 5: Listening</p> <p>*Warm-up</p>



Watching a video and brainstorming

Task 1: Choose the correct meanings of the underlined words and phrases.

Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F).

Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap.

Task 4: Work in pairs. Discuss the following questions.

***Homework**



UNIT 5: THE WORLD OF WORK

Lesson 6: Writing – A job application letter

I. OBJECTIVES

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

1. Knowledge

- Know how to write an application letter
- Write a job application letter

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Awareness of how to write a job application letter for future professions.

II. MATERIALS

- Grade 12 textbook, Unit 5, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.


b. Content:

- Chatting and reviewing

c. Expected outcomes:

- Students can remember the knowledge of the old lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Chatting and reviewing <ul style="list-style-type: none"> - Have Ss answer some questions - Call on Ss to give the answers - Correct - Lead into the new lesson 	<ul style="list-style-type: none"> - Students listen to the questions and answer - Give the answers - Students check their answers with the class. 	 <p>WARM-UP</p> <ul style="list-style-type: none"> • Do you remember them? • What is the name of the restaurant? => Viet Organic Garden • What does Mark call Viet Organic Garden for? => Apply for a part-time server • What does he need to apply for the job? <ul style="list-style-type: none"> => Send an application letter => Take an interview for job

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (10 mins)

a. Objectives:

- To help student understand the format of an application letter and develop ideas for their writing

b. Content:

Task 1: Read the job application letter for a part-time server below. Label the communicative functions (1-4) with the phrases in the box.


c. Expected outcomes:

- Students can understand the format of an application letter and develop ideas for their writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the job application letter for a part-time server below. Label the communicative functions (1-4) with the phrases in the box. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the application letter for a part-time server for Viet Garden Restaurant. - Explain the structure of an application letter and its elements. In stronger classes, ask Ss to do this by themselves because they already learned this in grade 10. - Tell Ss to pay close attention to how the letter is organised (sender's 	<ul style="list-style-type: none"> - Look at the application letter for a part-time server for Viet Garden Restaurant. - Listen to the teacher's explanation - Pay attention to how the letter is organised 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. D 3. B 4. C



<p>address, date, receiver's address, opening, closing).</p> <ul style="list-style-type: none"> - Have Ss work in pairs, study the 4 elements of the letter and match each one with one of the paragraphs of the letter. - Note that these four elements are also major parts of an application letter. - Checks answers as a class. - Ask Ss to read the tips for writing and prepare for the writing part. 	<ul style="list-style-type: none"> - Work in pairs and match - Give the answers and correct - Read the tips 	 <p>Tip The main purpose of writing an application letter is to introduce yourself in the most effective way and persuade the employer to give you an interview. To do this:</p> <ul style="list-style-type: none"> • make sure your letter of application is back a professional form. • start your letter by stating the position you apply for and explaining why you are interested in it. • give some information about your past and describe any relevant experience. • highlight relevant qualities or skills. • show your interest in the job. • indicate when you will be available for an interview and when you can start work. • use polite forms, formal and polite language. • end with the company name and your signature.
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (15 mins)

a. Objectives:

- To help Ss practise writing an application letter for the position of a part-time receptionist

b. Content:

Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you.

c. Expected outcomes:

- Students can write an application letter for the position of a part-time receptionist

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you.</p>		
<ul style="list-style-type: none"> - Explain all the tips in 1 and make Ss understand them all. - Give Ss time to write an application letter in groups of 4. - Remind Ss to use the model and tips in 1, and 	<ul style="list-style-type: none"> - Students brainstorm for the ideas and the language necessary for writing 	<p><i>Suggested answer:</i></p> <p style="text-align: right;">745 Nguyen Trai Rd, Ha Noi</p> <p><small>Viet Garden 12 Lang Ha, Dong Da, Ha Noi 16 July 2022</small></p> <p>Dear Sir or Madam,</p> <p>Re: Applying for a part-time receptionist</p> <p>I am writing to apply for the part-time position of receptionist that you advertised on vietnamworks.com. I am in my final year of secondary school and have some experience in the hospitality industry. Last summer, I worked as a part-time receptionist for a local restaurant. My responsibilities included meeting and greeting the customers and taking them to their tables. I also answered the phone and took bookings. I consider myself to be reliable, hardworking, and enthusiastic. I can speak English fluently so I can communicate with foreign guests quite comfortably. I would be delighted to meet you in person to discuss my application. I am available for an interview on any afternoon. If my application is successful, I will be able to start work after the 15th of August when I finish my exams. I look forward to hearing from you soon.</p> <p>Yours faithfully, Nguyen Van Nam</p>



<p>the given suggestions to help them with the writing practice.</p> <ul style="list-style-type: none">- Walk round the class and offer help. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class.- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions.- Ask Ss to stick the posters on the BB	<ul style="list-style-type: none">- Students write the first draft in groups on the posters using the ideas in task 1- Swap their writing with a partner for peer feedback (if time allows)- Stick the posters on the BB	
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.



d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ul style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <li style="text-align: right;">TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.
- + How to write an application letter
 - Applicant's address
 - Recipient's address
 - Formal greeting
 - Reason for writing
 - Relevant experience
 - Relevant qualities and skills
 - Other relevant information
 - Formal closing and signature



+ Write an application letter

b. Homework

- Do exercises in the workbook.
- Complete the writing on your notebook.
- Prepare for the next lesson.

Board Plan

Date of teaching

Unit 5: The world of work

Lesson 6: Writing

***Warm-up**

Chatting and reviewing

- Task 1: Read the job application letter for a part-time server below. Label the communicative functions (1-4) with the phrases in the box.
- Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you.
- Peer review

***Homework**



UNIT 5: THE WORLD OF WORK

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about some unusual jobs
- Know how to express anxiety and respond to it

2. Competences

- Develop communication skills and creativity;
- Develop presentation skills;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Aware of how to express anxiety and respond to it
- Aware of some unusual jobs in the world
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 5, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Useful expressions	
Expressing anxiety	Responding
<ul style="list-style-type: none">• I'm really worried/nervous about ...• I can't concentrate on anything.• I couldn't sleep last night.• I can't help/stop thinking about it.• I'm afraid that I'll make a mistake during ...	<ul style="list-style-type: none">• Stop worrying/thinking about it.• You'll be fine.• You've got nothing to worry about.

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other.



	- Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Crosswords

c. Expected outcomes:

- Students can review some words in the old lesson and guess the keyword.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: CROSSWORDS</p> <ul style="list-style-type: none"> - Teacher divides class into two groups - Asks Ss to choose the number and answer the question to get the crossword. - If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team. 	<ul style="list-style-type: none"> - Students join the game and answer the questions. 	<p>WARM-UP KEYWORD</p>



<ul style="list-style-type: none"> - If the students guess the keyword, they get 3 points for their team. - The team with the highest score is the winner. 		
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e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (13 mins)

a. Objectives:

- To provide model conversations in which speakers express and respond to anxiety;
- To review expressions for expressing and responding to anxiety.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practice them in pairs.
- Task 2: Work in pairs. Use the models in 2 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practice them in pairs. (4 mins)		
<ul style="list-style-type: none"> - Check if Ss know any phrases for expressing and responding to anxiety by asking, e.g. <i>What would you do if you haven't revised carefully for the exam tomorrow? (I'm so worried about the exam tomorrow.) What would you tell me if I am so worried about it? (You'll be fine.)</i> - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. 	<ul style="list-style-type: none"> - Answer some questions - Read through the expressions in the box and the 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. C 3. D 4. A



<ul style="list-style-type: none"> - In stronger classes, have Ss complete the gaps based on context clues in the conversations. - In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps. - Check answers as a class by asking the questions and having Ss read out the complete answers. - Ask Ss to practise the conversations in pairs. 	<p>incomplete conversations</p> <ul style="list-style-type: none"> - Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs. 	
<p>Useful expressions (2 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read the useful expression 	<ul style="list-style-type: none"> - Ss read the useful expression 	<p style="text-align: center;">Expressing anxiety</p> <ul style="list-style-type: none"> • I'm really worried/nervous about ... • I can't concentrate on anything. • I couldn't sleep last night. • I can't help/stop thinking about it. • I'm afraid that I'll make a mistake during ... <p style="text-align: center;">Responding</p> <ul style="list-style-type: none"> • Stop worrying/thinking about it. • You'll be fine. • You've got nothing to worry about.
<p>Task 2: Work in pairs. Use the models in 2 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (7 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read the situations and check to understand. - Revise common expressions used to express and respond to anxiety. In weaker classes, go through the expressions in the table and check to understand. 	<ul style="list-style-type: none"> - Read the situations 	<p>Sample conversations:</p> <p>Mai: I'll have my first day at work tomorrow. I'm really nervous about it.</p> <p>Mark: Stop thinking about it, Mai. You'll be fine.</p> <p style="text-align: center;">2</p>

<ul style="list-style-type: none"> - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class. - Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas 	<ul style="list-style-type: none"> - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Lan: I'm so worried about having sent the email to the wrong customer. This is so bad. I can't stop thinking about it.</p> <p>Peter: Don't worry. You can send a follow-up email to explain to the customer.</p>
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (18 mins)

a. Objectives:

- To help Ss know about the qualities of the jobs
- To help Ss discuss the topic further.





b. Content:

- Task 1: Read the texts and answer the questions
- Task 2: Work in pairs. Discuss the following questions.

c. Expected outcomes:

- Students can recognize the qualities of the jobs and give opinions about some unusual jobs in the world.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the texts and answer the questions (7 mins)		
<ul style="list-style-type: none"> - Have Ss to watch a video and answer the question - Play the video - Call on some students to give ideas. - Give feedback - Show the pictures and ask Ss to give the name of the jobs. - Tell Ss that they are going to read about some unusual jobs. As 	<ul style="list-style-type: none"> - Watch and answer - Give the ideas - Listen to the teacher - Look at the pictures and answers - Read the text and do the task individually 	 <p>CULTURE</p> <p>1 Read the texts and answer the questions Which jobs...</p> <ol style="list-style-type: none"> 1. requires bravery and no fear of heights? 2. helps people to be on time? 3. requires good diving skills?    <p><i>Suggested answers:</i></p>



<p>they read, they should answer the question.</p> <ul style="list-style-type: none"> - Have Ss read the text and do the task. - Check answers as a class. 	<ul style="list-style-type: none"> - Give the answer and correct 	<ol style="list-style-type: none"> 1. Cleaners of the world's highest building. 2. Train pushers 3. Golf balls divers.
<p>Task 2: Work in groups. Discuss the questions. (11 mins)</p>		
<ul style="list-style-type: none"> - Have Ss work in pairs to discuss the job they find most interesting. - Ask Ss some specific questions, e.g. Why do you think being a window cleaner for a high building is interesting? why? Do you think it is too dangerous? - Call on some Ss to present their ideas in front of the class. - In stronger classes, ask them to discuss other usual jobs that they know and support them with necessary information about the jobs. - Give feedback 	<ul style="list-style-type: none"> - Students work in groups to discuss the question. - Students share their ideas in front of the class. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - I think being a window cleaner is the most interesting because it challenges our ability. I can overcome my fear and become braver. However, it can be dangerous working at this height. - I think working as a train pusher is the most interesting because I can help people go to their office on time. However, it can be hard work especially during the rush hour.

e. Assessment

- Teacher gives feedback on student's opinions and pronunciation.

4. EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss discuss the topic further.

b. Content:

Discuss the questions

c. Expected outcomes:

- Students can use the knowledge to discuss the topic further

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Discuss the questions (5 mins)		
<ul style="list-style-type: none"> - Have Ss work individually and discuss the questions - Call on some Ss to give ideas 	<ul style="list-style-type: none"> - Think about the questions and answer - Some students give ideas and others give feedback or comment. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. <i>What job would you like to do in the future?</i> 2. <i>Imagine tomorrow is the interview day for that job, what would you do to avoid feeling anxious?</i>

e. Assessment

- Teacher gives feedback on student's opinions and pronunciation.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 5: The world of work</p> <p>Lesson 7. Communication and Culture / CLIL</p> <p>*Warm-up Game: Crosswords</p> <p>*Everyday English Task 1: Listen and complete the conversations with the expressions in the box. Then practice them in pairs. Task 2: Work in pairs. Use the models in 2 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.</p> <p>*CLIL Task 1: Read the texts and answer the questions</p>
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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

Task 2: Work in pairs. Discuss the following questions.

* **Discuss the questions**

* **Homework**



Tiếng Anh
12



UNIT 5: THE WORLD OF WORK

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 5;
- Apply what they have learned (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 respectful of different jobs;
- Establish a foundation for career choices in the future;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 5, Looking back and project
- 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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Brainstorming

c. Expected outcomes:

- Students can bring together all the different knowledge they have learned from various subjects.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Brainstorming</p> <ul style="list-style-type: none"> - Ss work in 4 teams. - T prepare 4 posters for 4 teams - The team has more correct answers and the fastest will be the winner. 	<ul style="list-style-type: none"> - Work in 4 teams to fill in the blank - Stick the posters on the BB and correct 	

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise the stress of auxiliary and modal verbs.
- To help Ss revise words and phrases they have learned in the unit.
- To help Ss revise simple, compound, and complex sentences.

b. Content:

Pronunciation: Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs.


Vocabulary: Choose the correct words to complete these sentences

Grammar: Circle the mistake in each sentence. Then correct it.

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to listen to the recording and underline the auxiliary and model verbs that are stressed. - Check answers as a class by playing the recording several times if needed. - Ask Ss to practise the questions in pairs. Draw their attention to the verbs that are stressed. - Call on some Ss to read the questions out loud in front of the class. - Give feedback 	<ul style="list-style-type: none"> - Listen to the recording and underline the auxiliary and model verbs that are stressed - Give the answers - Practise the questions in pairs. - Read the questions out loud in front of the class 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Have you started working for the new company? Yes, I <u>have</u>. I started last week. 2. Can people with no experience apply for this job? Yes, they <u>can</u>. We provide <u>on-the-job</u> training. 3. Do you like your job? Yes, I <u>do</u>. I <u>wasn't</u> interested in the job at first, but I <u>am</u> interested in it now. 4. You <u>haven't</u> sent the email to the customer. I <u>have</u> sent it.
<p>Choose the correct words to complete these sentences. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to choose the correct word in each of the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking Ss to play the game TUG OF WAR 	<ul style="list-style-type: none"> - Ss do the activity individually - Compare the answers with the partners - Play the game to check the answers - Correct 	<div data-bbox="1077 1480 1412 1668" style="text-align: center;">  <p>Tug of war</p> </div> <p>Answer key:</p> <ol style="list-style-type: none"> 1. relevant 2. employed 3. bonus 4. challenging



Circle the mistake in each sentence. Then correct it. (4 mins)

- Explain to Ss that each sentence contains one mistake and ask them to find the mistakes and correct them.
- Have Ss do this activity individually, then compare their answers with their partners.
- Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.

- Ss identify the incorrect part, give corrections and reasons for their corrections

Answer key:

1. A (Despite === > Although)
2. A (so === > because)
3. B (such that === > so that)
4. C (but === > but also)

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster or powerpoint presentation.

b. Content:

- STUDENT PART-TIME JOBS

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/PowerPoint presentation. - Have Ss work in their groups. Give them a few minutes to get ready for their presentations. Ask them to decide who is 	<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p><i>Students' presentations</i></p>



<p>going to present and answer questions about it.</p> <ul style="list-style-type: none">- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist.- If necessary, go through the assessment criteria to make sure Ss are familiar with them.- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.		
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e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson.



Board Plan

Date of teaching

Unit 5: The world of work

Lesson 8: Looking back and project

***Warm-up**

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project: STUDENT PART-TIME JOBS**

***Homework**



UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 1: Getting started – A visit to a high-tech centre

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic Artificial intelligence;
- Gain vocabulary to talk about robots and artificial intelligence;
- Get to know the language aspects: Active and Passive Causatives.

2. Competences

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

3. Personal qualities

- Be aware of the advantages of AI applications like robots and stimulate creativity of students;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. virtual (adj)	/'vɜ:tʃuəl/	made to appear to exist by the use of computer software, for example on the internet	ảo
2. exhibition (n)	/'eksɪ'biʃn/	a collection of things, for example works of art, that are shown to the public	triển lãm
3. activate (v)	/'æktɪveɪt/	to make something such as a device or chemical process start working	kích hoạt
4. facial recognition (n)	/'feɪʃl rekəg'nɪʃn/	technology that allows a computer to identify a person by their face	nhận diện khuôn mặt



Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Crossword

c. Expected outcomes:

- Students can revise vocabulary related to the topic and guess the key word.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Crossword</p> <ul style="list-style-type: none"> - Teacher divides the class into four teams. - Teacher gives each team a handout of a crossword for them to solve. - The first team to finish the task and get the correct key word will be the winner of the game. - Teacher checks each word. Give further explanation if necessary. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students work in groups. - Students work together and solve the crossword. - Students check the answers. Take notes the important words. 	<ol style="list-style-type: none"> 1. ARTIFICIAL 2. TECHNOLOGY 3. LABORATORY 4. AUTOMATIC 5. INTELLIGENCE 6. SCIENTIST <ol style="list-style-type: none"> 1. not real , made or produced to copy something natural 2. scientific knowledge used in practical ways in industry, for example in designing new machines



		<p>3. a room or building used for scientific research, experiments, testing, etc</p> <p>4. having controls that work without needing a person to operate them</p> <p>5. the ability to learn, understand, and make judgments or have opinions that are based on reason</p> <p>6. a person who studies or is an expert in one or more of the natural sciences</p> <p>=> Keyword: ROBOTS</p>
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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 the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. virtual (adj) 2. exhibition (n) 3. activate (v) 4. facial recognition (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)



a. Objectives:

- To introduce the unit topic (Artificial Intelligence);
- To introduce some vocabulary and the grammar point to be learnt in the unit;

b. Content:

- Task 1: Listen and read. (p.76)
- Task 2: Read the conversation again and answer the questions. (p.77)
- Task 3: Find words in Task 1 with the following meanings (p.77)
- Task 4: Complete the sentences with words or a phrase from Task 1 (p.77)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
<ul style="list-style-type: none"> - Set the context for listening and reading the conversation. Have Ss look at the pictures, the heading and the speakers' names. Ask Ss questions about them, e.g. <i>What can you see in the two photos?</i> (photo 1: a technology center; photo 2: a robot and a student); <i>Which activity do you think the students are attending?</i> (a field trip to a high-tech centre); <i>Who might be the tour guide?</i> (The robot) Encourage Ss to use their imagination and accept all answers. Then explain that they are visiting a high-tech centre. - Play the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to artificial intelligence in the conversation. - Have Ss compare the words they have underlined in pairs and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud. - Note: We'd normally use 'it' for a robot, unless it is given a male or female name. 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to artificial intelligence in the conversation. - Students compare the words and phrases with their partners. - Students read the conversation aloud. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. <i>What can you see in the two photos?</i> 2. <i>Which activity do you think the students are attending?</i> 3. <i>Who might be the tour guide?</i> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. photo 1: a technology center; photo 2: a robot and a student 2. a field trip to a high-tech centre 3. The robot



Task 2: Read the conversation again and answer the questions. (5 mins)		
<ul style="list-style-type: none">- Ask Ss to work in pairs and look at the four questions carefully. Ask them to underline the keywords in each question (E.g: 1-Why, Nam, excited; 2- What, robots, do; 3 -What, examples, AI applications; 4- Where, Mai, see, facial recognition screen). Then read the conversation and locate the part of the conversation that contains the information.- Call out each blank and have different pairs provide their answers.- Confirm the correct answers.	<ul style="list-style-type: none">- Students work independently to do the activity.- Students compare the answers in pairs.	<p>Answer key:</p> <ol style="list-style-type: none">1. Because he has never met a talking robot before.2. He can answer questions and translate from different languages.3. Facial recognition and virtual assistants.4. At the entrance of the centre.
Task 3: Find words in Task 1 with the following meanings (6 mins)		
<ul style="list-style-type: none">- Ask Ss to read the given meanings and suggested letters to identify the type of words (adjective, verb or nouns)- Have Ss read the conversation quickly again, and find words which contain the suggested letter and have the same or similar meaning to the given meanings.- Call on individual S to write the answers on the boards. Check answers as a class.	<ul style="list-style-type: none">- Students read the conversation again and work independently to do the activity.- Students share and check the answers.	<p>Answer key:</p> <ol style="list-style-type: none">1. capable2. recognition3. activated4. applications
Task 4: Complete the sentences with words or a phrase from Task 1 (5 mins)		
<ul style="list-style-type: none">- Have Ss read the four sentences and check understanding. Ask them to focus on the phrases before each blank (have/get + Object) and types of words they need to fill in each blank.- In weaker classes, encourage Ss to read the conversation again and underline the sentences which have the same information. Then try to fill in the correct verbs.	<ul style="list-style-type: none">- Students work individually to complete the sentences- Students share and check the answers.	<p>Answer key:</p> <ol style="list-style-type: none">1. taken2. take3. activated4. checked



- Check answers by calling on individual Ss to read out each sentence.		
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e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about the science and technology;
- To get Ss to speak about the main features of Jessica – the robot in the reading text.

b. Content:

- Role-play: Jessica - the AI robot

c. Expected outcomes:

- Ss can talk about the main features of Jessica – the robot in the reading text and some science and technology knowledge related to AI.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Role-play: Jessica - the AI robot (10 mins)		
<ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. In each group, one student plays the role of Jessica – the robot, others are students who visit the high-tech centre. - Give instructions to students. - Ask students to do a role-play, others students may ask Jessica about what she can do. - Some cues questions to ask Jessica: <ul style="list-style-type: none"> + <i>Which special abilities do you have?</i> + <i>What are your strengths and weaknesses?</i> + <i>Which AI technology will be popular in the future?</i> - Teacher asks to use their imagination and creativity in the role play together with the information provided in the reading text. - Teacher calls on some groups to present their stories. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 	<ul style="list-style-type: none"> - Students work in groups to follow teacher's instruction. - Students perform in front of the class. 	<i>Students' own creativity</i>

e. Assessment



- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION

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 the project in Lesson 8

Board plan

<p><i>Date of teaching</i></p> <p>Unit 6 Artificial Intelligence</p> <p>Lesson 1: Getting started</p>
<p>* Warm-up</p>
<p>* Vocabulary</p> <ol style="list-style-type: none">1. virtual (adj)2. exhibition (n)3. activate (v)4. facial recognition (n)
<ul style="list-style-type: none">- Task 1: Listen and read. (p.76)- Task 2: Read the conversation again and answer the questions. (p.77)- Task 3: Find words in Task 1 with the following meanings (p.77)- Task 4: Complete the sentences with words or a phrase from Task 1 (p.77)
<p>Role-play</p>
<p>*Homework</p>



UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- identify and pronounce the homophones in words and sentences correctly.
- understand and use words and phrases related to science and technology.
- understand and use active and passive causatives correctly.

2. Competences

- Develop communication 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, Unit 6, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Active and passive causatives

• The active causative is used when the subject causes the object to do something. The pattern means 'to cause someone to do something'.

have + someone + bare infinitive

get + someone + to-infinitive

Example: The AI expert had his assistant activate the new robot. I will get more people to join the technology club.

• The passive causative is used when the thing is done for the subject by someone else. The pattern means 'to cause something to be done'.

have/get + something + past participle

Example: The AI expert had/got the new robot activated.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if any necessary.

	<ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define 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 the topic;
- To enhance students' skills of cooperating with teammates.


b. Content:


- Game: Homophone game

c. Expected outcomes:

- Students can get ready to know about homophones.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Homophone game</p> <ul style="list-style-type: none"> - Let Ss work in groups of 4. - Give each group a worksheet, in which Ss have to write the suitable words under the pictures. The words are also provided in the worksheet. - The first group to complete the task successfully is the winner. - Teacher goes around to help Ss when necessary. - Teacher checks the answer for each group which finishes the task early. - Teacher checks the answer with the whole class and lead in the lesson. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students check the answers. 	<p><i>Suggested cards:</i></p> 

																											
		<table border="0"> <tr> <td>ate</td><td>pair</td><td>hair</td><td>sale</td><td></td></tr> <tr> <td>eight</td><td>blew</td><td>hare</td><td>ball</td><td>flew</td></tr> <tr> <td>night</td><td>blue</td><td>won</td><td>bawl</td><td>flu</td></tr> <tr> <td>knight</td><td>flour</td><td>one</td><td>see</td><td>mail</td></tr> <tr> <td>pear</td><td>flower</td><td>sail</td><td>sea</td><td>male</td></tr> </table>	ate	pair	hair	sale		eight	blew	hare	ball	flew	night	blue	won	bawl	flu	knight	flour	one	see	mail	pear	flower	sail	sea	male
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night	blue	won	bawl	flu																							
knight	flour	one	see	mail																							
pear	flower	sail	sea	male																							

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise homophones;
- To help Ss practise identifying homophones.

b. Content:

- Task 1: Listen and repeat the following homophones. (p.78)
- Task 2: Choose the correct words to complete the sentences. Listen and repeat. Then practise saying the sentences in pairs. (p.78)

c. Expected outcomes:

- Students can distinguish homophones and use the correct words in a complete sentence.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS																
Task 1: Listen and repeat the following homophones. (6 mins)																		
<p>- Write two 'buy, bye' on the board and call on one or two Ss to read it. Ask Ss to identify the similarity and differences between these two words. Refer to the Remember box to introduce homophones. Homophones are words that have the same pronunciation but different spelling and meanings.</p> <p><i>Example: I have <u>two</u> books, <u>too</u>.</i> /tu:/ /tu:/</p>	<p>- Answer teacher's question, identify the similarity and differences between these two words.</p>	<p>Audio script</p> <table border="0"> <tr> <td>to</td><td>two</td></tr> <tr> <td>where</td><td>wear</td></tr> <tr> <td>hour</td><td>our</td></tr> <tr> <td>know</td><td>no</td></tr> <tr> <td>there</td><td>their</td></tr> <tr> <td>board</td><td>bored</td></tr> <tr> <td>allowed</td><td>aloud</td></tr> <tr> <td>wright</td><td>write</td></tr> </table>	to	two	where	wear	hour	our	know	no	there	their	board	bored	allowed	aloud	wright	write
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know	no																	
there	their																	
board	bored																	
allowed	aloud																	
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<ul style="list-style-type: none"> - Play the recording and ask Ss to listen and repeat, paying attention to the words. Play the recording two or three times. - For strong classes, cover the second column and ask Ss to find the homophones to the words in the first column. 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. 	
<p>Task 2: Choose the correct words to complete the sentences. Listen and repeat. Then practise saying the sentences in pairs. (6 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the sentences. Check comprehension. - Have Ss underline the suitable words to make complete sentence individually. Then ask them to work in pairs to compare their answers. - Check answers as a class by playing the recording. Pause after each sentence and confirm the answers. - Put Ss in pairs and have them practise reading the sentences aloud. <p>Extension: <i>Ss work in pairs and make up new sentences using words which contain homophones. Then they take turn to read out their sentences and the other S has to tell which words are homophones and write down the two words.</i></p>	<ul style="list-style-type: none"> - Students read the sentences and underline suitable the words. Then listen to the recording. - Students check answers. - Students read the whole text aloud. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. There are more than two types of robots. 2. We want to know where AI technologies are used today. 3. There have been some worries about AI taking over the world. 4. Robots can work for long hours without feeling tired. 5. We have no idea about the future of AI in space exploration.

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 / phrases related to the topic *Science and technology*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.78)
- Task 2: Complete the sentences using the correct forms of the words from Task 1. (p.79)

c. Expected outcomes:



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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs, read five words and do the matching. - Check answers as a class. Call on one student to read aloud a word and on another student to read its definition. - In stronger classes, show Ss the meanings, the number of letters in those words/phrase and the beginning letter, and ask them to guess. They can do that in pairs or small groups. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. 	<ul style="list-style-type: none"> - Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words. 	<p>Answer key:</p> <ol style="list-style-type: none"> c a e d b
Task 2: Complete the sentences using the correct forms of the words from Task 1. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to work individually. Tell them to read the sentences carefully to decide which word in 1 can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase as well as the correct forms. E.g. 3. Needs a plural noun after “many”. - Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first. - Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each sentence using contextual clues, e.g. <i>The first sentence needs a noun and it refers to a part of people’s life. The second sentence needs an adjective to go with type of robot’, and the words ‘advanced’ is the best choice.</i> 	<ul style="list-style-type: none"> - Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> Artificial intelligence advanced programmed analyse chatbots

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 review how to use active and passive causatives;
- To help Ss practise using causatives in a speaking activity.

b. Content:

- Task 1: Rewrite the sentences using active or passive causatives. (p.79)
- Task 2: Work in pairs. Make predictions about applications of robots in the future, using causatives. (p.79)

c. Expected outcomes:

- Students know how to use active and passive causatives and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Rewrite the sentences using active or passive causatives. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss to look at the sentences using active and passive causatives in Activity 4 in GETTING STARTED. Elicit the active and passive causative, e.g. What is the type of object after "have/get"? <i>What are the form of verbs after these objects?</i> - Have Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary. - Ask Ss to work individually to rewrite the sentences using the given subjects. Remind Ss that they can write the sentences using active or passive causatives. - Call on individual Ss to write their answers on the board. Check answers as a class. 	<ul style="list-style-type: none"> - Students read the notes in the Remember box. - Students rewrite the sentences using the given subjects. - Students explain their answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. I have a robot clean my house every day./ I have my house cleaned every day (by a robot). 2. My dad had / got our robot vacuum cleaner repaired. 3. We had a robot put together our new furniture in 10 minutes. / We got a robot to put ... 4. He will have / get his computer upgraded to improve its performance.
Task 2: Work in pairs. Make predictions about applications of robots in the future, using causatives. (7 mins)		
<ul style="list-style-type: none"> - Have Ss read the instruction and example, make sure they all understand the context and what they have to do. - Point to the example and the causative in these sentences. Ask: Which sentence uses 	<ul style="list-style-type: none"> - Students work in pairs and make predictions about the future applications of robots in their life, using active or passive causatives. 	<p>Suggested answers:</p> <p><i>People/We will have robots do the housework for them/ us.</i></p>



<p>active causative and which uses passive causative?</p> <ul style="list-style-type: none">- Put Ss in pairs to make predictions about the future applications of robots in their life, using active or passive causatives.- In stronger classes, set a time limit of four minutes and have pairs come up with as many sentences as they can.- Invite pairs to share their sentences with the whole class.	<p>- Present their ideas in front of class.</p>	<p><i>People will have some dangerous jobs done by robots.</i> <i>People will have robots do operations / take care of patients in the hospital.</i> <i>Students will have their homework done by robots.</i></p>
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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 learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 6: Artificial intelligence Lesson 2: Language</p> <p>* Warm-up Game: Homophone game</p> <p>* Pronunciation</p> <ul style="list-style-type: none">- Task 1. Listen and repeat.- Task 2. Choose the correct words to complete the sentences. <p>* Vocabulary</p> <ul style="list-style-type: none">- Task 1. Match the words with their meanings.- Task 2. Complete the sentences. <p>* Grammar</p> <ul style="list-style-type: none">- Task 1. Rewrite the sentences using active or passive causatives.- Task 2. Work in pairs. Make predictions about applications of robots in the future.



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

*** Homework**



Tiếng Anh
12



UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 3: Reading – AI applications in education

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information in an article about AI applications in education.

2. Competences

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. portfolio (n)	/pɔ:t'fəʊliəʊ/	a collection of photographs, drawings, etc. that you use as an example of your work	bộ tài liệu
2. effortlessly (adv)	/'efətɫəsli/	in a way that needs little or no effort, and that seems easy	không tốn sức
3. concept (n)	/'kɒnsept/	an idea or a principle that is connected with something abstract	khái niệm
4. (to) personalise	/'pɜ:sənəlaɪz/	personalise something to mark something in some way to show that it belongs to a particular person	cá nhân hóa
5. conversational (adj)	/.kɒnvə'seɪʃənl /	not formal; as used in conversation	trong giao tiếp thông thường



Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Reveal the secret word

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Reveal the secret word</p> <ul style="list-style-type: none"> - Teacher lets Ss work in groups. - Teacher delivers a handout to each group, in which students have to fill in the blanks with suitable words. - Teacher asks students to guess the secret key word after they have completed the task. - The first group to do the task successfully and get the correct key word is the winner of the game. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Reading passage:</p> <p>In the rapidly evolving world of education, technology has become a (1) _____ behind innovation and transformation. Among the many (2) _____ technologies making waves in the educational landscape is KEY WORD HERE. It has emerged as a powerful tool for transforming learning experiences through AI conversations. An advanced natural language processing model, designed to understand and generate (3) _____ text based on the input it receives. It operates on the principles of deep learning, leveraging large-scale datasets to pre-train its language comprehension</p>



		<p>abilities. By employing this (4) _____ AI conversational tool in education, the learning process is elevated to new heights, offering students and educators unique (5) _____ for growth and collaboration.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. driving force 2. cutting-edge 3. human-like 4. sophisticated 5. opportunities <p>KEY WORD: Chat GPT (Generative Pre-trained Transformer)</p>
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in groups. Discuss what the pictures in the article below show and where you might see them. (p.80)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in groups. Discuss what the pictures in the article below show and where you might see them. (4 mins)</p>		
<ul style="list-style-type: none"> - If possible, play video clips showing different applications of AI in life (robots, speech recognition...) to spark Ss' interest in the topic and ask them what they are going to read. - Put Ss into pairs to discuss the two given pictures (<i>what they are; where they might see them</i>) 	<ul style="list-style-type: none"> - Students work in pairs and answer the questions. - Students discuss the two given pictures. - Students share their answers. 	<p>Suggested answers:</p> <p>Pic 1. Chatbots</p> <p>Pic 2. Virtual reality</p> <p>We may see the first applications on laptops or smartphones. We may see the second one in tech centre, classrooms, museums....</p>



<ul style="list-style-type: none"> - Call on some pairs to share their answers. - Introduce the topic of the reading text. 		
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. portfolio (n) 2. effortlessly (adv) 3. concept (n) 4. (to) personalise 5. conversational (adj)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Choose the correct meanings of the highlighted words. (p.81)
- Task 3: Read the article again and choose the correct answer A, B, C, or D (p.81)
- Task 4: Complete each of the following sentences with one word from the article. (p.81)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Choose the correct meanings of the highlighted words. (6 mins)		
<ul style="list-style-type: none"> - Have Ss look through the four words, identify their part of speech (1. a noun; 2. an adjective; 3. an adjective; 4. a noun) and guess their meanings first. Then locate the words in the article. - Ask them to study the context including the sentences containing the words as well as neighbouring sentences carefully. They may replace the word with 	<ul style="list-style-type: none"> - Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required. 	<p>Answer key: 1.C 2.B 3.A 4.B</p> <p>Strategy: Reading for vocabulary</p> <p>To read and understand the meanings of words/phrases in context, students should:</p> <ol style="list-style-type: none"> 1. Locate the word or phrase in the text.



<p>each choice to see which one best replaces the word.</p> <ul style="list-style-type: none">- Call on individual Ss to say out their answers. Check answers as a class.		<p>2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully.</p> <p>3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.</p>
Task 3: Read the article again and choose the correct answer A, B, C, or D (7 mins)		
<ul style="list-style-type: none">- Ask Ss to read the questions and four options, and underline the key words in each of them, e.g. Question 1: What, students, Singapore, upload, digital portfolio; Question 2: <i>Which, AI chatbos, NOT do</i>; Question 3: <i>Which, one benefit, using VR, Hong Kong schools</i>; Question 4: <i>Which group, NOT benefitted, Personalised learning app</i>; Question 5: <i>Which AI applications, helpful, students, need, additional tutoring</i>.- Check whether Ss have got the right key words.- Ask Ss to scan the text to locate the key words, as well as paraphrases of these key words. Then choose the option that matches the information in the text. Remind them to watch out for question 2 and question 4 (negative facts) where they have to eliminate the options containing correct information mentioned in the article.- Have Ss work in pairs or groups to compare answers.- In weaker classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information in the article. E.g, the answer to question 1 is in fourth sentence of paragraph A, “<i>This app collects data from the learning and work experience that students upload onto the app</i>”. “<i>learning and work experience that students upload onto the app</i>” is similar to option C “<i>their</i>	<ul style="list-style-type: none">- Students read the questions and four options, and underline the key words in each of them.- Students scan the text to locate the key words, as well as paraphrases of these key words.- Students choose the option that matches the information in the text- Students check answers with the whole class and give explanations for their choice.	<p>Answer key:</p> <p>1.C 2.B 3.A 4.B 5.D</p>



<p><i>study and work experience</i>". For question 2, students will eliminate all the options that are mentioned in paragraph B (Option A. <i>explain lessons = explain concepts clearly</i>; Option C. <i>answer questions</i>; Option D. <i>comment on homework = give feedback on homework</i>) and choose B as the answer.</p> <p>- In stronger class, ask Ss to explain their answers by providing clues from the text.</p>		
<p>Task 4: Complete each of the following sentences with one word from the article. (7 mins)</p>		
<p>- Ask Ss to read the four sentences, and identify the part of speech that is needed to fill in each blank, e.g. Question 1: a noun as subject 2: <i>a noun of place</i> after the preposition "on"; Question 3: <i>a noun</i> after "the"; Question 4: <i>a noun</i> that goes with <i>distance-leaning</i> to form a meaningful phrase. Then identify the paragraph where they can find the missing words. E.g. <i>Question 1: paragraph A, question 2: paragraph B; question 3: paragraph C; question 4: paragraph D.</i></p> <p>- Ask Ss to scan each paragraph to locate the missing words.</p> <p>- Have Ss work in pairs or groups to compare answers. Check answers as a class.</p>	<p>- Students read the four sentences and identify the part of speech that is needed to fill in each blank.</p> <p>- Students scan each paragraph to locate the missing words</p> <p>- Students compare their answers with partners then check with the whole class.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. students 2. chatbots 3. history 4. platform

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 5: Work in groups. Discuss the following question. *Which of the AI applications do you think your school can adopt? (p.81)*

c. Expected outcomes:



- Students can use the language and ideas from the unit to talk about the use of AI applications in their own school.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following question. Which of the AI applications do you think your school can adopt?		
<ul style="list-style-type: none"> - Put Ss into pairs. Have them discuss the question. - Invite some pairs to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible. - Praise for interesting ideas and fluent delivery. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedbacks. 	<p>Suggested answers: In my opinion, educational chatbots can be of great use at my school as they provide additional support to students before and after class. They can also help tutor weak students to keep up with the class progress and reduce the workload for many teachers.</p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board plan

<p><i>Date of teaching</i> Unit 6: Artificial intelligence Lesson 3: Reading</p>
<p>* Warm-up Reveal the secret word</p>
<p>Vocabulary</p> <ol style="list-style-type: none"> 1. portfolio (n) 2. effortlessly (adv) 3. concept (n) 4. (to) personalise 5. conversational (adj)



- Task 1: Work in groups. Discuss the pictures in the article.
- Task 2: Choose the correct meanings of the highlighted words. (p.81)
- Task 3: Choose the correct answer A, B, C, or D (p.81)
- Task 4: Complete each of the following sentences with one word from the article. (p.81)
- Task 5: Discussion.

*** Homework**



UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 4: Speaking – Applications of AI in education

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about applications of AI in education;
- Memorise vocabulary to talk about applications of AI in education.

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 the advantages of AI applications in education and stimulate creativity of students;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. ready-made (adj)	/,redi 'meɪd/	prepared in advance so that you can eat or use it immediately	làm sẵn
2. feedback (n)	/'fi:dbæk/	advice, criticism or information about how good or useful something or somebody's work is	nhận xét
3. virtual reality (n)	/,vɜ:ʃuəl ri'æləti/	images and sounds created by a computer that seem almost real to the user, who can interact with them by using sensors	thực tế ảo
4. critical thinking (n)	/,kɪtɪkl 'θɪŋkɪŋ/	the process of analysing information in order to make a logical decision about the extent to which you believe something to be true or false	tư duy phản biện

Assumption



Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. - The team with higher score will be the winner. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=1UjXNTyTTvc</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the robot called? <i>DTR (Dance Teaching by a Robot)</i> 2. Where was it invented? <i>Japan</i> 3. For beginners, what does the robot do? <i>It guides the dance with low compliance, leading the motion in the correct direction.</i> 4. Can it evaluate the partner's performance? <i>Yes. And it can modify its guidance based on it.</i> 5. What kind of interaction that the robot combines when it supports the skill learning process? <i>Cognitive and physical interaction</i>

e. Assessment

- Teacher observes and gives feedback.



2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about applications of AI in education.

b. Content:

- Task 1: Work in pairs. Match each AI application (1–5) with its purpose in learning (a–f). There can be multiple correct answers (p.82)
- Pre-teach vocabulary
- Task 2: Work in groups. Discuss the questions. (p.82)

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students have an overview about the applications of AI in education..

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Match each AI application (1–5) with its purpose in learning (a–f). There can be multiple correct answers (10 mins)		
<ul style="list-style-type: none"> - Remind Ss of the reading text about applications of AI in education around the world (digital portfolio, educational chatbots, VR, personalised learning app). - Ask, <i>Do you know other applications of AI in learning? What are their purposes?;</i> and encourage Ss to come up with as many points as they can (robots, AI games, speech recognition...) - Then ask Ss to look at the table to see if any of their points are included there. Have them work in pairs and match each AI application with its purposes on learning. - Check answer as a class. Ss may add more purposes to the given applications. 	<ul style="list-style-type: none"> - Students recall information from reading lesson about AI in education around the world (digital portfolio, educational chatbots, VR, personalised learning app). - Students answer the teacher's questions. - Work in pairs and match each AI application with its purposes on learning. - Check answer and add more purposes. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. a, c 2. a, d, f 3. a, f 4. b, f 5. a, e, f
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. ready-made (adj) 2. feedback (n) 3. virtual reality (n) 4. critical thinking (n)



Task 2: Work in groups. Discuss the questions.		
<ul style="list-style-type: none"> - Put Ss in pairs and have them discuss the two given questions. Remind them to take notes of their discussion. - In weaker classes, write some guiding questions on the board and ask Ss to think of the answers to these questions. E.g. <i>What applications will you choose in your class/school? ; What are their advantages/ How can they support your study? What difficulties/challenges you may have when using this app?...</i> - Ask Ss to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and provide help if necessary. 	<ul style="list-style-type: none"> - Students work in pairs to discuss the two given questions. 1. <i>How can each application in Task 1 be used in education?</i> 2. <i>What are the advantages and disadvantages of each application?</i> - Look at some useful expressions for discussion in the appendix of their book if they need help. 	<p>Suggested answer:</p> <p><i>A: What do you think about chatbots app?</i></p> <p><i>B: I think it is an effective application because it can help students understand the lessons better and provide instant support throughout the course.</i></p> <p><i>A: When should we use this app to enhance our learning experience ?</i></p> <p><i>B: You can use it during and after the teachers' lectures to clarify some confusions and queries.</i></p> <p><i>A: Does it have any disadvantages?</i></p> <p><i>B: Of course. Using chatbots too often may make the students lazy and reduce their self-study time as they have no desire to discover the topic. All the answers will be answered and explained by the app.</i></p>

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)

a. Objectives:

- To give Ss an opportunity to present their group discussion to the class;
- To help some students enhance presentation skills.

b. Content:

- Task 3. Prepare a summary of your discussion and report to the whole class. (p.82)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about advantages and disadvantages of each AI application in education.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Prepare a summary of your discussion and report to the whole class.		



<ul style="list-style-type: none">- Have a representative from some pairs briefly share their discussion in front of the class.- Praise for good effort, well-structured responses and fluent delivery.	<ul style="list-style-type: none">- Students share their discussion in front of the class.	<p>Suggested answer:</p> <p><i>My pair want to use chatbots app at our school because it can help us understand the lessons better and provide instant support throughout the course. We can use it during and after the teachers' lectures to clarify some confusions and queries. However, this app have some disadvantages. It can make us lazy and reduce our self-study time as we have no desire to discover the topic. All the answers will be answered and explained by the app.</i></p>
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.

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 the next lesson – Listening.

Board plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 6: Artificial intelligence Lesson 4: Speaking</p> <p>* Warm-up Watch a video</p> <p>* Vocabulary</p> <ol style="list-style-type: none">1. ready-made (adj)2. feedback (n)3. virtual reality (n)4. critical thinking (n) <p>Task 1: Match each AI application (1–5) with its purpose in learning (a–f). Task 2: Work in groups. Discuss the questions. Task 3: Prepare a summary of your discussion and report to the whole class.</p> <p>* Homework</p>



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI



Tiếng Anh
12



UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 5: Listening – Operating a home robot

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about a home robot;
- Memorize vocabulary to talk about how to operate a home robot.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 6, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. command (n)	/kə'mɑ:nd/	an order given to a person or an animal	mệnh lệnh
2. monitor (n)	/'mɒnɪtə(r)/	a screen that shows information from a computer; a television screen used to show particular kinds of information	màn hình điều khiển
3. station (n)	/'steɪʃn/	a place where somebody/something has to wait and watch or be ready to do work if needed	nơi chờ
4. function (n)	/'fʌŋkʃn/	a special activity or purpose of a person or thing	chức năng

Assumption

Anticipated difficulties	Solutions
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Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Watch a video

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. - The team with higher score will be the winner. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=R4RXsBxiQlw</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is it? <i>A robotic vacuum cleaner</i> 2. Do you have this at home? 3. Do you think it is a useful invention? Why? <i>- It can do almost all the work of cleaning, which frees your hands and can give you more time to do other, more interesting things.</i> <ul style="list-style-type: none"> - Compared to traditional vacuums, robotic vacuums are much quieter. - The mobile application, as a remote-control



		<p><i>device, can be used to control the robot, and no extra manual operation is needed.</i></p> <p><i>- Robotic vacuums are self-charging.</i></p>
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e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the following questions. (p.82)
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the following questions. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs, and discuss the two questions. Explain that a type of robot will be introduced in the recording. - Call on some pairs to share their answers. - Have Ss share what they know about a home robot and their experience if any. 	<ul style="list-style-type: none"> - Work in pairs, and discuss the two questions. - Share the answers. - Share what they know about a home robot and their experience if any. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Would you like to have a robot to help you in your daily life? 2. What would you like it to do for you?
Vocabulary teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students say the meaning of the words. - Students write new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. command (n) 2. monitor (n) 3. station (n) 4. function (n)



e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information and how to use a home robot.

b. Content:

- Task 2: Listen to the first part of a conversation between Nam and an AI expert. Decide whether the following statements are true (T) or false (F) (p.82)
- Task 3: Listen to the second part of the conversation and complete each gap in the diagram with no more than TWO words (p.82)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to the first part of a conversation between Nam and an AI expert. Decide whether the following statements are true (T) or false (F). (10 mins)		
<ul style="list-style-type: none"> - Have Ss read four statements, and make guesses before listening. Ss can also underline other key words besides the two options in each statement to have more clues. E.g. 1. <i>Talking, an educational robot</i>; 2. <i>Ally, most advanced, robot, AI</i>; 3. <i>Ally, see, hear, speak, teach maths, science</i>; 4. <i>robot, runs, batteries</i>. - Play the recording and tell Ss to listen, pay attention to the key words and decide if the statement is true or false. For this kind of question – True/False, remind Ss to pay attention to the key words or expressions the speaker use in their recording and their synonyms or paraphrases in each statement. E.g. Question 1. Minh says “<i>I'd like to know more about the home robots at the New Tech Centre.</i>”; so they are talking about home robot, not an educational robot; so the question 1 is false. - Have Ss compare their answers in pairs / groups. - Check answers as a class and confirm the correct ones. Invite individual Ss to explain 	<ul style="list-style-type: none"> - Students make predictions before listening. - Listen and check the answer. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. F 2. T 3. T 4. F



<p>why they have chosen that option and give evidence from the listening.</p> <ul style="list-style-type: none"> - In weaker classes, play the recording again pausing at the places where they can get the information. 		
<p>Task 3: Listen to the second part of the conversation and complete each gap in the diagram with no more than TWO words. (10 mins)</p>		
<ul style="list-style-type: none"> - Have Ss look at the diagram, read each of the statements, underline key words, and identify the part of speech to fill in each blank; e.g. 1. (a noun/ noun phrase) <i>use, control</i>; 2. (a noun/ noun phrase) <i>log in, printed, back head</i>; 3. (a command) <i>say, ask questions</i>; 4. (a a noun) <i>open, choose</i>. Remind Ss that the statements may include paraphrased from what they hear in the recording so they should listen for synonyms, or phrases with similar meanings. - In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening. - Play the recording and have Ss fill in the missing words. Remind them not to exceed the word limit (no more than TWO words for each blank) - Have Ss compare their answers in pairs / groups. - Check answers as a class. Invite individual Ss to say out the word/phrase for each blank. - Let Ss listen again, pausing at the places where Ss can find the information. 	<ul style="list-style-type: none"> - Students read the questions and underline the key words and identify the part of speech to fill in each blank. - Students fill in the missing words with no more than TWO words for each blank. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. voice commands 2. serial number 3. Hey Ally 4. monitor screen

e. Assessment

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To check students’ understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share opinions about Walt Disney’s life and achievements.

b. Content:

- Task 4: Work in pairs. Discuss the following questions.



Do you want to have the same type of robot? Why/Why not? (p.82)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question.		
<ul style="list-style-type: none"> - Ask Ss to work in pairs and discuss the question. Walk round the class and offer help. - Call on Ss from different groups to share their ideas with the class. 	<ul style="list-style-type: none"> - Students work in pairs and discuss. Students share their ideas to the whole class. 	<p><i>Suggested answer:</i></p> <p><i>I would like to have a robot like Ally at home because it can become my friend and help me to study. And it also can take care of my grandparents as they are old and need medical support.</i></p> <p><i>I want to have a home robot but I want it to have more functions than Ally such as cleaning house, cooking meals or even going to the supermarket to buy food.</i></p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 6: Artificial intelligence</p> <p>Lesson 5: Listening</p>
<p>*Warm-up</p> <p>Watch a video</p>
<p>* Listening</p> <ul style="list-style-type: none"> - Task 1: Work in pairs. Discuss the following questions. - Vocabulary <ol style="list-style-type: none"> 1. command (n) 2. monitor (n)



3. station (n)

4. function (n)

- Task 2: Decide whether the following statements are true (T) or false (F)
- Task 3: Listen and complete each gap in the diagram with no more than TWO words
- Task 4: Work in pairs and discuss.

***Homework**



UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 6: Writing – An essay about the advantages and disadvantages of home robots

I. OBJECTIVES

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

1. Knowledge

- Write an essay to present about the advantages and disadvantages of home robots.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 6, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Listen to music. Fill in the lyrics of a song.

c. Expected outcomes:

- Students can fill in the blanks to complete the lyrics of a Disney song and get ready for the lesson.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows the question, Ss write down all the answers, as many as possible. - The team with more correct answers will be the winner. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=sj1t3msy8dc</p> <p>Questions: What can the robot in the video do?</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - listen and follow the user's commands; - make video calls; - remind people what to do everyday; - self-charge automatically; - detect unusual situations, - etc...

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITNG (9 mins)

a. Objectives:

- To help Ss generate ideas for their writing

b. Content:

- Task 1: Work in pairs. Decide whether the following ideas (a–d) are advantages (+) or disadvantages (–) of home robots. Then complete the notes using the sentences (a–d) in the box. (p.83)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about the advantages and disadvantages of home robots in the next part.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Decide whether the following ideas (a–d) are advantages (+) or disadvantages (–) of home robots. Then complete the notes using the sentences (a–d) in the box.</p>		
<ul style="list-style-type: none"> - Have Ss work in pairs and discuss the advantages and disadvantages of having a home robot. Tell them to refer to the ideas in the listening section (a home robot). - Ask Ss to look at the tables and check if their ideas are included. Give them some minutes to complete the notes and decide on the advantages and disadvantages of home robots. - Call on some pairs to share their answers. - Check answers as a class. 	<ul style="list-style-type: none"> - Students work in pairs and discuss the advantages and disadvantages of having a home robot. - Students look at the tables and check if their ideas are included. - Students complete the notes and decide on the advantages 	<p>Answer key: Advantages: A,D Disadvantages: B,C 1.b 2.a 3.d 4.c</p>



	and disadvantages of home robots.	
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

- To help Ss practise writing an essay about the advantages and disadvantages of home robots.

b. Content:

- Task 3: Write an essay (180–200 words) about the advantages and disadvantages of home robots, using the ideas in task 1 and the suggested outline below. (p.83)

c. Expected outcomes:

- Students can write an essay about the advantages and disadvantages of home robots.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Write an essay (180–200 words) about the advantages and disadvantages of home robots, using the ideas in task 1 and the suggested outline below.		
<ul style="list-style-type: none"> - Ask Ss to study the outline and the useful expressions and check understanding. - Review the structure of an essay. Write its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss refer to the Writing section in Unit 2 to check their answers if possible. - Put Ss into groups and have them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of supporting ideas and examples. - Walk round the class to give further support if needed. - When Ss finish writing, give them time to check their essays. - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around 	<ul style="list-style-type: none"> - Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1. 	<p><i>Suggested answer:</i> <i>AI technologies have given us many amazing opportunities. One of them is using smart robots to perform different tasks at home. People are beginning to use home robots, but we need to consider both the advantages and disadvantages that they bring.</i></p> <p><i>Using home robots has several advantages. First, they can clean our houses, do the laundry and water the plants. They will never complain about doing all the repetitive and boring tasks. Robots can also help us spend more quality time with our families. We will have more time for leisure activities and family bonding. Second, home robots can provide information and entertainment. They are programmed to answer questions about many topics. They can also keep us entertained by performing music or playing games with us.</i></p>



<p>the class to provide help when necessary.</p>		<p><i>However, there are also disadvantages of having a home robot. First, all the robots and other intelligent machines are designed by human beings. They need to be pre-programmed by engineers and can only follow a set of instructions. If a robot breaks down, it will be expensive to repair. In addition, we may start relying on home robots too much. We may become lazy and use our brains less and less. This way we may lose our ability to think critically.</i></p> <p><i>In conclusion, home robots are designed to make our lives easier and happier. However, we should not become too dependent on them if we don't want to lose important life skills.</i></p> <p>(238 words)</p>
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p>TOTAL: .../50</p>



<ul style="list-style-type: none">- Teacher then chooses one piece of writing and gives feedback on it as a model.- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.		
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e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the essay in the notebooks.
- Do exercises in the workbook.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 6: Artificial intelligence Lesson 6: Writing</p> <p>*Warm-up Watch a video</p> <ul style="list-style-type: none">- Task 1: Complete the notes using the sentences in the box.- Task 2: Write an essay (180–200 words) about the advantages and disadvantages of home robots.- Peer review <p>*Homework</p>
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UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about the evolution of robots;
- Review expressions for getting attention and interrupting.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be polite when getting attention and interrupting;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 6, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. evolution (n)	/,i:və'lu:ʃn/	the slow steady development of something	tiến hóa
2. stimulus (n)	/'stimjələs/	something that helps somebody/something to develop better or more quickly	chất xúc tác
3. (to) provoke	/prə'vəʊk/	to cause a particular reaction or have a particular effect	kích thích
4. slope (n)	/sləʊp/	a surface or piece of land that slopes (= is higher at one end than the other)	sườn núi
5. (to) imitate	/'ɪmɪteɪt/	to copy somebody/something	bắt chước

Assumption



Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video

c. Expected outcomes:

- Students can get knowledge about a modern robot in the world.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows the question, Ss raise their hands to grab the chance to answer. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=Q1d5aiBFNpM</p> <p>Questions: What's your impression on Ameca – the robot?</p> <p>Suggested answers: (students' own impression)</p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers get attention and interrupt;
- To review how to get attention and interrupt;



- To help Ss practise getting attention and interrupting.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.84)
- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (p.84)

c. Expected outcomes:

- Students can use appropriate language to get attention and interrupt in certain situations.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?</i> - Give Ss a few minutes to read the expressions in the box and check understanding. - In stronger classes, encourage Ss to fill in the gaps based on context clues. - Have Ss listen and complete the conversation with the words from the box. - Check answers by asking two Ss to read out the conversations. - Have Ss underline expressions used to get attention (<i>Hey, May I have your attention</i>) and interrupt (<i>Do you mind, I'm sorry for interrupting</i>) - Put Ss in pairs and have them practise the conversation. - Invite some pairs to role play the conversation in front of the class. 	<ul style="list-style-type: none"> - Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs. 	<p>Answer key:</p> <p>1.C 2.B 3.D 4.A</p>
Useful expressions (7 mins)		
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: get attention and interrupt. 	<ul style="list-style-type: none"> - Ss work in groups to do the task. 	<p>* Getting attention</p> <p>• May I have your attention, please?</p>



<ul style="list-style-type: none">- Teacher asks Ss to classify the expressions into two groups.- Check as a class.- T asks if Ss can add some more expressions.		<ul style="list-style-type: none">• Could I ask you a question?• Can I have a few seconds/a moment of your time?• Look!/Listen!/Watch!• Excuse me!• Sorry to bother you.• Hey! <p>* Interrupting</p> <ul style="list-style-type: none">• I'm sorry for interrupting/to interrupt, but I don't quite understand ...• Sorry for the interruption, but could you(repeat) ...• This will only take a minute.• Would you mind (telling me) ...• I apologise for the interruption, but I have an important question about ...• Pardon me/Excuse me, I have ... <ul style="list-style-type: none">• Hold on!• Just a second
<p>Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (6 mins)</p>		
<ul style="list-style-type: none">- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they go to a museum and robot exhibition, see a friend and want to get his/her attention, how they can interrupt a speaker in a talk on AI.- Have Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board.	<ul style="list-style-type: none">- Make plan for the conversation.- Practise the role-play conversation, based on the two situations.- Swap the role and continue practising.- Perform in front of class.	<p>Suggested answer:</p> <p>a.</p> <p>Student A: Hey, Long. Are you also attending the exhibition: Robots in 21st century ?</p> <p>Student B: Hi, Mai. Yes, I have just arrived.</p> <p>Student A: Sorry to bother you. Do you want to join me in a VR trip?</p> <p>Student B: Definitely.</p>



<ul style="list-style-type: none"> - Go through the Useful expressions in the box and remind Ss to use them in their conversations. - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. <i>how they are going to get attention of a friend, how they are going to interrupt a speaker to ask a question...</i> - Walk around the class and provide help if needed. - Call on some groups to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for getting attention and interrupting, clear pronunciation and fluent delivery. 		<p>b.</p> <p>Student A: ...So I have talked about the use of AI in education. Now, let's move to the application of AI in workplace.</p> <p>Student B: Excuse me, Dr Peter. Would you mind telling me more about the challenges of using AI chatbots in classroom?</p> <p>Student A: That's a good question. Well,....</p>
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help Ss learn about the evolution of robots;
- To help Ss relate what they have learnt about AI robots in the world to the context of their own country.

b. Content:

- Task 1. Read the text and complete the timeline showing the evolution of robots (p.85)
- Task 2. Work in groups. Discuss the questions. (p.85)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about AI robots in the world to the context of their own country.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and complete the timeline showing the evolution of robots. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. <i>Have you ever had/met a robot? When did the first robot appear? How have robots changed ?</i> 	<ul style="list-style-type: none"> - Students answer questions to find out what they already know about the topic. - Students work in pairs and read the text and complete the timeline illustrating the 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. 1959 2. Kismet 3. 2005 4. visual-recognition



<p>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What type of robots were first introduced? In which field are robots being used? Can you list some examples of robots?</i></p> <p>- Put Ss into pairs. Ask them to read the text and complete the timeline illustrating the evolution of robots with suitable number or words. Walk round the class and offer help, explaining unfamiliar words or answering questions.</p> <p>- Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer.</p> <p>- Go back to the questions on the board, i.e., the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.</p>	<p>evolution of robots with suitable number or words.</p>	
<p>Task 2: Work in groups. Discuss the questions. (5 mins)</p>		
<p>- Ask Ss to work in groups to discuss the two questions.</p> <p>- In weaker classes, ask questions to brainstorm ideas as a class, e.g. <i>Is AI being used in Viet Nam? What are they?</i></p> <p>- To answer the first question, encourage Ss to think of some fields which are applying AI, e.g: education (<i>Google search, ChatGPT, Grammarly</i>), workplace (<i>facial recognition, Auto-answer box</i>), home (<i>robot cleaner, facial recognition</i>), entertainment (<i>VR</i>). Then they come up with some ideas about how robots and AI will be in the future (<i>AI will replace tedious or dangerous tasks, AI will treat, and largely eliminate, neurological disorders like Alzheimer's, Parkinson's, most birth defects, and spinal cord injuries as well as blindness and deafness, robots will be controlled by our minds</i>)</p>	<p>- Students work in groups to discuss the question.</p> <p>- Students share their ideas in front of class.</p>	<p>Suggested answers:</p> <p>Artificial intelligence (AI) and machine learning (ML) have become more popular in Vietnam with a large proportion of young people having experimented in these fields after realizing their potential. There are three commonly used AI types – face recognition, voice recognition and image analysis. In the future, AI will replace tedious or dangerous tasks. It also will treat, and largely eliminate, neurological disorders like Alzheimer's, Parkinson's, most birth defects, and spinal cord injuries as well as blindness and deafness.</p>



- Invite some groups to present a summary of their discussion to the class.		Moreover, robots will be controlled by our minds and have more emotions and feelings.
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e. Assessment

- Teacher corrects for students as a whole class.

5. 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 Lesson 8 – Looking back and project.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 6: Artificial Intelligence</p> <p style="text-align: center;">Lesson 7. Communication and Culture / CLIL</p> <p>*Warm-up Watch a video</p> <p>*Communication Task 1: Listen and complete the conversations. Task 2: Make similar conversations.</p> <p>*CLIL Task 1: Read the text and complete the timeline showing the evolution of robots. Task 2: Discussion</p> <p>* Homework</p>



UNIT 6: ARTIFICIAL INTELLIGENCE

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 6;
- Apply what they have learnt (vocabulary and grammar) into practice through a project;
- Propose a way to use AI in daily lives and give a group presentation about it.

2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Be proud and respectful of famous people in Viet Nam and in the world
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Looking back and project
- 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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:



- Game: Lucky number

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 1.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams. - There are 7 numbers, 1 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, Ss have to rearrange the letters in the word to make a correct one. (scramble words) - One point for a correct answer. - The group with the most points is the winner. 	<ul style="list-style-type: none"> - Students join the game and guess the words. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. Chatbots 2. Personalize 3. Portfolio 4. Virtual 5. Platform 6. Robotic

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review the pronunciation of the homophones.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Active and Passive Causatives.

b. Content:

- Pronunciation: Listen and underline the homophone of the word in bold in each sentence. Then practise saying the sentences in pairs. (p.86)
- Vocabulary: Complete the sentences using the correct forms of the words in the box (p.86)
- Grammar: Choose the option A, B, C, or D that is closest in meaning to each of the given sentences. (p.86)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Pronunciation: Listen and underline the homophone of the word in bold in each sentence. Then practise saying the sentences in pairs. (4 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss to listen and underline the homophone of the bold word in each sentence, then compare their answers in pairs. 	<ul style="list-style-type: none"> - Listen and underline the homophone of the bold word in each sentence, then 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. allowed 2. board 3. wear 4. No



<ul style="list-style-type: none"> - Play the recording once for Ss to check their answers. - Have Ss practise saying the sentences out loud in pairs, paying attention to the homophones. 	<p>compare their answers in pairs.</p> <ul style="list-style-type: none"> - Practise saying the sentences out loud in pairs. 	<ol style="list-style-type: none"> 1. People are not <u>allowed</u> to talk aloud in the library. 2. Students felt very bored when their teacher kept writing on the <u>board</u>. 3. Where can I buy some new clothes to <u>wear</u> to the party? 4. Robots don't know how to say '<u>No</u>'.
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Vocabulary: Complete the sentences using the correct forms of the words in the box (4 mins)

<ul style="list-style-type: none"> - Ask Ss to read each sentence and check comprehension. - Tell Ss to study the context carefully and decide on the suitable word to complete each sentence. - Have Ss check their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the sentences. 	<ul style="list-style-type: none"> - Read each sentence. - Study the context carefully and decide on the suitable word to complete each sentence. - Check answers in pairs / groups. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. applications 2. artificial intelligence 3. activate 4. virtual
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Grammar: Choose the option A, B, C, or D that is closest in meaning to each of the given sentences. (4 mins)

<ul style="list-style-type: none"> - Ask Ss to read sentences and choose the correct answer for each sentence. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read each sentence and elicit the type of causative (active or passive) in each blank. 	<ul style="list-style-type: none"> - Read sentences and choose the correct answer for each sentence. - Check answers in pairs / groups. - Explain the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. C 3. D 4. B
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e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

b. Content:

- Presentation: AI in our lives



c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/ leaflet.- Have Ss work in their groups. Give them a few minutes to get ready for their poster/ leaflet presentation. Ask them to decide who is going to stand by the group poster/ display their leaflet, and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters/ leaflet.- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist.- If necessary, go through the assessment criteria to make sure Ss are familiar with them.- Have groups display their posters/ leaflets. Ask the group representative to stand next to their posters/ display their leaflet while the rest of the class walk around, study the posters/ leaflet and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster/leaflet and answer questions.- Give Ss enough time to study all posters/leaflets and complete the checklists. Then have them sit down and vote for the best poster/ leaflet.- You can also give Ss marks for their posters/ leaflets and poster/leaflet presentations as part of their continuous assessment.	<ul style="list-style-type: none">- All groups exhibit their posters and make presentations.- When one group makes a presentation, others listen and complete the evaluation sheet.	<p><i>Students' presentations</i></p>

e. Assessment

- Teacher gives comments and feedback to all presentations.

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 Unit 7.

Board Plan

Date of teaching

**Unit 6: Artificial Intelligence
Lesson 8: Looking back and project**

***Warm-up**

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project: AI in our daily lives**

***Homework**



UNIT 7: THE WORLD OF MASS MEDIA

Lesson 1: Getting started – Promoting a charity event

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic The world of mass media;
- Gain vocabulary to talk about promoting a charity event;
- Get to know the language aspects: adverbial clauses of manner and result.

2. Competences

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

3. Personal qualities

- Be responsible for the community ;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 7, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

a

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. in charge of (idiom)	/ɪn tʃɑːdʒ əv/	responsible for	chịu trách nhiệm về
2. publicity (n)	/pʌb'ɪs.ə.ti/	the attention that is given to somebody/something by newspapers, television, etc.	sự công khai
3. advert (n)	/'ædvɜːt/	a notice, picture or film telling people about a product, job or service	quảng cáo
4. profit-making (adj)	/'prɒfɪt meɪkɪŋ/	(of a company or a business) that makes or will make a profit	sinh lời

5. commercial (n)	/kə'mɜ:ʃl/	an advertisement on television, on the radio or on a website	quảng cáo
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Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.


b. Content:


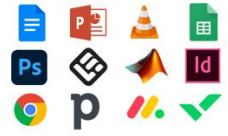



- Jigsaw puzzle

c. Expected outcomes:

- Students can recognise and name different forms of mass media.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Jigsaw puzzle</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams. - Teacher prepares the pictures of 5 mass media forms and a key picture - Teacher gives instructions for the game: <p>+ Students work in 2 teams, take turn to choose a number and guess the</p>	<ul style="list-style-type: none"> - Students work in groups. - Students look at the picture that the teacher shows them and give the name of the mass media form. 	<p>Picture 1:</p>  <p>Picture 2:</p>

<p>name of each media form in the picture.</p> <ul style="list-style-type: none"> + If the answer is correct, the team gets 10 point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The first team to get the key picture will get 50 points. + The team having more points is the winner of the game. 		 <p>Picture 3:</p>  <p>Picture 4:</p>  <p>Picture 5:</p>  <p>Key picture:</p>  <p><i>Answer:</i> <i>Picture 1: electronic book</i> <i>Picture 2: video</i> <i>Picture 3: software</i> <i>Picture 4: video game</i> <i>Picture 5: social media</i> <i>Key picture: Digital media</i></p>
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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 the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. in charge of (n) 2. publicity (n) 3. advert (n) 4. profit-making (adj) 5. commercial (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to the International Cultural Festival;
- To help Ss identify the articles.

b. Content:

- Task 1: Listen and read. (p.20-21)
- Task 2: Read the conversation again and complete the table. (p.21)
- Task 3: Find words and a phrase in Task 1 with the following words and phrases. (p.21)
- Task 4: Complete the sentences based on the conversation. (p.21)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Listen and read. (6 mins)		
<ul style="list-style-type: none">- Set the context for the listening and reading.- Ask Ss to look at the picture, the heading and the conversation, and ask questions.- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the culture in the conversation.- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.- Call on three Ss to read the conversation aloud.- In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.	<ul style="list-style-type: none">- Students look at the picture and answer the questions.- Students listen to the recording.- Students underline words/phrases related to the culture in the conversation.- Students compare the words and phrases with their partners.- Students read the conversation aloud.	<p>Questions:</p> <ol style="list-style-type: none">1. Who are the speakers?2. What do you think they are discussing?3. What types of mass media are mentioned in the discussion? <p>Suggested answers:</p> <ol style="list-style-type: none">1. Mai and her friends, Mark and Linda2. The promotion of a charity event Mai is in charge of3. local newspapers, posters, the Internet/social media sites, etc.
Task 2: Read the conversation again and circle the correct answer. (5 mins)		
<ul style="list-style-type: none">- Ask Ss to read the conversation again and circle the correct answers. Ask them to identify and underline the key words in the statements first (e.g. 1. advertising, local newspaper). Then have them read the conversation again and locate the part that contains the information for each idea. Have them compare the information in the conversation with each idea to work out which is the correct answer, and why.- Have Ss work in pairs to discuss and compare their answers.- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.	<ul style="list-style-type: none">- Students work independently to do the activity.- Students compare the answers in pairs.	<p>Answer key:</p> <ol style="list-style-type: none">1. expensive, won't attract2. not expensive, may not3. promoting4. Linda
Task 3: Find words in 1 with the following meanings. (6 mins)		
<ul style="list-style-type: none">- Have Ss look at the first letters of the words and phrases. Explain that these words are related to the mass media and	<ul style="list-style-type: none">- Students read the conversation again and work	<p>Answer key:</p> <ol style="list-style-type: none">1. publicity2. viewers



<p>they are all in the conversation in Activity 1.</p> <ul style="list-style-type: none"> - Ask Ss to read the definitions and find the words/phrases so that the words/phrases on the left match the definitions on the right, and they should start with the letters given. - Check answers as a class. 	<p>independently to do the activity.</p> <ul style="list-style-type: none"> - Students share and check the answers. 	<p>3. <i>commercials</i> 4. <i>presence</i></p>
<p>Task 4: Match the two clauses to make sentences used in 1. (5 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss to read the clauses. Encourage them to identify the key words and locate the information in the conversation. - Ask Ss to complete the sentences by matching two clauses. - Check answers as a class. - Highlight the use of adverbial clauses to indicate manner (1B, 2C) and result (3D, 4A). 	<ul style="list-style-type: none"> - Students work individually to complete the sentences - Students share and check the answers. 	<p>Answer key: 1 - b 2 - c 3 - d 4 - a</p>

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about a charity event;
- To get Ss to speak about a charity event.

b. Content:

- Design a poster to introduce a charity event.

c. Expected outcomes:

- Ss can design a poster and make a short presentation about a charity event.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Design a poster to introduce the International Cultural Festival (10 mins)</p>		
<ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to draw a poster about a charity event. They can use words, icons or images to illustrate. 	<ul style="list-style-type: none"> - Students work in groups to follow teacher's instruction. - Students perform in front of the class. 	<p><i>Students' own creativity</i></p>



<ul style="list-style-type: none">- Teacher asks all groups to stick their works on the blackboard.- Teacher calls on some groups to present their group poster.- Teacher asks other groups to listen and give comments.- Teacher gives feedback and gives marks to the best group.		
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION

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 the project in Lesson 8

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 7: The world of mass media</p> <p style="text-align: center;">Lesson 1: Getting started – Promoting a charity event</p> <p>* Warm-up Jigsaw puzzle</p> <p>* Vocabulary</p> <ol style="list-style-type: none">1. in charge of (n)2. publicity (n)3. advert (n)4. profit-making (adj)5. commercial (n) <p>Task 1: Listen and read. Task 2: Read and circle the correct answers. Task 3: Find words. Task 4: Match the two clauses to make sentences. Poster design</p> <p>*Homework</p>



UNIT 7: THE WORLD OF MASS MEDIA

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Cultural diversity*;
- Recognise and practise diphthongs /ɔɪ/, /aɪ/, and /aʊ/;
- Review the use of articles.

2. Competences

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

3. Personal qualities

- Be proud and respectful of Cultural diversity;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 7, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

An adverbial clause is a dependent clause that functions as an adverb. There are different types of adverbial clauses.

- An adverbial clause of manner explains how something is done. It uses subordinating conjunctions such as *as*, *as if*, and *like*.

Example: He's acting as if he were my father.

Note: We use the subjunctive *were* with all pronouns after *as if*.

- An adverbial clause of result indicates the result of an action or a situation. It often uses subordinating conjunctions such as *so ... that* and *such ... that*.

Example: The weather was so hot that we couldn't sleep.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.



Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video

c. Expected outcomes:

- Students can revise vocabulary related to cultural diversity.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watch a video - Teacher prepares a video about the linking /r/ and asks Ss to watch the video and write down the words with linking /r/ in the video. - Teacher plays the video once. - Teacher checks answers with the whole class. - Teacher replays and pauses the video if necessary.	<ul style="list-style-type: none"> - Students watch the video and write down the words with linking /r/. - Students check their answers with the class. 	Link: https://www.youtube.com/watch?v=wLprxwzWtc4

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise the linking /r/ between the two vowels;
- To help Ss recognise and practise the linking /r/ between the two vowels.

b. Content:

- Task 1: Listen and repeat. Then practise saying the words. (p.90)



- Task 2: Mark the places where the linking /r/ can appear.. Listen and check. Then practise saying the sentences (p.90)

c. Expected outcomes:

- Students can correctly pronounce the linking /r/ between the two vowels.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Then practise saying the sentences in pairs. (6 mins)		
<ul style="list-style-type: none"> - Have Ss read the Remember box to understand when the linking /r/ occurs between two vowels. - Ask Ss to listen to the recording. Have them pay attention to the linking /r/ marked in each sentence. In weaker classes, explain why the linking /r/ happens using the Remember box! (e.g. 1. <i>The linking /r/ occurs between the vowel /ʊə/ at the end of the word 'sure' and the vowel of the next word, which is /ə/</i>) - Ask Ss to listen to the recording again, but this time, have them practice saying these sentences. 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the linking /r/. 	<p>Audio script:</p> <ol style="list-style-type: none"> 1. I'm sure an advert there can help draw attention to the event. 2. We can't afford to promote the show as if it were a big profit-making event. 3. Perhaps you should consider all of our suggestions. 4. I'll phone the local newspaper to see if they offer any discounts for charity advertising.
Task 2: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read quickly through th to get a broad understanding. - Have Ss underline the words that contain the three diphthongs in each sentence individually. Then ask them to work in pairs to compare their answers. - Check answers as a class by playing the recording. Pause after each sentence and confirm the answers. - Put Ss in pairs and have them practise reading the sentences aloud. <p>Extension: Ss work in pairs and make up new sentences using words which contain</p>	<ul style="list-style-type: none"> - Students mark the places where the linking /r/ can appear. Then listen to the recording. - Students read the whole text aloud. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. I saw an interesting advert about the charity event. 2. Traditional mass media, for example, TV and newspapers, are still popular. 3. There are more adverts on TV nowadays. 4. There is a law against sharing private photos.



these three dipsthangs. Then they take turn to read out their sentences and the other S has to tell how many words contaning /ɔɪ/, /aɪ/, and /aʊ/ they can hear.

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 / phrases related to the topic *The mass media*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.90)
- Task 2: Complete the text using the correct forms of the words in Task 1. (p.90)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that the words in the activity are related to the mass media. - Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. 	<ul style="list-style-type: none"> - Students match each word on the left with the meaning on the right - Students study the meanings and underline key words. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. c 3. d 4. b 5. a
Task 2: Complete the text using the correct forms of the words in Task 1. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to work individually. Tell them to read the text carefully to decide which word in 1 can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase. 	<ul style="list-style-type: none"> - Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete text. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. updated 2. the press 3. reliable 4. fake news 5. bias(es)



<ul style="list-style-type: none"> - Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first. - Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each blank using contextual clues. 		
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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 recognise the use of adverbial clauses of manner and result;
- To help Ss practise using adverbial clauses of manner and result.

b. Content:

- Task 1: Combine the sentences using suitable adverbial clauses. (p.91)
- Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (p.91)

c. Expected outcomes:

- Students know how to use adverbial clauses of manner and result and can apply the knowledge about adverbial clauses of manner and result to give a short talk on the given topic.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 1: Combine the sentences using suitable adverbial clauses. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the notes in the Remember box to remember the use of adverbial clauses of manner and result. Give more explanation and examples if necessary. - Ask Ss to complete the sentences with the suitable adverbial clauses. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. what are the relationship between two clauses, and which subordinating conjunctions are/should be used). - Check answers as a class. Go through each sentence and ask Ss to explain for their 	<ul style="list-style-type: none"> -Students read the notes in the Remember box. -Students complete the sentences with the suitable adverbial clauses -Students explain their answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1.he was guilty of something 2.that people sometimes get confused 3.as if the pain didn’t affect him at all 4.that it allows people to share information and ideas from around the world



answer, e.g. *1. The adverbial clause here shows the manner of the action in the main clause. It uses the subordinating conjunction 'like'. So the answer should be "My brother was looking at me like he was guilty of something".*

Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (7 mins)

- Ask Ss to work in pairs. Ask them to take turns to talk about a type of mass media they use in their everyday life. They should make 3-5 sentences, using adverbial clauses of manner and result as much as they can.
- Encourage them to study the example in pairs first. Tell them to pay attention to the use of adverbial clauses of manner and result.
- Encourage them to speak without writing down the sentences. For weaker class, allow them to write the sentences first before reading them aloud.
- When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of adverbial clauses of manner and result.

- Students work in pairs and talk about a type of mass media they use in their everyday life
- Present their ideas in front of class.

Suggested answers:

I use social media sites every day for news and entertainment. There is such a wide range of information and entertainment on social media sites that I often spend hours surfing them every day. I enjoy using them so much that sometimes my parents are worried about it. They say that there are too many harmful contents on these sites, but some adults are acting as if we did not know the differences between good and bad information online. I think teenagers can still use social media sites but they need to know how to evaluate information there.

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 learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 7: The world of mass media</p> <p style="text-align: center;">Lesson 2: Language</p> <p>* Warm-up Listening to a song</p> <p>* Pronunciation</p> <ul style="list-style-type: none">- Task 1. Listen and repeat.- Task 2. Mark the places where the linking /r/ can appear. <p>* Vocabulary</p> <ul style="list-style-type: none">- Task 1. Match the words with the meanings.- Task 2. Complete the text. <p>* Grammar</p> <ul style="list-style-type: none">- Task 1. Combine the sentences.- Task 2. Talk about a type of mass media. <p>* Homework</p>
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UNIT 7: THE WORLD OF MASS MEDIA

Lesson 3: Reading – Digital media vs. traditional media

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about digital media and traditional media.

2. Competences

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

3. Personal qualities

- Be respectful of digital media and traditional media.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 7, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
6. convenient (adj)	/kən'vi:niənt/	useful, easy or quick to do; not causing problems	tiện lợi
7. flexible (adj)	/'fleksəbl/	able to change to suit new conditions or situations	linh hoạt
8. reliable (adj)	/rɪ'laɪəbl/	that can be trusted to do something well; that you can rely on	đáng tin cậy
9. fact-check (v)	/'fækt tʃek/	to investigate an issue in order to check that the facts are given correctly	xác minh tính chính xác



10. struggle (v)	/'strʌgl/	to try very hard to do something when it is difficult or when there are a lot of problems	vật lộn

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Board race

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Board race</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 teams and the board in four sections and gives a board pen to one of the Ss in each team. - Teacher calls out the theme (<i>Traditional and digital media</i>) and gives them two minutes to write as many names of traditional and digital media as they can in 2 minutes. 	<ul style="list-style-type: none"> - Students come to the board one by one to write the answer - Students check their answers with the class. 	<p>Suggested answers</p> <ul style="list-style-type: none"> *. Digital media + websites + social media + videos + video games + digital advertising + software *. Traditional media



<ul style="list-style-type: none"> - Each student of the team comes to the board and writes down a name. - When the game is finished, teacher has teams check each other's spelling and count how many correct names each team has written. - Teacher leads in the new lesson by asking some questions. 		<ul style="list-style-type: none"> + printed newspapers + broadcast TV + radio + billboards + banner ads + printed magazines
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the questions. (p.23)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about globalisation. Write their questions on the board. - Introduce the topic of the reading text. 	<ul style="list-style-type: none"> - Students work in pairs and answer the questions. - Students write questions they want to know on the board. 	<p>Questions: Do you think that digital media can replace traditional media? Why/Why not?</p>
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. convenient (adj) 2. flexible (adj) 3. reliable (adj) 4. fact-check (v) 5. struggle (v)



- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.		
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Match the highlighted words with their meanings. (p.92)
- Task 3: Read the article again. Write Q next to Quang's opinion, H next to Hoa's opinion, and N if it is not their opinion. (p.93)
- Task 4: Read the article again. Choose the correct answers. (p.93)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Match the highlighted words with their meanings. (8 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the text. Ask them to locate to the highlighted words in the text, e.g. <i>I. The phrase 'accessible' is found in the sentence: "Most digital content is also freely accessible."</i> - Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. <i>I. Nowadays, it's much easier and more convenient to access information via digital media. Most digital content is also freely accessible. All it takes is a few clicks and you can read the latest news, watch videos or see online adverts.</i> - Encourage Ss to replace the word with each choice to see which one best replaces the word. - In weaker classes, check understanding of the words by asking Ss to make sentences with them. 	<ul style="list-style-type: none"> - Students read the words first, then skim through each section. - Students choose the best suitable definition. - Students check answers with the whole class and give explanations for their choice. 	<p>Answer key:</p> <ol style="list-style-type: none"> d c b a



Task 3: Read the article again. Write Q next to Quang’s opinion, H next to Hoa’s opinion, and N if it is not their opinion. (6 mins)		
<ul style="list-style-type: none">- Ask Ss to read the statements and make sure they understand them.- Encourage them to underline the key words in each statement, paying attention to the differences between these statements. <i>E.g. 1. The key words are “will replace” and “soon”. 2. The key words are “will replace” and “won’t be soon”.</i>- Ask Ss to read each piece of opinion in the article. Tell them to identify the conclusion of the argument in each piece. In weaker classes, encourage them to pay attention to the first and the last sentences of each piece as the conclusion of the argument is often located there.- Check answers as a class.- Have some Ss read aloud clues from the text which help them find the correct answer. <i>E.g. In the last sentence of his opinion piece, Quang says that “it won’t be long before traditional media becomes a thing of the past.” It means that in his opinion, digital media will replace traditional media soon, so Quang’s opinion is 1.</i>	<ul style="list-style-type: none">- Students read the statements and make sure they understand them.- Students underline the key words in each statement.- Students read the text and identify the conclusion of the argument- Students check answers with the whole class and give explanations for their choice.	Answer key: 1 – Q 2 – N 3 – N 4 – H 5 – N
Task 4: Read the article again. Choose the correct answers. (6 mins)		
<ul style="list-style-type: none">- Tell Ss that in an argument, there are two main parts: reasons and conclusion. Tell them that they are now focusing on the reasons Quang and Hoa give to arrive at their conclusions in Activity 3.- Encourage them to read and underline the key words in the questions and options.- Have Ss read the text and locate the key words, as well as paraphrases of these key words. <i>(e.g. 1B. can be accessed easily = “freely accessible” in the text)</i>- Choose the option(s) that match(es) the information in the text. Remind them that	<ul style="list-style-type: none">- Students read and underline the key words in the questions and options.- Students choose the option(s) that match(es) the information in the text.- Students check answers with the whole class and give explanations for their choice.	Answer key: 1. B-C-D 2. C 3. A-C-D 4. B



<p>some questions require more than one correct answer.</p> <ul style="list-style-type: none"> - Watch out for distractors, especially options that may be mentioned in part in the text, but are not true. (e.g. <i>1A. free to use</i> ≠ “<i>freely accessible</i>” in the text) - In weaker classes, write the outlines of Quang’s and Hoa’s arguments on the board for the students to see the structure of the argument more clearly. In stronger classes, encourage them to write these outlines themselves. - For Questions 2 and 4, remind the students that they also need to pay attention to neighbouring sentences and any linkers used with each statement. E.g. <i>2. The statement that many organisations can reach its customers via digital media is given after the linker “for example”. It shows that this statement is an example of the previous statement (“digital media forms are more interactive”). So C is the correct answer.</i> - Check answers as a class. 		
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e. Assessment

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students’ understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 5: Work in pairs. Discuss the following questions.
After reading the article, who do you agree with, Hoa or Quang? Why? (p.93)

c. Expected outcomes:

- Students can use the language and ideas from the unit to express their ideas and opinions.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
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Task 5: Work in pairs. Discuss the following question. After reading the article, who do you agree with, Hoa or Quang? Why?		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. Have them discuss the question. Encourage them to explain why they admire that achievement the most. - Invite some pairs to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedbacks. 	<p>Suggested answers: I personally agree with Hoa. Digital media is very powerful, but not without limitations. They are not always reliable, have limited access in certain areas and not always easy to use for many people. Therefore, I believe that people will continue to combine different sources of information or types of media to take full advantage of each type.</p>

e. Assessment

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about the effects of globalisation on cultural identity.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 7: The world of mass media</p> <p>Lesson 3: Reading</p> <p>* Warm-up</p> <p>Board race</p> <ul style="list-style-type: none"> - Task 1: Discuss the questions. - Vocabulary <ol style="list-style-type: none"> 1. convenient (adj) 2. flexible (adj) 3. reliable (adj) 4. fact-check (v) 5. struggle (v)



- Task 2: Match each word with its meaning.
- Task 3: Decide the person who raises the opinion.
- Task 4: Choose the correct answers.
- Task 5: Discussion.

* **Homework**



UNIT 7: THE WORLD OF MASS MEDIA

Lesson 4: Speaking – Types of mass media

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about types of mass media;
- Memorise vocabulary to talk about types of mass media.

2. Competences

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

3. Personal qualities

- Be proud and respectful of different types of mass media.

II. MATERIALS

- Grade 12 textbook, Unit 7, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. leaflet (n)	/ˈliːflət/	a printed sheet of paper or a few printed pages that are given free to advertise or give information about something	tờ rơi
2. brochure (n)	/ˈbrəʊʃə(r)/	a small magazine or book containing pictures and information about something or advertising something	sách (nhỏ) quảng cáo
3. promotion (n)	/prəˈmɔʊʃn/	activities done in order to increase the sales of a product or service; a set of advertisements for a particular product or service	sự xúc tiến
4. cyberbullying (n)	/ˈsaɪbəbʊlɪŋ/	the activity of using messages on social media, emails, text	bắt nạt qua mạng



		messages, etc. to frighten or upset somebody	
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Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Guessing game

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Guessing game</p> <ul style="list-style-type: none"> - Teacher divides class into two groups. - There are four questions, the answers of which provide four clues for the key word. - Each group choose a question. If they have a correct answer, they get one point. - If a team can guess the key word, they will get 5 points. - The team with more points is the winner. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students take turns, choose a number and answer the question. - Students guess the key word. - Students explain their key word. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. It's an international computer network connecting other networks and computers that allows people to share information around the world. What is it? -> (the) Internet 2. It's a piece of electrical equipment with a screen on which you can watch programmes with moving pictures and sounds. What is it? -> TV/ television 3. It's a piece of equipment used for listening to programmes that are broadcast to the public. What is it? -> radio 4. It's a set of large printed sheets of paper containing



		news, articles, advertisements, etc. and published every day or every week. What is it? -> printed newspaper ➔ KEY WORD: Mass media
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about and taking notes about different types of mass media.

b. Content:

- Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (p.94)
- Pre-teach vocabulary
- Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (p.94)

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students can come to the final table about the characteristics of different types of mass media.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to study the table and the example. Make sure they understand the words in the rows, columns and example. - In weaker classes, explain to them what the example means. <i>E.g. In general, the cost of creating content and advertising on TV is very high. However, we can present both audio and visual information on TV and reach a very large group of audience. Moreover, the information on TV is generally reliable and credible.</i> - Put Ss in pairs to complete the table. Remind them that they should give general comments about the mass media only (i.e., what is true about most print newspapers etc.). 	<ul style="list-style-type: none"> - Students share what they know about different types of mass media. - Students note down the information in the table. 	Students' answers (Suggested answers- see appendix)



<p>- Invite some students to share their answers with the class.</p>		
Vocabulary pre-teaching (5 mins)		
<p>- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.</p>	<p>- Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook.</p>	<p>New words: 1. leaflet (n) 2. brochure (n) 3. promotion (n) 4. cyberbullying (n)</p>
Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (15 mins)		
<p>- Put Ss in pairs. Ask them to study the situations in the book before discussing them. Encourage them to underline the key words in each situation. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary.</p>	<p>- Students work in groups to discuss the given situations. - Students compare their notes with their partners.</p>	<p>Suggested answer: 2. A: Well, there's both visual and audio information to send, so I don't think we can use leaflets and newspapers. Perhaps we should use emails. It will be quick and free. B: I agree. But not all students in our school have email accounts, or check emails every day. They may not pay attention to our information and videos, or think that they are spam. C: How about our school website? Everyone can access the website easily and because it's our school website, people will find it credible enough to watch and read our information. A: Good idea! And it'll be free too if we ask for the school's permission. B: That shouldn't be a problem. Since our school also work against bullying, I'm sure we'll get the</p>



		<p>permission to post information on our school website</p> <p>3. A: Since we've got visual information only, I think something simple like leaflets is the way to go. Besides, they're more affordable for a non-profit making event like this one.</p> <p>B: I agree that they're cheap and simple to make. But many people may not pay attention to them. They may mistake our leaflets as advertisements and throw them away.</p> <p>C: I see. How about social media sites? People can share information with their friends and family quickly, and it should not cost much time or money because there are only a few lines of information to pass on.</p> <p>A, B: Oh, that's a good idea.</p>
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e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)

a. Objectives:

- To give Ss an opportunity to practise talking about the lives of a famous hero and heroine in front of the class;
- To help some students enhance presentation skills.

b. Content:

- Task 3. Report your answers to the whole class. Vote for the best idea for each situation. (p.94)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the most suitable type of media.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Report your answers to the whole class. Vote for the best idea for each situation.		
<ul style="list-style-type: none"> - Have a representative from all groups share their plan in front of the class. - Praise for good effort, well-structured responses and fluent delivery. - After all groups present their plans to a situation, ask the class to vote for the best programme (suggested criteria: number of activities, duration, participants, preparation for the event...). Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan. 	<ul style="list-style-type: none"> - Students work in pairs, use the notes and talk about the most suitable type of media. - Students add more details if they can. - Vote for the best story. 	Students' answers

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about the characteristics of different mass media forms.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Appendix

	Cost of creating content and advertising on it	Presentation style	Audience and publicity	Reliable sources / credible content
Television	Very high	Audio and visual	Very large	Generally reliable/credible
Print newspapers	Generally high	Visual only	Large	Generally reliable/credible



Leaflets and brochures	Not very high	Visual only	Medium	Not very reliable/credible
Emails	Free	Audio and visual	Large	Not very reliable/credible
Social media	Medium	Audio and visual	Very large	Not very reliable/credible

Board plan

Date of teaching
Unit 7: The world of mass media
Lesson 4: Speaking

*** Warm-up**
Guessing game

Task 1: Discuss and complete the table.
Vocabulary
1. spicy (adj)
2. focus on (v)
3. professional (adj)
Task 2: Discuss the most suitable type of media.
Task 3: Report the discussion.

*** Homework**



UNIT 7: THE WORLD OF MASS MEDIA

Lesson 5: Listening – Fake news on the Internet

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about fake news on the Internet;
- Memorize vocabulary to talk about fake news on the Internet.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 7, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. ashamed (of) (adj)	/ə'ʃeɪmd/	feeling shame or feeling embarrassed about somebody/something or because of something you have done	xấu hổ
2. fake (adj)	/feɪk/	not what somebody claims it is; appearing to be something it is not true.	giả
3. population (n)	/ˌpɒpjʊ'leɪʃn/	all the people who live in a particular area, city or country; the total number of people who live there	dân số

Assumption

Anticipated difficulties	Solutions
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Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Watch a video

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Teacher prepares a video about fake news and asks Ss to watch the video and write down information about real news and fake news. - Teacher plays the video once. - Teacher checks answers with the whole class. - Teacher replays and pauses the video if necessary. 	<ul style="list-style-type: none"> - Students watch the video and write down information about real news and fake news. - Students check their answers with the class. 	<p>Link:</p> <p>https://www.youtube.com/watch?v=KX8-BOc7Z0c</p>

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Find 3 words in the wordsearch to show things you should look at to decide whether a piece of news is fake or not. (p.95)



- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Find 3 words in the wordsearch to show things you should look at to decide whether a piece of news is fake or not. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask students to look at the photo. Ask if they have any experience of fake news before. If they say yes, ask if they know how to 'spot' fake news. - Put Ss in pairs. Tell them that they will find 04 words in the word search which show the things they should pay attention to before they can decide whether a piece of news is fake or not. - In weaker classes, find one word for them as an example. If the class struggle, give them a hint (e.g. there is a diagonal word) or some clues (e.g., the first letter(s) of each word/some words) - Check answers as a class. - Briefly explain the answers (e.g. You need to check if the images and language are accurate, and if the author and the source of the information are credible enough to decide whether a piece of news is fake or not) and encourage them to listen to the recording in the next activity to find out more. 	<ul style="list-style-type: none"> - Students find the words in the wordsearch. 	<p><i>Answer key:</i></p> <pre> G I T E R G F H K E M E W A A W H L O A K A U H Q E B I G C T O N P C H M E H F S O U R C E O U B X H R I T R V L A N G U A G E </pre>
<p>Vocabulary teaching (5 mins)</p>		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) -Teacher checks students' understanding with the "Rub out and remember" technique. 	<ul style="list-style-type: none"> - Students say the meaning of the words. - Students write new words on their notebook. 	<p><i>New words:</i></p> <ol style="list-style-type: none"> 1. ashamed (of) (adj) 2. fake (adj) 3. population (n)



- Teacher asks Ss to take notes on their notebooks.		
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about fake news on the Internet.

b. Content:

- Task 2: Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options. (p.95)
- Task 3: Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap. (p.95)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options. (10 mins)		
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to three speakers and find out their attitudes towards fake news. - Ask Ss to read the statements A-E. Make sure they understand these statements and encourage them to underline key words in each statement. <i>E.g. A. He/she's <u>worried</u> about fake news. B. He/she's <u>not worried</u> about fake news.</i> - Ask Ss to listen and pay attention to the key words, as well as paraphrases of these key words. In weaker classes, help them brainstorm the possible paraphrases of these key words. <i>E.g. 1. 'Worried' could be paraphrased as 'concerned', 'a (big) problem/issue' in the recording.</i> - Encourage Ss to pay attention to words or expressions the speaker may use to describe likes, dislikes, agreement, disagreement etc. as well as his/her tone of voice. In weaker classes, help them brainstorm the possible 	<ul style="list-style-type: none"> - Students make predictions before listening. - Listen and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. D 3. B



<p>words and expressions, and discuss the possible tones of voice to express the attitudes in the statements. <i>E.g. E. When people feel annoyed, they sound angry and tend to use high-pitch voice. They may say something such as “It’s annoying ...”, or “I can’t stand ...” to express their anger.</i></p> <ul style="list-style-type: none"> - Play the recording once. For weaker classes, play the recording twice. - Check answers as a class. 		
<p>Task 3: Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap. (10 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to the recording again. This time, they should complete the words, using no more than two words for each blank. - Ask them to study the notes to get the general ideas. - Encourage them to underline key words in the notes. - Play the recording. Ask them to listen carefully, pay attention to these key words or their paraphrases in the recording. Remind them that the word/phrase for each gap is exactly the same as taken from the recording. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit (2 words at most). - Check answers as a class. 	<ul style="list-style-type: none"> - Students read the questions and underline the key words. - Students find the words to fill in the blanks in the recording. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 72 million 2. 75% 3. behaviour 4. credible 5. bias

e. Assessment

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To check students’ understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share their experiences of fake news.

b. Content:

- Task 4: Work in groups. Discuss the question.



How helpful do you find the tips in the talk? Have you used any of them? (p.95)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss the question.		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. Have them discuss the tips for dealing with fake news they have learned in the recording. - Invite some pairs to share their answers with the whole class. 	<ul style="list-style-type: none"> - Students work in groups and discuss. Students share their ideas to the whole class. 	<p>Suggested answer: I find all the tips interesting, and have tried the first tip myself. For example, I always go to official websites of famous newspapers to get news, and avoid tabloids on the Internet because they are full of gossips or opinions rather than facts and credible information. But I have never tried the other tips. I think will try the second tip in the future. Instead of getting news from one source, perhaps I should try to check if the same news is reported on other trusted sites. The last tip will also be useful, but I think I will need better language skills to detect spelling, grammar mistakes and biases in news language.</p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

<p><i>Date of teaching</i> Unit 7: The world of mass media Lesson 5: Listening</p> <p>*Warm-up Game: Lucky song</p>
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*** Listening**

- Task 1: Work in pairs and find the words.
- Vocabulary
 1. ashamed (of) (adj)
 2. fake (adj)
 3. population (n)
- Task 2: Listen and match.
- Task 3: Listen and complete the notes.
- Task 4: Work in groups and discuss.

*** Homework**



UNIT 7: THE WORLD OF MASS MEDIA

Lesson 6: Writing – Description of pie charts

I. OBJECTIVES

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

1. Knowledge

- Synthesise and summarise information in order to write a pie chart description to compare main news sources among different age groups;
- Apply structures to write a pie chart description to compare main news sources among different age groups.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Actively participate in the lesson.

II. MATERIALS

- Grade 12 textbook, Unit 7, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Game: Pictionary

c. Expected outcomes:

- Students can guess the words based on the pictures.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Pictionary</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams. - Teacher call one student by a time to come to the board and show the student a word. - The chosen student will draw a picture to describe the word. - The teams will raise their hands to answer. The fastest will get the chance. - When the game is finished, teacher counts how many correct answers each team has. The winner will be the one with the most correct answers. - Teacher leads in the new lesson by asking some questions. 	<ul style="list-style-type: none"> - Students look at the picture and guess the words. - Students check their answers with the class. 	<p>Word lists:</p> <ol style="list-style-type: none"> 1. pie chart 2. bar chart 3. table 4. process 5. maps 6. line graph

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITNG (10 mins)

a. Objectives:

- To help Ss understand the pie charts in Activity 2;
- To help Ss synthesise and summarise information from the pie charts;
- To help students have the ideas for their writing;
- To familiarize Ss with the structure and language of a pie chart description.

b. Content:

- Task 1: Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B. (p.95-96)
- Task 2: Complete the following descriptions of the charts in 1. Use the words and phrases in the box. (p.96)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about the descriptions of given charts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B. (5 mins)</p>		



<ul style="list-style-type: none">- Have Ss quickly look at the pie charts in Activity 2.- Ask them some questions to check their broad understanding. <i>E.g. What does the chart show? (information about the main news sources among young adults and old people) When was the information reported? (2022). What do the colours represent? (The sources of information, namely TV, printed newspapers, online new sites, and others).</i>- Put them in pairs. Ask them to study the charts more closely and choose the best answer to each question.- Check their answers as a class. Invite some Ss to explain for their answers. <i>E.g. 1. Television was very popular among both the young adults (35%) and the old people (42%). These are the highest proportions in each age group.</i>	<ul style="list-style-type: none">- Students read the given questions and choose the correct answers.- Students share their answers with the whole class.	<p>Answer key:</p> <ol style="list-style-type: none">1. B2. B3. A4. B5. A
<p>Task 2: Complete the following descriptions of the charts in 1. Use the words and phrases in the box. (5 mins)</p>		
<ul style="list-style-type: none">- Have Ss skim through the pie chart description. In weaker classes, read through the description and the box and check if Ss know the words/phrases.- Have Ss fill in the gaps with the words and phrases in the box.- Check answers as a class.- Ask Ss to read the Tips box. Use the text to illustrate each part. <i>E.g. The first sentence introduces the pie charts. It reads “The pie charts compare ...”.</i>	<ul style="list-style-type: none">- Students fill in the gaps with the words and phrases in the box.- Students share their answers with the whole class.	<p>Answer key:</p> <ol style="list-style-type: none">1. most popular2. Meanwhile3. as opposed to4. while

e. Assessment

- Teacher checks students’ answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

- To help Ss practise writing a pie chart description.

b. Content:

- Task 3: Write a description (120–150 words) of the charts below. Use the model and tips in 2 to help you. (p.96)

c. Expected outcomes:



- Students can write a pie chart description.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Write a description (120–150 words) of the charts below. Use the model and tips in 2 to help you.		
<ul style="list-style-type: none"> - Tell Ss that they are going to write pie chart description. It includes the same pie charts in Activity 2, but now a new pie chart about teenagers has been added. Therefore, they could use the ideas, the model and tips in Activity 2 in this activity. - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary. - In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft. - Collect Ss' writing tasks and give face-to-face feedback in private or give them back with some written feedback. 	<ul style="list-style-type: none"> - Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2. 	<p>Suggested answer:</p> <p>The pie charts compare the main news sources for teenagers, young adults and old people according to a survey in 2022.</p> <p>Overall, television was a very popular source of news for all age groups. It was the top news source for old and young adults, chosen by 42 percent of old people and more than one third of young adults and teenagers. Meanwhile, online news sites were most chosen by teenagers, with more than 50 percent. By contrast, the Internet was the least common news source for old people, with just 6 percent. On the other hand, printed newspapers were the top news source for 29 percent of old people while only fewer than 10 percent of young adults and teenagers reported getting their news from them.</p> <p>As for other sources of news, around a quarter of young adults and old people relied on other sources for news, as opposed to only 4 percent of teenagers.</p>

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (10 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: The world of mass media</p> <p>Lesson 6: Writing</p> <p>*Warm-up</p> <p>Hot seat</p> <ul style="list-style-type: none"> - Task 1: Choose the correct answer. - Task 2: Complete the descriptions. - Task 3: Write a pie chart description. - Peer review <p>*Homework</p>



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI



Tiếng Anh
12



UNIT 7: THE WORLD OF MASS MEDIA

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about mass media around the world;
- Review expressions for starting small talk.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be sensible when starting a small talk;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 7, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.



b. Content:

- Mind-mapping

c. Expected outcomes:

- Students can get knowledge about mass media.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Mind-mapping</p> <ul style="list-style-type: none"> - Teacher divides the class into four teams and prepare a mind-map with the word types of mass media in the middle. - Each team will have 5 seconds to give a name of mass media form. After 5 seconds, if the team cannot give a name, the turn moves to another group. - When the time is over, teacher counts how many correct names each team has given. - The team with more correct answers will be the winner. - Teacher leads in the new lesson by asking some questions. 	<ul style="list-style-type: none"> - Students think and call out the name of mass media form. - Students check their answers with the class. 	<p><i>Students' answers</i></p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide model conversations in which speakers start small talk.
- To review expressions for starting small talk.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.97)
- Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the tips and expressions below to help you. (p.97)

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)		
<p>- Give them some time to skim through the conversations. Ask them to identify the main ideas or the topic of the conversation. <i>E.g. Julie and Mai are talking about flower festivals.</i></p> <p>- Play the recording once in stronger classes and twice in weaker classes.</p> <p>- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.</p> <p>- Put Ss into pairs and have them practise the conversation.</p>	<p>- Students listen to the recording.</p> <p>- Students complete the conversation with words in the box.</p> <p>- Students practise the conversation in pairs.</p>	<p>Answer key:</p> <p>1. D 2. A 3. C 4. B</p>
Useful expressions (7 mins)		
<p>- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 5 groups:</p> <ul style="list-style-type: none">+ The weather+ Films, TV shows, popular music, and books+ Current events+ The day or weekend+ Observations <p>- Teacher asks Ss to classify the expressions into 5 groups.</p> <p>- Check as a class.</p> <p>- T asks if Ss can add some more expressions.</p>	<p>- Ss work in groups to do the task.</p>	<p>* Making small talk</p> <ul style="list-style-type: none">• The weather <i>What a beautiful day!</i> <i>Lovely day, don't you think?</i> <i>It's so hot today, isn't it?</i> <i>It looks like it's going to rain.</i>• Films, TV shows, popular music, and books <i>Have you watched ...?</i> <i>Have you heard (about) ...?</i> <i>Are you reading ...?</i>• Current events <i>Did you hear about ...?</i> <i>Did you catch the news today?</i> <i>I read in the press today that...</i> <i>I heard on the radio today that</i> ...• The day or weekend <i>How was your day/weekend?</i> <i>Has anything exciting happened today?</i> <i>Are you doing anything fun after school/at the weekend?</i>• Observations <i>I like/love your (hat). Can I ask where you got it?</i>



		<p><i>Your (cakes) are delicious! Thanks for (making them for the party). Nice place, isn't it?</i></p>
<p>Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the tips and expressions below to help you. (6 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss that the words they used to fill in the gaps in Activity 1 are used to start small talks (i.e., an informal, polite conversation with strangers, classmates or friends to greet each other, get conversations started and get to know each other). - Ask Ss to read the Remember box and check understanding. - Put Ss in pairs and explain the task: to role-play conversations similar to the ones in Activity 1, but based on the two situations. Ss should play the roles given in this activity. - Give Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery. 	<ul style="list-style-type: none"> - Make plan for the role-plan - Practice the role-play, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Sample conversations:</p> <p>1. A: Nice party, isn't it? B: Yes, the food is really delicious and Mai is an excellent host. By the way, my name is Duong. I'm her classmate. And you? ...</p> <p>2. B: Hi, have you heard about the new campaign our club is starting yet? A: Yes, I have. It sounds really exciting. Are you joining? ...</p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help Ss learn about mass media around the world;
- To help Ss relate what they have learnt about mass media.

b. Content:

- Task 1. Read the following text and complete the table below. (p.98)
- Task 2. Work in groups. Discuss the questions. (p.98)



c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about mass media around the world.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text and complete the table below. (7 mins)		
<ul style="list-style-type: none">- Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. <i>Do you know what mass media are shown in the photos? (digital billboards, public loudspeakers), Where can you find these mass media? (mostly in big cities around the world; in some cities in Vietnam and Japan), Do you think they are effective means of mass media? (answers vary).</i>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>When did they first appear? Are there any problems with these mass media?</i>- Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns.- Tell Ss that they are going to read about two special mass media in the world. As they read, they should fill in the comparison table about these media.- Explain or elicit any new or difficult words, e.g. <i>constant, light/noise pollution</i>. In stronger class, encourage them to guess their meaning from context as they read the text.- Have Ss read the text and complete the table individually.- Check answers as a class.- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	<ul style="list-style-type: none">- Students read the text and complete the given table.	<p>Suggested answer: See the appendix</p>
Task 2: Work in groups. Discuss the questions. (8 mins)		



<ul style="list-style-type: none"> - Ask Ss to work in groups to discuss the two questions. - In weaker classes, ask questions to brainstorm ideas as a class. - To answer the first question, encourage Ss to think about the effectiveness of different types of media - Invite some groups to present a summary of their answers to the class. 	<ul style="list-style-type: none"> - Students work in groups to discuss the question. - Students share their ideas in front of class. 	<p>Suggested answers:</p> <p>We find both the digital billboards and the loudspeakers effective, because the former may work really well in big cities for their attractiveness, while the latter may work better in certain cities or remote areas for their simplicity. However, we suppose digital billboards will become more popular in the future because they are modern and attractive, while the popularity of loudspeakers will decline because more and more people are complaining about the noise they make. Besides, thanks to the advancement in technology, more and more people believe that there are more advanced and convenient ways of communicating information and news than using loudspeakers.</p>
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e. Assessment

- Teacher corrects for students as a whole class.

5. 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 Lesson 8 – Looking back and project.

Appendix

	Digital billboards	Loudspeakers
Uses and advantages	<ul style="list-style-type: none"> • can change between different messages • attractive 	<ul style="list-style-type: none"> • warn people of air attacks (in the past) • alert people to natural disasters



	<ul style="list-style-type: none">• can be updated in real-time	<ul style="list-style-type: none">• communicate public messages
Problems	Light pollution	Noise pollution
Countries where they are used	The USA, the UK, Japan, and big cities around the world	Japan, Philippines, the USA, Viet Nam

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 7: The world of mass media</p> <p style="text-align: center;">Lesson 7. Communication and Culture / CLIL</p> <p>*Warm-up Mind-mapping</p> <p>*Communication Task 1: Listen and complete the conversations Task 2: Make similar conversations</p> <p>*CLIL Task 1: Read the text and complete the table Task 2: Discussion</p> <p>* Homework</p>
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UNIT 7: THE WORLD OF MASS MEDIA

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 7;
- 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 team work;
- Actively join in class activities.

3. Personal qualities

- Be proud and respectful of Vietnamese and other cultures.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 7, Looking back and project
- 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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number



c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 7.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	<ul style="list-style-type: none"> - Students join the game, choose a number and answer the question. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. mass media 2. leaflet 3. billboard 4. loudspeaker 5. pie chart

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review the pronunciation of linking /r/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of adverbial clauses of manner and result.

b. Content:

- Pronunciation: Work in pairs and mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences. (p.98)
- Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (p.98)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.98)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Work in pairs and mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences. (4 mins)</p>		



<ul style="list-style-type: none"> - Ask Ss to read through the sentences to get a board understanding. - Tell them to identify the places where linking /r/ can appear. In weaker class, give an example first. E.g. <i>I. The linking /r/ can appear between the /ɜ:/in 'Peter' and the /ə/ or /æ/ in 'and'.</i> - Ask Ss to listen to the recording and check their answers. Have them pay attention to the linking /r/ in each word. - Ask Ss to listen to the recording again, but this time, have them repeat the whole sentences with emphasis on the linking /r/. 	<ul style="list-style-type: none"> - Students identify the places where linking /r/ can appear 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Peter and I are discussing the news on TV. 2. There is a nice poster on the wall advertising the public event. 3. The village is far away in the mountains, but villagers have a fast Internet connection. 4. The singer is the focus of media attention.
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Solve the crossword with the words you've learnt in this unit. What is the hidden word? (4 mins)

<ul style="list-style-type: none"> - Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word. - Have Ss complete the activity. - Check answers as a class. - If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. <i>media</i> first appears in the Getting started section. 	<ul style="list-style-type: none"> - Ss work in pairs to solve the crossword 	<p>Answer key:</p>
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Circle the mistake in each sentence. Then correct it. (4 mins)

<ul style="list-style-type: none"> - Ask Ss to read the whole sentence, focus on the underlined words / phrases - Encourage them to check whether these underlined words / phrases are grammatically correct or not by studying both the underlined parts and the phrases and the sentences that contain these parts. E.g. <i>1. A. 'The Internet is correct because we often use 'the Internet' to refer to the network we use to share information. B. 'so a convenient tool' is incorrect</i> 	<ul style="list-style-type: none"> - Ss read the sentences, circle the mistake in each sentence and correct it. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B (such) 2. D (if) 3. D (that) 4. C (as)
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<p><i>because we use 'so' with an adjective, not with a noun phrase like this.</i></p> <ul style="list-style-type: none"> - In weaker classes, remind them that the focus today is on the use of adverbial clauses of manner and result. Help them review these grammar rules before they complete the task. - Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for their corrections, e.g. 1. B. <i>'so' is the answer because we say 'such a convenient tool', not 'so a convenient tool'.</i> 		
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e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

b. Content:

- Introduce a culture

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation. - Have Ss work in their groups. Give them a few minutes to get ready for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying the leaflet or listening to the presentation, and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. 	<ul style="list-style-type: none"> - All groups exhibit their group preparation and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p><i>Students' presentations</i></p>



<ul style="list-style-type: none">- If necessary, go through the assessment criteria to make sure Ss are familiar with them.- Invite one or two groups to present their ideas in front of the class. Ask others to listen and write down their feedback and comments. At the end of each presentation, invite peer feedback from the audience in oral and/or written forms.- Give praise and feedback at the end. You can also give Ss marks for their presentation as part of their continuous assessment.		
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e. Assessment

- Teacher gives comments and feedback to all presentations.

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 Unit 8.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 7: The world of mass media</p> <p style="text-align: center;">Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary- Language <p>* Project: The pros and cons of mass media</p> <p>*Homework</p>
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UNIT 8: WILDLIFE CONSERVATION

Lesson 1: Getting started – At a rescue center

I. OBJECTIVES

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

1. Knowledge

- gain an overview about the topic wildlife conservation;
- understand the words and phrases related to wildlife;
- use adverbial clauses of condition and comparison correctly.

2. Competences

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

3. Personal qualities

- Be aware of conservation issues and think of new ways to protect animals;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. enclosure (n)	/ɪnˈkləʊʒə/	an area surrounded by a wall or fence, and used for a particular purpose	mảnh đất đã được rào lại
2. primate (n)	/'praɪmɪt/	a member of the group of animals that includes humans and monkeys	linh trưởng
3. house (v) ~ in	/haʊz/	provide someone with a place to live	cung cấp nơi ở
4. endangered (adj)	/ɪnˈdeɪndʒəd/	at risk of no longer existing	Gặp nguy hiểm

Assumption





Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create a friendly and lively atmosphere in the classroom;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>A video</p> <ul style="list-style-type: none"> - Teacher asks students to read through some questions before watching the video. - Teacher asks students to watch a video about wildlife conservation. - Call on some students to give their answers. 	<ul style="list-style-type: none"> - Students work in groups. - Students look at the picture that the teacher shows them and describe the picture. - Other students try to guess the name. 	<p>https://www.youtube.com/watch?v=e-yAO267tvE</p> <p>Questions:</p> <ul style="list-style-type: none"> - What is wildlife conservation? - What can wildlife conservation be broken down into? - Which country is mentioned in the video as an example of protecting wildlife?

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)



a. Objectives:

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. enclosure (n) 2. primate (n) 3. house (v) ~ in 4. endangered (adj)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to wildlife conservation;
- To help Ss identify adverbial clauses of condition and comparison.

b. Content:

- Task 1: Listen and read. (p.100,101)
- Task 2: Read the conversation again and decide whether the statements are true or false. (p.101)
- Task 3: Match the words and phrases with their meanings. (p.101)
- Task 4: Complete the sentences with words from task 1. (p.101)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Listen and read. (6 mins)		
<ul style="list-style-type: none">- Put Ss into groups. Draw a mind map on the board and write Endangered Species in the middle. Have groups brainstorm as many aspects of the topic as possible, e.g. kinds of species, where they are found,.... Give Ss a time limit for the brainstorming.- Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort.- Have Ss look at the picture and elicit the context of the conversation by asking some questions, e.g. What animals do you see in the pictures? Where is Mark?- Play 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.- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.- Call on three Ss to read the conversation aloud.	<ul style="list-style-type: none">- Students give as many species as possible- Students listen to the recording.- Students underline words/phrases related to wildlife conservation.- Students compare the words and phrases with their partners.- Students read the conversation aloud.	
Task 2: Read the conversation again and decide whether the statements are true or false. (5 mins)		
<ul style="list-style-type: none">- Put Ss in pairs. Ask them to read the statements carefully and decide whether the statements are true or false. In stronger classes, encourage Ss to do the task without looking back at the conversation.- Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions.- Have Ss share their answers with the class.- Confirm the correct answers.	<ul style="list-style-type: none">- Students work independently to do the activity.- Students compare the answers in pairs.	Key: 1. T 2. F 3. F 4. T
Task 3: Match the words and phrases with their meanings. (6 mins)		
<ul style="list-style-type: none">- Have Ss read the conversation quickly again, find these words and phrases, and guess their meanings from the context.- Ask Ss to do the matching.	<ul style="list-style-type: none">- Students read the conversation again and work independently to do the activity.	Answer key: 1. d 2. b 3. a



<ul style="list-style-type: none"> - To check answers, write the individual words on the board and have Ss come to the board to match them. - Alternatively, have one student read the word and another student say the meaning of the word. - Give further explanation to the words and phrases 	<ul style="list-style-type: none"> - Students share and check the answers. 	4. c
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Task 4: Complete the sentences with words from task 1. (5 mins)

<ul style="list-style-type: none"> - Have Ss read each sentence and try to think of the missing information to complete the sentences. - In weaker classes, encourage Ss to read the conversation again and find the sentences. - Check answers by calling on individual Ss to read the complete sentences. - Remind Ss of types of clauses learned in the unit (adverbial clauses of condition and comparison). Draw Ss' attention to these types and tell Ss that they will revise all these types in later lessons. 	<ul style="list-style-type: none"> - Students work individually to complete the sentences - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <u>If you have any questions during the tour</u>, don't hesitate to ask. 2. Apes are as good at using tools as <u>they're at learning sign language</u>. 3. We can help gibbons <u>if we stop keeping them as pets</u>. 4. <u>Gibbons can become ill or weak</u> unless they're fed the right type of food.
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e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about wildlife conservation;
- To get Ss to speak about some ways to protect the wildlife.

b. Content:

- Remind Ss that they can make different kinds of presentations for this project. They can make a poster or power point presentation for this project.

c. Expected outcomes:

- Ss can make a presentation before class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Make a presentation about ways to protect the wildlife. (10 mins)		
<ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to make a presentation. 	<ul style="list-style-type: none"> - Students work in groups to follow teacher's instruction. - Students perform in front of the class. 	<i>Students' own creativity</i>



<ul style="list-style-type: none">- Teacher asks all groups to stick their works on the blackboard.- Teacher calls on some groups to present their map.- Teacher asks other groups to listen and give comments.- Teacher gives feedback and gives marks to the best group.		
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION

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 the project in Lesson 8

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 8: WILDLIFE CONSERVATION</p> <p style="text-align: center;">Lesson 1: Getting started</p> <p>* Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none">1. enclosure (n)2. primate (n)3. house (v) ~ in4. endangered (adj) <p>Task 1: Listen and read.</p> <p>Task 2: T- F.</p> <p>Task 3: Matching.</p> <p>Task 4: Complete the sentences.</p> <p>Presentation</p> <p>*Homework</p>
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UNIT 8: WILDLIFE CONSERVATION

Lesson 2: Language

I. OBJECTIVES

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





1. Knowledge

- use the lexical items related to the topic *wildlife conservation*;
- recognize and produce words and phrases in which assimilation of sounds occurs
- use adverbial clauses of condition and comparison correctly;

2. Competences

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

3. Personal qualities

- Be eager to learn more about ways to protect environment;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if any necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail.- Continue to define 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Say a name

c. Expected outcomes:

- Students can revise vocabulary related to green cleaning.
- Students can do all the exercises.



d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: SAY IT OUT LOUD - Divide the class into two teams. - Ask students to give names of endangered species. - The team with more accepted species become the winner.	- Students work in groups. - Students give names.	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise assimilation.

b. Content:

- Task 1: Listen and repeat. Pay attention to the highlighted sounds. (p.102)
- Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (p.102)

c. Expected outcomes:

- Students can correctly pronounce the words in assimilation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS				
Task 1: Listen and repeat. Pay attention to the highlighted sounds. (6 mins)						
- Explain the process of assimilation to Ss, that is, when the ending sound of one word blends into the beginning sound /m/, /b/, /p/, and /s/ of the following word. Tell them that this is a natural process that appears in rapid speech. (Ss should not intentionally change the ending sounds as described.) - Play the recording for Ss to listen and follow. - Read out the examples in the Remember Box (or play the recording again) for Ss to repeat as a class. - Ask Ss to work in pairs and take turns pronouncing the phrases. Encourage Ss to say them as naturally as possible.	- Students listen to the recording, and then repeat the words. - Students read the examples.	<table border="1"> <tr> <td> <i>on purpose</i> /ɒm 'pɜ:pəs/ <i>in bed</i> /ɪm 'bed/ <i>in May</i> /ɪm 'meɪ/ </td> </tr> <tr> <td> <i>hot potato</i> /'hɒp pə'teɪtəʊ/ <i>not bad</i> /'nɒp 'bæd/ <i>right mess</i> /'raɪp 'mes/ </td> </tr> <tr> <td> <i>bad penny</i> /'bæb 'penɪ/ <i>good boy</i> /'gʊb 'bɔɪ/ <i>red meat</i> /'rɛb 'mi:t/ </td> </tr> <tr> <td> <i>Math solver</i> /'mæ 'sɒlvə/ </td> </tr> </table>	<i>on purpose</i> /ɒm 'pɜ:pəs/ <i>in bed</i> /ɪm 'bed/ <i>in May</i> /ɪm 'meɪ/	<i>hot potato</i> /'hɒp pə'teɪtəʊ/ <i>not bad</i> /'nɒp 'bæd/ <i>right mess</i> /'raɪp 'mes/	<i>bad penny</i> /'bæb 'penɪ/ <i>good boy</i> /'gʊb 'bɔɪ/ <i>red meat</i> /'rɛb 'mi:t/	<i>Math solver</i> /'mæ 'sɒlvə/
<i>on purpose</i> /ɒm 'pɜ:pəs/ <i>in bed</i> /ɪm 'bed/ <i>in May</i> /ɪm 'meɪ/						
<i>hot potato</i> /'hɒp pə'teɪtəʊ/ <i>not bad</i> /'nɒp 'bæd/ <i>right mess</i> /'raɪp 'mes/						
<i>bad penny</i> /'bæb 'penɪ/ <i>good boy</i> /'gʊb 'bɔɪ/ <i>red meat</i> /'rɛb 'mi:t/						
<i>Math solver</i> /'mæ 'sɒlvə/						



Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the sentences and underline the parts where assimilation occurs. - In weaker classes, demonstrate by reading the sentences or play the recording first then let Ss repeat the sentences. - Extend this task by having Ss take turns reading each of the sentences twice: 1) slowly, trying to enunciate the sounds clearly and avoid any assimilation and 2) quickly, trying to blend the final and initial sounds. Ask their partners to listen carefully and identify any assimilated sounds. - Play the recording (several times if necessary) to check the answers. Further explain this phenomenon in English so that Ss can understand more clearly. 	<ul style="list-style-type: none"> - Students underline the parts - Students read the whole text aloud. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Apes are larger than monkeys. /'ðəm 'mʌŋkɪz/ 2. If feed properly, the bear will recover soon. /'feb 'prɑ:pərli/ 3. Both species benefit from living together. /'bəʊs 'spi:ʃi:z/ 4. Ten percent of the world's population was infected by the virus. /'ten pə'sent/

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 wildlife conservation.
- 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.102)
- Task 2: Complete the sentences using the words in 1. (p.103)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		



<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. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Have Ss practise vocabulary building skills by thinking of words or phrases associated with the five items in this activity. - Put Ss in pairs or groups. Provide some synonyms or antonyms for the words for Ss' reference, e.g. extinct - common, conserve - destroy... 	<ul style="list-style-type: none"> - Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. d 2. a 3. b 4. c 5. e
<p>Task 2: Complete the sentences using 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 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. - Check answers as a class. Have Ss call out the word/phrase they have used in each sentence first. - Confirm the correct answers. Ask Ss to give reasons why they have chosen the word/phrase by referring to the context clues. - Ask individual Ss to read the complete sentences. 	<ul style="list-style-type: none"> - Read and complete the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. survive 2. rare 3. extinct 4. captivity 5. conserve

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 practice adverbial clauses of condition and comparison.
- To help Ss practise adverbial clauses of condition and comparison in a speaking activity.

b. Content:

- Task 1: Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes. (p.103)



- Task 2: Work in pairs. make sentences about endangered animals using adverbial clauses of condition or comparison. (p.103)

c. Expected outcomes:

- Students know how to use adverbial clauses of condition and comparison and can apply them to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss to read the explanations in the Remember! box on page 103. Check understanding of the grammar point by asking questions about the number of clauses in the sentences. - 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. - 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. - Check answers as a class and ask Ss to explain their choices. 	<ul style="list-style-type: none"> - Students read the notes in the Remember box. - Students write the correct prepositions. - Students explain their answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>If you don't release the turtle into the sea, it will die soon.</i> 2. <i>Raising people's awareness is as important as imposing strict laws to preserve wildlife.</i> 3. <i>Unless we stop poaching, many endangered species will become extinct.</i> 4. <i>A monkey is more intelligent than you may think.</i>
Task 2: Work in pairs. make sentences about endangered animals using adverbial clauses of condition or comparison. (7 mins)		
<ul style="list-style-type: none"> - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student. - 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. - Put Ss in pairs and practice saying the sentences. - Invite some Ss to report back to the class. 	<ul style="list-style-type: none"> - Students work in pairs and think of a person they admire. - Students decide on the ideas they are going to say and make 3-5 sentences, using the structures. - Present their ideas in front of class. 	

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 learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 8: WILDLIFE CONSERVATION</p> <p style="text-align: center;">Lesson 2: Language</p> <p>* Warm-up Teamwork: listing</p> <p>* Pronunciation</p> <ul style="list-style-type: none">- Task 1. Listen and repeat.- Task 2. Underline the words. <p>* Vocabulary</p> <ul style="list-style-type: none">- Task 1. Match the words/phrases with their meaning.- Task 2. Complete the sentences. <p>* Grammar</p> <ul style="list-style-type: none">- Task 1. Combine the sentences.- Task 2. Make sentences. <p>* Homework</p>
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UNIT 8: WILDLIFE CONSERVATION

Lesson 3: Reading – Wildlife conservation news

I. OBJECTIVES

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

1. Knowledge

- Skim for main ideas and scan for specific information in news items about wildlife conservation.

2. Competences





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

3. Personal qualities

- Be responsible with plastics;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
11. extinction (n)	/ɪk'stɪŋkʃn/	a situation in which a plant, an animal, a way of life, etc. stops existing	Tuyệt chủng
12. take <u>measures</u>	/'meɜə(r)/	an official action that is done in order to achieve a particular aim	Đưa ra biện pháp
13. biodiversity (n)	/'baɪəʊdaɪ'vɜ:səti/	the existence of a large number of different kinds of animals and plants which make a balanced environment	Sự đa dạng sinh học
14. entitle (v)	/ɪn'taɪtl/	give a title to a book, play, etc.	Đặt tiêu đề

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other.



- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Spot the word - Teacher gives out handout with many words and a table with a lot of letters. Teacher asks students work in pairs to find as many words as possible in 2 minutes. - The pair with the most correct words become the winner.	- Students find words	1. volunteer 2. stress 3. species 4. measure 5. awareness 6. conservation 7. extinct

f	g	c	e	a	t	e	n	s	t	r	e	s	s
v	e	o	s	p	e	c	i	e	s	z	a	z	c
o	w	e	i	g	o	a	c	v	x	p	i	v	r
l	c	o	n	s	e	r	v	a	t	i	o	n	e
u	a	c	m	v	a	w	a	r	e	n	e	s	s
n	f	i	u	e	q	f	r	y	u	v	x	c	r
t	e	d	i	u	a	h	e	r	g	b	t	v	t
e	a	e	o	h	n	s	d	e	f	u	i	g	u
e	o	f	q	j	u	e	u	i	g	i	n	d	i
r	i	g	c	i	i	i	o	r	h	e	c	a	o
b	z	u	d	e	d	l	l	m	e	s	t	u	o

e. Assessment

- Teacher observes and gives feedback.



2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To activate Ss' background knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the following questions. (p.104)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the following questions. (4 mins)		
<ul style="list-style-type: none"> - Have Ss work in pairs and ask Ss questions in the book Do you often read news stories about wildlife? What are they about? - Tell Ss that they are going to read several news items about wildlife conservation. Ask Ss to look at the pictures and say what the news items are about. - Encourage Ss to guess freely. Accept Ss' possible answers and further discuss them by elaborating follow-up questions about the topic. - Invite some groups to share their ideas with the class before reading. 	<ul style="list-style-type: none"> - Students work in pairs and answer the questions. - Students give their ideas 	<p>Suggested answers: The answer depends.</p>
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. extinction (n) 2. take measures (adj) 3. biodiversity (n) 4. entitle (v)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To help Ss practise reading for general information;



- To help Ss practise guessing the meanings of words/ phrases from context.
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the news items and choose the most suitable headline for each one. There are Two extra headlines. (p. 104)
- Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (p.105)
- Task 4: Read the news items again and choose the correct answer. (p.105)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the news items and choose the most suitable headline for each one. There are Two extra headlines. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read 5 headlines in 2 and read the news items to match the headline with the correct item. - Remind Ss to read the items quickly to find out the significant information which matches the headline. - Note that there two extra headlines that Ss do not need to use. - Ask Ss to locate key information that help them have correct answer. - Check answers as a class. Write them on the board. 	<ul style="list-style-type: none"> - Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. A 2. B 3. D
Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the whole text once again to get an overall idea. - Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss discuss the context clues and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board. 	<ul style="list-style-type: none"> - Students do the matching - Students compare their answers with partners then check with the whole class. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. C 2. A 3. D 4. B 5. E
Task 4: Read the news items again and choose the correct answer. (7 mins)		



<ul style="list-style-type: none"> - Ask Ss to read 4 statements and their options first. Make sure Ss understand all of them. - Have Ss read the news items again and choose the correct answer for each question. - Ask Ss to give reasons for their answers by providing the information from the news items. - Check answers as a class. Call on some Ss to explain their answers. 	<ul style="list-style-type: none"> - Students choose the best answer according to the text. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A 3. C 4. D 5. B
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the unit to express their ideas and opinions.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p. 105)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about their habits.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions. (p. 37)		
<ul style="list-style-type: none"> - Ask Ss to review the news items quickly and note down some ideas for their answers. - Encourage Ss to explain their answers using as many reasons as possible. - Invite Ss from different groups to give their answers to the class. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedbacks. 	<p>Suggested answer:</p> <ul style="list-style-type: none"> - I find the news item No.3 most interesting because this is a great opportunity for art lovers gather together for a meaningful event. They can fulfil their passion for painting and at the same time help promote public awareness about wildlife conservation. - I find the news item No.1 most interesting because the news item helps raise public awareness about sea turtles an endangered species that requires special protection.



		This also opens an opportunity for the volunteers who wish to work on such endangered species protection projects.
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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

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about life stories of Steve Jobs and what you admire most about him.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 8: WILDLIFE CONSERVATION</p> <p style="text-align: center;">Lesson 3: Reading</p> <p>* Warm-up</p> <p>Video watching</p> <p>Vocabulary</p> <ol style="list-style-type: none">1. extinction (n)2. take measures (adj)3. biodiversity (n)4. entitle (v) <ul style="list-style-type: none">- Task 1: Discussion.- Task 2: Choose the suitable headline.- Task 3: Match the words/phrases with their meanings.- Task 4: Choose the correct answer.- Task 5: Discussion. <p>* Homework</p>
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UNIT 8: WILDLIFE CONSERVATION

Lesson 4: Speaking – Activities for conserving wildlife

I. OBJECTIVES

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

1. Knowledge

- suggest activities for a wildlife conservation event..
- Memorise vocabulary to talk about how to conserve wildlife.

2. Competences

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

3. Personal qualities

- Be aware and more responsible with the products used every day.

II. MATERIALS

- Grade 12 textbook, Unit 8, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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



b. Content:

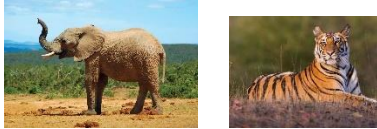
- Guessing game

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Yes or No - Teacher calls on some students to the board (each time one student).	- Students ask and answer. Ape, koala, elephant, tiger	 

<p>Then gives him/her one picture (of an animal) - The rest of the class have to guess what the animal is by asking: is it a ...</p>		
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss discuss ways to conserve wildlife and express an opinion.

b. Content:

- Task 1: are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife. (p.105)

c. Expected outcomes:

- Ss will be able to discuss ways to conserve wildlife.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs and read the activities carefully. - Tell Ss to order each activity in order of its importance to conserving wildlife. - Encourage Ss to discuss the activities and give opinion while discussing rather than just ranking them purely. - Check answers as a class by calling on pairs to read explain the reasons for their answers. 	<ul style="list-style-type: none"> - Students work individually to decide. - Students share their answers. 	

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (13 mins)

a. Objectives:

- To provide a model conversation in which speakers suggest activities for a wildlife conservation event;
- To help some students enhance presentation skills.

b. Content:

- Task 2. Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. explain how the activities will help conserve wildlife. use the list in 1 and the example below to help you. (p.105)



c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the activities they will do to organize the event.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. explain how the activities will help conserve wildlife. use the list in 1 and the example below to help you.		
<ul style="list-style-type: none"> - Keep Ss working the in same pairs. Ask Ss to read the notice in pairs and make sure they understand it. - Have Ss brainstorm as many ideas as possible and discuss the reasons for their choices. - Remind Ss to ideas on the activity in 1 and use the example in their book to develop a similar conversation. - Encourage Ss to come up with their own ideas and reasons. Go around the class and provide help when needed. - Call on some pairs to act out/read their conversation aloud to class. 	<ul style="list-style-type: none"> - Students work in groups, use the notes and think of ways to give responses. - Students add more reasons. - Report group's answers to the whole class. 	<p>Suggested answers:</p> <p>A: Today, we're discussing suitable activities for an environmental day. The aim is to raise students' awareness of wildlife protection. Does anyone have any interesting ideas?</p> <p>B: I think we should start the event with a writing speaking competitions about wildlife conservation e.g. writing essays and debating.</p> <p>C: I like your idea, but how will a writing or speaking competition help preserve wildlife?</p> <p>B: Well, this will be a good way to attract lots of participants. I know that many students in our school are good at writing and speaking. This competition will be an excellent awareness raising activity. Don't you agree with me?</p> <p>A: Yes, I totally agree with you.</p>

4. ACTIVITY 3: FREE PRACTICE (13 mins)

a. Objectives:

- To give Ss an opportunity to report their discussion results to class.

b. Content:

- Task 3. Work in groups. Summarise your ideas and present the activities for the World Wildlife day to the class. Vote for the best ideas. (p.105)

c. Expected outcomes:

- Students can use the language and ideas from the unit to summarize their ideas and present the activities for the World Wildlife Day to the class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Work in groups. Summarise your ideas and present the activities for the World Wildlife Day to the class. Vote for the best ideas.		



<ul style="list-style-type: none">- Have Ss form groups to summarize the activities they have discussed and present them to class.- Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to expand on their answers.- Call on some groups to present their ideas to the class.	<ul style="list-style-type: none">- Students work in groups, practice before taking the stage.	
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about what you have done to save environment.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 8: WILDLIFE CONSERVATION</p> <p>Lesson 4: Speaking</p>
<p>* Warm-up</p> <p>Yes or No</p> <p>Task 1: Ranking.</p> <p>Task 2: Brainstorming.</p> <p>Task 3: Summarizing and presenting.</p>
<p>* Homework</p>



UNIT 8: WILDLIFE CONSERVATION

Lesson 5: Listening – Endangered species

I. OBJECTIVES

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

1. Knowledge

- listen for main ideas and specific information about the threats facing tigers;
- Memorize vocabulary to talk about the threats facing tigers.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 8, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. degrade (v)	/di'greɪd/	make a situation or the condition of something worse	Làm xuống cấp
2. clearance (n)	/'klɪərəns/	the removal of unwanted things from a place	Sự xóa sạch
3. demand (n)	/dɪ'mɑ:nd/	the need or desire that people have for particular goods and services	Nhu cầu
4. captivity (n)	/kæp'tɪvəti/	when a person or animal is kept in a prison, cage etc and not allowed to go where they want	Sự giam cầm

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks.



	<ul style="list-style-type: none"> - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- a video

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher asks students to watch a video. - Ask ss to give the names of the endangered species in the video.	- Students watch the video. https://www.youtube.com/watch?v=F7ZvodUuXRE	Suggested directions: Bear, penguin, tiger, elephant, rhino, dodo, polar bear, turtle, red squirrel, giant otter, mountain gorillas...

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To set the context for the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Look at the pictures and discuss the following questions. (p.106)
- Task 2: Choose the correct meanings of the underlined words and phrases. (p.106)
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Look at the pictures and discuss the following questions. (4 mins)		



<ul style="list-style-type: none"> - Have Ss look at the pictures and tell their partner what is happening to the tigers (The tigers are kept in the cage/kept in captivity and they are hunted). - Ask Ss further questions e.g, Are these problems serious? Why do they happen? What can we do about them? - Call on some Ss to answer the questions. Encourage them to expand on their answers and lead in the listening. 	<ul style="list-style-type: none"> - Students work in pairs and give answer. 	
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<p>Task 2: Choose the correct meanings of the underlined words and phrases. (5 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the sentences and choose the correct meanings of the underlined word and phrase - Encourage Ss to guess the meanings from the context that the words and phrases are used. - Note that the words and phrases will be heard in the recording. - Check answers as a class. Further explain to Ss if necessary. - Make sure Ss understand all the words and phrases before they listen. 		<ol style="list-style-type: none"> 1. A 2. A 3. A 4. A

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for main idea and specific information;
- To help Ss practise listening for specific information;

b. Content:

- Task 3: Listen to a talk and choose the correct answer a, B, or C. (p.107)
- Task 4: Listen to the talk again and complete the notes. use one word or a number for each gap. (p.107)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3: Listen to a talk and choose the correct answer a, B, or C. (10 mins)</p>		



<ul style="list-style-type: none">- Tell Ss that they're going to listen to a talk about tigers.- Have Ss read the statements and may have a guess of the correct option for each statement.- Play the recording and have Ss do the activity.- Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording.- Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers.	<ul style="list-style-type: none">- Students listen and choose the correct answer.	<p>Answer key:</p> <ol style="list-style-type: none">1. A2. A3. C4. B
Task 4: Listen to the talk again and complete the notes. use one word or a number for each gap. (10 mins)		
<ul style="list-style-type: none">- Ask Ss to read the text in the note. Make sure they understand they need to write no more than three words in each gap.- Encourage them to guess what part of speech might fit each gap.- Play the recording once (or twice in weaker classes) for Ss to complete the table.- Ask Ss to work with a partner to compare their answers.- Check answers by calling on some Ss to write their answers on the board or read them aloud.- Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.	<ul style="list-style-type: none">- Students listen and fill in each gap with one word/number.	<p>Answer key:</p> <ol style="list-style-type: none">1. 45002. destroyed3. survive4. skins5. medicines

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To give Ss an opportunity to make predictions;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share their experiences of dealing with waste.

b. Content:



- Task 5: Work in groups. Discuss these questions.

Which threats are facing tigers in Viet Nam? Which one is the most serious? (p.107)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the threats facing tigers in Vietnam.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in groups. Discuss the questions.		
<ul style="list-style-type: none"> - Ask Ss to work in pairs and discuss what they think the tour guide will say next. - Tell Ss to base their predictions on the last sentence of the talk (What can we do to help save tigers? Well, we can....) - Call on some pairs to present and explain their predictions to the class. - Note that there is no right or wrong predictions. Encourage Ss to use their imagination to give interesting and creative answers. 	<ul style="list-style-type: none"> - Students work in groups and discuss. Students share their ideas to the whole class. 	<p>Base on the signal phrase in the last sentence of the talk, I think the speaker will go on with the ways to protect tigers</p>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 8: WILDLIFE CONSERVATION</p> <p>Lesson 5: Listening</p> <p>*Warm-up</p>



A video

*** Listening**

- Task 1: Matching.
- Task 2: Vocabulary
 1. degrade (v)
 2. clearance (n)
 3. demand (n)
 4. captivity (n)
- Task 3: Listen and choose.
- Task 3: Complete the notes.
- Task 4: Work in groups and discuss.

***Homework**

UNIT 8: WILDLIFE CONSERVATION

Lesson 6: Writing – A problem-solving report on protecting tigers

I. OBJECTIVES

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

1. Knowledge

- write a problem-solution report about protecting tigers;
- apply structures to write a report.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Be eager to think of solutions to protect tigers.

II. MATERIALS

- Grade 12 textbook, Unit 8, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.



	- Provide feedback and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Create a situation. Ask students what they should do.

c. Expected outcomes:

- Students are eager to give solutions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Whispers - Start with a sentence and whisper it to one student. They then have to whisper it to the next learner, and so on. The last learner then has to say out loud what they think the sentence was that they heard	- Students work in group	“We should protect tigers.”

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITNG (9 mins)

a. Objectives:

- To help Ss generate ideas for their writing;
- To provide Ss with ideas for the writing including a list of threats facing tigers and solutions to save them;

b. Content:

- Task 1: Work in pairs. Read the solutions and write the threats. (p.108)

c. Expected outcomes:

- Students understand the problems, then give their own ideas.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Read the solutions and write the threats. (8 mins)		



<ul style="list-style-type: none"> - Have Ss work in pairs to write the threats for the possible solutions. - Tell Ss to read the solutions carefully and write the threats. Accept all the possible answers as long as they are potential threats that require suggested solutions. - In weaker classes, provide the threats so that Ss can choose the correct one for each solution. - In stronger classes, encourage Ss to come up with more potential problems or solutions on their own. 	<ul style="list-style-type: none"> - Students work in pairs and answer the questions. - Students write the answers in the boxes. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Loss of habitat 2. Poaching and illegal trade in body parts 3. Rising demand for tiger parts
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

- To help Ss practise writing a problem-solving report on protecting tigers

b. Content:

- Task 2: Read the announcement and write a problem-solving report. use the ideas in 1 and the outline below to help you. (p.108)

c. Expected outcomes:

- Students can write a report on how to solve a problem.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the announcement and write a problem-solving report. use the ideas in 1 and the outline below to help you.		
<ul style="list-style-type: none"> - Remind Ss of the structure of a problem-solution report and the purpose of each part as explained in Unit 3. - Have Ss identify the parts in the outline, e.g. Introduction, Threats, Solutions, Conclusion, and think about the information they need to add to complete it. - In weaker classes, ask Ss to go back to pages 39-40 in Unit 3 and give further explanations if necessary. 	<ul style="list-style-type: none"> - Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2. 	<p>To: The Wildlife Magazine</p> <p>From: Nguyen Van A</p> <p>Subject: Threats facing tigers and possible solutions</p> <p>Date: May 5th, 2023</p> <p>This report describes the main threats facing wild tigers and suggests some solutions to the problem.</p>



<ul style="list-style-type: none">- Set a time limit for Ss to write their report in class. Walk round the class to provide help.- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft.- Collect Ss' writing and give face-to-face feedback in private or give them back with some written feedback.		<p>Research has shown that over the last 100 years, many of the wild tigers' natural habitats have been lost due to human activity and development. Humans and tigers continue to compete for space. Deforestation continues as people clear forests for farming, roads and housing. As a result, tigers are forced to live in smaller, unnatural environments where it is hard to find food. Another serious threat to wild tigers is poaching and illegal trade in tiger parts. Although the demand for fur coats made of tiger skins has decreased, tigers are still poached for other body parts used to make traditional medicine.</p> <p>What can we do to save tigers from extinction? One solution is to stop deforestation, restore degraded habitats and rebuild or replace habitats that have been lost. In addition, educating people about the importance of tiger conservation is also very important. This will increase public awareness of the threats facing tigers and help reduce demand for tiger parts. Finally, governments should introduce stricter laws and harsher punishments to stop poachers from killing and selling tiger parts.</p> <p>In conclusion, there are several threats facing tigers. Therefore, we recommend that governments and organisations should act now so that tigers can be saved.</p>
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e. Assessment

- Teacher gives corrections and feedback.



4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 8: WILDLIFE CONSERVATION</p> <p>Lesson 6: Writing</p>
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***Warm-up**

A situation

- Task 1: Write the threats.
- Task 2: Write a report.
- Peer review

***Homework**



UNIT 8: WILDLIFE CONSERVATION

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- express concern.
- learn about The International Union for Conservation of Nature (IUCN) Red List.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 8, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:



- Game: If I were in charge

c. Expected outcomes:

- Students feel interested in the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: If I were in charge - Give learners around five minutes to write exactly what they'd do if they were in charge of a national park. - Ask them to express their ideas.	- Students join the game and answer the questions.	<i>Suggested ideas:</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide model conversations in which speakers express concern;
- To review expressions for expressing concern.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.108)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions on page 109 to help you. (p.40)

c. Expected outcomes:

- Students can use appropriate language to make predictions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)		
- Check if Ss know any phrases for expressing concern by asking, e.g. What would you do if your friend didn't join the field trip with your class? (Has something happened?) What would you tell friend if you got to know that he had a headache?? (Do you feel better now?) - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension.	- Students listen to the recording. - Students complete the conversation with words/phrases in the box. - Students practise the conversation in pairs.	<i>Answer key:</i> 1. A 2. D 3. B 4. C



<ul style="list-style-type: none"> - In stronger classes, have Ss complete the gaps based on context clues in the conversations. - In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the - expressions they hear in the gaps. - Check answers as a class by asking the questions and having Ss read out the complete answers. - Ask Ss to practise the conversations in pairs. 		
<p>Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. use the expressions on page 109 to help you. (6 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read the situations and check understanding. - Revise common expressions used to express concern. In weaker classes, go through the expressions in the table and check understanding. - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class. - Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas 	<ul style="list-style-type: none"> - Make plan for the role-plan - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Sample conversations:</p> <p>1 Mai: You look so worried. What's the matter with you? Mark: I haven't collected enough information about endangered species for my biology project. Mai: Oh. I see. Is there anything I can do to help? Mark: Thank you. I'll try to manage. I'll call you if I need any help.</p> <p>2 Lan: Hi Peter. I didn't see you on the school field trip to the Endangered Species Rescue Centre. Are you all right? Peter: I was a bit under the weather so I couldn't join you. Lan: Sorry to hear that. Are you OK now? Peter: Thanks, Lan. I am much better now.</p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)





a. Objectives:

- To help Ss learn about criteria to classify endangered species;
- To help Ss discuss the topic further.

b. Content:

- Task 1. Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (X) if they are not. (p.109)
- Task 2. Work in groups. name some endangered animals in Viet nam. Share what you know about them. (p.109)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about IUCN Red List.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (X) if they are not. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. Do you know anything about the Red List categories? What criteria for endangered species? - Encourage Ss to share their ideas about the topic. - Put Ss into pairs. Ask them to read the text about the criteria to classify animals as endangered species and put a tick (✓) if the animals in the table are classified as endangered and a cross (X) if they are not.. - Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class. 	<ul style="list-style-type: none"> - Students put a tick or a cross - Students share their answers and explain. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> ✓ ✗ ✗
Task 2: Work in groups. name some endangered animals in Viet Nam. Share what you know about them. (5 mins)		
<ul style="list-style-type: none"> - Have Ss work in pairs to name some endangered animals in Viet Nam. - Ask Ss some specific questions, e.g. Why do you think it is endangered? Do you think it is serious? - Call on some Ss to present their ideas in front of the class. 	<ul style="list-style-type: none"> - Students work in pairs to name some endangered animals in Viet Nam. - Students share their ideas in front of class. 	<p>Suggested answers:</p> <p>I think Saola is one of the most endangered animals in Viet Nam because it is rare and its population is so small.</p>



- In stronger classes, ask them to discuss and provide further information about the animals if they have.		
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e. Assessment

- Teacher corrects for students as a whole class.

5. 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 Lesson 8 – Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 8: WILDLIFE CONSERVATION</p> <p>Lesson 7. Communication and Culture / CLIL</p> <p>*Warm-up Game: Who says it?</p> <p>*Communication Task 1: Listen and complete the conversations Task 2: Make similar conversations</p> <p>*CLIL Task 1: Read the text and put a tick or a cross. Task 2: Name endangered animals in Viet Nam</p> <p>* Homework</p>



UNIT 8: WILDLIFE CONSERVATION

Lesson 8: Looking back and Project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 8;
- 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 team work;
- Actively join in class activities.

3. Personal qualities

- Be aware and eager to join hands to protect wildlife.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Looking back and project
- 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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- 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 the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Revise the words and phrases learned in unit 8.



c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 8.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher asks students to revise the words learned in unit 8. - Ss work in 2 teams. - In each team, one student recalls one word. Then call one student from the other team. 	Recall the words	

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss to review the process of assimilation in this unit.
- To help Ss revise words and phrases they have learnt in the unit.
- To help Ss revise adverbial clauses of condition and comparison.

b. Content:

- Pronunciation: underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (p.110)
- Vocabulary: Choose the correct answers to complete these sentences. (p.110)
- Grammar: Choose the sentence that best combines each pair of the following sentences. (p.110)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to listen to the recording and underline the sounds that can be affected by assimilation. - Check answers as a class by playing the recording several times if needed. - Ask Ss to practise the questions in pairs. Draw their attention to the sounds that are assimilated. - Call on some Ss to read the sentences out loud in front of the class. 	<ul style="list-style-type: none"> - Students pronounce the words, and choose the correct answers. 	<p>Key:</p> <ol style="list-style-type: none"> 1. Have you been to the new conservation park in town? / ,kɒnsə'veɪʃm 'pɑ:k] 2. Animals are brought to the park from different places. / 'dɪfrənp 'plɛɪs] 3. My sister follows a special diet and she doesn't eat red meat. / 'reb 'mi:t]



		4. We got back home from a trip to the animal rescue centre. /'gɒp 'bæk]
Choose the correct answers to complete these sentences. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to choose the correct word in each of the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write correct words on the board. 	<ul style="list-style-type: none"> - Ss work in pairs - Ss solve the crossword. 	Answer key: 1. survive 2. conserve 3. captivity 4. extinct
Choose the sentence that best combines each pair of the following sentences. (4 mins)		
<ul style="list-style-type: none"> - Explain that Ss have to make complex sentences from each pair of sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why. 	<ul style="list-style-type: none"> - Ss choose the best answer. 	Answer key: 1. A 2. B 3. C 4. D

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster presentation.

b. Content:

- protecting endangered species

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations. Ask them to decide who is going to stand by the 	<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen 	Students' presentations



<p>group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters.</p> <ul style="list-style-type: none"> - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Have groups display their posters. Ask the group representatives to stand next to their posters while the rest of the class walk around, study the posters, and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment. 	<p>and complete the evaluation sheet.</p>	
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	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The group representative(s) spoke clearly and naturally.		
– The group representative(s) explained the poster well.		
– The group representative(s) answered all questions.		
POSTER CONTENT		
– The poster is well-organised.		
– The poster covers the questions as stated in the Student's Book.		
– The poster is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

e. Assessment



- Teacher gives comments and feedback to all presentations.

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 Unit 9.

Board Plan

Date of teaching

Unit 8: WILDLIFE CONSERVATION

Lesson 8: Looking back and project

***Warm-up**

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project: protecting endangered species**

***Homework**



UNIT 9: CAREER PATHS

Lesson 1: Getting started – Q&A with a career adviser.

I. OBJECTIVES

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

1. Knowledge

- Get an overview about the topic *Q&A with a career adviser*.
- Use vocabulary to talk about careers.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 9, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. automate (v)	/ˈɔ:təmeɪt/	to make a process in a factory or office operate by machines or computers, in order to reduce the amount of work done by humans and the time taken to do the work	Tự động hoá
2. adapt (v)	/əˈdæpt/	to change, or to change something, to suit different conditions or uses	Thích nghi
3. pursue (v)	/pəˈsjuː/	to follow someone or something, usually to try to catch him/her, or it	Theo đuổi
4. look down on	/ˈlʊk daʊn ɒn/	to feel that someone is less important than you or does not deserve respect	Kinh thường
5. in demand	/ɪn dɪˈmɑːnd/	needed or wanted by many people	Yêu cầu, mong muốn, đòi hỏi



6. soft skills (n)	<i>/'sɒft skɪlz/</i>	people's abilities to communicate with each other and work well together	Các kỹ năng mềm
7. applicant (n)	<i>/'æp.lɪ.kənt/</i>	a person who formally requests something, especially a job, or to study at a college or university	Người nộp đơn, ứng cử viên
8. come up	<i>/kʌm/ /ʌp/</i>	to suggest or think of an idea or plan	Nghĩ ra, nảy ra sáng kiến
9. keep up	<i>/ki:p/ /ʌp/</i>	to do whatever is necessary to stay level or equal with someone or something	Sự duy trì, tiếp tục một hoạt động
10. Critical thinking	<i>/,krɪt.ɪ.kəl 'θɪŋ.kɪŋ/</i>	the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you	Tư duy phản biện
11. Job market	<i>/dʒɒb/'mɑ:.kɪt/</i>	the number of jobs that are available in a particular place or for a particular type of work	Thị trường việc làm
12. The sooner, The better		as quickly as possible	“Càng sớm, Càng tốt”

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experiences about the topic.	<ul style="list-style-type: none">- Encourage students to work in groups so that they can help each other.- Give short, clear instructions, and help if necessary.

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:

- Mini game: The race

c. Expected outcomes:

- Students can answer some open questions about career.

d. Organisation:



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Lucky Wheel - Ss work in 2 teams Tiger and Rabbit. - With each correct answer, the team's animal jumps one step above. - The first team that comes to the top is the winner. - T leads into the lesson.	- Students raise hands and answer the questions in their team.	Answer keys:

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related the topic *Career paths*
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to urbanisation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher gives the meaning of the new words and asks students to guess the words. - Teacher explains more by showing pictures or giving explanations. - Teacher asks students to give the Vietnamese meanings of the words.	- Students listen to the teacher's explanation and guess the words.	New words: 1. automate (v) 2. adapt (v) 3. pursue (v) 4. look down on 5. in demand 6. soft skills (n) 7. applicant (n) 8. come up 9. keep up 10. Critical thinking 11. Job market 12. The sooner, The better

e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (30 mins)

a. Objectives:



- To introduce some vocabulary and the grammar points to be learnt in the unit.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to career paths.
- To help Ss identify three-word phrasal verbs.

b. Content:

- Task 1: Listen and read. (p.116)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.117)
- Task 3: Find words and phrases in Task 1 with the following meanings. (p.117)
- Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (p.117)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (8 mins)		
<ul style="list-style-type: none"> - Focus Ss' attention on the title and heading. Check if Ss understand the meaning of the phrase career adviser. Have Ss explain it, e.g. a person who gives advice about careers. - Set the context for listening and reading the conversation. Encourage Ss to give answers, but do not confirm whether their answers are right or wrong. - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to career while they are listening and reading. - Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on some Ss to read the conversation aloud. 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. - Students read the conversation aloud. 	
Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs and read each statement carefully. Ask them 	<ul style="list-style-type: none"> - Students work and compare the answers in pairs. 	<i>Answer key:</i> 1. F



<p>to identify and underline the key words and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F).</p> <ul style="list-style-type: none">- Have Ss share their answers with the class.- Confirm the correct answers.		<p>2. T 3. F 4. T</p>
<p>Task 3: Find words and phrases in Task 1 with the following meanings. (8 mins)</p>		
<ul style="list-style-type: none">- Ask Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings.- Encourage students to look at the given initials of the words and phrases so that they can find them more quickly.- Have Ss compare and share their answers with the class.- Confirm the correct answers.	<ul style="list-style-type: none">- Students read the conversation again and work individually to do the activity.- Students share and check the answers.	<p>Answer key:</p> <ol style="list-style-type: none">1. pursue2. automated3. in demand4. soft skills5. adapt to
<p>Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (7 mins)</p>		
<ul style="list-style-type: none">- Have Ss read the text individually. Encourage them to try to complete it with an appropriate verb phrase without referring to the conversation. Then ask them to find the answers in the conversation.- Check answers as a class. First ask the class to call out the phrasal verbs, then call on individual Ss to read the complete sentences.- Tell Ss that they will learn more about the grammar point in the following lesson.	<ul style="list-style-type: none">- Students work individually to find and underline the phrases used to give directions in the conversation.- Students match each direction with the diagram.	<p>Answer key:</p> <ol style="list-style-type: none">1. keep up with2. look down on3. come up with

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise talking about urbanisation.

b. Content:

- Role play



- Task 5: Work in pairs. Student A thinks of a career and tries to explain it to student B without telling the career's name. Student B guesses the job. And then they swap their positions. Extra question: Do you think your career can be replaced by AI in the future?

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Student A thinks of a career and tries to explain it to student B without telling the career's name. Student B guesses the job. And then they swap their positions. Extra question: Do you think your career can be replaced by AI in the future? (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. - Elicit some careers and their characters. - Tell Ss to look at the vocabulary list and Task 1 again to find ideas. - When they know exactly what to do, ask them to work in pairs. <p>Teacher may go around to observe and offer help if necessary.</p> <ul style="list-style-type: none"> - Invite some pairs to perform in front of the class. 	<ul style="list-style-type: none"> - Students work in pairs to follow the teacher's instruction. - Students practice in pairs. - Students perform in front of the class. 	<i>Suggested answer:</i>

e. Assessment

- Teacher and other Ss listen to the instructions and comment.

5. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Start preparing for the Project of the unit:
 - Ask Ss open their books at the last page of Unit 9, the Project section, look at the title of the project: School-leavers' career choices
 - Explain the Project requirements: Ss will have to collect information from 10 classmates about their career plans, and then report the survey results to the class. Their report should include answers to the survey questions.
 - Explain to Ss how to carry out the survey and take notes of the answers to get information for the report.
 - Put Ss into groups, and have them choose their group leader. Then ask them to assign tasks, e.g. designing the survey questionnaires, collecting information from their classmates, compiling and synthesizing information collected from the classmates, preparing the slides and writing and delivering the report, to each group member, making sure that all group members contribute to the project.



- Help Ss set deadlines for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. names of different careers, interests, different kinds of training, different skills and solving any other problems that may arise with their projects.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 9: Career Paths</p> <p>Lesson 1: Getting started</p>
<p>* Warm-up</p>
<p>* Vocabulary</p> <p>Task 1: Listen and read. (p.116)</p> <p>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.117)</p> <p>Task 3: Find words and phrases in Task 1 with the following meanings. (p.117)</p> <p>Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (p.117)</p> <p>Task 5: Role- play.</p>
<p>*Homework</p>



UNIT 9: CAREER PATHS

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *career paths*.
- Use three-word phrasal verbs correctly.
- Use sentence stress appropriately to speak with a natural rhythm.

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 9, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
passion (n)	/'pæʃn/	a very powerful feeling, for example of sexual attraction, love, hate, anger, or other emotion	Đam mê
passionate (adj)	/'pæʃənət/	showing or caused by strong feelings or a strong belief	Say đắm
work experience (n)	/'wɜ:k ɪkspɪəriəns/	a period of time that a young person, especially a student, spends working in a company as a form of training	Kinh nghiệm làm việc

Sentence stress and rhythm

- Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, and articles) are not.
- This combination of stressed and unstressed syllables produces the rhythm of spoken English.
- To sound natural and fluent, you should try to stress the correct words in your spoken sentences.

Three-word phrasal verbs



• In addition to two-word phrasal verbs, there are three-word phrasal verbs that usually consist of a verb, an adverb, and a preposition.

Some three-word phrasal verbs may have an obvious meaning that we can guess from the parts. e.g. walk away from, climb out through.

Example:

- The driver walked away from the burning car.
- The thief climbed out through the window.

Many three-word phrasal verbs have an idiomatic meaning which is difficult to guess from their individual parts.

- She gets on with all the members of her team.
- I can't put up with his bad behaviour any longer.
- Three-word phrasal verbs need an object, which always comes immediately after the preposition, and not in any other place

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

b. Content:

- Mini game: Hide and seek

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p>Game: Hide and seek</p> <ul style="list-style-type: none"> - Teacher divides students into 4 groups and models how to play this game. - Ss find the correct answer of job descriptions. - The group with the most correct answers will be the winner. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. C 3. A 4. D 5. B 6. D 7. C
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss recognise sentence stress and practise speaking sentences with natural rhythm.
- To help Ss practise saying sentences with correct stress and natural rhythm.

b. Content:

- Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (p.118)
- Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p.118)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (4 mins)		
<ul style="list-style-type: none"> - Have students look at the Remember box to revise sentence stress and rhythm. Have them revise the types of words that are often stressed in sentences: nouns, verbs, adjectives, and adverbs. - Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the sentence stress and natural rhythm. - Have Ss work in pairs to say these sentences with the correct sentence stress and natural rhythm. 	<ul style="list-style-type: none"> - Students read the Remember Box - Students listen to the recording and check the sentence stress. - Students listen again and repeat the sentences. 	<p>Audio scripts</p> <ol style="list-style-type: none"> 1. It depends on the industry and the field of work that you are interested in. 2. There are many jobs that don't require a university degree. 3. These soft skills will help you adapt to changes and come up with solutions to challenging problems.
Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to listen to the sentences and underline the stressed words. 	<ul style="list-style-type: none"> - Students listen to the recording and check the stressed words 	<p>Answer key:</p>



<ul style="list-style-type: none"> - Play the recording several times, if necessary, pause after each sentence for Ss to repeat. - Check answers as a class. - Put Ss into pairs and have them practise saying these sentences. Walk round the class, praising pairs for good effort and saying the sentences with correct sentence stress and natural rhythm. 	<ul style="list-style-type: none"> - Students listen again and repeat the sentences. 	<ol style="list-style-type: none"> 1. I'd <u>like</u> to <u>apply</u> for the <u>position</u> of <u>Assistant Teacher</u>. 2. We've <u>received</u> a lot of <u>application letters</u>. 3. We've <u>chosen</u> the <u>best applicants</u> to <u>interview</u>. 4. <u>Successful applicants</u> will <u>start work</u> in the <u>new office</u>.
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e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: VOCABULARY (11 mins)

a. Objectives:

- To introduce words and phrases related to future employment.
- To help Ss practise using the phrases in Activity 1 in meaningful contexts.

b. Content:

- Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (p.118)
- Task 2: Complete the sentences using the correct forms of the phrases in Task 1 (p.118)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that the meaning of each phrase is attached to the second part of the phrase. - Ask Ss to read the definitions of the phrases. - Have Ss match the first and the second parts of the phrases individually. Make sure the phrases match their meanings. - Have Ss compare their answers in pairs. 	<ul style="list-style-type: none"> - Students read the words and do the matching. - Students work in pairs and check answers. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. E 5. B



<p>- Check answers as a class. Call on one student to read a phrase aloud and another student to read its definition.</p>		
<p>Task 2: Complete the sentences using the correct forms of the phrases in Task 1. (5 mins)</p>		
<p>- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Activity 1 can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed, e.g. in sentence 1, the phrase ‘left her current job in order to’, gives us the hint about some personal plan. Among the given phrases, ‘pursue ... passion for’ is best suited.</p> <p>- Check answers as a class. Have individual Ss call out the phrase they have used in each sentence.</p> <p>- Confirm the correct answers. Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. In the second sentence, the phrases ‘earned some money’ and ‘from my previous part-time jobs’ give us a hint that the phrase ‘gain work experience’ is the answer.</p> <p>- Ask individual Ss to read the complete sentences.</p>	<p>- Students work in pairs and practice reading the sentences.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. pursue her passion for 2. gained work experience 3. have an outgoing personality 4. develop soft skills 5. deal with stressful situations

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: GRAMMAR (16 mins)

a. Objectives:

- To help Ss recognise and practise perfect gerunds.
- To help further practise three-word phrasal verbs in making true sentences about the career path of someone that they know.

b. Content:

- Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in a-d to make complete sentences. (p 119)
- Task 2: Work in pairs. make true sentences about the career path of someone you know,



using three-word phrasal verbs. (p 119)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in a-d to make complete sentences. (8 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the Remember! box and read the notes about three-word phrasal verbs. Check understanding by asking, e.g. Can we guess the meaning of all three-word phrasal verbs from their parts? (No, only some three-word phrasal verbs have an obvious meaning that we can guess from the parts. Many three-word phrasal verbs have idiomatic meanings); Where does an object of a three-word phrasal verb come from? (Immediately after the preposition) - Tell Ss to work in pairs or individually to complete the activity. - Check answers as a class. - Have Ss read out loud each of the complete sentence. 	<ul style="list-style-type: none"> - Students work and check in pairs. - Students practice reading the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. through - C 2. up - D 3. forward - A 4. down - B
Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs. (8 mins)		
<ul style="list-style-type: none"> - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. - Put Ss in pairs and have them tell each other their sentences. - Invite some Ss to say their sentences to the class. Praise the Ss with good sentences. 	<ul style="list-style-type: none"> - Students work and check in pairs. - Students practice reading the sentences. 	<p>Answer key:</p> <p>Students' own performance</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.



b. Homework

- Do exercises in the workbook.

Board plan

Date of teaching

Unit 9: Career Paths

Lesson 2: Language

*** Warm-up**

Game: Hide and Seek

Pronunciation

- Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (p.118)
- Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p.118)

Vocabulary

- Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (p.118)
- Task 2: Complete the sentences using the correct forms of the phrases in Task 1 (p.118)

Grammar

- Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in a-d to make complete sentences. (p 119)
- Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs. (p 119)

*** Homework**



UNIT 9: CAREER PATHS

Lesson 3: Reading- Future Career Choices

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and understand the structure in an article about things to consider when choosing careers.

2. Competences

- Develop communication skills.
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 9, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. passionate (adj)	/ˈpæʃənət/	showing or caused by strong feelings or a strong belief	Say đắm
2. specialty (n)	/ˈspeʃəlti/	an area of work or study that somebody gives most of their attention to and knows a lot about	Chuyên môn
3. take into account	/teɪk ɪntə əˈkaʊnt/	to consider or remember something when judging a situation	Tính đến
4. obsolete (adj)	/ˈɒbsəli:t/	no longer produced or used; out of date	Lỗi thời

Assumption

Anticipated difficulties	Solutions
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1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the careers.
- To set the context for the reading part.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Feed the monkey

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Feed the monkey - Divide the class into 2 teams. - Each team picks an apple to choose the question. - The team look at the description and guess the job. - Each correct answer is 1 point for the team.	- Students work in groups to do the activity. - Students raise their hands to answer.	Answer key: Astronaut Butcher Designer House husband Journalist Librarian Voice actor

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage.
- Pre-teach vocabulary related to the content of the reading passage.
- Task 1. Work in pairs. Discuss the questions. (p.120)



c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and repeat the words. 	<p>New words:</p> <ol style="list-style-type: none"> 1. passionate (adj) 2. specialty (n) 3. take into account 4. obsolete (adj)
Task 1. Work in pairs. Discuss the questions. (5 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the illustrated picture of a young girl thinking about different careers. Encourage Ss to name the careers they see in the bubbles (doctor, chef, ...). - Put Ss in pairs and have them discuss the questions. - Invite some pairs to share their answers with the class. 	<ul style="list-style-type: none"> - Students pay attention to the teacher and may jot down some notes during the presentation. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> • My plan is to become an English teacher after finishing high school. I need to improve my English skills and have a teaching certificate. How about you?

e. Assessment

- Teacher checks students' understanding with follow-up questions.

3. ACTIVITY 2: WHILE- READING (15 mins)

a. Objectives:

- To help Ss practise the skill of guessing the meaning of words from context.
- To develop reading skills for general information.
- To develop reading skills to recognise the organisation of ideas.

b. Content:

- Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase. (p.120)
- Task 3: Read the article again. match each section (a–C) with a heading (1–4). There is one extra heading. (p.121)
- Task 4: Read the article again and choose the correct answer A, B, or C. (p.121)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase. (5 mins)		
<ul style="list-style-type: none">- Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. The first word 'passionate' in this context is used as an adjective to describe a feeling about 'working with people.'Among the two given options, option 'A' (having strong feelings of enthusiasm for something) is the best match for this word.- Tell Ss to work in groups to discuss the clues and compare answers.- Check answers as a class.	<ul style="list-style-type: none">- Students listen to the instructions first, then do the exercise in a group.- Students check answers and take note.	<i>Answer key:</i> 1. A 2. B 3. B 4. B 5. B
Task 3: Read the article again. match each section (a–C) with a heading (1–4). There is one extra heading. (5 mins)		
<ul style="list-style-type: none">- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.- Tell SS that they will have to choose the correct heading for each paragraph. In weaker classes, read through the four options first and check understanding. Tell Ss that there is one extra heading.- Ask Ss to work in pairs to compare their answers.- Check answers as a class. In stronger classes, ask Ss to explain their choices.	<ul style="list-style-type: none">- Students listen to the instructions first, then do the exercise in pairs.- Students check answers and take note.	<i>Answer key:</i> Paragraph A: 3 Paragraph B: 4 Paragraph C: 1
Task 4: Read the article again and choose the correct answer A, B, or C. (5 mins)		
<ul style="list-style-type: none">- Tell Ss that in this type of exercise, they will practice recognising why or how the information in the text is organised.	<ul style="list-style-type: none">- Students listen to the instructions first, then do the exercise in pairs.- Students check answers and take note.	<i>Answer key:</i> 1. C 2. A 3. C 4. C



<ul style="list-style-type: none"> - Have Ss read the questions and the options provided. Ask Ss to tell whether they can answer any of these questions. - Ask Ss to read the text and choose their answers. - Have Ss compare answers in pairs or groups. - Check answers as a class. - Invite some Ss to give evidence from the text for each of the answer. 		
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e. Assessment

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss personalise the language and ideas in the reading.

b. Content:

- Task 5: Work in pairs. discuss the following questions.

What kind of job do you prefer: a job that requires formal education or a job that does not? Why? (p.121)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Work in pairs. discuss the following questions. What kind of job do you prefer: a job that requires formal education or a job that does not? Why?</p>		
<ul style="list-style-type: none"> - Ask Ss to read the questions and think about which option will work for them. Encourage Ss to write down the reasons for their choice. - Have Ss work in pairs to discuss their chosen options. - Encourage Ss to explain why they think this is the option for them. Walk round the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class. Praise for interesting ideas and fluent delivery. 	<ul style="list-style-type: none"> - Students practise ask and answer about the reason why they want to live in HN in the past or at present. 	<p><i>Suggested answers:</i> I prefer a job that requires formal education because I believe that the formal education will provide me with not only the technical knowledge but also soft skills that help me get better prepared for the world of work.</p>

e. Assessment



- Teacher checks students' talks 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

- Do exercises in the workbook.

Board plan

<p><i>Date of teaching</i></p> <h2>UNIT 9: CAREER PATHS</h2> <h3>Lesson 3: Reading- Future Career Choices</h3>
<p>* Warm-up Game: Feed the monkey</p>
<p>Vocabulary</p> <ol style="list-style-type: none">1. passionate (adj)2. specialty (n)3. take into account4. obsolete (adj)
<ul style="list-style-type: none">- Task 1: Work in pairs. Discuss the questions. (p.120)- Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase. (p.120)- Task 3: Read the article again. match each section (a–C) with a heading (1–4). There is one extra heading. (p.121)- Task 4: Read the article again and choose the correct answer A, B, or C. (p.121)- Task 5: Work in pairs. discuss the following questions. What kind of job do you prefer: a job that requires formal education or a job that does not? Why? (p.121)
<p>* Homework</p>



UNIT 9: CAREER PATHS

Lesson 4: Speaking- Discussion on different careers.

I. OBJECTIVES

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

1. Knowledge

- Talk about the things to consider when following different career paths
- Discuss the similarities and differences of different careers, then report to the class.
- Memorize vocabulary about the things to consider when following different career paths.

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 9, speaking
- Computer connected to the Internet
- Projector / TV
- hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. apprenticeship	<i>/ə'prentɪs.ʃɪp/</i>	a period of time working as an apprentice	tập nghề
2. diploma	<i>/dɪ'plɒmə/</i>	a document given by a college or university to show that you have passed a particular exam or finished your studies	bằng cấp
3. architecture	<i>/'ɑː.kɪ.tek.tʃər/</i>	the art and practice of designing and making buildings	ngành kiến trúc
4. Combine	<i>/kəm'baɪn/</i>	to (cause to) exist together, or join together to make a single thing or group	kết hợp



5. natural sites	<i>/'nætʃ.ər.əl/ /sɑɪt/</i>	areas or locations in nature that have distinctive features, ecological significance, or aesthetic value.	khu bảo tồn thiên nhiên
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Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere in the classroom and lead in the lesson.

b. Content:

- Multiple choice quiz.

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Students watch a video about what to do during a job interview. - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raises their hands to take turns and answer the questions. - The team with highest points is the winner.	- Students look at the questions and work in group. - Students raise hands to answer.	Answer key:

e. Assessment



- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To introduce more ideas for the speaking tasks and get Ss involved in the lesson.

b. Content:

- Pre-teach vocabulary related to the content of the lesson.
- Introducing tips to give instructions.
- Task 1. Work in pairs. Use the given ideas to complete the information about the job of tour guide. (p. 121)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and repeat the words. 	<p>New words:</p> <ol style="list-style-type: none"> 1. apprenticeship 2. diploma 3. architecture 4. Combine 5. natural sites
Task 1: Work in pairs. Use the given ideas to complete the information about the job of tour guide. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the table giving some information about what Ss need to consider becoming a tour guide. Tell Ss that they need to use the given ideas to complete the information about the job of a tour guide. - Check comprehension and explain any phrases Ss may find hard, e.g. learn on the job, self-employed, replaced by robots. - Have Ss work in pairs to complete the table with the suggested ideas. - In stronger classes, encourage Ss to add their own ideas. - Invite several pairs to share their completed tables. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation. - Ss do the task and take note. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. be patient, confident and able to deal with stressful situations 2. have excellent communication skills 3. attend part-time courses or complete an apprenticeship 4. may only be employed in the high season



e. Assessment

- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: LESS- CONTROLLED PRACTICE (15 mins)

a. Objectives:

- To build up information about one of the jobs suggested.

b. Content:

- Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose. (p.122)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose.		
<ul style="list-style-type: none"> - Ask Ss to form groups, read the instructions, choose one of the suggested jobs. - Tell groups of students to discuss and complete the information about the job they choose. Walk round the class and offer help. - In weaker classes, provide more support by giving Ss some information that they will need for each of the job. - Ask groups of Ss to share their table completed with information about the job that they choose. - Help Ss correct any information, if necessary. 	<ul style="list-style-type: none"> - Students share the answers in pairs. 	<p><i>Suggested answers:</i> In the table below</p>

Suggested answers:

To become a doctor, you need to consider:

Personality and interests:	<ul style="list-style-type: none"> • be very kind and care for patients • have a passion for helping people • be interested in health, causes of diseases, and medical science
Skills and knowledge:	<ul style="list-style-type: none"> • soft skills such as good communication, decision-making, time-management and teamwork skills



	<ul style="list-style-type: none"> technical skills and medical knowledge to assess patient's condition, prescribe medication, offer treatments, etc.
Education and training:	<ul style="list-style-type: none"> study at medical school to get a medical degree complete general medical training where you combine work experience with on-the-job training usually at a hospital complete specialty training in a specialist area of medicine or in general practice
Employment opportunities:	<ul style="list-style-type: none"> many varied opportunities and different career options there will always be demand for doctors may have a poor work-life balance

3. ACTIVITY 3: FREE PRACTICE (10 mins)

a. Objectives:

- To give Ss an opportunity to compare the job of a tour guide with the job they have chosen.

b. Content:

- Task 3: Work in groups. Compare the job in 1 with your chosen job in 2. Discuss the similarities and differences, and decide which job you prefer and why. Report your group's answers to the class. (p. 122)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Work in groups. Compare the job in 1 with your chosen job in 2. Discuss the similarities and differences and decide which job you prefer and why. Report your group's answers to the class. (7 mins)		
- Explain the task and check their comprehension. Elicit the structures that Ss can use to talk about the similarities and differences, e.g both ... and ...; However, ...; While... - Have Ss list the similarities and differences of the two jobs.	- Students work in group	Suggested answers: Our group discussed the jobs of a tour guide and a doctor. Although they are very different jobs, we found some similarities between the



<ul style="list-style-type: none">- Have Ss work in their groups and plan the report, e.g. which similarities and differences will be mentioned in the report? How the similarities and differences will be organized in the report? Who will deliver the report? ...- Give Ss time to plan and practice their reports. Walk round the class to provide help if necessary.- Invite some groups of Ss to report their conversations in front of the whole class. Praise for good effort, clear pronunciation, appropriate use of expressions to start and end a conversation and natural delivery.		<p>two. Both tour guides and doctors must be kind and patient. They also must be able to deal with stressful situations. Soft skills such as communication, decision-making, time-management and teamwork skills are important for both professions. However, the technical skills required for a tour guide and a doctor are very different. For example, tour guides must have knowledge of the local area, and cultural, historical and natural sites and events, and knowledge of languages. Doctors need medical knowledge to assess patients, and treat them. It is a lot easier to become a tour guide as you don't need formal education or training at university. However, to qualify as a doctor, you must not only go to medical school, but complete another 10 years of on-the-job training. While tour guides have limited job opportunities and many are out of work in the low season, doctors are in high demand. The job of a doctor will never become automated or</p>
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		<p>obsolete, but tour guides might be replaced by robots in the future.</p> <p>.....</p> <p>Two people in our group prefer the job of a tour guide because they always enjoy learning about history, art and culture. They find the job of a tour guide more interesting and less challenging than the job of a doctor. They believe they'll have a better life-work balance. The other two people prefer the job of a doctor. They think the job of a tour guide is only in demand in the high season and doesn't pay well. On the other hand, doctors have varied job opportunities and different career options.</p>
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e. Assessment

- Teacher corrects for students by going around while they're practicing.
- Teacher gives corrections and feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Board plan

Date of teaching
UNIT 9: CAREER PATHS



Lesson 4: Speaking- Discussion on different careers.

* Warm-up

Quiz

Controlled Practice

- Pre-teaching vocabulary
- Task 1. Work in pairs. Use the given ideas to complete the information about the job of tour guide. (p. 121)

Less controlled Practice

- Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose. (p.122)

Free practice

- Task 3: Work in groups. Compare the job in 1 with your chosen job in 2. Discuss the similarities and differences, and decide which job you prefer and why. Report your group's answers to the class. (p. 122)

* Homework



UNIT 9: CAREER PATHS

Lesson 5: Listening- Preparation for employment.

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about a conversation about careers
- Listen for main ideas and specific information in a conversation about a career in teaching.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Develop presentation skills

3. Personal qualities

- Be proud and respectful of places and sites in your country.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. reliable (adj)	/rɪ'laɪ.ə.bəl/	Someone or something that is reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect	
2. rapidly (v)	/'ræpɪdli/	very quickly; at a great rate	
3. Go up (phr.v)	/gəʊ/ /ʌp/	to move higher, rise, or increase	
4. medical facilities	/'mɛdɪkəl/ /fə'sɪlətɪz/	to places or establishments where medical care, treatment, and health-related services are provided.	

Assumption

Anticipated difficulties	Solutions
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1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if needed). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will talk excessively in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic.
- To set the context for the listening part.

b. Content:

- Quiz

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the video about urbanisation. - Questions are shown one by one, the whole class compete to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	- Students follow the teacher's instructions and do the task in teams.	Link: https://www.youtube.com/watch?v=u13tvhe819w

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE- LISTENING (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To set the context for the listening part.

b. Content:

- Vocabulary teaching



- Task 1: Choose the correct meanings of the underlined words (p.122)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary teaching (4 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students listen to the explanation and repeat the words. 	<p>New words:</p> <ol style="list-style-type: none"> 1. reliable (adj) 2. rapidly (v) 3. Go up (phr. v) 4. medical facilities
Task 1: Choose the correct meanings of the underlined words. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that in this lesson, they will listen to a recording in which preparation for employment is discussed. The recording contains several words and phrases that could be new to Ss. - Ask Ss to read the sentences containing key vocabulary items from the listening. Tell students to study the context clues carefully, then read the given options for each word in bold and try to choose the correct one. - Have Ss check their answers in pairs. - Confirm the correct answers as a class. 	<ul style="list-style-type: none"> - Students listen to instructions and find the answers. - Students pair up to check their answers and then check with the class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. B

e. Assessment

- Teacher corrects the students as a whole class.

3. ACTIVITY 2: WHILE- LISTENING (15 mins)

a. Objectives:

- To help Ss practice listening for the main idea and specific information.

b. Content:

- Task 2: Listen to a conversation between Mai Chi and her teacher, Ms Hoa. Put the information in the order you hear it. (p.122)

- Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (p.122)



c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a conversation between Mai Chi and her teacher, Ms. Hoa. Put the information in the order you hear it. (7 mins)		
<ul style="list-style-type: none">- Ask Ss to read the instructions. Check Ss' understanding of the context and its aim by asking questions such as, Who will be having a conversation? (Mai Chi and her teacher, Ms Hoa); How many things will be discussed in the conversation? (Five: Education and Qualifications, Skills, Interests and hobbies, Work experience, and Reference).- Have Ss read the options carefully and check if they understand all the vocabulary.- Play the recording and have Ss listen and choose the correct option.- Ask Ss to compare their answers in pairs / groups.- Check answers as a class.	<ul style="list-style-type: none">- Students listen to the instructions and do the task	<p>Answer keys:</p> <ol style="list-style-type: none">1. Work experience2. Skills3. Interests and hobbies
Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (8 mins)		
<ul style="list-style-type: none">- Have Ss read through the five questions and their options, then check if they understand all the vocabulary.- Tell Ss that they may not listen to the exact phrases or words that they see in the options, so Ss need to be prepared to listen to the paraphrased information.- Play the recording. Ask Ss to listen, take notes, then choose the answer.- Have Ss compare their answers.- Check answers as a class and confirm the correct ones. Play the recording again and pause when necessary to show Ss the evidence for each choice.	<ul style="list-style-type: none">- Students listen to the instructions and do the task	<p>Answer keys:</p> <ol style="list-style-type: none">1. A2. B3. C4. A5. B

e. Assessment



- Teacher observes and gives feedback.

4. ACTIVITY 3: POST-LISTENING (10 mins)

a. Objectives:

- To help Ss use the language and ideas from the listening to discuss other information about the courses.

b. Content:

- Task 4. Work in groups. Discuss the following questions: (p.122)
“Would you like to become a teacher? Why/Why not?”

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (p.55)		
<p>Question:</p> <p>“Would you like to become a teacher? Why/Why not?”</p> <p>- Ask Ss to recall what information Mai Chi and her plan for career (wants to become a science teacher, asks her teacher about the education and qualifications needed for the job, the important work experience, the skills needed, the reference...).</p> <p>- Put Ss into groups to discuss the questions. Walk around the class and offer help. In weaker classes, give some suggestions, if necessary. Make sure Ss take notes of their ideas.</p> <p>- Invite Ss from some groups to share their ideas with the whole class.</p>	<p>- Students listen to the instructions and do the task</p>	<p>Suggested answer</p> <p><i>I would like to become a teacher because I like working with children and helping them learn new things.</i></p>

e. Assessment

- Teacher observation on Ss' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.



b. Homework

- Do exercises in the workbook

Board Plan

Date of teaching

UNIT 9: CAREER PATHS

Lesson 5: Listening- Preparation for employment.

***Warm-up**

Quiz

Pre- listening

- Vocabulary

1. reliable (adj)

2. rapidly (v)

3. Go up (phr. v)

4. medical facilities

- Task 1: Choose the correct meanings of the underlined words (p.122)

While- listening

- Task 2: Listen to a conversation between Mai Chi and her teacher, Ms. Hoa. Put the information in the order you hear it. (p.122)

- Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (p.122)

Post- Listening

- Task 4. Work in groups. Discuss the following questions. (p.122)

***Homework**



UNIT 9: CAREER PATHS

Lesson 6: Writing- WRITING YOUR CV

I. OBJECTIVES

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

1. Knowledge

- Write a CV for a job application.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 9, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To gain an overview of the line graph.
- To lead into the new lesson.

b. Content:


- Quiz

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p>Quiz</p> <ul style="list-style-type: none"> - Teacher shows the questions one by one, the whole class competes to answer the questions. - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students listen to the instructions and do the task individually 	<p>In a line graph, the horizontal axis usually represents:</p> 
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED- PRACTICE (15 mins)

a. Objectives:

- To help Ss develop ideas for their writing and get used to the format of a CV.

b. Content:

- Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (p.123)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to look at the advertisement and read the information about the job being advertised. Check understanding, e.g. What job is being advertised? (teaching assistant); What are the applicants expected to have/be? (have a passion for teaching children, are good communicators, are interested in organizing learning activities). - Focus Ss' attention on the requirement of the activity: complete the CV with the given phrases. - Tell Ss to look at the remember box to get to know the important sections of a CV - Let Ss look at the modal CV and read it carefully. Focus Ss' attention on the gaps and the information under each gap. - Put Ss in pairs and have them work together to complete the CV with the given phrases. - Walk around the class and offer help if necessary. - Check answers as a class. 	<ul style="list-style-type: none"> - Students listen to the instructions and work in pairs. - Students check answers with the class. 	<p>Answers key:</p> <ol style="list-style-type: none"> 1. Education 2. Work experience 3. Skills 4. Hobbies and Interests



e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: LESS CONTROLLED PRACTICE (20 mins)

a. Objectives:

- To help Ss practice writing their own CV to apply for the advertised job.

b. Content:

- Task 2: Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV. (p.124)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV. (8 mins)		
<ul style="list-style-type: none"> - Tell Ss that they also want to apply for the job advertised in Activity 1, and they need to write their own CV in order to apply for the job. - Set a time limit for Ss to write their CV in class. Walk round the class to provide help. - If time allows, encourage Ss to swap their CV with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' CVs and give feedback in a scheduled time. 	<ul style="list-style-type: none"> - Students work in pairs and independently as instructed. 	<i>Students' own answers</i>

e. Assessment

- Teacher gives corrections and feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan



Date of teaching

UNIT 9: CAREER PATHS

Lesson 6: Writing- WRITING YOUR CV

***Warm-up**

Quiz

***Controlled practice**

- Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (p.123)

*** Less controlled practice**

- Task 2: Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV. (p.124)
- Cross- check.

***Homework**



UNIT 9: CAREER PATHS

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- To provide a model conversation in which speakers ask for and give clarification.
- To help Ss relate what they have learnt in the reading text to their own culture.

2. Competences

- Develop communication skills and creativity
- Develop presentation skill
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be proud and respectful of the country's development.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 9, Communication and CLIL.
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson

b. Content:



- Video watching

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Teacher shows a short video about "How to choose the right career". - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary. 	<ul style="list-style-type: none"> - Students watch the video and answer. 	<p>Link: https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s</p>

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To provide a model conversation in which speakers ask for and give clarification.
- To review expressions for asking for and giving clarification.
- To help Ss practise asking for and giving clarification.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.124)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (p.125)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. Who are the speakers? (A: Mr Kien and Mai; B: Mark and Mai); What are they talking about? (A: asking for and giving clarification about the job application process; B: asking for and giving clarification about the References section in a CV) 	<ul style="list-style-type: none"> - Students do the task as instructed. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C_ Could you explain it 2. B_ to put it another way 3. A_ Can you clarify 4. D_ in other words



<ul style="list-style-type: none">- Have Ss listen and complete the conversation with the expressions from the box.- Check answers by asking two Ss to read out the conversation.- Have Ss underline expressions used to ask for clarification, e.g. Could you explain...; Can you clarify ...? and giving clarification, e.g. Well, to put it another way, it means ...; In other words, ...- Put Ss in pairs and have them practise the conversations.		
Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (8 mins)		
<ul style="list-style-type: none">- Ask Ss to read through the situations, and check understanding. Ask them if they have been in or have ever heard of similar situations if they had to ask a career adviser or a teacher assistant at a language centre.- Have Ss work in pairs. In weaker classes, underline the words and phrases in the conversations that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative.- Go through the useful expressions in the box and remind them to use them in their conversations.- Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (a grade 12 student / a career adviser; a new teaching assistant/ an experienced teaching assistant). Have Ss practise their conversations in pairs.- Invite several pairs of Ss to act out their conversations in front of the class.- Praise for good effort, clear pronunciation, fluent delivery, and	<ul style="list-style-type: none">- Students do the task as instructed.	<i>Students' own performance</i>



appropriate use of the expressions for making an appointment.		
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE/ CLILL (20 mins)

a. Objectives:

- To help Ss learn about some popular careers in the future.
- To help Ss relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and answer the questions. (p.125)
- Task 2: Work in pairs. discuss the following questions: Which job do you find the most interesting and why? What other jobs do you think will become popular in the future? (p.125)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and answer the questions. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what jobs they think will be popular in the future, e.g. What jobs do you think will be popular in the future? Why do you think these jobs will be popular in the future? - Ask Ss what they want to know about the topic, e.g. What types of companies or businesses will need these jobs? Is there any available training for these jobs at present? Write these questions on the board and tell Ss to answer them later. - Ask them to read the text 'Popular careers in the future' and answer the questions. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now 	<ul style="list-style-type: none"> - Students do the task as instructed. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. data protection jobs 2. content creators 3. software developers and other coding jobs



and cross them out. Assign the rest for homework.		
Task 2: Work in pairs. discuss the following questions. (13 mins)		
<ul style="list-style-type: none"> Which job do you find the most interesting and why? What other jobs do you think will become popular in the future? <p>- Have Ss call out the jobs that they have just read about in Activity 1. - Ask Ss to work in pairs to discuss the questions and give the explanation for their answers. - Invite several pairs to report their discussion. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.</p>	- Students do the task as instructed.	<i>Students' own answers.</i>

e. Assessment

- Teacher corrects for students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Prepare for the next lesson

Board Plan

<p><i>Date of teaching</i> Unit 9: CAREER PATHS Lesson 7: Communication and Culture/ Clil</p> <p>*Warm-up Video watching</p> <p>*Everyday English - Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.124) - Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (p.125)</p> <p>*Culture/ Clil - Task 1: Read the text and answer the questions. (p.125)</p>



- Task 2: Work in pairs. discuss the following questions: Which job do you find the most interesting and why? What other jobs do you think will become popular in the future?
(p.125)

* **Homework**

UNIT 9: CAREER PATHS
Lesson 8: Looking back and project.

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 9.



- 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 team work.
- 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 9, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking student's practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson

b. Content:

- Video watching

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching	Link:



<ul style="list-style-type: none"> - Teacher shows a short video about “How to choose the right career”. - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it’s necessary. 	<p>https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s</p>
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e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review sentence stress.
- To help Ss review words and phrases that they have learnt in this unit.
- To help Ss review the use of three-word phrasal verbs.

b. Content:

- **Task 1:** Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (P. 126)
- **Task 2:** Complete the text, using the correct words and phrases in the box. (p.126)
- **Task 3:** Choose the correct answer A, B, C, or D. (p.126)

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
<p>Task 1: Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (4 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to listen and underline the stressed words in the sentences. - Ask several Ss to compare their answers. - Confirm the correct answers. - Have Ss practise saying the sentences in pairs. Praise for correct use of sentence stress and natural rhythm. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. I <u>saw</u> a <u>new job advert</u> on the <u>school notice board</u>. 2. They’re <u>seeking</u> a <u>volunteer</u> for their <u>new project</u>. 3. The <u>heritage site wants</u> to <u>hire</u> a <u>tour guide</u> with the <u>work experience</u>. 4. My <u>brother doesn’t want</u> to <u>apply</u> for a <u>job</u> that <u>requires working</u> with <u>people</u>.
<p>Task 2: Complete the text, using the correct words and phrases in the box. (4 mins)</p>	



<ul style="list-style-type: none"> - Have Ss read the text, and the words and phrase in the box. Tell Ss that the words and phrases have been taught and used throughout the unit. - Ask Ss to focus their attention on the gaps in the text. - Tell Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Have Ss compare their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the text. 	<p>KEY:</p> <ol style="list-style-type: none"> 1. soft skills 2. automated 3. pursue 4. a passion 5. an outgoing personality
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Task 3: Choose the correct answer A, B, C, or D. (4 mins)

<ul style="list-style-type: none"> - Ask Ss to read each sentence and choose the correct option to complete it. - Remind Ss to study the context carefully and decide which option is the correct one. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D
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e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (26 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation/ report.

b. Content:

- Presentation of research about school-leavers' career plans.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Work in groups. ask questions to collect information from 8–10 classmates about their career plans. Report your survey results to the class.</p>	
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation/report about school-leavers' career choices. 	



<ul style="list-style-type: none"> - Have Ss work in their groups. Give them a few minutes to prepare for the presentation/report. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick 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 presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - If necessary, go through the criteria for assessing their talk to make sure Ss 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 Ss marks for their presentation as part of their continuous assessment. 	
Students' presentations	
<ul style="list-style-type: none"> - All groups make presentations. - When one group make presentation, others listen and complete the evaluation sheet. 	

e. Assessment

- T 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>
DELIVERY		
- The presenters greet the audience.		
-The presenters speak clearly and naturally.		
- The presenters cooperate when delivering their talk.		
-The presenters have interactions with the audience.		
-The presenters use some photos/pictures to illustrate their ideas.		
-The presenters conclude their talk appropriately.		
CONTENT: The presentation includes the following information about school-leavers' career choices:		
- The careers that school-leavers are interested in and the reason for their choice		
- How the career choice is related to their interests		



- What training they need to pursue their career path		
- If/whether there will be employment opportunities in their area/Viet Nam		

- 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.		
- I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information about school-leavers' career choices:		
- the careers that school-leavers are interested in and the reason for their choice		
- how the career choice is related to their interests		
- what training they need in order to pursue their career path		
- if/whether there will be employment opportunities in their area/Viet Nam		

4. CONSOLIDATION (2 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 10.



Board Plan

Date of teaching

Unit 9: CAREER PATHS

Lesson 8: Looking back and project.

***Warm-up**

*** Looking back**

- Pronunciation

- Vocabulary

- Language

*** Project. School-leavers' career plans.**

***Homework**



UNIT 10: LIFELONG LEARNING

Lesson 1: Getting started – Learning for life

I. OBJECTIVES

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

1. Knowledge

- Get an overview of the topic of *Lifelong learning*.
- Use vocabulary related to the learning for life.

2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be aware of the importance of learning for their life.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 10, Getting Started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. trouble (n)	/'trʌbl/	a problem, worry, difficulty, etc. or a situation causing this	khó khăn
2. summary (n)	/'sʌməri/	a short statement that gives only the main points of something, not the details	bài tóm tắt
3. report (n)	ri'pɔ:t/	a written or spoken account of an event, especially one that is published or broadcast	báo cáo
4. attendee (n)	/ə'ten'di:./	a person who attends a meeting	người tham gia buổi họp

Assumption

Anticipated difficulties	Solutions
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Students may lack knowledge and experience about the topic.	<ul style="list-style-type: none"> - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create a friendly and lively atmosphere in the classroom;
- To lead into the unit.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can understand what the video is about and guess the unit's topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher plays a video and asks Ss to watch and answer the question. Link: https://www.youtube.com/watch?v=kASX8SmSIiU	- Students watch a video and answer the question	Questions: What is the video about? Suggested answer: Old people with technology

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 *Lifelong learning*
- 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'S ACTIVITIES	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. trouble (n): khó khăn 2. summary (n): bài tóm tắt 3. report (n): báo cáo 4. attendee (n): người tham gia buổi họp

e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (25 mins)

a. Objectives:

- To introduce some vocabulary and the grammar points to be learnt in the unit.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to career paths
- To help Ss identify the reported speech with orders, requests, offers, and advice


b. Content:

- Task 1: Listen and read. (p.128-129)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (p. 129)
- Task 3: Find words and phrase in 1 with the following meanings. (p. 129)
- Task 4: Match the beginnings with the endings to make complete sentences. (p. 129)


c. Expected outcomes:

- Students can understand the conversation and know some collocations to describe jobs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (7 mins)		
- Teacher sets the context for the listening and reading. - Teacher has Ss look at the picture and elicit the context of the conversation by asking some questions.	- Students look at the picture and answer the questions.	 Questions:



<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 topic 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. - Call on three Ss to read the conversation aloud. 	<ul style="list-style-type: none"> - Students listen to the recording. - Ss compare the words and phrases with their partner. - Students read the conversation aloud. 	<ol style="list-style-type: none"> 1. Who are they? 2. What are they talking about?
<p>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (7 mins)</p>		
<ul style="list-style-type: none"> - Teacher puts Ss in pairs. Ask them to read the sentences carefully. - Ask them to identify and underline the key words and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F). - Teacher has Ss share their answers with the class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Students work in pairs to do the activity. - Students share the answers in front of the class and show where they can find them. - Correct 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. F 2. T 3. F 4. T
<p>Task 3: Find words and phrase in 1 with the following meaning. (6 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work independently to do the exercise - Ask Ss to read the definitions, then scan the conversation looking for 	<ul style="list-style-type: none"> - Students read the conversation again and work independently to do the activity. 	 <p>Answer key:</p>



<p>words or phrases matching the meanings.</p> <ul style="list-style-type: none"> - Encourage students to look at the given initials of the words and phrases so that they can find them more quickly. - Have Ss compare and share their answers with the class. - Have Ss play the game to check the answers - Confirm the correct answers. 	<ul style="list-style-type: none"> - Share the answer with partners. - Ss play game to give the answers - Correct 	<ol style="list-style-type: none"> 1. boost 2. brush up 3. informed 4. maintain
<p>Task 4: Match the beginnings with the endings to make complete sentences (5 mins)</p>		
<ul style="list-style-type: none"> - Run through the task - Tell Ss that they have to match the beginnings with their endings to make sentences in reported speech. - Have Ss work individually. Encourage them to try to match a beginning with an appropriate ending without referring to the conversation. Then ask them to check the information in the conversation. Tell Ss that sentence 4 has been changed from the direct speech in the conversation (<i>I'll put your name on the list of attendees → an offer</i>) - Check answers as a class. First say the beginnings, then call on individual Ss to read the endings of these sentences. - Tell Ss that they will learn more about the grammar point in the following lesson. 	<ul style="list-style-type: none"> - Answer some eliciting questions - Listen to the teacher - Work individually to match the sentences - Check the information in the conversation - Some weak Ss can read the conversation again to find the information. - Ss share the answers - Listen to the teacher. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. b 2. c 3. d 4. a

e. Assessment



- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (5 mins)

a. Objectives:

- To give Ss a chance to discuss the questions related to the topic

b. Content:

- Discussion

c. Expected outcomes:

- Ss can get some ideas about the topic of lifelong learning.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Discussion		
<ul style="list-style-type: none"> - Ask Ss to work in groups of 4 - Have Ss to think and discuss about the questions - Call some students to share the answers - Give feedback 	<ul style="list-style-type: none"> - Work in groups of 4 - Discuss the questions and share the ideas in groups - Share the ideas in front of class - Listen 	<p>Questions:</p> <ul style="list-style-type: none"> • <i>What do you think lifelong learning is?</i> • <i>Do people around you maintain their lifelong learning?</i> • <i>How important do you think lifelong learning is? Why/why not?</i> • <i>What is your learning journey ahead?</i>

e. Assessment

- Teacher gives feedback on group's presentation

5. CONSOLIDATION (5 minutes)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- 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 do some research on lifelong learning habits such as reading, self-education, time management, taking courses, or having a variety of hobbies. Then Ss need to choose one lifelong learning habit, create a leaflet about it and share it with the class. The leaflet also needs to be decorated with pictures or other visuals.



+ Teach explains to Ss how to search for information about different lifelong learning habits, e.g. *using different search engines such as Google and Bing, type in key words and phrases, evaluate and select reliable sources..* and then choose important information to put on their leaflet.

+ Tell Ss to discuss and agree on some common features of a leaflet e.g. *well-designed, eye-catching, containing a title and subtitles, a slogan...*

+ In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. *names of different habits, benefits of different habits, challenges of different habits...* and solving any other problems that may arise with their projects.



Board plan

Date of teaching

Unit 10: Lifelong learning

Lesson 1: Getting started

*** Warm-up**

*** Vocabulary**

1. trouble (n): khó khăn
2. summary (n): bài tóm tắt
3. report (n): báo cáo
4. attendee (n): người tham gia buổi họp

- Task 1: Listen and read. (p.128-129)

- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (p. 129)

- Task 3: Find words and phrase in 1 with the following meanings. (p. 129)

- Task 4: Match the beginnings with the endings to make complete sentences. (p. 129)

Discussion

***Homework**



UNIT 10: LIFELONG LEARNING

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Revise and use the intonation of questions appropriately.
- Understand and use words and phrases related to lifelong learning.
- Use reported speech to report *orders, requests, offers, and advice* 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 the importance of learning for their life.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 10, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. night school (n)	/'naɪt sku:l/	classes for adults, held in the evening	lớp học buổi tối
2. distance learning (n)	/'dɪstəns 'lɜ:nɪŋ/	a method of education in which people study at home and send their work to their teachers	học từ xa
3. well-rounded (adj)	/'wel 'raʊndɪd/	having a variety of experiences and a range of skills and interests	được phát triển một cách toàn diện



4. learning community (np)	/lɜ:nɪŋ kə,mju:nəti /	a group of learners who share learning goals and often connect with one another	cộng đồng học tập
5. adult education (n)	/,ædʌlt edʒu'keɪʃn/	education for adults that is available outside schools and universities	giáo dục cho người lớn

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if necessary. - 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 class.	<ul style="list-style-type: none"> - Define expectations in explicit detail. - Continue to define 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 of the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watching a video


c. Expected outcomes:

- Students can get to know about reported speech: orders and requests

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- Have Ss to watch a video and ask Ss to answer the question	- Ss watch a video and answer the question	* What is the video about?



<p>Link: https://www.youtube.com/watch?v=PL2mcIQq7-A - Lead into the new lesson</p>		 <p>* Suggested answer: Reported speech: orders and requests</p>
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise the intonation of different types of questions.

b. Content:

- ♦ Task 1. Listen and repeat. Pay attention to the intonation of the following questions. (p. 130)
- ♦ Task 2. Mark the intonation in the following questions using (rising intonation) or (falling intonation). Then listen and check. Practise saying them in pairs (p. 130)

c. Expected outcomes:

- Students can recognise and practise the intonation of different types of questions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Pay attention to the intonation of the following questions. (6 mins)</p>		
<ul style="list-style-type: none"> - Ask students to look at the Remember box for a quick revision of intonation patterns in different types of questions. - Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the intonation of each question. - Have Ss work in pairs to say these questions with the correct intonation. 	<ul style="list-style-type: none"> - Look at the Remember box - Listen and repeat. - Pay attention to the intonation of each question. - Practise reading the sentences in pairs. 	<p>Audio script</p> <ol style="list-style-type: none"> 1. It's easy, isn't it? 2. What are you working on? 3. Are all club members your age? 4. But why do you have to type it? 5. Are you interested in joining the next meeting?



<p>- Have Ss revise the different intonation patterns with different types of questions (tag questions, wh-questions, yes-no questions, and choice questions).</p>	<p>- Listen to the teacher</p>	
<p>Task 2: Mark the intonation in the following questions using (rising intonation) or (falling intonation). Then listen and check. Practise saying them in pairs. (6 mins)</p>		
<p>- Ask Ss to listen to the questions and mark the intonation patterns. - Play the recording several times, if necessary, pause after each question for Ss to repeat. - Check answers as a class. - Put Ss into pairs and have them practice saying these questions. Walk around the class, praising pairs for good effort and saying the questions with the correct intonation.</p>	<p>- Listen to the questions and mark the intonation patterns. - Listen and check - Listen and repeat.</p>	<p>Audio script</p> <p>1. What does lifelong learning mean? (Falling) 2. Do you have to pay for this online course? (Rising) 3. Do they prefer online or classroom learning? 4. This is your book, isn't it? I saw your signature on the first page. (Falling because we are almost sure of the answer)</p>

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 the words and phrases related to the lifelong learning journey.
- To help Ss practice using the words or phrases in Activity 1 in meaningful contexts.

b. Content:

- ♦ Task 1. Match the parts of the words to make words and phrases that mean the following. (p. 130)
- ♦ Task 2. Complete the sentences using the words and phrases in 1. (p. 130)

c. Expected outcomes:

- Students understand the meaning of words, memorize them, and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Match the parts of the words to make words and phrases that mean the following. (6 mins)

- Tell Ss that the meaning of each word or phrase is attached to the second part of the word or phrase.
- Ask Ss to read the definitions of the words or phrases.
- Have Ss match the first and the second parts of the words or phrases individually. Make sure the words or phrases match their meanings.
- Have Ss compare their answers in pairs.
- Check answers as a class. Call on one student to read a word or phrase aloud and another student to read its definition.

- Listen to the teacher

- Read the definitions of the words or phrases

- Match the first and the second parts of the words or phrases.

- Compare the answer in pairs.

- Correct

Answer key:
1. c (night school)
2. d (distance learning)
3. a (well-rounded)
4. e (learning community)
5. b (adult education)

Task 2: Complete the sentences using the words and phrases in 1. (6 mins)

- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Activity 1 can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed, e.g. *in sentence 1, the phrase ‘ become a _____ person’*, gives us the hint that we will need an adjective to modify ‘person’. Among the given phrases, ‘well-rounded’ is best suited.

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



Answer key:
1. well-rounded
2. adult education
3. night school
4. learning community
5. distance learning



<ul style="list-style-type: none">- Check answers by playing the game SECRET GARDEN- Divide the class into two groups- Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. <i>In the second sentence, the phrases 'continuing education or..' and 'helps people keep their knowledge and skills up to date'</i> give us a hint that the phrase 'adult education' is the answer.- The group has more points will win the game.- Declare the winner group- Give feedback	<ul style="list-style-type: none">- Listen to the teacher's instruction.- Ss choose the numbers and answer the question to get points.	
	<ul style="list-style-type: none">- Correct	

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 recognise and practise reporting *orders, requests, offers* and *advice*.
- To help further practise reported speech with *orders, requests, offers* and *advice* in making true sentences about daily lifelong learning practice.

b. Content:

- ♦ Task 1. Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (p. 130)
- ♦ Task 2. Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice. (p. 130)

c. Expected outcomes:

- Students can use simple, compound, and complex sentences correctly in sentences and in speaking activities.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (6 mins)		
<ul style="list-style-type: none">- Ask Ss to look at the Remember! box and read the notes about reporting <i>orders, requests, offers, and advice</i>. Check understanding by asking, e.g. <i>Which are the most common verbs in direct speech? (Verbs 'say' and 'tell');</i> <i>What decides on the use of different reporting verbs? (The context and meaning.)</i>- Tell Ss to work in pairs to complete the activity.- Check answers as a class.- Have Ss read out loud each of the complete sentences.	<ul style="list-style-type: none">- Look at the Remember! box and read the notes about reporting <i>orders, requests, offers, and advice</i>- Answer the questions - Work in pairs to complete the activity- Give the answers- Correct	<p>Answer key:</p> <ol style="list-style-type: none">1. My mother told me to find more information about the course I wanted to apply.2. My friend asked me to send him/her the list of available online courses.3. My brother offered to teach me how to use mobile applications.4. The head teacher advised us not to waste so much time on social media.
Task 2: Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice. (7 mins)		
<ul style="list-style-type: none">- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, let Ss list the daily lifelong learning activities (<i>read for 30 minutes every day, learn a foreign language, take up a new sport, learn a new skill ...</i>)- Put Ss in pairs and have them tell each other their sentences .	<ul style="list-style-type: none">- Read the instructions and examples. - Work in pairs to compare the answers	<p>Suggested answers:</p> <p>My friends suggested that I dedicate some time each day to practice a new musical instrument. They encouraged me to join a local music group or take lessons to enhance my skills. They also advised me to explore different</p>



<p>- Invite some Ss to say their sentences to the class. Praise the Ss with good sentences.</p>	<p>- Present their ideas in front of the class.</p>	<p>genres of music to broaden my musical knowledge. Additionally, they recommended that I set specific goals for my musical progress and track my achievements along the way. Their support and guidance have motivated me to embrace this new musical journey and strive for continuous improvement.</p>
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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: *Intonation in questions (revision)*
- + Vocabulary: *Lifelong learning journey*
- + Grammar: *Reported speech: reporting orders, requests, offers, and advice*

b. Homework

- Do exercises in the workbook.
- Learn by heart some vocabulary related to *the Lifelong learning journey*.
- Do more exercises about *Reported speech: reporting orders, requests, offers, and advice*
- Prepare for the next lesson.



Board plan

Date of teaching

UNIT 10: LIFELONG LEARNING

Lesson 2: Language

*** Warm-up**

*** Pronunciation**

- ♦ Task 1. Listen and repeat. Pay attention to the intonation of the following questions
- ♦ Task 2. Mark the intonation in the following questions using (rising intonation) or (falling intonation). Then listen and check. Practise saying them in pairs

*** Vocabulary**

- ♦ Task 1. Match the parts of the words to make words and phrases that mean the following.
- ♦ Task 2. Complete the sentences using the words and phrases in 1

*** Grammar**

- ♦ Task 1. Rewrite the sentences in reported speech, using the correct forms of the verbs in the box
- ♦ Task 2. Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice

*** Homework**



UNIT 10: LIFELONG LEARNING

Lesson 3: Reading – Head teacher’s message to school-leavers

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and specific information about lifelong learning in a letter to secondary school students.

2. Competences

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 10, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. vocational school (n)	/vəʊ'keɪʃənl sku:l/	a school that teaches skills that are necessary for particular jobs	trường nghề
2. enrol (v)	/ɪn'rəʊl/	to arrange for yourself or for somebody else to officially join a course, school, etc.	đăng ký học
3. martial art (n)	ˌmɑ:ʃl 'ɑ:t/	any of the fighting sports that include judo and karate	võ thuật

Assumption

Anticipated difficulties	Solutions
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Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To enhance students' skills of cooperating with teammates.


b. Content:

- Watching a video

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>* Watch a video</p> <ul style="list-style-type: none"> - Have Ss watch a video and answer the questions - Call on some Ss to give the ideas - Give feedback - Lead to the new lesson <p>Link: https://www.youtube.com/watch?v=0WYz7TnmjY</p>	<ul style="list-style-type: none"> - Ss watch a video and answer the questions - Give the ideas 	<p>* What is the video about?</p> 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:



- To get students to learn vocabulary related to the topic;
- To activate Ss' background knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the following questions. (p.132)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the following questions. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss about their school head and what he or she usually does to encourage Ss to learn. - Put Ss in pairs and have them discuss the questions. - Invite some pairs to share their answers with the class. 	<ul style="list-style-type: none"> - Listen to the teacher - Work in pairs and discuss the questions - Share the ideas in front of the class 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Have you ever thought of continuing learning after finishing your secondary education? 2. If yes, how will you continue your learning? <p>Suggested answer</p> <p><i>Actually, students at our school have never received any formal letters from the school head. However, our school head usually talks about the importance of learning in our life. She has tried her best to create an environment that supports our learning activities.</i></p>
Vocabulary pre-teaching (5 mins)		



<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. vocational school (n): trường nghề 2. enrol (v): đăng ký học 3. martial art (n): võ thuật
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To help Ss practise guessing the meaning of words from context.
- To help Ss practise reading for main ideas (question 1) and specific information (questions 2, 3, 4, and 5) in multiple choice questions.

b. Content:

- Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words.
- Task 3: Read the letter again. Choose the correct answer A, B, C, or D.

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words. (6 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. <i>The first word 'wonder' in this context is used</i> 	<ul style="list-style-type: none"> - Students read the text and locate the highlighted words individually. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. B 5. B



<p>after a direct question ‘Haven’t we learnt enough in secondary school?’. Among the two given options, option ‘A’ (<i>think about something and try to guess what is true or will happen</i>) is the best match for this word.</p> <ul style="list-style-type: none">- Tell Ss to work in groups to discuss the clues and compare answers.- Check answers as a class.	<ul style="list-style-type: none">- Work in groups to discuss the clues and compare the answers- Give the answers.	
Task 3: Read the letter again. Choose the correct answer A, B, C, or D. (7 mins)		
<ul style="list-style-type: none">- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.- Tell Ss to look through the questions, and check their understanding.- Ask Ss to read the four options, then read the whole letter to understand the overview of the letter. Tell Ss to pay attention to the first or the last sentences of each paragraph to get the main idea. The correct answer should best summarise the main idea of the whole letter. Tell Ss to watch out for distractors, especially choices that are “irrelevant” , i.e not mentioned in the text, “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the text) or “too general”	<ul style="list-style-type: none">- Listen to the teacher- Look through the questions- Read the four options, then read the whole letter to understand the overview of the letter	<p>Answer key:</p> <ul style="list-style-type: none">6. B7. D8. B9. A10. C



<p>(i.e., not specific to that section only).</p> <ul style="list-style-type: none"> - Ask Ss to work in pairs to compare their answers. - Check answers as a class. In stronger classes, ask Ss to explain their choices. 	<ul style="list-style-type: none"> - Compare the answers - Students check answers with the whole class and give explanations for their choice. 	
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

To help Ss personalize the language and ideas in the reading.

b. Content:

Task 4: Work in pairs. Discuss the following questions.

c. Expected outcomes:

- Students can use the language and ideas from the unit to reply to the head teacher.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the following questions.		
<ul style="list-style-type: none"> - Ask Ss to read the questions and prepare for their answer. - Have Ss work in pairs to discuss their answers. - Encourage Ss to explain why they would reply in that way. Walk around the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class. Praise for interesting ideas and fluent delivery. 	<ul style="list-style-type: none"> - Read the questions and prepare for their answer. - Work in paris to discuss the answer - Students share their answers with the whole class. - Students listen and give feedback 	<p><i>Suggested answers:</i></p> <p><i>If I received such a letter, I would feel very lucky because I would have a very devoted and experienced person guide me and tell me what I should do after leaving school. I would say thank you to him and ask him for more specific guidelines that may help me see things better.</i></p>



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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

- Teacher asks students to talk about what they have learnt in the lesson.
- + Some vocabulary in the head teacher's message to school-leavers
- + Reading the head teacher's message to school-leavers
- + Discuss how and what to reply the head teacher's message.

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Prepare for the next lesson.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">UNIT 10: LIFELONG LEARNING</p> <p style="text-align: center;">Lesson 3: Reading</p> <p>* Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none">1. vocational school (n)2. enrol (v)3. martial art (n) <p>Task 1: Work in pairs. Discuss the following questions</p> <p>Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words.</p> <p>Task 3: Read the letter again. Choose the correct answer A, B, C, or D.</p> <p>Task 4: Work in pairs. Discuss the following questions.</p> <p>* Homework</p>
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UNIT 10: LIFELONG LEARNING

Lesson 4: Speaking – Great role models for lifelong learning

I. OBJECTIVES

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

1. Knowledge

- Tell about the two role models of lifelong learning.

2. Competences

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

3. Personal qualities

- Dedicated to learning and inspired by role models who pursue education.

II. MATERIALS

- Grade 12 textbook, Unit 10, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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


b. Content:

- Chatting and watching a video

c. Expected outcomes:

- Students can guess the context for the speaking part.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Chatting</p> <ul style="list-style-type: none"> - Show a picture and ask Ss to answer some questions - Call on Ss to give the ideas and give feedback - Have Ss watch a video about her to get more information <p>Link: https://www.youtube.com/watch?v=OIVPb7O9n_k&t=130s</p> <ul style="list-style-type: none"> - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Ss look at the picture and answer the questions - Ss share the ideas in front of the class - Watch a video 	<p>* Chatting</p> <ul style="list-style-type: none"> - Who is she? - What do you know about her? 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the speaking tasks and get Ss involved in the lesson.
- To build up information about Uncle Ho as a lifelong learner through an information gap activity.
- To build up information about Marie Curie as a lifelong learner through an information gap activity.

b. Content:

- Task 1: Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below.
- Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes.
- Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes

c. Expected outcomes:

- Students can have more ideas for the speaking.



d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below. (10 mins)		
<ul style="list-style-type: none">- Ask Ss to form pairs, one is student A, and the other is student B. Tell Ss to look at their given information about two different great role models.- Check comprehension and explain any phrases Ss may find hard, e.g. <i>doing national martial arts, managed to go to university, won Nobel prize.</i>- In weaker classes, encourage Ss to develop full sentences from their given information, e.g. <i>Student A: Our uncle Ho managed to learn every day throughout his life. He often read and wrote until midnight after a working day.</i> <i>Student B: When Marie Curie was young, women in her country, Poland, were not allowed to go to school. But Marie Curie managed to go to university. She moved to France and studied in Sorbonne university.</i>- Walk around the class to give help if necessary	<ul style="list-style-type: none">- Work in pairs- Listen and answer- Ss read the information	
Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes. (10 mins)		
<ul style="list-style-type: none">- Ask Ss to work in pairs. Each pair consists of two students, A and B.- Ask students As to base on their given information and talk about	<ul style="list-style-type: none">- Work in the same pairs	Example: <i>Uncle Ho is a great role model for lifelong learning. He managed to learn every</i>



<p>Uncle Ho as a lifelong learner. Tell them to look at the example to understand what they are asked to do.</p> <ul style="list-style-type: none"> - Tell students Bs to listen and complete the notes. - In weaker classes, help students As develop the given information into full sentences. - In stronger classes, encourage Ss to use different sentence structures to express the given information effectively. - Ask Ss to share their table completed with information about Uncle Ho as a lifelong learner. - Help Ss correct any information, if necessary. 	<ul style="list-style-type: none"> - Students A talk about Uncle Ho as a lifelong learner. - Students Bs to listen and complete the notes. - Share their table with information about Uncle Ho as a lifelong learner. - Correct 	<p><i>day throughout his life. He often learnt by reading and writing until midnight after a working day. ...</i></p>
<p>Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. Each pair consists of two students, A and B. - Ask students Bs to base on their given information and talk about Marie Curie as a lifelong learner. Tell them to look at the example to understand what they are asked to do. - Tell students As to listen and complete the notes. - In weaker classes, help students Bs develop the given information into full sentences. - In stronger classes, encourage Ss to use different sentence structures to express the given information effectively. - Ask Ss to share their table with 	<ul style="list-style-type: none"> - Work in the same pairs - Students Bs to base on their given information and talk about Marie Curie as a lifelong learner. - Students As to listen and complete the notes. 	<p>Example: <i>Marie Curie is a great role model for lifelong learning. She managed to go to university because in her country, Poland, women were not allowed to go to university to study. Marie moved to France and studied physics and maths in Sorbonne University. ...</i></p>



information about Marie Curie as a lifelong learner. - Help Ss correct any information, if necessary.	- Share their table with information about Marie Curie as a lifelong learner. - Correct	
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e. Assessment

- Teacher gives feedback on Ss' pronunciation and conversation.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)

a. Objectives:

To use the notes to tell about Uncle Ho and Marie Curie as great role models for lifelong learning.

b. Content:

Task 4: Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class.

c. Expected outcomes:

- Students can report their discussion results to the class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class.		
- Ask Ss to work in groups. - Tell Ss to use the notes to talk about these two great role models for lifelong learning. - I weaker classes, help Ss with sentence structures that they need to develop the notes into a talk. - In stronger classes, encourage Ss to add any related information about these two lifelong	- Students work in groups to do the task - Use the notes to talk about these two great role models for lifelong learning.	Sample: - Uncle Ho as a lifelong learner Today, I would like to tell you about our Uncle Ho as a great role model for lifelong learning. Throughout his life, he managed to learn something every day. You see, after a working day, our Uncle Ho often spent time reading or writing until midnight. He also could speak a lot of foreign languages such as English, Chinese, Italian, German, and Russian. He learnt



<p>learners in their talks.</p> <ul style="list-style-type: none">- Walk around and give Ss any support, if necessary.- Invite some Ss to give their talk in front of the whole class. Praise Ss for their effort, pronunciation, and fluent delivery.	<p>- Ss present their ideas to the class.</p>	<p>to use these languages mainly through self-study. In his hard days, our Uncle Ho had an effective way to learn new words. He wrote the new words on his arms and revised them throughout his working days. Our Uncle Ho still regularly exercised and played sports. He maintained doing exercise every day, doing national martial arts, and playing different sports. Our Uncle Ho really set a very good example as a lifelong learner for many of us. For me, I really admire Uncle Ho's lifelong learning. I think I will try to learn another foreign language and do regular exercise to keep fit and healthy.</p> <p>- Marie Curie as a lifelong learner</p> <p>Today, I would like to tell you about Marie Curie as a great role model for lifelong learning, especially for women. When Marie Curie was young, women in her country, Poland, weren't allowed to go to school. She moved to France and managed to study in Sorbonne university, which is one of the top and world famous university. Marie Curie spent a lot of time studying. She read a lot of books from the library, registered to study many different courses at university.</p>
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		<p>In her life, this women won a Nobel prize twice. She won a Nobel prize in Physics in 1903 and another Nobel prize in 1911. I believe that she achieved this partially thanks to her hard work and her lifelong learning practice.</p> <p>Personally, I really admire Marie Curie for what she did and achieved in her life. Many girls and I should learn the way she overcame obstacles in her life to continue and maintained her study.</p>
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.
- + Build up the information and tell about Uncle Ho and Marie Curie as great role models for lifelong learning.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson.



Board plan

Date of teaching

Unit 10: Lifelong learning

Lesson 4: Speaking

*** Warm-up**

Chatting and watching a video

Task 1: Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below.

Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes.

Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes

Task 4: Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class

*** Homework**



UNIT 10: LIFELONG LEARNING

Lesson 5: Listening – Challenges of lifelong learning

I. OBJECTIVES

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

1. Knowledge

- Listen for main ideas and specific information in a talk about the challenges of lifelong learning

2. Competences

- Be collaborative and supportive in pair work and teamwork;
- Develop listening skills.

3. Personal qualities

- Awareness of the challenges of lifelong learning
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 10, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis



Form	Pronunciation	Meaning	Vietnamese equivalent
1. determination	/dɪˌtɜːmɪˈneɪʃn/	the ability to continue trying to do something even when it is difficult	sự quyết tâm
2. obstacles (n)	/'ɒbstəkl/	difficult situations	tình huống khó khăn
3. distractions (n)	/dɪ'strækʃn/	things that stop you from paying attention to what you are doing	sự phân tâm, sự sao lãng
4. acquire (v)	ə'kwɪəɪə/	gained	có được, đạt được
5. complex	/'kɒmpleks/	difficult to deal with	phức tạp

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none">- Make sure they understand the meaning and pronunciation of important words.- Teach them the skill of underlining key words in the questions before they listen.- Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:


- Brainstorming

c. Expected outcomes:

- Students can give the challenges of lifelong learning

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Brainstorming - Ask Ss some questions - Have Ss brainstorm the challenges of lifelong learning - Call on some Ss to give the ideas - Lead into the new lesson	- Students answer the questions - Brainstorm the ideas - Give the ideas	Questions: <ul style="list-style-type: none"> Do you think lifelong learning is easy? If not, what are the challenges of lifelong learning? 

e. Assessment

- Teacher observes what students think about lifelong learning.

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To introduce some words and phrases to help Ss understand the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Choose the correct meanings of the underlined words

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct meanings of the underlined words. (4 mins)		
- Ask Ss to read the five vocabulary items and have Ss guess their meaning. - In weaker classes, read the definitions and check your understanding of the vocabulary.	- Read the vocabulary and guess the meaning - Listen to the teacher - Solve the task	Answer key: 1. B 2. A 3. B 4. A 5. A



<ul style="list-style-type: none"> - Have Ss do the matching in pairs or individually. - Check answers as a class. Further explain to Ss if necessary. - Ask Ss to copy down the vocabulary 	<ul style="list-style-type: none"> - Give the answers and correct 	
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE - LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for main idea.
- To help Ss practise listening for main idea and specific information.

b. Content:


- Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them.
- Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap.

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the instructions. Check Ss' understanding of the context and its aim by asking questions such as, <i>What is the talk about?</i> (Lifelong learning); <i>How many main ideas are mentioned in the talk?</i> (Three); <i>What are you expected to do with these main ideas?</i> (Put them in the right order). - Have Ss read the options carefully 	<ul style="list-style-type: none"> - Read the instructions and answer some questions 	<p>Answer key: 1. b 2. c 3. a</p>

<p>and check if they understand all the vocabulary.</p> <ul style="list-style-type: none"> - Play the recording and have Ss listen and put these options in the order. - Ask Ss to compare their answers in pairs. - Check answers as a class. 	<ul style="list-style-type: none"> - Read the options and listen to the teacher's explanation - Ss listen to the recording and do the task - Compare the answers in pairs - Give the answers and explanation for the answers - Correc 	
<p>Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap. (10 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read through the five sentences, then check if they understand their overall meaning. - Tell Ss that need to complete each of these five sentences, using no more than three words. - Ask Ss to predict types of words, <i>i.e noun, adjective or verb</i> and meaning of the missing words or phrase. - Play the recording. Ask Ss to listen, take notes, then complete. - Have Ss compare their answers. - Check answers as a class by asking Ss to play the game MOVE UP MOVE UP - Divide the class into 2 groups: RABBIT AND TIGER - The groups will choose the number and answer the question behind the number. If the answer is correct, your group will move up. And continue to another group. - The group that has the higher position will win the game. - Confirm the correct ones. 	<ul style="list-style-type: none"> - Read through the five sentences - Guess the types of words - Listen to the recording to complete the sentences - Compare the answers with a partner - Listen to the teacher's instruction - Play the game to check the answer 	 <p>Answer key:</p> <ol style="list-style-type: none"> 1. knowledge 2. achieve your goals 3. collecting information 4. complex problem 5. well-rounded



	- Correct	
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e. Assessment

- Teacher’s observation of Ss’ performance.
- Teacher’s feedback and peers’ feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

To help Ss use the language and ideas from the listening to discuss other information about the courses.

b. Content:

Task 4: Work in groups. Discuss the following question.

c. Expected outcomes:

- Students can use the language and ideas from the listening to discuss other information about the courses.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss the following question. (8 mins)		
- Ask Ss to recall the challenges that have been mentioned in the talk (<i>lifelong learning is not easy; it requires strong determination and hard work; you also need to stay focused on your learning and avoid distractions; you need to put your learning into practice to make it effective; you need money, time and space to continue your pursuit of knowledge and skills</i>).	- Recall the challenges that have been mentioned in the talk	Suggested answers: I think that in order to overcome the challenges of lifelong learning and become lifelong learners, we need to be practical. We need to have a plan for what we want to do, for example, to learn a certain skill or to learn a short course. Then, once we have planned what we want to do, we need to stick to it.



<ul style="list-style-type: none">- Put Ss into groups to discuss the question. Walk round the class and offer help. In weaker classes, give some suggestions, if necessary. Make sure Ss take notes of their ideas.- Invite Ss from some groups to share their ideas with the whole class.	<ul style="list-style-type: none">- Work in groups to discuss the questions- Students share their ideas to the whole class.	
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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

- Summarise the main points of the lesson.
- + Some vocabulary related to *the challenges of lifelong learning*
- + Listening for specific information about *the challenges of lifelong learning*

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Prepare for the next lesson

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 10: Lifelong learning</p> <p style="text-align: center;">Lesson 5: Listening</p> <p>*Warm-up</p> <p>Brainstorming</p> <p>Task 1: Choose the correct meanings of the underlined words.</p>



Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them.

Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap.

Task 4: Work in groups. Discuss the following question.

***Homework**



UNIT 10: LIFELONG LEARNING

Lesson 6: Writing – An article about the benefits and challenges of lifelong learning

I. OBJECTIVES

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

1. Knowledge

- Synthesise and summarise information to write an article about the benefits and challenges of lifelong learning

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence, and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Awareness of the benefits and challenges of lifelong learning.

II. MATERIALS

- Grade 12 textbook, Unit 10, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.


b. Content:

- Watching a video

c. Expected outcomes:

- Students can improve listening skill and get to know what he is talking about.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Watching a video</p> <ul style="list-style-type: none"> - Have Ss watch a video and answer what he is talking about <p>Link: https://www.youtube.com/watch?v=EMbuM0OzGt4</p> <ul style="list-style-type: none"> - Call on Ss to give the answers - Correct - Lead into the new lesson 	<ul style="list-style-type: none"> - Students watch a video - Give the answers 	<p>* Motivation of lifelong learning</p>  <p>TRAN VIET BAO HOANG</p>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (10 mins)

a. Objectives:

- To help Ss develop ideas for their writing, using the ideas from the Reading and Listening sections.

b. Content:

Task 1: Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you

c. Expected outcomes:

- Students can develop ideas for their writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs and try to recall the benefits and challenges of lifelong learning that they have learnt from the previous Reading and Listening Sections. 	<ul style="list-style-type: none"> - Work in pairs and try to recall the benefits and challenges of lifelong learning that they have learnt from the previous Reading and Listening Sections. 	<p>Answer key:</p> <p>1. Lifelong learning/It keeps your brain healthy and improves memory.</p>



<ul style="list-style-type: none"> - Tell Ss to look at the table with the given benefits and challenges of lifelong learning. - Let Ss discuss and complete their tables with other benefits and challenges of lifelong learning. - Walk around and help Ss, if necessary. - For weaker classes, give a list of benefits and challenges taken from the Reading and Listening sections and let students put them in the table. - Check answers as a class. 	<ul style="list-style-type: none"> - Look at the table - Discuss and complete their tables with other benefits and challenges of lifelong learning. - Give the answers and correct 	<ol style="list-style-type: none"> 2. Lifelong learning/It helps you stay connected with people and current ideas. 3. Lifelong learning is only effective when you put what you've learnt into practice. 4. You need money, time and space to continue your pursuit of knowledge and skills.
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (15 mins)

a. Objectives:

- To help Ss practise writing an article about the benefits and challenges of lifelong learning.

b. Content:

Task 2: Write an article (180-200 words) about the benefits and challenges of lifelong learning. Use the ideas in 1 and the outline below to help you.

c. Expected outcomes:

- Students can write an article about the benefits and challenges of lifelong learning.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Write an article (180-200 words) about the benefits and challenges of lifelong learning. Use the ideas in 1 and the outline below to help you.		
- Tell Ss that they need to complete an article about	- Listen to the teacher	<i>Suggested answer:</i>



<p>the benefits and challenges of lifelong learning, using the given outline and the ideas in Activity 1.</p> <ul style="list-style-type: none">- Set a time limit for Ss to write the article. Walk around the class to provide help.- If time allows, encourage Ss to swap their article with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft.- Ask Ss to stick their posters on the BB	<ul style="list-style-type: none">- Work in groups to write the article- Swap their writing with a partner for peer feedback (if time allows)- Stick the posters on the BB	<p>Benefits and Challenges of Lifelong Learning</p> <p><i>Lifelong learning is self-motivated learning that is focused on both personal and professional development. This type of learning is essential in today's rapidly changing world. It brings many benefits as it helps us understand the world around us and provides us with better opportunities. Lifelong learners can also face challenges. So what are these benefits and challenges? Let's start with the benefits. First, lifelong learning helps you have a better understanding of the world and make good decisions. Second, lifelong learning is good for your brain. When you acquire new knowledge, your brain stays active, thus improving your memory and slowing down memory decline. In addition, lifelong learning helps you stay connected. When you learn, you often connect with other people and modern ideas. What about the challenges of lifelong learning? First, you need to have strong motivation and determination to become a lifelong learner. In addition, lifelong learning is only</i></p>
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		<p><i>effective when you put what you've learnt into practice. And, finally, you need money, time and space to continue your pursuit of knowledge and skills. Many adult learners may not have the time and enough money to attend classes and complete assignments because of family or work commitments. That's why you really need to prepare yourself for all the pressure that lifelong learning may bring to your family, work and social life.</i></p> <p><i>In conclusion, lifelong learning has many benefits, but it can also be challenging. However, in my opinion, despite all the drawbacks we should try to overcome the challenges and never stop learning.</i></p>
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Cross-checking		
<ul style="list-style-type: none">- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review.- Ss do the task as required.- After peer review, Ss give the writing back to the owner and discuss how to improve it.- Teacher then chooses one piece of writing and gives feedback on it as a model.- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	<ul style="list-style-type: none">- Students swap their piece of writing with their partners and give peer review.	Writing rubric 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.
- + Write an article about the benefits and challenges of lifelong learning.

b. Homework

- Do exercises in the workbook.
- Complete the writing on your notebook.
- Prepare for the next lesson.



Board Plan

Date of teaching

Unit 10: Lifelong learning

Lesson 6: Writing

***Warm-up**

Watching a video

- Task 1: Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you

Task 2: Write an article (180-200 words) about the benefits and challenges of lifelong learning. Use the ideas in 1 and the outline below to help you.

- Peer review

***Homework**



UNIT 10: LIFELONG LEARNING
Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Thank and accept thanks
- Get to know about one of the oldest university graduates

2. Competences

- Develop communication skills and creativity;
- Develop presentation skills;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Aware of how to express thanking and accepting thanking.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 10, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Useful expressions	
Thanking	Accepting thanks
Formal	Formal
<ul style="list-style-type: none">• I can't thank you enough for ...• I'm really/so grateful for ...• I really appreciate it.	<ul style="list-style-type: none">• You're welcome.• It's my pleasure.• My pleasure.
Informal	Informal
<ul style="list-style-type: none">• Thank you/Thanks for ...• Many thanks!• Thanks a million!	<ul style="list-style-type: none">• No problem.• Don't mention it.• Glad to help.

Assumption



Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.


b. Content:

- Watching a video

c. Expected outcomes:

- Students can get involved in the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Watching a video</p> <ul style="list-style-type: none"> - Have Ss to watch a video and answer the question <p>Link: https://www.youtube.com/watch?v=ahxRv5Rzhe4</p> <ul style="list-style-type: none"> - Call on Ss to give the answer - Lead in to the new lesson 	<ul style="list-style-type: none"> - Students watch a video and answer the question. 	<p>* What do you know about this woman?</p> 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (13 mins)



a. Objectives:

- To provide a model conversation in which speakers thank and reply.
- To review expressions for thanking and replying.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.
- Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

c. Expected outcomes:

- Students can express for thanking and replying

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.(4 mins)		
<ul style="list-style-type: none"> - Ask Ss to read through the incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers?</i> (A: Ms Lan and Mai; B: Nam and Mark); <i>What are they talking about?</i> (A: information about the online courses; B: activities of the science club) - Have Ss listen and complete the conversations with the expressions from the box. - Check answers by asking two Ss to read out the conversations. - Have Ss underline expressions used to express thanks, e.g. <i>thank you for sharing...; thank you for inviting ...?</i>, and replying, e.g. <i>Don't mention it ...; I'm glad you found it useful, ...</i> - Put Ss in pairs and have them practise the conversations. 	<ul style="list-style-type: none"> - Read through the incomplete conversations - Listen and complete the conversations with the expressions from the box. - Read out the conversations. - Practise the conversations. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. I really appreciate it 2. It's my pleasure 3. Thank you for inviting 4. Don't mention it

Useful expressions (2 mins)												
<p>- Have Ss read the useful expression</p>	<p>- Ss read the useful expression</p>	<table border="1"> <tr> <td style="text-align: center;">Thanking</td> </tr> <tr> <td style="text-align: center;">Formal</td> </tr> <tr> <td> <ul style="list-style-type: none"> • I can't thank you enough for ... • I'm really/so grateful for ... • I really appreciate it. </td> </tr> <tr> <td style="text-align: center;">Informal</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Thank you/Thanks for ... • Many thanks! • Thanks a million! </td> </tr> <tr> <td style="text-align: center;">Accepting thanks</td> </tr> <tr> <td style="text-align: center;">Formal</td> </tr> <tr> <td> <ul style="list-style-type: none"> • You're welcome. • It's my pleasure. • My pleasure. </td> </tr> <tr> <td style="text-align: center;">Informal</td> </tr> <tr> <td> <ul style="list-style-type: none"> • No problem. • Don't mention it. • Glad to help. </td> </tr> </table>	Thanking	Formal	<ul style="list-style-type: none"> • I can't thank you enough for ... • I'm really/so grateful for ... • I really appreciate it. 	Informal	<ul style="list-style-type: none"> • Thank you/Thanks for ... • Many thanks! • Thanks a million! 	Accepting thanks	Formal	<ul style="list-style-type: none"> • You're welcome. • It's my pleasure. • My pleasure. 	Informal	<ul style="list-style-type: none"> • No problem. • Don't mention it. • Glad to help.
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Informal												
<ul style="list-style-type: none"> • No problem. • Don't mention it. • Glad to help. 												
<p>Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (7 mins)</p>												
<p>- Ask Ss to read through the situations, and check understanding. Ask them if they have been in or have ever heard of similar situations, if they learned how to cook a dish from their grandmother or got information about an app for learning English.</p> <p>- Have Ss work in pairs. In weaker classes, underline the words and phrases in the conversations that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative.</p> <p>- Go through the useful expressions in the box and remind them to use them in their conversations.</p> <p>- Have Ss spend a few minutes planning their conversations, e.g.</p>	<p>- Read the situations</p> <p>- Practise the role-play conversation, based on the two situations.</p> <p>- Swap the role and continue practising.</p>	<p>Sample conversations:</p> <p>1.</p> <p>A. Grandma, thank you very much for teaching me how to cook this fish soup. It's so delicious.</p> <p>B. Don't mention it. I'm glad you like my cooking style.</p> <p>2.</p> <p>B. A, thank you for sharing about Duolingo app. I like it very much, and I try to learn French every day.</p> <p>A. My pleasure, B.</p>										



<p>decide on the roles (a grandmother/ a granddaughter; two friends talking about an app for learning English). Have Ss practise their conversations in pairs.</p> <ul style="list-style-type: none"> - Invite several pairs of Ss to act out their conversations in front of the class. - Praise for good effort, clear pronunciation, fluent delivery and appropriate use of the expressions for making an appointment. 	<ul style="list-style-type: none"> - Perform in front of class. 	
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (18 mins)

a. Objectives:

To help Ss learn about one of the oldest university graduates.

To help Ss relate what they have learnt in the reading text to their own context.

b. Content:

- Task 1: Read the text and complete the diagram with information from the text.
- Task 2: Work in groups. Share stories of people you know who keep learning despite their old age.

c. Expected outcomes:

- Students can learn about one of the oldest university graduates.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and complete the diagram with information from the text. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out if they know any old-aged university students, e.g. <i>Do you know any old-aged university students? How old were they? What did they study at university?</i> 	<ul style="list-style-type: none"> - Listen and answer 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. earned a BA in Psychology 2. completed a BSc in Molecular Biology 3. started his Master's degree



- Invite several groups to share their stories. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.	keep learning despite their old age. - Students share their ideas in front of the class.	French literature, especially novels, so he registers for a course to brush up on his French to help him translate French novels into Vietnamese.
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e. Assessment

- Teacher gives feedback on student's opinions and pronunciation.

4. EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss discuss the topic further.

b. Content:

Discuss the questions

c. Expected outcomes:

- Students can use the knowledge to discuss the topic further

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Discuss the questions (5 mins)		
- Have Ss work individually and discuss the questions - Call on some Ss to give ideas	- Think about the questions and answer - Some students give ideas and others give feedback or comment.	Questions: <i>1. Do you think lifelong learning is important?</i> <i>2. Why do some people still choose to learn even when they are older?</i>

e. Assessment

- Teacher gives feedback on student's opinions and pronunciation.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.



Board Plan

Date of teaching

Unit 10: Lifelong learning

Lesson 7. Communication and Culture / CLIL

***Warm-up**

Watching a video

***Everyday English**

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.
- Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

***CLIL**

- Task 1: Read the text and complete the diagram with information from the text.
- Task 2: Work in groups. Share stories of people you know who keep learning despite their old age.

*** Discuss the questions**

*** Homework**



UNIT 10: LIFELONG LEARNING

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 10;
- Apply what they have learned (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 admire of certain role models who pursue education despite their advanced age.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 10, Looking back and project
- 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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- 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 the topic;



- To enhance students' skills of cooperating with teammates.

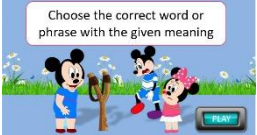
b. Content:

- Game: Slingshot.

c. Expected outcomes:

- Students can review some vocabulary that they have learnt in the previous lesson

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Slingshot</p> <ul style="list-style-type: none"> - Have Ss work individually to choose the correct word or phrase with the given meaning. - Call on Ss to give answers - Correct 	<ul style="list-style-type: none"> - Choose the correct answer - Give the answers - Correct 	 <p>Answer key:</p> <ol style="list-style-type: none"> 1. relevant 2. adult education 3. distance learning 4. learning community 5. well-rounded

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

To help Ss review intonation patterns in questions.

To help Ss review words and phrases they have learnt in the unit.

To help Ss review the use of reported speech in *orders, advice, offers* and *requests*.

b. Content:

Pronunciation: Mark the intonation in the following questions. Then listen and check.

Practise saying them in pairs

Vocabulary: Complete the text. Use the correct forms of the words and phrases in the box

Grammar: Choose the sentence that has the closest meaning to the given sentence.


c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.



d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Mark the intonation in the following questions. Then listen and check. Practice saying them in pairs. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to listen and identify/mark the intonation pattern in the questions. - Ask Ss to compare their answers. - Confirm the correct answers. - Have Ss practise saying the questions in pairs. Praise for correct use of intonation patterns. 	<ul style="list-style-type: none"> - listen and identify/mark the intonation pattern in the questions. - Give the answers - Practise the questions in pairs. - Read the questions out loud in front of the class 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. When was the last meeting of your reading club? (falling) 2. Is lifelong learning important for career development? (rising) 3. You don't attend night school classes, do you? I've never seen you before. 4. Is the course held on weekdays or at the weekends?
Complete the text. Use the correct forms of the words and phrases in the box (4 mins)		
<ul style="list-style-type: none"> - Have Ss read the text, and the words and phrases in the box. Tell Ss that the words and phrases have been taught and used throughout the unit. - Ask Ss to focus their attention on the gaps in the text. - Tell Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Have Ss compare their 	<ul style="list-style-type: none"> - Ss do the activity individually 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. relevant 2. adult education 3. distance learning 4. learning community 5. well-rounded

<p>answers in pairs.</p> <ul style="list-style-type: none"> - Check answers as a class by asking individual Ss to read the text. 	<ul style="list-style-type: none"> - Compare the answers with the partners - Play the game to check the answers - Correct 	
<p>Choose the sentence that has the closest meaning to the given sentence.(4 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss that this type of exercise is similar to questions that they often have in the exams. - Ask Ss to read the original sentence and recall the grammar structure that are tested in the original sentence, e.g. <i>in sentence 1, students need to report advice; in sentence 2, students need to report an offer; in sentence 3, students need to report a request; and in sentence 4, students need to report an order.</i> - Have Ss read the four options that follow each sentence and eliminate the options that can be grammatically incorrect. - Ask Ss to choose the sentence that doesn't change the meaning of the original sentence. - Let Ss compare their answers. - Check the answers by asking Ss to play the game SUPER MARIO - Divide the class into 2 groups - Give the instructions for the game 	<ul style="list-style-type: none"> - Read the original sentence and recall the grammar structure that are tested in the original sentence - Read the four options - Do the task - Compare the answers - Play the game in groups to check the answers - Correct 	 <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D



- Confirm the correct answers.		
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e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

To provide an opportunity for Ss to develop their research and collaboration skills and to show the collected information in a leaflet about a lifelong learning habit.

b. Content:

A leaflet about lifelong learning habits

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/PowerPoint presentation. - Have Ss work in their groups. Give them a few minutes to get ready for their presentations. Ask them to decide who is going to present and answer questions about it. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. 	<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p><i>Students' presentations</i></p>



- | | | |
|---|--|--|
| <ul style="list-style-type: none">- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment. | | |
|---|--|--|

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 10: Lifelong learning</p> <p style="text-align: center;">Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary- Language <p>* Project: A leaflet about lifelong learning habits</p> <p>*Homework</p>
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