

Hoang Van Thu High School

Teacher's name: Pham Thu Quyen

Class: 12

LESSON PLAN

(Based on Official Letter No. 5512/BGD-T-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

Assumption

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:

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

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

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

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

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 /aɪ/;
- 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

Assumption

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:

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise diphthongs /eɪ/ and /aɪ/ in single words;

- To help Ss recognise and practise diphthongs /eɪ/ and /aɪ/ 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 /aɪ/ sounds. Listen and check. Then practise reading the whole text aloud. (p.9)

c. Expected outcomes:

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

d. Organisation

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

Assumption

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

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

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

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

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

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

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

e. Assessment

- Teacher observes and gives feedback.

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

All those days watching from the (1) _____

All those years outside looking in All that time never even knowing Just how blind I've been Now I'm here, blinking in the (2) _____ Now I'm here, suddenly I see Standing here, it's all so clear I'm where I'm meant to be

And at last I see the light And it's like the fog has (3) _____ And at last I see the light And it's like the sky is new And it's warm and real and bright And the world has somehow shifted All at once everything looks (4) _____ Now that I see you

All those days (5) _____ down a daydream All those years living in a blur All that time, never truly seeing Things the way they were Now she's here, shining in the starlight Now she's here, suddenly I know If she's here, it's (6) _____ clear I'm where I'm meant to go

And at last I see the light

And it's like the fog has (7) _____

And at last I see the light

And it's like the sky is new

And it's warm and real and bright And the world has somehow shifted All at once, everything is (8)
_____ Now that I see you

Now that I see you

2. ACTIVITY 1: PRE-WRITING (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

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

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

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

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

Assumption

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

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

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

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

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

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

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 /e■/ and /■■/.

- 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 /e■/ sound and circle the ones with the /■■/ 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

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

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

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

Assumption

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:

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:

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

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

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

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 /eɪ/, /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

Assumption

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:

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 /eɪ/, /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 /eɪ/, /aɪ/, and /aʊ/ sounds. Listen and check. Then practise reading the whole text aloud (p.21)

c. Expected outcomes:

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

d. Organisation

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

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:

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 (✗) 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

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

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

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

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/, /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 /eɪ/, /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

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

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

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

Assumption

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:

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

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

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

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

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 /iə/, /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

Assumption

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:

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise diphthongs /eɪ/, /eɪ/ and /eɪ/ 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 /eɪ/, /eɪ/ and /eɪ/ sounds. Listen and check. Then practise reading the sentences (p.33)

c. Expected outcomes:

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

d. Organisation

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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/, /eɪ/ and /eɪ/.
- 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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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
- Phone multimedia tác hoclieu.vn

Assumption

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

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

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

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.

- Suggested checklist for self-assessment:

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

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

Assumption

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:

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

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

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

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.

Board plan

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

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

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:

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

Assumption

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

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

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

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

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

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

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

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (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

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

Assumption

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:

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

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

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

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

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 /eɪ/, /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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

Board plan

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Board Plan

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

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

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

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

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

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

Assumption

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:

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

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

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

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

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

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:

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

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

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

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

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 conversation.

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

Assumption

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:

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

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

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

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

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

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:

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

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

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

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

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

Assumption

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

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

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

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

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

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

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

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

Suggested answers:

To become a doctor, you need to consider:

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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
- Phone number: 091 234 5678

Assumption

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

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

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

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.

- Suggested checklist for self-assessment:

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

Assumption

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:

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

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

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

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

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

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:

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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