

# UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS

## Lesson 1: Getting started

### I. OBJECTIVES

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

#### 1. Knowledge

- Gain an overview of the topic “Viet Nam and international organisations”;
- Identify and use words and phrases related to the topic “Viet Nam and international organisations”;
- Identify and use comparative and superlative adjectives.

#### 2. Core competence

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

#### 3. Personal qualities

- Develop an awareness of activities of international organisations;
- Be respectful towards all nations.

### II. MATERIALS

- Grade 10 textbook, Unit 7, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. peacekeeping (adj)	/'pi:ski:pɪŋ/	helping stop people fighting	gìn giữ hòa bình
2. harm (n)	/ha:(r)m/	damage or injury	tổn hại
3. expert (adj)	/'ekspɜ:rt/	having or involving great knowledge or skill	thuộc về chuyên môn

4. investor (n)	/ɪn'vestə(r)/	people or organisations that invest money	nhà đầu tư
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### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may not know the meaning of certain words in the reading text.</li> <li>- Ss may not know how to work in teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain and show some photos to Ss in the class.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

### Board Plan

<i>Date of teaching</i> <b>UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS</b> <b>Lesson 1: Getting started</b>	
<b>* Warm-up:</b>	Trivia – Guess the logo
<b>I. Vocabulary</b>	<ol style="list-style-type: none"> <li>1. peacekeeping (adj): gìn giữ hòa bình</li> <li>2. harm (n): tổn hại</li> <li>3. expert (adj): thuộc về chuyên môn</li> <li>4. investor (n): nhà đầu tư</li> </ol>
<b>II. Practice</b>	<p>Task 1: Listen and read.</p> <p>Task 2: Read again and choose the correct answers.</p> <p>Task 3: Find words in the texts that mean the following.</p> <p>Task 4: Complete the sentences.</p>
<b>* Homework</b>	

### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"><li>- To activate Ss' knowledge on the topic of the unit.</li><li>- To create a lively atmosphere in the classroom</li><li>- To lead into the new unit</li></ul>	<p><b>TRIVIA – GUESS THE LOGO</b></p> <p>* T shows Ss some logos of international organisations.</p> <p>** Ss play in two teams and guess which organisations have those logos.</p> <p>*** Ss discuss what they know about those organisations.</p> <p><i>e.g. What do you know about ...? What is its goal or role? Is Viet Nam a member of it?</i></p> <p>**** T leads in the lesson and tells Ss that the answer will be announced later when they read the texts.</p>	T-S S-S T-S	5 mins
PRESENTATION	To help Ss use key language more appropriately before they listen and read	<p><b>VOCABULARY</b></p> <p>* T tasks Ss to look at the explanation and the photos to guess the meaning of new words.</p> <p>** Ss say the Vietnamese meaning of the word.</p> <ol style="list-style-type: none"><li>1. peacekeeping (adj) /'pi:ski:pɪŋ/: gìn giữ hòa bình</li><li>2. harm (n) /ha:(r)m/: tổn hại</li><li>3. expert (adj) /'ekspɜ:t/: thuộc về chuyên môn</li><li>4. investor (n) /ɪn'vestə(r)/: nhà đầu tư</li></ol> <p>*** Other Ss correct if the previous answers are incorrect.</p> <p>**** T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.</p>	T-S S S-S T-S	6 mins
PRACTICE	<ul style="list-style-type: none"><li>- To introduce the unit topic (Viet Nam and international organisations);</li><li>- To introduce some vocabulary and the grammar points to be learnt in the unit.</li></ul>	<p><b>TASK 1: LISTEN AND READ</b> (p. 76)</p> <p>* T plays the recording twice for Ss to listen and read along.</p> <p>** Ss underline the information related to international organisations while they are listening and reading.</p> <p>*** Ss work in pairs and compare the words and phrases they have underlined and discuss their meanings.</p> <p>**** T checks comprehension as a class and calls on some Ss to read the paragraphs aloud.</p>	T-S S S-S T-S	7 mins
	To check Ss' comprehension of the	<p><b>TASK 2: READ THE TEXTS AGAIN AND CHOOSE THE CORRECT ANSWERS.</b> (p.77)</p>		7 mins

	<p>texts.</p>	<p>* T tasks Ss to work in pairs.  ** Ss read each question carefully to choose the best answer, then find evidence to support the answers.  *** T asks Ss to share their answers with the class.  **** T confirms the correct answers.</p> <p><i>Key:</i>  1. A    2. B    3. C</p>	T-S S S-S T-S	
	<p>To introduce or revise words related to activities of international organisations.</p>	<p><b>TASK 3: FIND WORDS IN THE TEXTS (A, B, C, OR D) THAT MEAN THE FOLLOWING.</b> (p. 77)</p> <p>* T asks Ss to scan the four texts (A, B, C and D) to find the words matching the meanings given.  ** If necessary, T goes through the definitions and elicits the parts of speech Ss need to look for in the texts.  *** Ss compare their answers in pairs.  **** T confirms the correct words and shows all the definitions on the slides.</p> <p><i>Key:</i>  1. <i>peacekeeping</i>  2. <i>harm</i>  3. <i>expert</i>  4. <i>investor</i></p>	S T-S S-S T-S	5 mins
	<p>To help Ss recognise comparative and superlative adjectives</p>	<p><b>TASK 4: COMPLETE THE SENTENCES WITH THE WORDS AND PHRASES FROM TASK 1.</b> (p.77)</p> <p>* T has Ss read each sentence and try to recall the comparative or superlative adjective used in the texts.  ** Ss work individually to read through the texts and find the correct words / phrases.  *** T asks the class to call out the comparative or superlative adjectives only, then calls on individual Ss to read the complete sentences.  **** T checks the answer and tells Ss that they will learn more about this grammar point in the following lesson.</p> <p><i>Key:</i>  1. <i>more active</i></p>	T-S S T-S	10 mins

		<p>2. <i>the most disadvantaged</i>      3. <i>better</i>      4. <i>largest</i>      5. <i>more attractive</i></p>		
WRAP-UP HOMEWORK	<ul style="list-style-type: none"> <li>- To help Ss memorise the target language and skills that they have learned</li> <li>- To inform Ss of the details for the Project and how Ss can prepare for it</li> </ul>	<p><b>WRAP-UP</b></p> <ul style="list-style-type: none"> <li>- Some lexical items about international organisations</li> <li>- Reading for specific information</li> <li>- Comparative and superlative adjectives</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook</li> </ul> <p><b>PROJECT PREPARATION</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to open their books at the last page of Unit 7, the project section, and read the task given.</li> <li>- Tell Ss about the Project requirements: Ss will have to find information about an international organisation. Their presentation should include information as specified by the guiding questions. Ss can choose different ways to present their findings (e.g. PPT presentation, Poster presentation, record a video about the project).</li> <li>- Explain to Ss how they can get the information, (e.g. search the Internet, read newspapers, go to the library).</li> <li>- Ss pick their own group members to make a group of 4-5 and choose their group leader. Then the group leader assigns tasks for each group member, making sure that all group members contribute to the group work.</li> </ul>	T-S	5 mins

## UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS

### Lesson 2: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Pronounce words with more than three syllables with correct stress;
- Understand and use words and phrases related to the topic of international organisations;
- Use comparative and superlative adjectives.

##### 2. Core competence

- Access and consolidate information from a variety of sources;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

##### 3. Personal qualities

- Develop an awareness of international organisations;
- Be respectful towards all nations.

#### II. MATERIALS

- Grade 10 textbook, Unit 7, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

	Use	Example
Comparative adjectives	<ul style="list-style-type: none"><li>- To compare a person or thing with another person or thing.</li><li>- To show changes</li></ul>	<ul style="list-style-type: none"><li>- The European markets are usually <b><i>more competitive than</i></b> the Asian markets.</li><li>- The Asian markets are <b><i>less competitive than</i></b> the European markets.</li><li>- Since then, our country has become <b><i>more</i></b></li></ul>

		<i>active.</i>
Superlative adjectives	To compare a person or thing with the whole group of which that person or thing is a member	<ul style="list-style-type: none"> <li>- This trade organisation includes two of <b><i>the largest</i></b> economies in the world: the United States and China.</li> <li>- UNICEF supports <b><i>the most disadvantaged</i></b> children all over the world.</li> </ul>

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may be confused between long and short adjectives.</li> <li>- Ss may not know how to work in teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Give short and clear explanations with detailed examples for each case, along with some exceptions.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

### Board plan

<i>Date of teaching</i> <b>UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS</b> <b>Lesson 2: LANGUAGE</b> <b>* Warm-up</b> Game – I dare you! <b>Pronunciation</b> Task 1: Listen and repeat. Task 2: Listen and mark the primary stress. <b>Vocabulary</b> Task 1: Match the words with their meanings. Task 2: Complete the sentences. <b>Grammar</b> Task 1: Choose the correct answers.
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Task 2: Rewrite the sentences.

\* Homework

### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"><li>- To get Ss interested in the topic.</li><li>- To activate Ss' knowledge of the lesson.</li></ul>	<p><b>GAME: I DARE YOU!</b></p> <p>* T asks Ss to split into two teams.</p> <p>** Each round, a representative from one team (e.g. Team 1) rolls a dice and gets a number (1-6). The opposing team (e.g. Team 2) will find a word with that number of syllables (in the dictionary, on the Internet...) and “dare” Team 1 to guess the correct stress position. For each correct answer, students get 1 point.</p> <p>*** Ss discuss the given words and whether there is a rule for the position of word stress.</p> <p>**** T comments and leads in the lesson.</p>	T-S S-S  S-S  T-S	5 mins
PRONUNCIATION	<ul style="list-style-type: none"><li>- To help Ss understand the concept and identify the stress in words with more than three syllables.</li><li>- To help Ss recognise and practise stress patterns in words with</li></ul>	<p><b>TASK 1: LISTEN AND REPEAT. PAY ATTENTION TO THE SYLLABLE WITH THE PRIMARY STRESS. (p.77)</b></p> <p>* T asks Ss to read the Tips box in the textbook and explains more if necessary. Some long words have a secondary stress which is much weaker than the primary stress. <i>Example: eco'nomic</i></p> <p>- In dictionaries, primary stress is marked with a raised vertical line and secondary stress is marked with a lowered vertical line at the beginning of the stressed syllable.</p>	T-S	5 mins

	<p>more than three syllables.</p>	<p>** Ss watch a tutorial video and repeat after the speaker.  <i>Link:</i>  <a href="https://www.youtube.com/watch?v=ieeJhVM4C6c&amp;list=PL8_ETpRL2xNa6yKTFH47dDogixNFdQlRk&amp;index=7">https://www.youtube.com/watch?v=ieeJhVM4C6c&amp;list=PL8_ETpRL2xNa6yKTFH47dDogixNFdQlRk&amp;index=7</a></p> <p>*** Ss discuss more tips to identify the stress in words with more than three syllables.</p> <p>* T plays the recording and asks Ss to listen and repeat.  ** Ss pay attention to the syllable with the primary stress.  *** Ss practice pronouncing the words in pairs. T plays the recording as many times as necessary.  *** T checks whether Ss can pronounce these words correctly by randomly calling on some Ss to read the words aloud.</p>	<p>S</p> <p>S-S</p> <p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	
	<p>To help Ss recognise stress in words with more than three syllables and practise saying sentences containing such words.</p>	<p><b>TASK 2: LISTEN AND MARK THE PRIMARY STRESS IN THE WORDS IN BOLD. THEN PRACTISE SAYING THE SENTENCES.</b> (p.77)</p> <p>* T plays the recording for Ss to listen and puts a mark (') before the syllable with the primary stress in each of the words in bold.  ** Ss work individually. T explains that Ss are only required to mark the primary stress.  ** Ss work in pairs to compare their answers.  *** T asks individual Ss to write the words on the board and mark the stress. In stronger classes, T challenges Ss to mark the secondary stress as well.  **** T checks the answer by playing the recording again pausing after each sentence. Ss repeat and practise speaking the sentences in pairs.  <i>Key:</i>  1. Viet Nam is a member of different <b>inter'national organi'sations</b>.  2. Our <b>responsi'bility</b> is to help the most <b>disad'ventaged</b> children.  3. This <b>organi'sation</b> aims to promote <b>environ'mental</b> protection.  4. UNICEF aims to create <b>edu'cational oppor'tunities</b> for all children.</p>	<p>S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>S-S</p>	<p>5 mins</p>

VOCABULARY	<p>To revise new vocabulary items related to the topic of international organisations</p>	<p><b>TASK 1: MATCH THE WORDS IN BOLD WITH THEIR MEANINGS IN THE BOX.</b> (p.78)</p> <p>* T asks Ss to work in pairs.</p> <p>*** Ss study and discuss the context clues in the sentences, and work out the meanings of the words.</p> <p>*** T calls on one student to read a word aloud and another student to read its meaning.</p> <p>**** T checks the answer.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. D</li> <li>3. A</li> <li>4. E</li> <li>5. B</li> </ol>	<p>T-S S - S T - S</p>	4 mins
	<p>To give Ss practice in using the words in meaningful contexts.</p>	<p><b>TASK 2: COMPLETE THE FOLLOWING SENTENCES WITH THE CORRECT FORM OF THE WORDS IN TASK 1.</b> (p.78)</p> <p>* T has Ss work in pairs.</p> <p>** Ss read the sentences carefully and decide which of the words in bold in Task 1 can be used to complete each of the sentences. T reminds Ss to use the context clues to help them decide on the word.</p> <p>*** T asks individual Ss to call out the words they have used in each sentence first.</p> <p>**** T confirms the correct answers. T asks Ss to give reasons why they have chosen the word for each sentence</p> <p>e.g. In sentence 1, economic growth is a positive result, so the word to fill in here must be 'promote'.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>promote</i></li> <li>2. <i>welcomes</i></li> <li>3. <i>commit</i></li> <li>4. <i>aims</i></li> <li>5. <i>enter</i></li> </ol>	<p>T - S S - S T - S</p>	5 mins

<p>GRAMMAR</p>	<p>To give Ss an opportunity to revise comparative and superlative adjectives.</p>	<p><b>TASK 1: CHOOSE THE BEST ANSWERS.</b> (p.78)</p> <p>* T tells Ss to look at the sentences in 4 in Getting Started and asks them how comparative and superlative adjectives are used in these sentences.</p> <p>- T asks Ss to look at the Remember! box and carefully study the rules for using comparative and superlative adjectives.</p> <p>- T asks Ss to look at sentence 3 and checks understanding, <i>e.g. What are 'less' and 'least'? (the irregular comparative and superlative forms of little), How are they used? (used with long adjectives: less / least interesting).</i></p> <p>** Ss work in pairs or individually to choose the correct form of the adjective in each sentence.</p> <p>*** T asks Ss to explain their choices, <i>e.g. In sentence 1, the context clues (WTO rules, smaller member countries) suggest the correct choice here must be a comparative form (easier).</i></p> <p>**** T checks the answer with the class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. easier</li> <li>2. more attractive</li> <li>3. less competitive</li> <li>4. the most popular</li> </ol>	<p>T - S</p>	<p>6 mins</p>
	<p>To give Ss more practice in using comparative and superlative adjectives.</p>	<p><b>TASK 2: WRITE ANOTHER SENTENCE USING THE WORD(S) IN BRACKETS. MAKE SURE IT HAS THE SAME MEANING AS THE PREVIOUS ONE.</b> (p.78)</p> <p>* T has Ss read the instruction carefully and checks to make sure they all understand what the activity involves.</p> <p>** Ss work in pairs to write the sentences.</p> <p>*** T asks some Ss to write the sentences on the board.</p> <p>**** T comments and confirms the correct answers.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. This city is the most popular place for foreign visitors.</li> <li>2. In many supermarkets, imported goods are cheaper than locally produced goods.</li> <li>3. The United Nations is the largest international organisation.</li> </ol>	<p>T - S</p>	<p>6 mins</p>

		<i>4. Our country is more active on the international stage today than it was in the past.</i>		
PRODUCTION	To give Ss opportunities to produce learned language by themselves.	<p><b>GAME: 20 QUESTIONS</b></p> <ul style="list-style-type: none"> <li>* T gives each S a piece of paper with the name of a country/international organisation on it. Ss form pairs and stick their piece of paper on their partners' heads.</li> <li>** Ss with the stickers on the heads ask their partners 20 questions (maximum) as clues to find out which country/international organisation's name is written on the paper.</li> <li>- Ss must use comparative/superlative adjectives, and are encouraged to use learned vocabulary about international organisations.</li> <li>*** If necessary, T plays a demo game with a student for the class to watch before playing.</li> <li>- T reveals all the country names and international organisation names at the end of the game.</li> <li>**** T summarizes the game results and gives a prize for the student who can guess correctly the fastest.</li> </ul>	S - S S - S T - S	8 mins
WRAP-UP HOMEWORK	To consolidate what they have learnt and prepare for the next lesson: Reading.	<p><b>WRAP-UP</b></p> <p>T asks Ss to talk about what they have learnt in the lesson.</p> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Project preparation</li> </ul>	T-S	1 min

# UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS

## Lesson 3: Reading

### I. OBJECTIVES

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

#### 1. Knowledge

- Read for specific information in a text about UNICEF's support for Viet Nam's education;
- Apply reading strategies to guess the meanings of words from context.

#### 2. Core competence

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

#### 3. Personal qualities

- Understand more about the UNICEF programmes and UNICEF's support for Viet Nam's education;
- Develop a respectful and appreciative attitude.

### II. MATERIALS

- Grade 10 textbook, Unit 7, Reading
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
create (v)	/kri'eɪt/	make something happen or exist	tạo ra
essential (adj)	/ɪ'senʃl/	necessary	cần thiết
respect (v/n)	/rɪ'spekt/	have a good opinion of somebody	tôn trọng
practical (adj)	/'præktɪkl/	connected with real situations	thực tiễn

### Assumptions

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items.	- Provide Ss with the meaning and pronunciation of words.
- Ss may have underdeveloped reading, speaking and co-operating skills.	- Let Ss read the text again (if necessary). - Create a comfortable and encouraging environment for Ss to speak. - Encourage Ss to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

### Board plan

<p><i>Date of teaching</i></p> <p><b>UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS</b></p> <p><b>Lesson 3: Reading</b></p> <p><b>*Warm-up:</b> Abbreviation game</p> <p>Task 1: Which of the following do you think UNICEF does to support Viet Nam's education?</p> <p>Task 2: Read and circle the correct meanings of the highlighted words.</p> <p><b>*Vocabulary</b></p> <ol style="list-style-type: none"><li>1. create (v): tạo ra</li><li>2. essential (ad): cần thiết</li><li>3. respect (v/n): tôn trọng</li><li>4. practical (adj): thực tiễn</li></ol> <p>Task 3: Answer the questions.</p> <p>Task 4: Discussion.</p> <p><b>*Homework</b></p>
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## III. PROCEDURES

### Notes:

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of reading. - To activate Ss' knowledge of the topic.	<b>ABBREVIATION GAME</b> * T shows a list of international organisation names in abbreviations from Getting started (UN, WTO, UNDP, UNICEF). ** Ss play in two teams to guess the full names of those organisations. The team with the faster correct answer wins one point. *** T gives bonus points to any team that could state what these organisations do and asks which organisation is related to Ss the most, drawing attention to UNICEF. **** T gives comments and introduces the lesson.	T - S  S - S  T - S	5 mins
PRE-READING	To introduce the topic of the reading and get Ss involved in the lesson.	<b>TASK 1: WORK IN PAIRS. WHICH OF THE FOLLOWING DO YOU THINK UNICEF DOES TO SUPPORT VIET NAM'S EDUCATION? (p. 79)</b> * T shows some pictures of UNICEF's activities in the book and asks questions for Ss to engage with the topic. <i>E.g. What do you know about UNICEF's activities in Viet Nam? Look at the picture. What does UNICEF do to support children here? (Expected answer: The children in the picture may face difficulties in their lives: some of them are disabled,... but they all look very happy. They may have some help from UNICEF.)</i> ** Ss look at the activities, and work in pairs to discuss and choose the ones that UNICEF does to support Viet Nam's education. *** T checks the answers as a class and asks Ss to explain why b is not the correct answer. <i>E.g. UNICEF provides opportunities for children to attend school and learn skills for the job market, but it doesn't find jobs for children.</i> **** T confirms the correct answer. Key: a, c, d	T - S  S - S  T - S	5 mins
WHILE-READING	To help Ss	<b>TASK 2: READ THE TEXT AND CIRCLE THE CORRECT MEANINGS OF THE</b>		10

	<p>practise guessing the meanings of words in context.</p> <p><b>HIGHLIGHTED WORDS.</b> (p.79)</p> <p>* T asks Ss to pay attention to the context of each highlighted word, then look at the multiple-choice exercise.</p> <p>** Ss work individually to read the text and guess the meaning of each of the words, based on the context.</p> <p>*** Ss work in groups to discuss the clues for each correct option and compare answers.</p> <p>**** T checks answers by having individual Ss call out the correct option.</p> <p><i>Key:</i></p> <p>1. a    2. b    3. a    4. c</p>	<p>T - S</p> <p>S</p> <p>T - S</p>	mins
	<p>To help Ss practise reading for specific information</p> <p><b>TASK 3: READ THE TEXT AGAIN AND ANSWER THE FOLLOWING QUESTIONS.</b> (p.80)</p> <p>* T asks Ss to read the questions and underline the key words in each of them.</p> <p>- T checks the key words Ss have underlined, e.g.</p> <p>1. UNICEF, particularly, aim to do, children, Viet Nam;</p> <p>2. programme, helps, disadvantaged teenagers, continue, education;</p> <p>3. programme, supports, disabled teenagers;</p> <p>4. aim, Improving Learning Achievements programme.</p> <p>** Ss work individually to read through the text to locate the information that can help them answer these questions.</p> <p>*** Ss work in pairs or groups to compare answers.</p> <p>**** T checks answers as a class.</p> <p><i>Key:</i></p> <p>1. <i>To create opportunities for them to attend school, learn and succeed.</i></p> <p>2. <i>Education for Disadvantaged Young People.</i></p> <p>3. <i>Providing Education Opportunities for Children with Disabilities.</i></p> <p>4. <i>To better prepare children for the challenges in the future.</i></p>	<p>T - S</p> <p>S</p> <p>S - S</p> <p>T - S</p>	10 mins
POST-READING	<p>To help Ss use the ideas and language in the reading to talk about their own</p> <p><b>TASK 4: WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTIONS.</b> (p.80)</p> <p><i>Which of the UNICEF's education programmes mentioned in the text do you think can be the most useful for your local community? Why?</i></p> <p><b>Discussion forum:</b></p> <p>* T asks Ss to read the text again and focus on the UNICEF's programmes mentioned</p>	<p>T - S</p>	13 mins

	community.	<p>in the text.</p> <p>** Ss work in groups to discuss which of these programmes can be the most useful for people in their local area and explain why.</p> <p>*** Ss vote on the most useful programmes and discuss as a class. T tells Ss that there are no right or wrong answers and encourages them to freely express their opinions. T invites Ss from different groups to present a summary of their discussions to the class.</p> <p>**** T then gives final comments on the discussion.</p>	S - S T-S	
WRAP-UP HOMEWORK	To review the lesson Ss have learnt and prepare for the next lesson - Speaking.	<p><b>WRAP-UP</b> T asks Ss to talk about what they have learnt in the lesson.</p> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Project preparation.</li> </ul>	T-S	2 mins

# UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS

## Lesson 4: Speaking

### I. OBJECTIVES

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

#### 1. Knowledge

- Understand how to express opinions;
- Discuss and express opinions about a project or a programme that can benefit their local area.

#### 2. Core competence

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

#### 3. Personal qualities

- Understand more about programmes for communities;
- Develop self-study skills.

### II. MATERIALS

- Grade 10 textbook, Unit 7, Speaking
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Assumptions

Anticipated difficulties	Solutions
1. Ss may lack knowledge about some useful structures.	Provide Ss with the form and use of some useful structures in their talk.
2. Ss may have underdeveloped speaking and co-operating skills.	- Create a comfortable and encouraging environment for Ss to speak.

	<ul style="list-style-type: none"> <li>- Encourage Ss to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
3. Some Ss will excessively talk in class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in explicit detail.</li> <li>- Have excessive talking Ss practise.</li> <li>- Continue to clarify task expectations in small chunks (before every activity).</li> </ul>

### Board plan

<i>Date of teaching</i> <b>UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS</b> <b>Lesson 4: Speaking</b>
<p><b>*Warm-up</b>  Quiz: Intro to child rights</p> <p>Task 1: Complete the conversation.  Task 2: Work in pairs to complete your table.  Task 3: Discussion</p> <p><b>*Homework</b></p>

### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of the lesson. - To activate Ss' knowledge of the topic.	<b>QUIZ: INTRO TO CHILD RIGHTS</b> * T lets Ss do a small quiz about child rights. <i>Link: <a href="https://create.kahoot.it/pages/32c22a99-b815-4a16-8bf1-ec2915c82986?_=1571351723">https://create.kahoot.it/pages/32c22a99-b815-4a16-8bf1-ec2915c82986?_=1571351723</a></i> ** Ss do the quiz individually for up to 4 minutes. If there is no Internet connection, T prints out the quiz questions beforehand. *** Ss discuss their results and whether they found something new about child rights, as well as what can be done to help children. **** T introduces the topic of the lesson.	T - S  S  S - S  T - S	5 mins
CONTROLLED PRACTICE	To help Ss recall information from the reading text and introduce expressions for the speaking tasks.	<b>TASK 1: COMPLETE THE CONVERSATION ABOUT A UNICEF PROGRAMME WITH THE SENTENCES IN THE BOX. THEN PRACTISE IT IN PAIRS.</b> (p.80) * T asks Ss what they have learnt so far about international organisations, and their programmes or projects in Viet Nam. T encourages Ss to name the programmes that they have learnt about in the Reading lesson. - T goes through the questions and answers to check understanding. ** Ss work individually to match them. *** T asks one student to read the question and another the correct answer. **** T confirms the answer and has Ss practise the conversation in pairs. <i>Key:</i> 1. b 2. c 3. a	T - S  S  T - S	7 mins
	To introduce more ideas for the main speaking task through an information gap	<b>TASK 2: WORK IN PAIRS. STUDENT A LOOKS AT THE TABLE BELOW. STUDENT B LOOKS AT THE TABLE ON PAGE 85. ASK EACH OTHER THE QUESTIONS IN 1 TO COMPLETE YOUR TABLE.</b> (p.80) * T asks Ss to look at the instructions and makes sure they understand this is an information gap activity. T demonstrates using the example exchange about the	T - S	13 mins

	activity	<p>first piece of information.</p> <p>- T puts Ss in pairs and each student gets a role (A or B) to complete their table by asking each other questions. T gives Ss some time to prepare the questions for their partners. T reminds Ss B to look at their tables on page 85.</p> <p>** Ss work in pairs to do their conversations and complete the missing information in their table without looking at their partner's table.</p> <p>*** T invites several pairs to role-play their conversations in front of the class, then have them read the information in their tables.</p> <p>**** T confirms the answer.</p> <p><i>Suggested answers:</i></p> <p><i>Conversation 1:</i></p> <p><i>Student A: What is the name of the UNDP project?</i></p> <p><i>Student B: It's called Poverty Reduction.</i></p> <p><i>Student A: What does it focus on?</i></p> <p><i>Student B: It focuses on reducing poverty and developing economy in disadvantaged areas.</i></p> <p><i>Student A: What are the activities of this project?</i></p> <p><i>Student B: It provides technical support and helps develop solutions to local issues.</i></p> <p><i>Conversation 2:</i></p> <p><i>Student B: What is the name of the UNICEF Programme?</i></p> <p><i>Student A: It's called Vaccines for Children.</i></p> <p><i>Student B: What does it focus on?</i></p> <p><i>Student A: It focuses on protecting children with life-saving vaccines.</i></p> <p><i>Student B: What are the activities of this programme?</i></p> <p><i>Student A: Its activities include educating people about the benefits of vaccines and vaccinating as many children as possible.</i></p>	S	S - S T - S
LESS CONTROLLED PRACTICE	To give Ss an opportunity to personalise the topic	<b>TASK 3: WORK IN GROUPS. DISCUSS AND DECIDE WHICH PROGRAMME OR PROJECT IN TASK 1 AND 2 WILL BRING MORE BENEFITS TO PEOPLE IN YOUR LOCAL AREA. THEN SHARE YOUR IDEAS WITH THE WHOLE CLASS. (p.81)</b>		18 mins

	<p>and express their own opinions about the benefits of a programme or project.</p>	<p><b>Debate:</b></p> <ul style="list-style-type: none"> <li>* T asks Ss to read the instructions and the example discussion to make sure they understand what to do.</li> <li>- T introduces some useful expressions for Ss to use in their speaking.</li> <li>** T asks Ss to think about the programme or project in task 2, and discuss in groups to decide which one will benefit their local area more.</li> <li>*** T puts some students who have chosen the UNICEF programme into one team and some students choosing the UNDP project into another team. The two teams debate which one is better for their local area, and the rest of the class vote for the most convincing team.</li> <li>- Ss have five minutes to prepare their arguments and assign roles to team members, e.g. who to open and close the debate, when to speak and what arguments to present.</li> <li>- If time allows, T calls two other groups to debate in front of the class.</li> <li>**** T asks the class for feedback, then gives comments.</li> </ul>	<p>T - S</p> <p>S - S</p> <p>T - S</p> <p>S - S</p> <p>T - S</p>	
WRAP-UP HOMEWORK	<p>To review the lesson they have learnt and prepare for the next lesson.</p>	<p><b>WRAP-UP</b></p> <p>T asks Ss to talk about what they have learnt in the lesson.</p> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Prepare for the Project lesson</li> </ul>	<p>T - S</p>	2 mins

## UNIT 7: VIETNAM AND INTERNATIONAL ORGANIZATIONS

### Lesson 5: Listening

#### I. OBJECTIVES

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

##### **1. Knowledge**

- Listen for specific information in a conversation about Viet Nam's foreign relations
- Identify and use lexical items related to international relations

##### **2. Core competence**

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

##### **3. Personal qualities**

- Develop an awareness of Viet Nam's foreign relations
- Be respectful towards all organizations

#### II. MATERIALS

- Grade 10 textbook, Unit 7, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

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

#### Board Plan

*Date of teaching*

## Unit 7: VIETNAM AND INTERNATIONAL ORGANISATIONS

### Lesson 5: Listening

#### \* Warm-up

Game: To be or not to be

Task 1: Which of the statements are true about Viet Nam's foreign relations?

Task 2: True or false.

Task 3: Complete the conversation.

Task 4: Discussion.

#### \* Homework

### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate Ss' knowledge on the topic of the lesson. - To lead into the new lesson.	<b>GAME: TO BE OR NOT TO BE</b> * T shows a list of international organisations, one by one. ** Ss stand up if they think Viet Nam is a member of that organisation, or stay seated if they think Viet Nam isn't. - Ss get eliminated if they have one wrong answer. The Ss who have the most correct answers win the game. *** After the game, T shows all the answers again. Ss discuss the function of each organisation and list more international organisations of which Viet Nam is a member of, e.g. UN, WHO, WTO, APEC, ASEAN. **** T gives comments and introduces the lesson. <i>Key:</i>	T-S S-S  T-S	5 mins

		<p><i>United Nations Organization (UN): yes</i>  <i>World Trade Organization (WTO): yes</i>  <i>International Monetary Fund (IMF): yes</i>  <i>The World Bank: yes</i>  <i>South Asian Association for Regional Cooperation (SAARC): no</i>  <i>Association of Southeast Nations (ASEAN): yes</i>  <i>Organization for Economic Cooperation &amp; Development (OECD): no</i>  <i>Asian Infrastructure Investment Bank (AIIB): yes</i>  <i>New Development Bank (BRICS Development Bank): no</i>  <i>G-77 – Group of 77: yes</i></p>		
PRE-LISTENING	To introduce the topic of the listening and get Ss involved in the lesson.	<p><b>TASK 1: WORK IN PAIRS. DISCUSS WHICH OF THE FOLLOWING STATEMENTS ARE TRUE ABOUT VIET NAM'S FOREIGN RELATIONS.</b> (p.81)</p> <p>* T asks Ss to name the international organisations that they learnt about in this lesson or know about (United Nations (UN), World Health Organization (WHO), World Trade Organization (WTO), Asia-Pacific Economic Cooperation (APEC), Association of Southeast Asian Nations (ASEAN)).</p> <p>- T elicits or explains the concept of foreign or international relations, e.g. relations or interactions between independent states or nations.</p> <p>** Ss work in pairs to discuss and decide which of the statements in the book are true about Viet Nam's foreign relations.</p> <p>*** T asks some individual Ss to explain or provide evidence why their chosen statement is not true.</p> <p>**** T checks answers as a class.</p> <p><i>Key: 1, 2, 4</i></p>	T-S    S-S  T-S	7 mins
WHILE-LISTENING	To help Ss practise listening for specific information.	<p><b>TASK 2: LISTEN TO A CONVERSATION ABOUT VIET NAM'S FOREIGN RELATIONS. DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F).</b> (p.81)</p> <p>* Ss read each of the statements and underline key words, e.g. (1. <i>member, more than, 60</i>; 2. <i>650, non-governmental</i>; 3. <i>more active, international, regional</i>; 4. <i>selected, first training center, peacekeeping activities, Southeast Asia</i>).</p> <p>- T tells Ss to pay more attention to these words and phrases, and the context around them. T reminds Ss that the statements may include paraphrased or</p>	T-S	10 mins

	<p>different information from what they hear in the recording so they should listen for synonyms, antonyms or phrases with similar meanings.</p> <p>** Ss work individually to listen and decide whether each statement is true or false.</p> <p>*** Ss compare their answers in pairs / groups.</p> <p>**** T checks answers as a class and confirms the correct ones. T invites individual Ss to explain why each statement is true or false, and corrects the false sentences.</p> <p>- T lets Ss listen again, pausing at the places where Ss can find the information.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>T</i></li> <li>2. <i>F (more than 650)</i></li> <li>3. <i>F (more active in international and regional events as well)</i></li> <li>4. <i>T</i></li> </ol>	S S-S T-S	
	<p><b>TASK 3: LISTEN TO THE CONVERSATION AGAIN AND COMPLETE EACH SENTENCE WITH NO MORE THAN TWO WORDS FROM THE RECORDING.</b></p> <p>(p.81)</p> <p>* T asks Ss to read the instructions and makes sure they understand that they only need to write no more than two words on each blank.</p> <p>- T has Ss look at each sentence and make predictions, e.g. part of speech, one or two words, meanings of the missing words. T explains that Ss may hear a different sentence structure, but the word/phrase needs to be the same as the one on the recording.</p> <p>** Ss listen again and complete the missing information individually.</p> <p>*** Ss compare their answers in pairs or groups.</p> <p>**** T checks answers as a class by asking Ss to call out the missing words/phrases or write them on the board.</p> <p>- T lets Ss listen again, pausing the recording at the relevant parts.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>international</i></li> <li>2. <i>reliable partner</i></li> <li>3. <i>participate</i></li> </ol>	T-S S S-S T-S	15 mins

		<i>4. economic</i>		
POST- LISTENING	To help Ss apply the language they have learnt in the listening part in a speaking task.	<p><b>TASK 4: WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTIONS.</b> (p.82)</p> <p><i>Which of the following are the benefits for Viet Nam as a member of international organizations? Can you add more?</i></p> <p>* T asks Ss to list the key information from the recording about Viet Nam's international relations.</p> <p><i>E.g. Viet Nam is open to foreign relations. It is a friend and a reliable partner in the international community. It has become more active in international and regional activities. Viet Nam is also a member of different trade organizations. This helps to increase trade with other countries and attract more foreign investors. Vietnam's position in the world has improved.</i></p> <p>** Ss work in groups. Each group chooses one international organisation and makes a mind map to identify the benefits that Viet Nam has gained as a member of that international organisation. Ss can use the ideas mentioned in the recording (<i>e.g. gaining many economic benefits, position in the world has improved</i>) or come up with their own ideas, <i>e.g. selling Vietnamese products in many foreign markets</i>.</p> <p>*** Ss put up their mind map as an exhibition around the classroom. If time allows, T asks some groups to present their mind maps to other classmates.</p> <p>**** T gives feedback on the groups' performance.</p>	T-S S-S T-S	7 mins
WRAP-UP HOMEWORK	To help Ss memorize the target language and skills that they have learned.	<p><b>WRAP-UP</b></p> <ul style="list-style-type: none"> <li>- Listening for specific information</li> <li>- Knowledge and concepts of international organizations</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook</li> <li>- Project preparation</li> </ul>	T-S	1 min

## UNIT 7: VIETNAM AND INTERNATIONAL ORGANISATIONS

### Lesson 6: Writing

#### I. OBJECTIVES

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

##### **1. Knowledge**

- Use lexical items related to the topic International organisations;
- Write a paragraph about the benefits for Viet Nam as a member of international organisations.

##### **2. Core competence**

- Access and consolidate information from a variety of sources;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

##### **3. Personal qualities**

- Develop an awareness of Viet Nam's participation in international organisations;
- Be respectful towards all international organisations.

#### II. MATERIALS

- Grade 10 textbook, Unit 7, Writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"><li>- Guide students to make an outline first before writing.</li><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>

#### Board plan

*Date of teaching*

## UNIT 7: VIETNAM AND INTERNATIONAL ORGANISATIONS

### Lesson 6: Writing

#### \* Warm-up

Video watching

Task 1: Complete the sentences.

Task 2: Complete the diagram.

Task 3: Write about the benefits for Viet Nam as a member of international organizations.

#### \* Homework

## III. PROCEDURES

### Notes:

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To get Ss interested in the topic - To activate Ss' knowledge of the lesson	<b>VIDEO WATCHING</b> * T plays a video on Viet Nam's development thanks to the help from IMF ( <i>Link: <a href="https://www.youtube.com/watch?v=sHheWtXGLk4">https://www.youtube.com/watch?v=sHheWtXGLk4</a></i> ). ** Ss watch the video and note down the benefits that Viet Nam has gained from joining IMF. *** Ss discuss their notes and add what other benefits Viet Nam has been able to gain. **** T gives feedback, if necessary, then introduces the lesson.	T - S  S  S - S  T - S	5 mins
PRE-WRITING	To help Ss develop	<b>TASK 1: COMPLETE THE FOLLOWING SENTENCES. USE THE WORDS IN THE</b>		5 mins

	<p>ideas for their writing and provide more useful words and phrases.</p>	<p><b>BOX.</b> (p.82)</p> <p>* T asks Ss to read the words in the word box and the sentences, and checks understanding. T elicits the meanings of any words they don't know.</p> <p>** Ss complete the activity individually.</p> <p>*** Ss compare their answers in pairs / groups.</p> <p>**** T checks answers by asking individual Ss to read the complete sentences.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>popular</i></li> <li>2. <i>cultural</i></li> <li>3. <i>open to</i></li> <li>4. <i>easier</i></li> <li>5. <i>international</i></li> <li>6. <i>experiencing</i></li> </ol>	<p>T - S</p>	<p>S</p> <p>S - S</p> <p>T - S</p>
	<p>To help Ss develop more ideas for their writing and organize them in a diagram.</p>	<p><b>TASK 2: COMPLETE THE FOLLOWING DIAGRAM. USE THE IDEAS IN TASK 1 AND YOUR OWN IDEAS.</b> (p.82)</p> <p>* T asks Ss to look at the diagram about the benefits that membership of international organisations brought to Viet Nam. T tells Ss to study the three main benefits carefully and think about any examples or details to support each one.</p> <p>** Ss refer back to the previous activity and choose suitable information (examples / details) to complete this diagram.</p> <p>*** Ss compare their answers in pairs or groups.</p> <p>**** T checks answers as a class. T draws the diagram on the board and invites individual Ss to complete it.</p> <p><i>Key:</i></p> <p><i>a/b: 2/6</i></p> <p><i>c/d: 3/5</i></p> <p><i>C: Students' answers</i></p> <p><i>e/f: Students' answers</i></p> <p><i>(Note: The order for each pair may be flexible)</i></p>	<p>T - S</p>	<p>S</p> <p>S - S</p> <p>T - S</p> <p>10 mins</p>

WHILE-WRITING	To help Ss practise writing a paragraph about benefits for Viet Nam as a member of international organisations.	<p><b>TASK 3: WRITE A PARAGRAPH (120 - 150 WORDS) ABOUT THE BENEFITS FOR VIETNAM AS A MEMBER OF INTERNATIONAL ORGANISATIONS. USE THE INFORMATION IN THE DIAGRAM IN TASK 2.</b> (p.82)</p> <ul style="list-style-type: none"> <li>* T asks Ss to write a paragraph (120 - 150 words), based on the information in the completed diagram from the previous activity.</li> <li>- T reminds Ss to pay attention to the criteria: Task achievement, Coherence and Cohesion, Vocabulary, and Grammar.</li> <li>** T sets a time limit for the task and walks round the class to give further support if needed.</li> <li>- When Ss finish writing, T spares some time for Ss to check their paragraph.</li> <li>*** Ss work in pairs and swap their paragraphs for peer review. Then Ss revise their paragraphs and correct any mistakes in their final draft.</li> <li>**** T collects Ss' writings to mark and provides written feedback in the next lesson.</li> </ul> <p><i>Sample answer:</i></p> <p><i>Viet Nam has gained three main benefits since it joined different international organisations. Firstly, it is easier and more convenient for Viet Nam to promote its culture and learn about other cultures. For example, various cultural exchanges help foreigners know more about our country. In addition, Vietnamese people have a better chance of experiencing different cultures. Secondly, this has created more educational opportunities for both Vietnamese and foreign students. Greater educational opportunities abroad are now open to Vietnamese students. Viet Nam's colleges and universities can also accept international students. Finally, joining these organizations has also helped Viet Nam increase both local and international tourism. In fact, Viet Nam has become one of the most popular destinations for many foreign tourists in the region. It is also easier for Vietnamese people to travel abroad. In short, Viet Nam has benefited greatly from becoming a member of different international organizations.</i></p>	S	23 mins
WRAP-UP HOMEWORK	To revise what they have learnt and prepare for the next	<p><b>WRAP-UP</b> T asks Ss to talk about what they have learnt in the lesson. <b>HOMEWORK</b></p>	T - S	2 mins

	<p>lesson: Communication and Culture/CLIL</p>	<ul style="list-style-type: none"><li>- Workbook exercises</li><li>- Project preparation</li></ul>		
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## UNIT 7: VIETNAM AND INTERNATIONAL ORGANISATIONS

### Lesson 7: Communication and Culture/ CLIL

#### I. OBJECTIVES

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

##### 1. Knowledge

- Make and respond to invitations;
- Learn about FAO and its activities to support Viet Nam.

##### 2. Core competence

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

##### 3. Personal qualities

- Understand more about the relationship between Viet Nam and FAO;
- Be respectful towards all international organisations.

#### II. MATERIALS

- Grade 10 textbook, Unit 7, Communication and Culture/CLIL
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
Ss may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"><li>- Let Ss read the text again (if necessary).</li><li>- Create a comfortable and encouraging environment for Ss to speak.</li><li>- Encourage Ss to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>

#### Board plan

*Date of teaching*

## UNIT 7: VIETNAM AND INTERNATIONAL ORGANISATIONS

### Lesson 7: Communication and Culture/ CLIL

#### \*Warm-up

Game: You're invited!

#### Everyday English

Task 1: Complete the conversations.

Task 2: Make similar conversations.

#### CULTURE

Task 3: Complete the diagram.

Task 4: Talk about FAO.

#### \*Homework

### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following

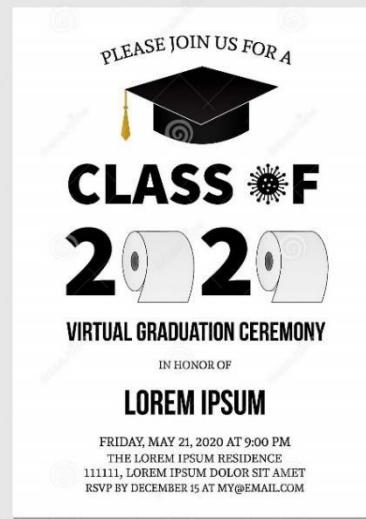
\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To activate Ss' knowledge of the topic	<b>GAME: YOU'RE INVITED!</b> * T shows some funny pictures of invitation cards on the board. E.g.	T – S	3 mins



\*\* Ss look at the pictures and guess which event the cards are referring to.

\*\*\* Ss comment on the cards and discuss more ideas to make an invitation creative but appropriate.

S – S

T – S

		**** T gives feedback, if necessary, then introduces the lesson.		
EVERYDAY ENGLISH	To review expressions for making and responding to invitations.	<p><b>TASK 1: LISTEN AND COMPLETE THE CONVERSATIONS WITH THE EXPRESSIONS IN THE BOX. THEN PRACTISE THEM IN PAIRS.</b> (p.83)</p> <p>* T asks Ss to read the incomplete conversations and checks comprehension by asking questions, e.g. <i>Who are the speakers? Are the two conversations happening at the same time? What are they talking about?</i></p> <p>** Ss work individually to listen and complete each gap of the conversations with a suitable expression from the box.</p> <p>*** T checks answers by asking two pairs of Ss to read the conversations. T elicits the meaning and use of the expressions in the word box, e.g. <i>C and D – to make an invitation; A – to accept an invitation and B – to reject an invitation.</i> Ss practise the conversation in pairs.</p> <p>**** T goes around the class and gives feedback.</p> <p><b>Key:</b></p> <p>1. C 2. A 3. D 4. B</p>	T - S  S  T-S  S - S	5 mins
	To help Ss practise making and responding to invitations.	<p><b>TASK 2: YOU WANT TO INVITE A FRIEND TO JOIN YOU IN AN ACTIVITY. WORK IN PAIRS. MAKE SIMILAR CONVERSATIONS LIKE THE ONES IN 1. USE THE USEFUL EXPRESSIONS BELOW TO HELP YOU.</b> (p.83)</p> <p><b>Game: Social butterfly</b></p> <p>* T asks each student to take out a piece of paper, create an event they like and write down the place and time of that event in their paper. Ss draw a table of guest list below the event info.</p> <p>** Ss stand up, walk around the class and invite as many people to go with them to their event as possible. Ss only accept an invitation if they really want to go and are free at that time. If not, students decline the invitation and give an excuse.</p> <p>- When a student accepts a classmate's invitation, that student writes the event name in their schedule and the classmate writes the student's name in their guest list.</p> <p>*** After 10 minutes, Ss tell the class who accepted their invitations and what plans they have in their schedule.</p> <p>**** T gives feedback on Ss' language use.</p>	T-S  S-S  S-S  T-S	15 mins

CULTURE	To help Ss learn about FAO and what it has contributed to the development of Viet Nam.	<p><b>TASK 1: READ THE TEXT BELOW AND COMPLETE THE DIAGRAM. (p.84)</b></p> <ul style="list-style-type: none"> <li>* T asks Ss some questions to find out what they already know about FAO, e.g. <i>What does FAO stand for? (the Food and Agriculture Organization), What do you know about it? What are FAO's main activities? (running projects to help developing countries).</i></li> <li>** Ss work in pairs to read the text and complete the diagram.</li> <li>- T walks around the class and offers help, explaining unfamiliar words or answering questions if necessary.</li> <li>*** T goes back to the questions about FAO and asks which of the questions they can answer now and cross them out.</li> <li>**** T checks the answers by calling some pairs.</li> </ul> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. 1945</li> <li>2. <i>end hunger and poverty</i></li> <li>3. 1978</li> <li>4. <i>technical support</i></li> <li>5. <i>food security</i></li> </ol>	T-S S-S T-S	7 mins
	To help Ss practise talking about FAO and its activities in Viet Nam using the completed diagram.	<p><b>TASK 2: WORK IN PAIRS. USE THE DIAGRAM IN 1 TO TALK ABOUT FAO AND ITS ACTIVITIES IN VIET NAM. (p.84)</b></p> <ul style="list-style-type: none"> <li>* T assigns pairs and gives Ss a few minutes to study the diagram about FAO and its activities in Viet Nam and plan their talk.</li> <li>** Ss work in pairs to decide how they are going to split the talk and practise for a few minutes.</li> <li>*** T invites some pairs to give their talks in front of the class. The rest of the class ask questions or give feedback after the talks.</li> <li>**** T gives comments on the talks.</li> </ul>	T-S S-S T-S	14 mins
WRAP-UP HOMEWORK	To review the lesson Ss have learnt and prepare for the next lesson –	<p><b>WRAP-UP</b></p> <ul style="list-style-type: none"> <li>- T asks Ss what they have learned in this lesson.</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Project preparation</li> <li>- Workbook exercise</li> </ul>	T-S	1 min

	Looking back and project		
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## **UNIT 7: VIETNAM AND INTERNATIONAL ORGANISATIONS**

### **Lesson 8: Looking back & 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 critical thinking skill;
- Be collaborative and supportive in pair work and team work;
- Develop presentation skills.

##### **3. Personal qualities**

- Understand more about international organizations;
- Develop self-study skills.

#### **II. MATERIALS**

- Grade 10 textbook, Unit 7, Looking back and Project
- Computer connected to the internet
- Projector/ TV/ pictures and cards, Handouts
- sachmem.vn

#### **Assumptions**

Anticipated difficulties	Solutions
Ss may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> <li>- Create a comfortable and encouraging environment for Ss to speak.</li> <li>- Encourage Ss to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking with students..</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

### Board plan

*Date of teaching*

**UNIT 7: VIETNAM AND INTERNATIONAL ORGANISATIONS**

**Lesson 8: Looking back & Project**

**\*Warm-up**  
Game: Outlast

**Looking back**  
Pronunciation: Listen and mark the primary stress in the words.  
Vocabulary: Complete the text.  
Grammar: Rewrite the sentences.

**Project**  
An international organization

**\*Homework**

### III. PROCEDURES

Notes:

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To activate Ss' knowledge of the topic and lead into the lesson.	<b>GAME: OUTLAST</b> * Ss compete in two teams. Both teams have 3 "life points". ** Every round, one team shouts the name of an international organisation they have learned so far in Unit 7, then T writes it on the board, then the opposing team has to respond by saying the function of that organization. The team that repeats what was said, cannot remember anything else, or fails to respond will lose 1 life point. *** Ss discuss the international organisations on the board and add more information if necessary. **** T gives comments and introduces the lesson.	T-S S-S  T-S	5 mins
LOOKING BACK	To help Ss revise stress in words with more than three syllables.	<b>PRONUNCIATION</b> <b>Listen and mark the primary stress in the words in bold. Then practise saying the sentences. (p.84)</b> * T asks Ss to read the sentences and checks understanding. ** Ss listen and mark the primary stress of the words in bold. Ss with more advanced English level may try marking the secondary stress as well. *** Ss check their answers with a partner. **** T checks answers as a class by inviting individual Ss to say and write the words, then mark the stress on the board. - Ss practise saying the sentences out loud in pairs/ groups, paying close attention to the stress pattern of the words in bold. <b>Key:</b> <b>1. WWF is the world's largest non-profit environmental, organisation.</b>	T-S S  S-S T-S	5 mins

	<p>2. Viet Nam has become a more active <b>par'ticipant</b> in the ,<b>inter'national com'munity</b>.</p> <p>3. Japan is the biggest financial provider to this ,<b>eco'nomi'c ,organi'sation</b>.</p> <p>4. UNICEF helps ,<b>disad'ventaged</b> teenagers continue their ,<b>edu'cation</b>.</p> <p>5. There are more ,<b>edu'cational ,oppo'r'tunities</b> for Vietnamese students now.</p>		
To help Ss revise topic-related words.	<p><b>VOCABULARY</b></p> <p><b>Complete the text with the correct forms of the verbs in the box.</b> (p.84)</p> <p>* T asks Ss to read the words in the box and the incomplete text.</p> <p>** Ss work individually to study the context carefully and decide on the words to fill in the gaps. T reminds Ss to modify the forms of these verbs if needed.</p> <p>*** Ss compare their answers in pairs/groups.</p> <p>**** T checks answers as a class.</p> <p><b>Key:</b></p> <p>1. <i>enter</i> 2. <i>commits</i> 3. <i>aims</i> 4. <i>welcomes</i> 5. <i>promote</i></p>	T-S S S-S T-S	5 mins
To help Ss revise comparative and superlative adjectives.	<p><b>GRAMMAR</b></p> <p><b>Write another sentence using the word(s) in brackets. Make sure it has the same meaning as the previous one.</b> (p.84)</p> <p>* T asks Ss to do the activity individually and gives them enough time to write the sentences.</p> <p>** Ss do the task as required.</p> <p>*** Ss compare their answers in pairs/groups.</p> <p>**** T checks answers by inviting individual Ss to write the correct ones on the board.</p> <p><b>Key:</b></p> <p>1. Viet Nam is more attractive to foreign tourists nowadays than it was in the past.</p> <p>2. No international organisation is larger than the United Nations.</p>	T-S S S-S T-S	5 mins

		<p>3. The international market now is more competitive than it was in the past. 4. Japan is the biggest financial provider to this organisation.</p>		
PROJECT	To provide an opportunity for Ss to develop their communication and collaboration skills, and to practice reporting survey results in an oral presentation.	<p><b>PRESENTATION</b></p> <ul style="list-style-type: none"> <li>* T has Ss work in their groups and gives them a few minutes to get ready for the presentation.</li> <li>- T gives Ss a checklist for peer and self-assessment, and explains that they will have to tick the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.</li> <li>- If necessary, T goes through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>** T invites two or three groups to give their presentations.</li> <li>*** T gives praise after each presentation, and encourages the rest of the class to ask questions at the end.</li> <li>**** T asks Ss to give peer comments and fill in the self-assessment checklist, then T gives the final feedback.</li> </ul>	S-S T-S	23 mins
WRAP-UP HOMEWORK	To review the lesson they have learnt and prepare for the next lesson	<p><b>WRAP-UP</b> T asks Ss what they have learned from the unit. <b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Prepare for the next lesson: Unit 8</li> </ul>	T-S	2 mins