

UNIT 7: PRESERVING OUR HERITAGE

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;
- Have some knowledge about how heritage is preserved around the world;
- Review expressions for asking for and giving directions.

2. Core competence

- Be able to ask for and give directions to popular places in Ha Noi based on the map in the book;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Responsible for preserving our heritage.

II. MATERIALS

- Grade 11 textbook, Unit 6, Communication and Culture
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. crowdfunding (n)	/'kraʊdfʌndɪŋ/	the practice of funding a project or an activity by raising many small amounts of money from a large number of people, usually using the internet	huy động vốn từ cộng đồng
2. non-profit (adj)	/,nɒn 'prɒfɪt/	without the aim of making a profit	phi lợi nhuận

3. regardless of (prep)	/rɪ'gɑ:dləs əv/	paying no attention to something/ somebody; treating something/ somebody as not being important	bất kể
4. fine (n)	/faɪn/	a sum of money that must be paid as punishment for breaking a law or rule	tiền phạt
5. unique (adj)	/ju'ni:k/	being the only one of its kind	độc, lạ

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can identify the names of famous places in Hanoi.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number - Ss work in 4 groups. - There are 8 numbers, including 3 lucky numbers and 5 numbers corresponding to 5 questions.	<i>Lists of pictures:</i>

- If a team picks a lucky number, they get one point without having to answer the question.
- If a team picks a question, they have to answer “Where is it?”
- If they answer the question correctly, they get one point.
- Teacher uses the information in the warm up game to lead in the lesson.



Answer key:

1. *Ho Chi Minh Mausoleum*
2. *Hanoi Flag Tower*
3. *One Pillar Pagoda*
4. *Ho Chi Minh Museum*
5. *Imperial Citadel of Thang Long*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To review expressions for asking for and giving directions.
- To help Ss practise asking for and giving directions to popular places in Ha Noi based on the map in the book.

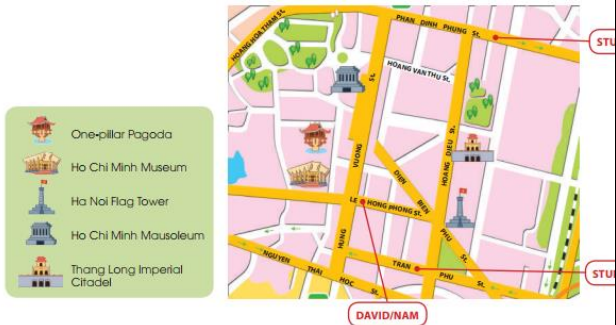
b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.73)
- Task 2: Work in pairs. Use the model in Task 1 to make similar conversation for these situations (p.73)

c. Expected outcomes:

- Students can use appropriate language to ask for and give directions in certain situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs. (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that they are going to revise expressions used to ask for and give directions. - Teacher asks Ss to listen and complete the conversations with the expressions in the box. - Teacher plays the recording once in stronger classes or twice in weaker classes if necessary. - Teacher calls on some Ss to give their answers to the class. - Teacher checks answers as a class. Ask them to practise the conversations in pairs. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. A 2. D 3. B 4. C
Useful expressions (7 mins)	
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: asking for directions and giving directions. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <p>- Asking for directions:</p> <ul style="list-style-type: none"> + <i>Can you tell me the way to ...?</i> + <i>Excuse me, is ... near here?</i> + <i>How do/can I get to ...?</i> + <i>What is the best/easiest way to ...?</i> + <i>Could you show me how to get to ...?</i> <p>- Giving directions</p> <ul style="list-style-type: none"> + <i>Go straight ahead/on.</i> + <i>Walk along ... street/road.</i> + <i>Walk past the (post office/bank).</i> + <i>Turn left/right at the traffic lights/into Star Street.</i> + <i>Take the first/second road/turning on the left.</i> + <i>It's on your left/right.</i> + <i>It's next to/opposite/between/at the end of/behind/in front of...</i> + <i>It's (just) around the corner.</i>
Task 2: Work in pairs. Make similar conversation for these situations. (7 mins)	
<ul style="list-style-type: none"> - Teacher focuses attention on the map and identifies the location of the five tourist attractions on the map and locates student A and student B. - Teacher explains the two situations with Student A asking for directions to Ho Chi Minh Mausoleum and Student B asking for directions to Ha Noi Flag Tower. - Teacher has Ss work in pairs and makes conversations asking for and giving directions to the tourist attractions in the situations. 	 <p>Sample conversations:</p>

<ul style="list-style-type: none"> - Teacher asks Ss to read the list of useful expressions and checks understanding. - Teacher gives Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Teacher walks round the class and provides help when necessary. - Teacher asks some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery. 	<p>Situation 1.</p> <p><i>A: Could you tell me the way to Ho Chi Minh Mausoleum?</i></p> <p><i>B: Sure. Go straight ahead until you get to Hung Vuong Street. Turn left and walk straight on for a few minutes. You'll see it on your left.</i></p> <p>Situation 2.</p> <p><i>B: Excuse me. How can I get to Ha Noi Flag Tower?</i></p> <p><i>A: Sure. Walk along Phan Dinh Phung Street and take the second turn on the left into Hoang Dieu Street. Walk past the Thang Long Imperial Citadel. Ha Noi Flag Tower is just behind it.</i></p> <p><i>B: Thank you very much.</i></p>
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e. Assessment

- Teacher observes Ss's work and gives feedback.
- Teacher gives scores to evaluate Ss' performance.

3. ACTIVITY 2: CLIL (20 mins)

a. Objectives:

- To help Ss learn about how heritage is preserved around the world.
- To give Ss an opportunity to 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.74)
- Task 2: Work in groups. Discuss the following questions. Are the methods of preserving heritage in the text used in Vietnam? Which one do you think works best in Vietnam (p.74)

c. Expected outcomes:

- Students can get ideas about how heritage is preserved around the world and relate what they have learnt in the lesson to their culture

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Pre-teach vocabulary (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words</p> <ol style="list-style-type: none"> 1. crowdfunding (n) 2. non-profit (adj) 3. regardless of (prep) 4. fine (n) 5. unique (adj)
Task 1. Read the text and answer the questions. (7 mins)	
<ul style="list-style-type: none"> - Teacher activates Ss' prior knowledge by asking questions about heritage sites or traditions around the world. (<i>Have you been to any heritage sites outside Viet</i> 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Italy 2. Spain

<p><i>Nam? What did you see there? Was it preserved in its original state? Do you know any cultural heritage such as traditions or folk music from other countries?)</i></p> <ul style="list-style-type: none"> - Teacher puts Ss into pairs. Ask them to read the text about preserving heritage around the world and answer the questions. - Teacher walks round the class and offers help, explaining unfamiliar words or answering questions. (e.g <i>crowdfunding, heavy fines, harsh punishment</i>) - Teacher checks answers as a class by calling on pairs to give their answers to the class. - Teacher confirms the correct answers. <p>Extension: Ask Ss comprehension questions to check understanding of the text, e.g. <i>Which city was taken as an example of successful crowdfunding? How much do individuals and companies have to pay for damaging a heritage site? Which festivals are mentioned in the text?</i></p>	<p>3. Australia</p>
<p>Task 2. Work in groups. Discuss the following questions. (8 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to work in groups to answer the questions. - In weaker classes, have Ss underline the ideas in the text so they can use them in their discussion. - In stronger classes, encourage Ss to come up with other ideas about effective methods to preserve heritage in Viet Nam e.g. <i>installing donation box at the heritage sites, introducing folk arts to schools, ...</i> - Teacher calls on some groups to present their ideas to the class. 	<p>Questions</p> <ul style="list-style-type: none"> - <i>Are the methods of preserving heritage in the text used in Viet Nam?</i> - <i>Which one do you think works best in Viet Nam?</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 - Looking back and project.

Date of planning: 19 / 01 / 2025

PERIOD 62:

UNIT 6: PRESERVING OUR HERITAGE

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.

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;

3. Personal qualities

- Be proud of a natural and cultural heritage site in Viet Nam

II. MATERIALS

- Grade 11 textbook, Unit 6, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' reading comprehension of the related topic

b. Content:

- Do a worksheet to develop reading comprehension about the topic.

c. Expected outcomes:

- Students can develop reading skills and gain some knowledge about preserving the heritage.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Who is faster?</p> <ul style="list-style-type: none"> - Teacher lets Ss work in groups of four. - Teacher gives each group a worksheet, in which they have to read and match the paragraphs with appropriate headings. - The first team which completes correctly is the winner. - Teacher checks answers for the whole class. - Teacher leads in the lesson. 	<p><i>Match the headings (A-D) with the paragraphs (1-4)</i></p> <p>A. Offer tours B. Conduct community workshops C. Host special events D. Form a volunteer group</p> <p><i>1. Gather fellow residents who care about preserving your community's recent past places. Working together, you can research and nominate buildings for landmark designation; become your community's advocate for the recent past and modern design; create a website and maintain a discussion board.</i></p> <p><i>2. Tours are a tried-and-true method for building a community's appreciation for its historic resources and significant architecture. Put together a bus tour that takes guests past modern structures throughout the neighborhood. Create a self-guided driving tour accompanied by a booklet that visitors and residents can continue to use.</i></p> <p><i>3. Special events encourage those interested in mid-century architecture to connect with like-minded people. These can include fundraising events; special exhibits (complete with opening night parties) that feature the architecture and modern heritage of your community; or a lecture series that features local historians, architects, or professors to speaking about the area's modern architecture.</i></p> <p><i>4. Workshops and seminars can be useful ways to educate specific audiences about buildings and cultural sites from the recent past. These classes can help teach participants the basics of historic preservation, give them an overview of the history of post-war architecture, offer tips on how to identify threats or problems, find appropriate replacement materials to keep mid-century homes looking true to their original architecture, and more. Contact a local preservation group for help or partnership opportunities.</i></p> <p>Key: 1. D 2. A 3. C 4. B</p>

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss further revise intonation in statements and practise speaking with a natural intonation.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss revise the use of to-infinitive clauses

b. Content:

- Pronunciation: Listen and mark the intonation in the following sentences, using falling or level-rising intonation. Then practise saying them in pairs. (p.74)

- Vocabulary: Choose the correct word to complete each sentence (p.75)
- Grammar: Rewrite the sentences using to-infinitive clauses (p.75)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and mark the intonation in the following sentences, using falling or level-rising intonation. Then practise saying them in pairs (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the recording and mark the changes in intonation in the sentences with falling tone, or level-rising tone. - Teacher plays the recording several times if necessary. - Teacher asks some Ss to read the sentences aloud in front of the class. - Teacher puts Ss into pairs and have them read the sentences to each other. Encourage them to use correct intonation. Praise Ss who try to speak with correct intonation. 	<p>Key:</p> <ol style="list-style-type: none"> 1. <i>The trip to Hoi An Ancient Town was amazing.</i> ↘ 2. <i>Please turn off the air-conditioner.</i> ↘ <i>It wastes too much electricity.</i> ↘ 3. <i>A boat tour is the best way to experience wildlife habitats.</i> ↘ 4. <i>In Ha Long Bay you can go swimming,</i> ↗ <i>diving</i> ↗ <i>and fishing.</i> ↘
Task 2: Choose the correct word to complete each sentence. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to choose the correct word to complete each sentence. - Teacher has Ss do this activity individually, then compare their answers with their partners. - Teacher checks answers as a class. Ask some Ss to write the words on the board and explain their choices. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Well-preserved</i> 2. <i>historical</i> 3. <i>folk</i> 4. <i>protected</i>
Task 3: Rewrite the sentences using to-infinitive clauses (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to rewrite the sentences using to-infinitive clauses. - Teacher has Ss do this activity individually, then compare their answers with a partner. - Teacher checks answers as a class. Ask some Ss to write the sentences on the board and explain the changes they made to the original sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Mai went to Soc Son to attend the Giong Festival.</i> 2. <i>The first place to visit on the trip is Hue Imperial Citadel.</i> 3. <i>Our music teacher gave lessons in xoan singing to help us appreciate our cultural heritage.</i> 4. <i>The most famous site to see is the old bridge across the river.</i>

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 an oral presentation.

b. Content:

- Presentation of posters/leaflets about "How can we preserve our heritage?" in class.

c. Expected outcomes:

- Students can practise giving an oral presentation about how to preserve our heritage

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Presentation: How can we preserve our heritage?	
<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group make presentation, others listen and complete the evaluation sheet. 	Students' presentations

e. Assessment

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

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.

Date of planning: 02 / 02 / 2025

PERIOD 63:

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 1: Getting started – Planning our education

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Education options for school-leavers*;
- Gain vocabulary to talk about plan the education;
- Get to know the language aspects: Perfect gerunds.

2. Competences

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

- Actively join in class activities

3. Personal qualities

- Familiarize with the ways to plan the education;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 7
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	vietnamese equivalent
1. (university) entrance exam (n.ph)	/ 'en.trəns ɪg ,zæm/	an <u>exam</u> that you take to be <u>accepted</u> into a university	kì thi đại học
2. option (n)	/ 'ɒp.ʃən/	one thing that can be <u>chosen</u> from a set of <u>possibilities</u> , or the <u>freedom</u> to make a <u>choice</u>	lựa chọn
3. academic (adj)	/ ,æk.ə'dem.ɪk/	<u>relating</u> to <u>schools</u> , <u>colleges</u> , and <u>universities</u> , or <u>connected</u> with <u>studying</u> and <u>thinking</u> , not with <u>practical skills</u>	có tính học thuật
4. vocational (adj)	/vəʊ'keɪ.ʃən.əl/	(of an <u>educational course</u> or a <u>qualification</u>) <u>providing knowledge</u> and <u>skills</u> that <u>prepare</u> you for a <u>particular job</u>	thuộc về nghề nghiệp
5. mechanic (n)	/mə'kæn.ɪk/	someone whose job is repairing the engines of vehicles and other engines	thợ sửa máy
6. sensible (adj)	/ 'sen.sə.bəl/	<u>based on</u> or <u>acting on</u> good <u>judgment</u> and <u>practical ideas</u> or <u>understanding</u>	hợp lý

Assumption

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. Have excessive talking students practice. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Guessing game: Guess the name of famous universities in Vietnam

c. Expected outcomes:

- Students can distinguish healthy and unhealthy activities

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
GUESSING GAME - Ss work in 4 big groups. - Teacher shows the pictures of 5 famous university in Vietnam and lets students in each group raise their hands to answer - The fastest team will give the answer and get the point with correct answer. - The first team with more correct answers will be the winner.	Lists of university: + <i>University of Languages and International Studies</i> + <i>Foreign Trade University</i> + <i>National Economics University</i> + <i>Hanoi University of Science and Technology</i> + <i>Thuongmai University</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.

b. Content:

- Pre-teach vocabulary related to the content of the dialogue.

c. Expected outcomes:

- Students can use key language more appropriately before they read.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p><i>Word list:</i></p> <ol style="list-style-type: none"> 1. (university) entrance exam (n.ph) 2. option (n) 3. academic (adj) 4. vocational (adj) 5. mechanic (n) 6. sensible (adj)

e. Assessment

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

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help students get to know the topic.
- To introduce words and phrases related to education.
- To help Ss identify the perfect gerunds.

b. Content:

- Task 1: Listen and read (p.76)
- Task 2. Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.77)
- Task 3. Find phrases in the conversation that mean the following. (p.77)
- Task 4. Complete the sentences using phrases from the conversation. (p.77)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Listen and read. (5 mins)</p>	

- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.
- Ss answer the questions in pairs.
- Teacher plays the recording twice. Ss listen and read.
- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.



Questions:

- What can you see?
- What's in Mai's thought bubble?
- What can you see in Nam's thought bubble?

Suggested answers:

- A female teacher and her students/Ms Hoa and her students, including Nam and Mai.
- Mai doing a science experiment.
- Nam repairing a car engine.

Task 2. Read the conversation again. Decide whether the following statements are true (T) or false (F). (5 mins)

- Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements.
- Ss work independently to find the answers.
- Teacher has Ss compare the answers in pairs before checking with the whole class.
- Teacher checks the answers as a class and gives feedback.

Answer key:

1. F
2. T
3. T
4. F

Task 3. Find phrases in the conversation that mean the following. (5 mins)

- Teacher asks Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings.
- Teacher has Ss compare and share their answers with the class.
- Check answers as a class.

Extension: Put Ss into groups and have each group write as many phrases as they can with the words *education*, *school* and *exam* (e.g. *primary/vocational/ university education*, *pursue/get/receive (your/an) education*, *education system/programme*; *go to/start/quit/ leave school*, *primary/secondary school* ; *take/do/sit/pass/fail an exam*, *revise for an exam*, *exams in Maths/English*, *exam paper/results*). Set a time limit of five minutes. When the time is up, put up their lists of phrases on the board. Ask Ss from different groups to read them aloud and count the correct ones. The winner is the group with most correct phrases.

Answer key:

1. *education fair*
2. *entrance exam*
3. *academic education*
4. *vocational school*

Task 4. Complete the sentences using phrases from the conversation. (5 mins)

<ul style="list-style-type: none"> - Teacher has Ss read each sentence individually. Encourage them to try to complete it with an appropriate verb phrase without referring to the conversation. Then ask them to find the answers in the conversation. - Teacher checks answers: first ask the class to call out the correct perfect gerund or perfect participle clause, then call on individual Ss to read the complete sentences. - Teacher tells Ss that they will learn more about the grammar point in the following lesson. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Having won</i> 2. <i>having gone</i> 3. <i>Having watched</i>
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e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practice speaking skills;
- To help Ss memorize the basic knowledge on how to stay healthy.

b. Content:

- Role play

c. Expected outcomes:

- Students can give a short talk about good habits to stay healthy.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Role play</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in groups. - In each group, one student plays the role of teacher and others will be students - Teacher asks the students about their plans after high school and students will share their plans. - Ss have 3 minutes to prepare for the role play. - Teacher invites 1 or 2 groups to come to the stage and do the role play. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and give marks to the best group. 	<p><i>Students' own creativity.</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Write a short paragraph about how to keep fit and stay healthy.
- Prepare for the project in Lesson 8