SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 31/ 10 / 2026
Lớp dạy: 11/1, 11/3, 11/6, 11/8
PERIOD 31:

UNIT 4: ASEAN and Viet Nam

Lesson 1: Getting started - At the AYVP Office

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *ASEAN and Viet Nam.*
- Gain vocabulary to talk about AYVP.
- Get to know the language aspects: Gerunds as subjects and objects.

2. Competences

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

3. Personal qualities

- Proud of our country and responsible for the regional issues

II. MATERIALS

- Grade 11 textbook, Unit 4, Getting Started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. Apply (v)	/əˈplaɪ/	to officially ask for something such as a job, a place on a course, or a loan, usually by completing a special form or writing a letter	Ứng dụng, ứng tuyển

2. Community (n)	/kəˈmjunɪţi/	all the people who live in a particular area, or a group of people who are considered as a unit because of their shared interests or background	Cộng đồng
3. Contribution (n)	/kɑntrəˈbjuʃən/	something that you contribute or do to help produce or achieve with other people, or to help make something successful	Sự đóng góp, cống hiến
4. Volunteer (v/n)	/vɒləˈtɪər/	to do/ a person who does something that you do not have to do, often without having been asked to do it and/or without expecting payment	Tình nguyện/ tình nguyện viên

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Map quiz: Guessing the countries.

c. Expected outcomes:

- Students can identify countries in ASEAN and their shapes.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Map quiz - Teacher shows the shape of the countries. - Ss work in 4 groups. Each group raises their hands to take turns and guess what country it is. The group with all correct answer will get a bonus. - The team with the highest points is the winner.	Lists of countries: ● Viet Nam ● Brunei ● Cambodia ● Thailand ● Laos ● Malaysia ● Philippines ● Singapore ● Myanmar ● Indonesia

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.

b. Content:

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

c. Expected outcomes:

- Students can comprehend the new words and prepare for the listening and reading of Getting Started.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks the students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.	**New words:** 1. apply (v) 2. community (n) 3. contribution (n) 4. volunteer (v, n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in 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 AYVP.
- To help Ss identify the functions and goals of AYVP.

b. Content:

- Task 1. Listen and read (p.42)
- Task 2. Read the conversation again and write T (True) or F (False). (p.43)
- Task 3. Match each word with its definition. (p.43)
- Task 4. Complete the sentences using words and phrases from exercise 1. (p.43)

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
Task 1. Listen and read. (5 mins)	
- 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 in the picture?* *- Who are the speakers?* *- What do you think they are discussing?* ***Suggested answers:*** *- Girls, books, photos, AVVP, ASEAN logo* *- The girls are the speakers.* *- They are discussing ASEAN.*
Task 2. Read the conversation again and write T (True) or F (False). (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 (It was her cousin.)* *2. T* *3. F* *4. F (She should be over 18.)*
Task 3. Match each word with its definition. (5 mins)	
- Teacher has Ss look at the box 1-4, a-d. - Ss work in pairs and solve Task 3 using background knowledge. - Check answers as a class.	**Answer key:** *1. c 2. d* *3. b 4. a*

Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)	
- Teacher tells Ss to read sentences, locate the key words in the question and the text. Focus attention on the V-ing forms. - Teacher asks Ss to complete the sentences, using the correct verb form. - Check answers as a class. - Elicit the gerunds	**Answer key:** *1. Taking part* *2. promoting - helping* *3. checking* *4. meeting*

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise speaking skills;
- To help Ss memorize the basic information about the AYVP.

b. Content:

- Role-play

c. Expected outcomes:

- Students can recall the information they have listened and read, then give a short talk about the AYVP.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Role-play - Teacher asks Ss to work in groups. - In each group, 1 - 2 students play the role of the AYVP office's staff. Others play the role of high school students asking for detailed information about the AYVP programme. - Ss have 5 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 gives marks to the best group.	*Students' own creativity*

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

- Prepare for the next lesson: Language.
- Prepare for the Project (Lesson 8).

Board Plan

Date of teaching

Unit 4: ASEAN and Viet Nam

Lesson 1: Getting started

***Warm-up**

Map quiz

*** Vocabulary**

1. apply (v)
2. community (n)
3. contribution (n)
4. volunteer (v)

- Task 1: Listen and read.
- Task 2: True or False.
- Task 3: Match each word with its definition.
- Task 4: Complete the sentences.

Extra activity: Role-play

***Homework**

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Ngày soạn: 07/ 11 / 2026
Lớp dạy: 11/1, 11/3, 11/6, 11/8
PERIOD 32:

UNIT 4: ASEAN AND VIET NAM
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 *ASEAN and Viet Nam;*
- Recognise and practise elision of vowels;
- Review the use of *gerunds*.

2. Core competence

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

3. Personal qualities

- Proud of our country and responsible for the regional issues

II. MATERIALS
- Grade 11 textbook, Unit 4, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Elision of vowels
Elision is the omission of sounds or syllables in fast, informal speech. Weak vowels, such as the schwa sound /ə/, can be omitted before /l/, /n/, or /r/. As a result, the words have one less syllable than the spelling suggests.

Assumption

Anticipated difficulties	**Solutions**

Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Matching game

c. Expected outcomes:

- Students can have an overview of elision.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Matching game - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Teacher shows the board with separate vocabulary and phonetic transcriptions. - All groups look at the board and do the matching. - Teacher checks the answers of each group. - The group that has the most correct answers is the winner.	**Suggested answers:** *tonight /tˈnaɪt/* *police /pˈliːs/* *potato /pˈteɪtoʊ/* *history /ˈhɪstri/* *every /ˈevri/*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise elision of the vowels.

b. Content:

- **Task 1:** Listen and repeat. Pay attention to the elision of the vowels in the words in the second column. (p.43)
- **Task 2:** Listen and repeat. Pay attention to the words with elision. (p.43)

c. Expected outcomes:

- Students can identify and omit weak vowels correctly.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the elision of the vowels in the words in the second column. (5 mins)	
- Teacher asks Ss to listen to the recording and has them pay attention to the omission of vowels. - Teacher asks Ss to listen to the recording again, but this time, has them repeat the words. - Teacher asks Ss to read the notes in the **Remember!** Box which is above the conversation. Check understanding by asking individual Ss to briefly explain the omission of vowels.	*Elision is the omission of sounds or syllables in fast, informal speech.* *Weak vowels, such as the schwa sound /ə/, can be omitted before /l/, /n/, or /r/. As a result, the words have one less syllable than the spelling suggests.*
Task 2: Listen and repeat. Pay attention to the words with elision. (7 mins)	
- Teacher asks Ss to read quickly through the sentences. Check Ss' understanding. - Teacher asks Ss to look at the words with elision. - Teacher has Ss work in pairs to take turns to read each sentence aloud.	***Answer key:*** *1. c(o)rrect* *2. libr(a)ry* *3. fam(i)ly - diff(e)rent* *4. diction(a)ry - hist(o)ry*

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 ASEAN.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the word and phrases with their meanings. (p.44.)
- Task 2: Complete the sentences using the words and phrases in task 1. (p.44)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match each word with its meaning. (6 mins)	
- Teacher tells Ss that the words / phrases in the activity are related to ASEAN. - Teacher has Ss match each word with its meaning. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class.	***Answer key:*** *1. b* *2. c* *3. d* *4. a*
Task 2. Complete the sentences using the words and phrases in task 1. (6 mins)	
- Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. - Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first.	***Answer key:*** *1. leadership skills* *2. contribution*

- Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1. - Teacher asks some Ss to read the complete sentences.	*3. cultural exchange* *4. current issues*

e. Assessment

- Teacher observes Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise gerunds as subjects and objects.
- To help Ss practise using gerunds in sentences.

b. Content:

- Task 1: Rewrite the following sentences using gerunds. (p.44)
- Task 2: Work in pairs. Take turns to make sentences about your partner, using gerunds. He or she should tell you if they are true. (p.44)

c. Expected outcomes:

- Students can use gerunds in sentences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Rewrite the following sentences using gerunds. (6 mins)	
- Have Ss read the complete sentences and understanding. - In weaker classes, do the first sentence as an example focusing on the gerund. If necessary, highlight the verb phrase in each sentence that Ss need to change to gerunds in the second sentence. (e.g., *to apply for => applying for…*) - Have Ss do the activity individually, then work in pairs to compare answers. - Check answers as a class. Confirm the correct answers by asking individual Ss to write them on the board.	***Answer key:*** *1. Applying for ASEAN scholarship online* *2. listening to music* *3. helping me translate the documents* *4. starting a youth programme* *5. Participating in the conference last year*
Task 2. Work in pairs. Take turns to make sentences about your partner, using gerunds. He or she should tell you if they are true. (7 mins) ***(Not intended for students with disabilities.)***	
- Teacher lets Ss work in pairs. - Teacher asks Ss to talk to their partner and share about daily objects. It can be a conversation between two people or two separate talks from the pair. - Teacher requires Ss to use gerunds as subjects and objects. - Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as applying elision of vowels.	*Student's answer*

e. Assessment

- Teacher observes 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 3 - Reading.

Board Plan

Date of teaching

Unit 4: ASEAN AND VIETNAM

Lesson 2: Language

***Warm-up**

Matching game

*** Pronunciation**

- Task 1: Listen and repeat.
- Task 2: Listen and repeat.

*** Vocabulary**

- Task 1: Match the word and phrases with their meanings.
- Task 2: Complete the sentences.

*** Grammar**

- Task 1: Rewrite the sentences.
- Task 2: Make sentences.

***Homework**

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Ngày soạn: 07/ 11 / 2026
Lớp dạy: 11/1, 11/3, 11/6, 11/8
PERIOD 33:

UNIT 4: ASEAN AND VIETNAM

Lesson 3: Reading – ASEAN news

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 news items about ASEAN countries.

2. Competences

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

-**3. Personal qualities**

- Proud of our country and responsible for the regional issues

II. MATERIALS

- Grade 11 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. relation (n)	/rɪˈleɪʃən/	the connection between people, groups, organizations, or countries
2. eye-opening (adj)	/ˈaɪˌəʊpənɪŋ/	surprising, and teaching you new facts about life, people, etc.
3. represent (v)	/ˌreprɪˈzent/	to speak, act, or be present officially for another person or people

4. live stream (n)	/ˈlaɪvstriːm/	a broadcast of the video and sound of an event over the internet as it happens

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

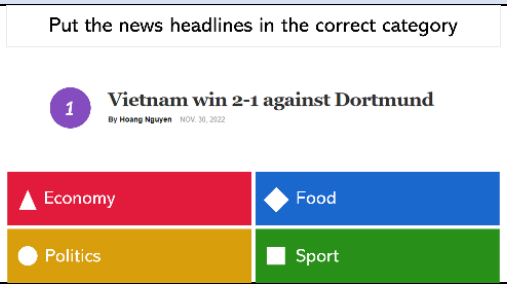
b. Content:

- Labelling game

c. Expected outcomes:

- Students can find out all the words as well as the key word based on the definitions given by the teacher.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Labelling game - Students work in 4 groups - There are some news headlines and some categories: Sport, Laws, Education, etc… - Ss raise hands to get a turn and put the headlines in the correct category. -Teacher leads into the new lesson.	

e. Assessment

- Teacher observes the groups, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-READING (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:

- Questions discussion
- Vocabulary pre-teaching

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (5 mins)	
- Ask Ss to work in pairs to discuss the questions. - Tell Ss that there are no right or wrong answers and encourage Ss to answer the questions based on their own experiences. - To help Ss answer the second question, teacher can bring a newspaper and show the different news sections to the class. - Focus Ss' attention on a short piece of news in a newspaper or online and elicit the text type of the reading	**Questions:** **1.** Where do you most often read the news? **2.** What is your favourite news section: Politics, Education, Sports, or Culture?
Vocabulary pre-teaching (5 mins)	
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	**New words:** 1. relation (n) 2. eye-opening (adj) 3. represent (v) 4. live stream (n)

e. Assessment

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

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

a. Objectives:

- To help Ss practise 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 news items and choose the most suitable headline for each one. There is ONE extra headline. (p.45)
- Task 3. Read the news items again and match the highlighted words with their meanings. (p.45)
- Task 4. Read the news items again and answer each question below with no more than FOUR words and/or a number. (p.46)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Read the news items and choose the most suitable headline for each one. There are TWO extra headlines. (6 mins)	
- Ask Ss to read the three news items once to get an overall idea. - Have Ss work in groups to discuss the best headline for each news item and compare answers. - Check answers and confirm the correct ones.	**Answer key:** *1. D 2. A 3. C*
Task 3. Read the news items again and match the highlighted words with their meanings. (7 mins)	
- Have Ss read the text focusing on the highlighted words and looking for context clues. - Then ask Ss to look at the four definitions. - Have Ss discuss the context clues and compare answers in pairs. - Check answers as a class.	**Answer key:** *1. c 2. d 3. b 4. a*
Task 4. Read the article again. Complete the diagrams with information from the text. Use no more than two words for each gap (7 mins)	
- Ask Ss to read the questions and underline the key words in each of them. - Check whether Ss have got the right key words (e.g., 1. How many, students, visited, AKC; 2. How long, participants, stay, the ship; 3. What, participants, discuss, youth issues; 4. When, talk show, women, sport; 5. Where, talk show, live). - Tell Ss to read through news items to locate the answers, then read again, this time pay attention only to the parts of the text that contain the answers. Remind them that the answers should be no more than THREE words and/or a number - Have Ss work in pairs or groups to compare answers. - Check answers as a class by asking individual Ss to write them on the board.	**Answer key:** *1. 121 (students)* *2. 50 days* *3. current social issues* *4. (in) December* *5. (on) the ASEAN webpage*

e. Assessment

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

4. ACTIVITY 3: POST-READING (7 mins) ***(Not intended for students with disabilities.)***

a. Objectives:

- To check students' understanding of 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:

- Group discussion

c. Expected outcomes:

- Students can use the ideas and language in the reading to talk about their opinions and give reasons.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS

Task 5. Work in groups. Discuss the following questions. - Ask Ss to discuss the news items they want to explore more and their reasons. - Have Ss work in groups to discuss the question. - For weaker classes, T may suggest Ss choose one piece of news from Activity 2 and work out the interesting information from that news individually. Then they work in pairs and share their ideas.	*Do you want to find more information about any of the news items in 2? Which one? Why?*

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 the next lesson – Speaking.

Board Plan

Date of teaching

UNIT 4: ASEAN AND VIETNAM

Lesson 3: Reading – ASEAN news

***Warm-up**

- Task 1. Discuss the questions.

*** Vocabulary**

1. relation (n)
2. eye-opening (adj)
3. represent (v)
4. live stream (n)

- Task 2. Read and choose the most suitable headline.
- Task 3. Match the words with their meanings.
- Task 4. Answer the questions.
- Task 5. Discussion

***Homework**