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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 14/ 11 / 2026
Lớp dạy: 11/1, 11/3, 11/6, 11/8
PERIOD 34:

UNIT 4: ASEAN AND VIETNAM

Lesson 4: Speaking

Discussing necessary qualifications for joining a programme

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about necessary skills and experience to join a programme.
- Memorize vocabulary to talk about joining a programme.

2. Competences

- Gain some language expressions to ask for and give opinions.
- Talk about the steps to ask for and give opinions.
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Hard work: Study and work harder to improve and develop their abilities to meet the qualifications for joining international programmes

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. current (adj)	/ˈkʌrənt/	of the present time
2. issue (n)	/ˈɪʃuː/	a subject or problem
3. solution (n)	/səˈluːʃən/	the answer to a problem

4. skill (n)	/skɪl/	an ability to do an activity or job well

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on ASEAN.
- To set the context for the speaking part;
- To help Ss warm up and get ready for the lesson by providing some background information.

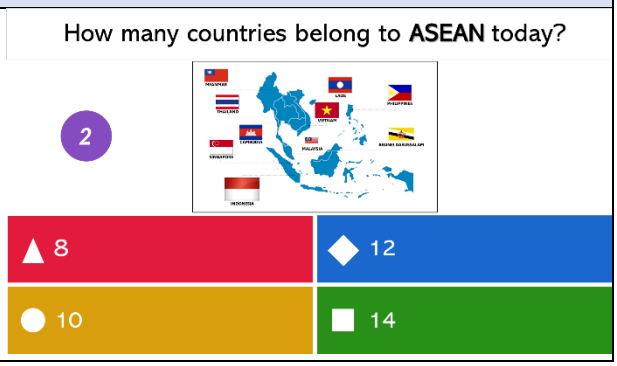
b. Content:

- ASEAN quiz

c. Expected outcomes:

- Students can answer questions from the quiz.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
ASEAN quiz - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raises their hands to take turn and answer the questions. - The team with the highest points is the winner.	

e. Assessment

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

2. ACTIVITY 1: CONTROLLED PRACTICE (25 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To give Ss an opportunity to understand skills and experience to join a programme.

- To provide Ss with some basic information about joining a programme.

b. Content:

- Vocabulary pre-teaching
- Task 1. Read the types of skills and experience participants in the SSEAYP should have. Match them with the possible reasons. (p.46)
- Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (p.46)
- Task 3. Work in pairs. Talk about the most important skill or experience for SSEAYP participants. use the ideas in Task 1, and the model and tips in Task 2 to help you. (p.47)

c. Expected outcomes:

- Students can identify some skills and experience that SSEAYP participants should have.
- Students can express opinions about the skills or experience SSEAYP participants need.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins)	
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes in their notebooks.	***New words:*** *1. current (adj)* *2. issue (n)* *3. solution (n)* *4. skill (n)*
Task 1. Read the types of skills and experience participants in the SSEAYP should have. Match them with the possible reasons. (5 mins)	
- Ask Ss to work individually and read the list of skills and experience from 1 to 6, then match them with the possible reasons (a-f). - Check answers as a class and ask Ss to give the explanation for their answers.	***Suggested answers:*** *1. c 2. a 3. e* *4. f 5. b 6. d*
Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (7 mins)	
- Ask Ss to work in pairs and complete the conversation with the sentences in the box. - Check answers by asking pairs of Ss to read the complete conversation. - Focus on the sentences in the box and ask Ss what they are used for, e.g. to ask for and give an opinion - Ask Ss to read through the explanations and examples in the Tips box and elicit more expressions. - Have Ss practise the conversations in pairs.	***Suggested answers:*** *1. C 2. E 3. A* *4. B 5. D*
Task 3. Work in pairs. Talk about the most important skill or experience for SSEAYP participants. Use the ideas in Task 1, and the model and tips in Task 2 to help you. (9 mins)	
- Ask Ss to refer to the ideas in Task 1, and the model and phrases in Task 2 when they plan their conversations. - Have Ss discuss and plan their conversations in pairs. Walk around and offer help if necessary. - Invite some pairs to role-play their conversations in front of the class. - Praise pairs who formulate their opinions clearly, give reasons, express agreement, or disagreement, and speak fluently.	*Students' practice*

e. Assessment

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

3. ACTIVITY 2: LESS CONTROLLED PRACTICE (13 mins) ***(Not intended for students with disabilities.)***

a. Objectives:

- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language**.**

b. Content:

- Task 4. Work in groups. Discuss the skills and experience SSEAYP participants should have.

Rank them in order of importance (1 - most important to 6 - least important). Report to the whole class. (p.47)

c. Expected outcomes:

- Students can use the language and ideas from the unit to discuss in groups and share them to the whole class.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. discuss the skills and experience SSEAYP participants should have. Rank them in order of importance (1 - most important to 6 - least important). Report to the whole class. (13 mins)	
- Ask Ss to work in groups of four or five. Ask them to discuss the skills and experience SSEAYP participants should have. They may refer to the suggested ideas in task 1. - Suggest ways for Ss to do the task, each group member can rank the list and then they compare with other members or they can discuss first, then rank their ideas. - Provide Ss with some useful expressions of ranking, e.g., *The first/second important skill is…, One of the most important skill is…* - Ask a representative from each group to report the group's ranking to the class. Ask them to explain or give reasons for their ranking.	***Suggested answer:*** *My group thinks that the first important skill for participants to join SSEAYP is having teamwork skills because there will be many group activities and performances during the trip. The second one is having a good proficiency of English so that they can communicate with other members on the ship. Other skills and experience, in our opinion, are fairly important but optional.*

e. Assessment

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

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

UNIT 4: ASEAN AND VIETNAM

Lesson 4: Speaking

***Warm-up**

ASEAN Quiz

*** Vocabulary**

1. current (adj)
2. issue (n)
3. solution (n)
4. skill (n)

- Task 1: Match the two parts with the possible reasons.
- Task 2: Complete the conversation.
- Task 3: Talk about the most important skill or experience for SSEAYP participants.
- Task 4: Discussion.

***Homework**

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Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 16/ 11 / 2026
Lớp dạy: 11/1, 11/3, 11/6, 11/8
PERIOD 35:

UNIT 4: ASEAN AND VIETNAM

Lesson 5: Listening – ASEAN School Tour Programme

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about ASEAN school tour programme;
- Memorize vocabulary to talk about cultural exchange events.

2. Competences

- Develop listening skills: listening for the main idea and listening for specific details;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

3. Personal qualities

- Hard work: Study and work harder to improve and develop their abilities so they are able to join international programmes

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. region (n)	/ˈriːdʒən/	a particular area or part of the world, or any of the large official areas into which a country is divided
2. youth (n)	/juːθ/	the period of your life when you are young, or the state of being young
3. represent (v)	/ˌreprɪˈzent/	to speak, act, or be present officially for another person or people

4. opportunity (n)	/ˌɒpəˈtʃuːnəti/	an occasion or situation that makes it possible to do something that you want to do or have to do
5. (to) come up with (v)	/kʌm ʌp wɪθ/	to suggest or think of an idea or plan

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on studying abroad.
- To set the context for the listening part.

b. Content:

- A quiz about the life of an exchange student.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watch a video and answer the questions - Teacher shows the video about the life of an exchange student. - Questions are shown one by one, the whole class compete to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	*Link: https://www.youtube.com/watch?v=u13tvhe8l9w*

e. Assessment

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

2. ACTIVITY 1: PRE-LISTENING (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:

-Vocabulary pre-teaching

- Task 1: Work in groups. Look back at the first news item in the reading text on page 45. Discuss the following questions. (p.47)

c. Expected outcomes:

- Students understand the meaning and can pronounce some words from the recording.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in groups. Look back at the first news item in the reading text on page 45. Discuss the following questions. (5 mins)	
- Ask some questions to see if Ss remember the news items or write some proper names or numbers (121, ASEAN-Korea Centre) to see if they can remember the news item about AKC on page 45. - Put Ss in groups and discuss the questions. - Call on some Ss to report their group discussion. - Tell Ss that they are going to listen to a conversation related to an ASEAN programme.	***Questions:*** *Would you like to participate in the ASEAN School Tour Programme?* *Why/ Why not?*
Vocabulary pre-teaching (5 mins)	
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	***Vocabulary:*** *1. region (n)* *2. youth (n)* *3. represent (v)* *4. opportunity (n)* *5. (to) come up with*

e. Assessment

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

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

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information on cultural exchange events.

b. Content:

- Task 2. Listen to a conversation between two students. What are they talking about? (p.47)
- Task 3. Listen to the conversation again and choose the correct answers A, B, or C. (p.47)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Listen to a conversation between two students. What are they talking about? (7 mins)	
- Teacher tells Ss that they are going to listen to a conversation - Teacher has them read the 3 options and checks understanding. - Teacher plays the recording and has Ss choose the topic of the talk. - Play the recording and ask Ss to listen and check if their guesses are correct. - Check answers as a class. Ask Ss to think about what words in the listening suggest that the event is a cultural exchange - foreign students, visit, learn about their culture, etc.	**Answer key:** *A. Preparing for a cultural exchange event.*
Task 3. Listen to the conversation again and choose the correct answers A, B, or C. (8 mins)	
- Ask Ss to read the multiple-choice questions and check their understanding. - In stronger classes, have Ss do the activity based on what they remember from the first listening and their notes. - In weaker classes, play the recording and pause after each after is given to give Ss more time to choose the correct answer. - Have Ss work in pairs to compare answers. - Check answers as a class. If necessary, play the recording again and pause at the sentences that contain the answers or clues.	**Answer key:** *1. B 2. A 3. C 4. C 5. B*

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (12 mins) ***(Not intended for students with disabilities.)***

a. Objectives:

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language**.**
- To revise opinion phrases in Speaking section.

b. Content:

- Task 4. Work in groups. Discuss the following questions. (p.47)

c. Expected outcomes:

- Students can use the language and ideas from the unit to come up with interesting activities.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (p.47)	
- Teacher puts Ss in groups and has each group brainstorm the activities. They should also think of the reasons why they would like to include those activities in the plan. - Teacher reminds Ss to refer to the vocabulary/ phrases to ask for and give opinion. In weaker classes, do the brainstorming with all Ss and write the best ideas on the board. - Teacher invites some groups to share their ideas in front of the class.	**<u>Question</u>**: *- Can you think of any suitable activities for the event at Lan and Phong's school?* *- How will they benefit the participants?*

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

- 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 – Writing.

Board Plan

Date of teaching

Unit 4: ASEAN AND VIET NAM

Lesson 5: Listening

***Warm-up**

*** Vocabulary**

1. region (n)
2. youth (n)
3. represent (v)
4. opportunity (n)
5. (to) come up with

- Task 1. Discuss the following questions.
- Task 2. Listen to a conversation. What are they talking about?
- Task 3. Listen and choose the correct answers.
- Task 4. Discussion.

***Homework**

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TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 18/ 11 / 2026
Lớp dạy: 11/1, 11/3, 11/6, 11/8
PERIOD 36:

UNIT 4: ASEAN AND VIET NAM

Lesson 6: Writing – A proposal for a welcome event

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write a proposal for an event;
- Apply structures to express suggestions and requests.

2. Competences

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

3. Personal qualities

- Proud of our country and culture, respect friends from other countries and respect the cultural diversity

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	- Guide students to make an outline before they write. - Encourage students to work in pairs and 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' comprehension of formal language.
- To set the context for the writing part.

b. Content:

- A quiz game to get to know and understand formal requests.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
"Left or Right?" - Teacher shows the questions one by one, the whole class compete to answer the questions. - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson by linking formal requests to proposals.	***Key:*** *1. Will you get me a cup of coffee?* *- Informal* *2. Would you mind bringing me some files?* *- Formal* *3. I'm hungry. Can you come over?* *- Informal* *4. Could you possibly give me a lift to work ?* *- Formal*

e. Assessment

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

2. ACTIVITY 1: PRE-WRITNG (15 mins)

a. Objectives:

- To get students to know the structure of a proposal.
- To help students revise some common expressions in writing a proposal.

b. Content:

- Task 1: Read the following proposal and match the headings (1–4) with the paragraphs (A–D) (p.48)
- Task 2. Work in groups. You want to propose an ASEAN poster making event to welcome a group of ASEAN students. Discuss and add more ideas to the following notes. (p.48)

c. Expected outcomes:

- Students identify the structure and get familiar with the language of a proposal.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Read the following proposal and match the headings (1–4) with the paragraphs (A–D) (7 mins)	
- Introduce the context of the writing task and check Ss if they have had similar experiences by asking some questions such as: Have you ever taken part in cultural exchanges / traditional games festivals? Have you ever submitted a proposal for school events? - Ask Ss to read the proposal individually and match the headings. - Ask Ss to work in pairs and check answers with a partner. - Check answers as a class. - Have Ss study the Tips box and ask questions to check Ss' understanding of the structure and language of this text type, e.g. What does a proposal give details about? What information does the 'To' line give?	***Answer key:*** *1. B 2. D 3. A 4. C*

Task 2. Work in groups. You want to propose an ASEAN poster making event to welcome a group of ASEAN students. Discuss and add more ideas to the following notes. (8 mins)	
- Ask Ss to look at the notes in the table and elicit the meaning of any difficult words. - Put Ss into groups and ask them to discuss the notes and add more ideas to the table. - Invite some groups to read their ideas and have the rest of the class comment on them or ask questions. - In weaker classes, write some of the good ideas as prompts for Ss' writing.	*Suggested answers:* **Title**: ASEAN poster making event **Place**: the School Hall **Date**: Sunday **Duration**: One day **Participants**: ASEAN students and representatives of some classes **Activities**: poster design; presentations on national cultures; presentations and discussions on current issues in ASEAN; eating lunch together, making posters **Goals**: to help students from the ASEAN countries meet and build a community; to learn about each other's culture. **Benefits**: developing ability to work with people from other countries, helping young people from ASEAN meet and build a community…

e. Assessment

- Teacher observes Ss' work and gives feedback.

3. ACTIVITY 2: WHILE-WRITING (15 mins) ***(Not intended for students with disabilities.)***

a. Objectives:

- To help Ss generate ideas for their writing.
- To help Ss practise writing a proposal for an event.

b. Content:

- Task 3. Write a proposal (120–150 words) about a welcome event. Use the suggested ideas in 2, the sample in 1, and the outline below to help you. (p.49)

c. Expected outcomes:

- Students can write a complete proposal in which the language is clear, short and simple.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	**CONTENTS**
Task 3. Write a proposal (120–150 words) about a welcome event. Use the suggested ideas in 2, the sample in 1, and the outline below to help you. (15 mins)	
- Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in Activity 2. - Go through the outline with the useful expressions and check understanding. In weaker classes, give examples of how to complete the sentences and encourage Ss to use the sentences, e.g., We would like to propose an	***Suggested answer:*** **Title**: ASEAN poster making event **To:** The Hanoi High School Youth Union Board **Date**: 10 January 20__ **Prepared by**: Grade 11 students **Introduction**

ASEAN poster making event to welcome a group of students from ASEAN countries who are coming to visit our school on 3rd of March. - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help when necessary. - Collect Ss' proposals and give face-to-face feedback in private or give them back with some written feedback.	We would like to propose an ASEAN poster making event to welcome a group of students from ASEAN countries who are coming to visit our school on 3rd of March. **Details about the event** The event will take place in the school Hall from 9 a.m. until 5 p.m. We will organise all the activities and invite all ASEAN students and representatives of other classes. In the morning, students will take part in training workshops on poster design, presentations and discussions on current issues in ASEAN, and group brainstorming activities. We'll also arrange for packed lunch boxes to be delivered at 1 p.m. so participants can eat in the school hall. In the afternoon, the teams will make their posters. **Goals and benefits** The event will help young people from ASEAN countries meet and build a community. Participants will also have a chance to learn about each other's culture. We believe that the event will help develop students' ability to work with people from other countries and create shared values. **Conclusion** We really hope you will consider our proposal as we think that it will be beneficial to both local students and the visiting ASEAN students.

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Cross-checking - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss - Teacher chooses some typical errors and corrects them as a whole class without nominating the Ss' names.	**Writing rubric** 1. *Organization: .../10* 2. *Legibility: .../10* 3. *Ideas: .../10* 4. *Word choice: .../10* 5. *Grammar usage and mechanics: .../10* *TOTAL: .../50*

e. Assessment

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

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Communication and Culture.

Board Plan

Date of teaching

Unit 4: ASEAN and Viet Nam

Lesson 6: Writing

***Warm-up**

- Task 1: Match the headings.
- Task 2: Discuss and add more ideas.
- Task 3. Write a proposal about a welcome event.

*** Cross-checking**

***Homework**