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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 21/ 11 / 2026
Lớp dạy: 11/1, 11/3, 11/6, 11/8
PERIOD 37:

UNIT 4: ASEAN AND VIETNAM

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.
- Compare New Year Festivals in ASEAN.
- Review expressions for giving compliments and responding.

2. Core competence

- Be able to give compliments and responding;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be ready to give compliments and respond.
- Relate what they have learnt about New Year Festivals in ASEAN to their own culture.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. Lunar New Year (n)	/ˌluːnə ˌnjuː ˈjɪər/	the beginning of the year according to the calendars of China, Viet Nam, and some other East Asian countries, when there are celebrations for several days

2. ancestor (n)	/ˈænsestər/	a person related to you who lived a long time ago
3. Buddhist (adj)	/ˈbʊdɪst/	having to do with Buddhists or Buddhism
4. monk (n)	/mʌŋk/	a member of a group of religious men who do not marry and usually live together in a monastery
5. cell (n)	/sel/	the smallest unit of living matter that can exist on its own. All plants and animals are made up of cells.

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 Lunar New Year.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching, Q&A

c. Expected outcomes:

- Students can classify how Lunar New Year is celebrated by Asians from all over the world.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video: How Asians Celebrate Lunar New Year Worldwide - Ss work in groups and watch the video. - There are 4 questions which relate to the video. - T asks Ss to raise their hands and answer the questions.	**Link:** https://www.youtube.com/watch?v=FFCljlSbWzw

- The group which gets the more correct answer is the winner.	

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers give and respond to compliments;
- To review expressions for giving and responding to compliments

b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.49)
- Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you. (p.49)

c. Expected outcomes:

- Students can use appropriate language to give compliments and respond to them 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 practise it in pairs. (6 mins)	
- Have Ss look at the four options a-d. Check if they understand their meaning and use, e.g., phrases to give compliments (You gave the best presentation., It's excellent.) and respond to compliments (I'm glad you like it., I appreciate the compliment.) - Ask Ss to read the conversation and fill in the blanks with suitable sentences - Play the recording for Ss to listen and check their answers. - Have Ss read the expressions the speakers use to give and respond to compliments. - Put Ss in pairs to practise the conversation.	**Answer key** 1. C (You gave the best presentation!) 2. A (I'm glad you like it) 3. D (It's excellent) 4. B (I appreciate the compliment)
Useful expressions (7 mins)	
- Teacher gives students a list of expressions to prepare for Task 2. - Go through the useful expressions in the box and remind Ss to use them in their conversations.	**Useful expressions** **- Giving compliments** ● *Nice work! Well done!* ● *You did a really good job!* ● *This is excellent. you are so good with ...!* ● *You are a great presenter!* ● *I love your ...!* **- Responding to compliments** ● *Thanks for saying that.* ● *I appreciate that.* ● *Thank you. That means a lot to me.* ● *I'm grateful for the kind words.* ● *I'm (so) pleased to hear that.*

Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you. (7 mins)	
- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they have been praised for writing an excellent report or for organising a workshop or another event. - Ask Ss to work in pairs to make similar conversations for the two situations, using expressions for making and responding to suggestions. - Give each pair a few minutes to plan their conversations. In weaker classes, they choose one situation and swap roles. In stronger classes, they can make two conversations. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play their conversations in front of the class. - Praise for good effort, clear pronunciation, fluent delivery and use of compliments.	**Suggested answers:** *1.* *B: I've read your report on ASEAN. Well done! You've done a lot of research and organised all the information very clearly.* *A: I'm so pleased to hear that you like it. Thank you.* *2.* *A: I have attended the workshop on skills for future leaders in ASEAN. It was so well organised.* *B: Thank you. That means a lot to me.* *A: And I love the eye-catching and informative handouts. You and the organising team must have put a lot of effort to prepare for this workshop.* *B: I really appreciate your kind words*

e. Assessment

- Teacher obverses Ss's work and gives feedback.
- Teacher gives a score to evaluate Ss' performance.

3. ACTIVITY 2: CULTURE (12 mins)

a. Objectives:

- To introduce words / phrases related to Lunar New Year in ASEAN.
- To help Ss practise the words in meaningful contexts.
- To help Ss relate what they have learnt about Lunar New Year to real-life situations.

b. Content:

- Task 1: Read the text and complete the table below (p.50)
- Task 2: Work in pairs. Discuss the similarities and differences between the New Year Festivals in Viet Nam and other ASEAN countries. (p.50)

c. Expected outcomes:

- Students can identify and describe how different ASEAN countries celebrate New Year festivals.

d. Organisation

<table>
<tr><th>TEACHER'S AND STUDENTS' ACTIVITIES</th><th>CONTENTS</th></tr>
<tr><td colspan="2">Task 1. Read the text and complete the table below (6 mins)</td></tr>
<tr><td>- Ask Ss if they know any New Year Festivals in ASEAN. Elicit some questions to get more ideas, e.g., when it is celebrated, what they often do in that festival. Then introduce the festivals that they are going to read about in this section.
- In weaker classes, pre-teach some of the more difficult words and phrases, e.g., festivities, ancestors, scare...
- Ask Ss to read the text and complete the table individually.
- Invite individual Ss to share their tables to the class.</td><td>Answer key:
<table>
<tr><th></th><th>Lunar New Year</th><th>Buddhist calendar</th></tr>
<tr><td>Location</td><td>Viet Nam, Singapore, Indonesia and parts of Malaysia</td><td>Laos, Cambodia, Thailand & Myanmar</td></tr>
<tr><td>Time</td><td>January or February</td><td>April</td></tr>
</table>
</td></tr>
</table>

Alternatively, draw the table on the board and have individual Ss complete the three sections. Confirm the correct answers.	Activities	honour ancestors, get together with family and friends, have a big family meal, and wish one another prosperity for the year to come; parades, street parties and art performances	offer rice to Buddhist monks to show respect and receive wishes for good luck and health, decorate homes, cook traditional dishes, and splash each other with water; art performances, folk games, and dancing

Task 2. Discuss in pairs. What would you say to these people? (5 mins)	
- Ask Ss to work in pairs and work out the similarities and differences between the New Year in Viet Nam and other ASEAN countries based on the categories in the table in 1. - Ask some pairs to share their findings with the whole class.	***Suggested answer:*** *Like some ASEAN countries, such as Singapore and the Philippines, Viet Nam celebrates Lunar New Year. During this festival, Vietnamese people also observe customs, such as honouring ancestors, and having family gatherings and big meals, but we do not have parades or street parties like other countries.*

e. Assessment

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

4. ACTIVITY 3: EXTRA ACTIVITY (6 mins)

a. Objectives:

- To help Ss gain some knowledge about the importance of Lunar New Year to Vietnamese people.
- To help Ss be aware of Vietnamese tradition in celebrating Lunar New Year.

b. Content:

- Discussion.

c. Expected outcomes:

- Students can recall past simple or the present perfect, gerunds and apply them to give a short talk on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Answer the following questions (6 mins)	
1. Is Lunar New Year important to Vietnamese people? 2. What are the traditions of Lunar New Year? List out some activities you would do in the Tet Holiday.	*Students' creativity*

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 Lesson 8 - Looking back and project.

Board Plan

Date of teaching

UNIT 4: ASEAN AND VIETNAM

Lesson 7: Communication and Culture / CLIL

***Warm-up**

*** Everyday English**

- Task 1: Complete the conversation.
- Task 2: Make similar conversations.

*** CLIL**

- Task 1: Complete the table.
- Task 2: Discussion

*** Further Practice**

Importance of Lunar New Year to Vietnamese

***Homework**

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Ngày soạn: 22/ 11 / 2026
Lớp dạy: 11/1, 11/3, 11/6, 11/8
PERIOD 38:

UNIT 4: ASEAN AND VIET NAM

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 4;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Respect other cultures
- Show responsibility when doing the project with their groups

II. MATERIALS

- Grade 11 textbook, Unit 4, 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.	- 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.	- 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' knowledge on the topic of ASEAN
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Odd one out!

c. Expected outcomes:

- Students can identify some basic knowledge about ASEAN countries.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Odd One Out! - Ss work in 2 teams - There are 6 questions shown one-by-one. - Ss raise their hands to answer the questions. - The group having more points is the winner.	**Suggested words:** *1. B 2. C 3. A* *4. B 5. B 6. C*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise words with elision.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review how to use gerunds.

b. Content:

- Task 1: Listen and underline words with elision. Then practise saying the sentences in pairs (P. 50)
- Task 2: Choose the correct words to complete the sentences. (p.50)
- Task 3: Circle the underline part that is incorrect in each of the following sentence. Then correct it (p.50)

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 underline words with elision. Then practise saying the sentences in pairs (4 mins)	
- Have Ss read the sentences and underline words with elision first. - Call two Ss to write their underlined words on the board. - Then play the recording, pausing after each sentence for Ss to check their answers. - Play the recording again for Ss to repeat the sentences. - Put Ss in pairs and practise saying the sentences.	***Key:*** *1. There are no c(o)rrect answers on her test paper.* *2. He's going to fly to Bangkok t(o)night.* *3. The participants were prob(a)bly excited about the palace hist(o)ry.*

	4. I b(e)lieve that members expressed diff(e)rent opinions about the issue.
Task 2: Choose the correct words to complete the sentences. (4 mins)	
- Ask Ss to read the sentences quickly and check if they don't know any words. - Have Ss do this activity individually and write their answers. - Ask individual Ss to write their answers on the board, and check answers as a class.	***KEY:*** *1. an eye-opening* *2. contribution* *3. leadership* *4. cultural*
Task 3: Circle the underline part that is incorrect in each of the following sentences. Then correct it. (4 mins)	
- Ask Ss to find the mistake in each sentence individually first. - Then have them discuss and compare answers in pairs, before checking answers as a class.	**Answer key:** 1. C (discuss => discussing) 2. A (Organise => Organising) 3. B (to translate => translating) 4. B (participate => participating)

e. Assessment

- Teacher obverses Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins) ***(Not intended for students with disabilities.)***

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

b. Content:

- Presentation of posters about features of an ASEAN country.

c. Expected outcomes:

- Students can present their posters about ASEAN.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Work in groups. Find information about a member country of ASEAN. Present your research to the class. You can make a poster, a video, or presentation slides.	
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation, a video, or a poster. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations. Ask them to decide who is going to stand next to the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters. - Give Ss a checklist for peer and self-assessment. Explain 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. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment. - All groups exhibit their posters and make presentations. - When one group makes a 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 5.

Board Plan

Date of teaching

Unit 4: ASEAN and Vietnam

Lesson 8: Looking back and project

***Warm-up**

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project: The colours of ASEAN**

***Homework**

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PERIOD 39:

UNIT 5: Global warming

Lesson 1: Getting started - A presentation about global warming

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Global warming.*
- Gain vocabulary to talk about global warming
- Get to know the language aspects: participle and past participle clauses.

2. Competences

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

3. Personal qualities

- Have responsibility for protecting the environment
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 5, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. global warming (n)	/ˌgləʊbəl ˈwɔːmɪŋ/	a gradual increase in world temperatures
2. consequence (n)	/ˈkɒnsɪkwəns/	a result of a particular action or situation, often one that is bad or not convenient

3. temperature (n)	/ˈtemprətʃər/	the measured amount of heat in a place or in the body
4. atmosphere (n)	/ˈætməsfiər/	the mixture of gases around the earth
5. fossil fuel (n)	/ˈfɒsəl ˌfjʊəl/	fuels, such as gas, coal, and oil, that were formed underground from plant and animal remains millions of years ago
6. carbon dioxide (n)	/ˌkɑːbən daɪˈɒksaɪd/	the gas formed when carbon is burned, or when people or animals breathe out

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 global warming.
- To set the context for the listening and reading part.

b. Content:

- Earth quiz

c. Expected outcomes:

- Students can have an overview of global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Earth quiz - Teacher shows the quiz. - Ss work in 4 groups. Each group raises their hands to take turns and answer the multiple-choice	***Questions****:* *1. Most places on Earth are warmer than they were 100 years ago.* *2. Where have some of the strongest and earliest impacts of global warming occurred?*

questions. The groups get points for every correct answer. - The group with the highest points is the winner.	*3. How do scientists collect evidence about climate?* *4. Which of the following gases does not trap heat?* *5. As average global temperature rises, ___* *6. Which greenhouse gas is the main driver of Earth's current warming?* ***Key**:* *1. True* *2. In the Northern latitudes* *3. All of the above* *4. Nitrogen* *5. average rainfall increases* *6. Carbon dioxide*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students to gain 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
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks 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. Global warming (n) 2. Consequence (n) 3. Temperature (n) 4. Atmosphere (n) 5. Fossil fuel (n) 6. Carbon dioxide (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 identify words and phrases related to global warming used in the text.
- To help Ss identify the causes and consequences of global warming.

b. Content:

- Task 1: Listen and read. (p.52)
- Task 2: Read the conversation again and complete the diagram, using the following phrases. (p.53)
- Task 3: Match the words to make phrases. (p.53)
- Task 4: Complete the sentences using words and phrases from exercise 1. (p.53)

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 1. Listen and read. (5 mins)	
- Teacher asks Ss to look at the pictures in the book (p.52) as well as the conversation 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?* *- How many people are there in the conversation?* *- What do you think they are discussing?* ***Suggested answers:*** *- the Earth, the Sun* *- 3 people* *- They are discussing global warming*
Task 2. Read the conversation again and complete the diagram, using the following phrases. (5 mins)	
- Ask Ss to work individually first and complete the diagram with the phrases. Encourage them to read the conversation again. - Then put them in pairs to compare their answers. - Check answers as a class. Encourage Ss to provide evidence from the conversation for their answers. E.g*:* Number 1 goes with choice c because Nam says, 'burnt for energy, fossil fuels release large amounts of carbon dioxide'. Number 2 goes with choice a, and the evidence is in Mai explanation 'they act like the glass in a greenhouse. Trapping too much of the sun's heat, they stop it from escaping back into space'.	***Answer key:*** *1. c* *2. a* *3. d* *4. b*
Task 3. Match the words to make phrases. (5 mins)	

- Have Ss look at the words in the two columns. Explain that these words are used to make phrases mentioned in the conversation in Activity 1. - Ask Ss to match the words individually. - Check answers as a class. - Elicit the meaning of any words or phrases Ss don't know or find hard to understand.	**Answer key:** *1. c* *2. e* *3. b* *4. a* *5. d*
Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)	
- Tell Ss to read the incomplete sentences and check comprehension. - Have Ss work individually. Encourage them to find the verb phrases in the conversation. - Check answers by having individual Ss read the sentences. - Ask them if they can name the grammar structure, i.e. present participle and past participle clauses.	**Answer key:** *1. Burnt* *2. Trapping* *3. adding*

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 knowledge on the effects of global warming.

b. Content:

- Discussion

c. Expected outcomes:

- Students can identify one effect of global warming that they have personally experienced.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Discussion What is one effect of global warming that you have personally experienced? (Students can tell more if possible)	*Students' own answers*

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

Board Plan

Date of teaching

Unit 5: Global warming

Getting started - A presentation about global warming

***Warm-up**

*** Vocabulary**

1. Global warming (n)
2. Consequence (n)
3. Temperature (n)
4. Atmosphere (n)
5. Fossil fuel (n)
6. Carbon dioxide (n)

- Task 1: Listen and read.
- Task 2: Complete the diagram.
- Task 3: Match the words to make phrases.
- Task 4: Complete the sentences.
- Task 5: Discussion

***Homework**