

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 18/ 01 / 2026

Thời gian thực hiện: Tuần 19

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 55:

UNIT 6. PRESERVING OUR HERITAGE

Lesson 1: Getting started – Heritage sites in Viet Nam

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Preserving our heritage*;
- Gain vocabulary to talk about how to preserve our heritage;
- Get to know the language aspects: to-infinitives clauses.

2. Competences

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

3. Personal qualities

- Be proud of natural and cultural heritage sites in Viet Nam
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. landscape (n)	/'lændskeɪp/	everything you can see when you look across a large area of land, especially in the country	phong cảnh

2. monument (n)	/'mɒnjumənt/	a building, column, statue, etc. built to remind people of a famous person or event	công trình tưởng niệm
3. architecture (n)	/'ɑ:kɪtektʃə(r)/	the design or style of a building or buildings	kiến trúc
4. urban (adj)	/'ɜ:bən/	connected with a town or city	đô thị
5. promote (v)	/prə'məʊt/	to help something to happen or develop	đẩy mạnh, phát triển

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 heritage sites;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Name the places.

c. Expected outcomes:

- Students can name some famous destinations in Vietnam.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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GAME: NAME THE PLACES

- Ss work in 2 groups.
- Teacher shows pictures on the screen and Ss have to say BINGO to grasp the chance to answer where it is.
- One point for each correct answer.
- The group which gains most points is the winner of the game.



Suggested pictures:

1. Tam Chuc Pagoda
2. Trang An Scenic Landscape Complex.
3. Hoi An Ancient Town
4. Mekong River Delta
5. Thang Long Imperial Citadel



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 identify key vocabulary 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. 	<p>New words:</p> <ol style="list-style-type: none"> 1. landscape (n) 2. monument (n)

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> 3. architecture (n) 4. urban (adj) 5. promote (v)
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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 heritage sites.
- To help Ss identify the *to*-infinitives clauses.

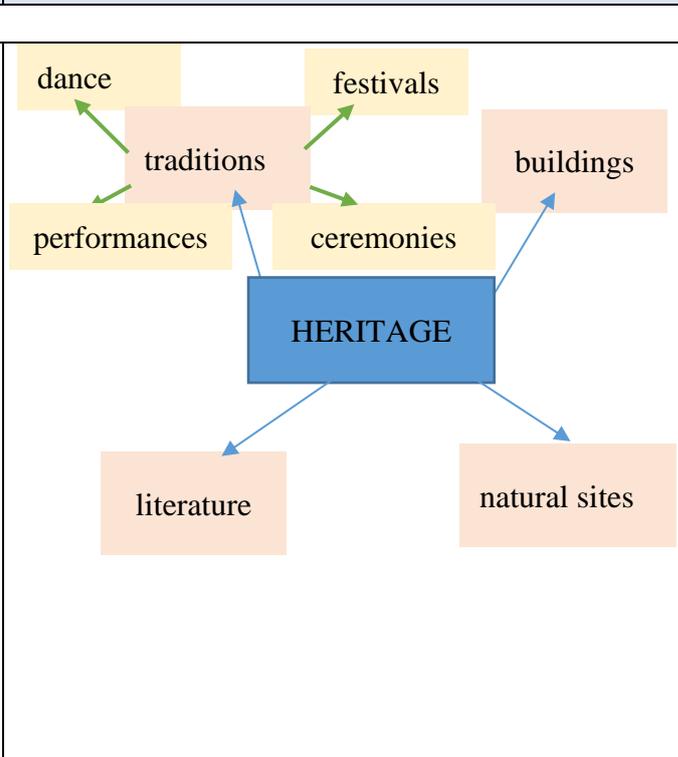
b. Content:

- Task 1. Listen and read (p.66)
- Task 2. Where can we do the following? Write T for Trang An, H for Hoi An and M for Mekong River Delta. (p.67)
- Task 3. Match the words to make phrases used in Task 1 (p.67)
- Task 4. Complete the sentences, using phrases from Task 1. (p.67)

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> <ul style="list-style-type: none"> - Teacher puts Ss in groups. Draw a mind map on the board and write <i>Heritage</i> in the middle. Elicit some sub-categories of the topic, e.g. traditions, buildings, literature, natural sites, and write them on the branches of the mind map. Have groups brainstorm words related to each one, e.g. traditions: festivals, dance, performances, and ceremonies. - Call on some groups to write their words in the mind map on the board. - Teacher introduces the context of the conversation (A group of international students, including Peter and Anna, are discussing the destinations for their upcoming field trip). - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to the topic. - Teacher puts Ss in pairs and asks them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Teacher calls on three Ss to read the conversation aloud. 	 <pre> graph TD HERITAGE[HERITAGE] --> dance[dance] HERITAGE --> festivals[festivals] HERITAGE --> traditions[traditions] HERITAGE --> performances[performances] HERITAGE --> ceremonies[ceremonies] HERITAGE --> buildings[buildings] HERITAGE --> literature[literature] HERITAGE --> natural_sites[natural sites] traditions --> dance traditions --> festivals traditions --> performances traditions --> ceremonies </pre>

Task 2. Where can we do the following? Write T for Trang An, H for Hoi An and M for Mekong River Delta. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and read the activities carefully. Tell them to write T for Trang An, H for Hoi An and M for Mekong River Delta in the appropriate boxes - Teacher has Ss share their answers with the class. Encourage them to provide evidence from the conversation for their answers. - In stronger classes, ask Ss some additional questions to elaborate on the topic, e.g: <i>Have you ever been to those places? What did you do there?...</i> - Teacher confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. T 3. H 4. M
Task 3. Match the words to make phrases used in Task 1. (5 mins)	
<ul style="list-style-type: none"> - Teacher checks Ss' understanding of the individual words (adjectives in column A and nouns in column B). Note that the meaning of one adjective in A may fit several nouns in B but they do not "collocate" with each other, so ask Ss to find the collocations in the conversation to work out the answers. - Teacher has Ss read the conversation quickly, find and underline the phrases. - Then teacher asks Ss to do the matching. - Check answers as a class. - Teacher writes the adjectives on the board and calls on individual Ss to write the correct noun next to each adjective. Alternatively, ask one student to read an adjective and another student to say the noun that goes with it. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. d 3. b 4. a
Task 4. Complete the sentences, using phrases from Task 1. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read each incomplete sentence. Check understanding and elicit the clause that they need to use to fill in the gaps. - Teacher asks Ss to find the clauses in the conversation and fill in the gaps. - Teacher checks answers as a class. Call on individual Ss to read the complete sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>to be recognized as a mixed heritage by UNESCO</i> 2. <i>to enjoy beautiful landscape</i> 3. <i>to learn about Vietnamese history</i> 4. <i>to promote this kind of cultural heritage of southern Viet Nam</i>

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 information about heritage sites in Viet Nam that they have learnt in the lesson.

b. Content:

- Role-play

c. Expected outcomes:

- Students can give a short introduction about heritage sites in Vietnam.

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 3 groups. Each group will pretend to come from one place: Trang An (Ninh Binh), Hoi An (Quang Nam), Mekong River Delta.- Each group has to prepare an introduction about their home land (<i>Where is it? What is the most special thing about their home land? What can visitors do there?</i>)- Ss have 3 minutes to prepare for the role play.- Teacher invites one representative from each group to come to the stage and make a short presentation.- Teacher asks other groups to listen and give comments.- Teacher gives feedback and gives marks to the best group.	<p><i>Students' own creativity.</i></p>

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 workbook exercises
- Prepare for the project in Lesson 8

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PERIOD 56:

UNIT 6: PRESERVING OUR HERITAGE

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 *Preserving our heritage*;
- Revise intonation in statements, commands and lists;
- Review and practise the use of to-infinitive clauses.

2. Core competence

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

3. Personal qualities

- Be proud of natural and cultural heritage sites in Viet Nam

II. MATERIALS

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

Language analysis

A to-infinitive clause can be used:	
1. to express purpose	<i>E.g: He studied hard to pass the exam. I bought some souvenirs to give to my parents.</i>
2. to modify a noun or noun phrase that contains ordinal numbers (<i>the first, the second, etc.</i>), superlatives (<i>the best, the most beautiful, etc.</i>) and <i>next, last, and only</i> .	<i>E.g. Ethan is usually the last person to understand the joke.</i>

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 heritage sites;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video and name the destinations and cultural heritage sites of Viet Nam that you see in the video.

c. Expected outcomes:

- Students can listen and find out some destinations and cultural heritage sites from the video clip.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video https://www.youtube.com/watch?v=zDsjjWWwG80</p> <ul style="list-style-type: none"> - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Ss watch the video once and list out names the destinations and cultural heritage sites of Viet Nam that they see in the video. - All teams stick the paper on the boards. - Teacher checks answers of each group. - The group that has the most correct answers is the winner. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>Complex of Hue Monuments</i> - <i>Hoi An Ancient Town</i> - <i>My Son Sanctuary</i> - <i>Ha Long Bay</i> - <i>Phong Nha – Ke Bang National Park</i> - <i>Imperial Citadel of Thang Long</i> - <i>Trang An Scenic Landscape Complex</i> - <i>Space of gong culture (Không gian văn hoá Công chiêng Tây Nguyên)</i> - <i>Vietnamese Court Music (Nhã nhạc cung đình Huế)</i> - <i>Quan ho Bac Ninh</i> - <i>Ca tru Singing</i> - <i>Art of don ca tai tu music and song in southern Viet Nam</i> - <i>Practices related to Viet beliefs in the Mother Goddesses of Three Realms (Tín ngưỡng thờ Mẫu Tam Phủ)</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss revise intonation in statements, commands and lists;
- To help Ss practise intonation in statements, commands and lists.

b. Content:

- Task 1: Listen and repeat. Pay attention to the falling intonation and level-rising intonation in the following sentences. (p.67)
- Task 2: Listen and mark the intonation in these sentences, using falling intonation or level-rising intonation. Then practise saying them in pairs. (p.68)

c. Expected outcomes:

- Students can put correct intonation in statements, commands and lists.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Pay attention to the falling intonation () and level-rising () intonation in the following sentences. (5 mins)</p> <ul style="list-style-type: none"> - Teacher plays the recording and asks Ss to listen and repeat after each sentence, paying attention to intonation in the sentences. Play the recording as many times as necessary. - Focus attention on the way the intonation patterns are used (We usually use a falling intonation at the end of statements and commands. When listing things, we slightly raise our voice on each item (level-rising) and lower our voice on the last item to show that the list is complete.). - Teacher puts Ss into pairs and has them practise reading the sentences to each other as naturally as they can. 	<p>Audio script – Track 45:</p> <ol style="list-style-type: none"> 1. Our class is going on a field trip next week.  2. Put your rubbish in the bin!  3. You can see beautiful caves , green valleys , and mountains. 
<p>Task 2: Listen and mark the intonation in these sentences, using  (falling intonation) or   (level-rising) intonation. Then practise saying them in pairs. (7 mins)</p> <ul style="list-style-type: none"> - Teacher puts Ss into pairs and has them read out the sentences to each other as naturally as possible. - Teacher reminds Ss to raise or lower their voice at the right words. - Teacher has Ss mark the changes in intonation in the sentences individually. - Teacher has Ss compare their answers in pairs. Check answers as a class. - Teacher puts Ss in pairs again and has them practise reading the sentences to each other. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Hoi An Ancient Town became a World Heritage Site in 1999.  2. Please turn on the light . It's dark in here.  3. Cultural heritage may include temples , pagodas  and monuments.  4. Tourists can visit the pedestrian streets in Ha Noi. 

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To help Ss understand the meanings of the words / phrases that have been introduced in Getting Started or will be encountered in the unit.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.68)
- Task 2: Complete the sentences using the words in Task 1. (p.68)

c. Expected outcomes:

- Students identify the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Teacher has Ss work independently or in pairs. - Teacher asks them to read the words and phrases carefully and match them to their meanings. - Teacher checks answers as a class. Call on one student to read aloud a word / phrase and another student to read its definition. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>d</i> 2. <i>a</i> 3. <i>e</i> 4. <i>b</i> 5. <i>c</i>
Task 2. Complete the sentences using the words in Task 1. (6 mins)	
<ul style="list-style-type: none"> - Teacher has Ss work in pairs. Tell them to read the sentences carefully to decide which word / phrase in 1 can be used to complete each of the sentences. Explain that they can use the context clues to help them decide on the word / phrase. - Teacher checks answers as a class. Ask individual Ss to call out the word / phrase they have used in each sentence first. - Teacher confirms the correct answers. Ask Ss to give reasons why they have chosen the word / phrase for each sentence (based on the context clues), e.g. The first sentence needs an adjective and the context (novels set in World War Two) suggests “<i>historical</i>” is the best choice here. - Teacher asks some Ss to read the complete sentences. <p>Extension: <i>Divide Ss into two teams. Have each team come up with a sentence with each of the target words. Have teams take turns reading out their sentences while a student from the other team race to write it down on the board. Give a time limit of 20 seconds for each sentence. Check all the sentences at the end. The winner is the team with five correct sentences or most correct words.</i></p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>historical</i> 2. <i>historic</i> 3. <i>restore</i> 4. <i>preserve</i> 5. <i>folk</i>

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)**a. Objectives:**

- To help Ss understand the use of to-infinitive clauses;
- To help Ss practise using to-infinitive clauses.

b. Content:

- Task 1. Combine the sentences using to-infinitive clauses (p.68)
- Task 2. Work in pairs. Ask and answer questions about heritage sites of traditions, using to-infinitive clauses. (p.68)

c. Expected outcomes:

- Students know how to use *to*-infinitive clauses and can apply it to make a conversation on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Combine the sentences using to-infinitive clauses (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to look at the Remember! box and introduces the use of a to-infinitive clause. - In stronger classes, explain that a to-infinitive clause can be used in other structures and have other functions, but this unit only focuses on two uses: to express purpose and to modify a noun or noun phrase. - Teacher asks Ss to work in pairs or individually to combine the sentences. - Teacher calls on some Ss to write the sentences on the board. - Teacher checks answers as a class and confirms the correct sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Lan went to Hue to see the monuments there. 2. Minh created a website to give more information about local historic sites to visitors. 3. Peter took a boat trip around the floating market to listen to don ca tai tu. 4. My sister has opened a small shop behind the museum to sell postcards and souvenirs to tourists.
Task 2. Work in pairs. Ask and answer questions about heritage sites or traditions, using to-infinitive clauses. (7 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student. - Teacher has Ss first brainstorm possible questions and write some useful phrases on the board as prompts, e.g. visit monuments, watch performances, walk in nature parks, take a boat trip. - Teacher puts Ss in pairs and has them take turns asking and answering the questions. Encourage Ss to respond to their partners' answers, e.g. That's great! Amazing! Sounds interesting. Walk round the class and help if necessary. - Teacher invites some Ss to role-play their conversations in front of the class. 	<p>Students' creativity</p>

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 3 - Reading.

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PERIOD 57:

UNIT 6: PRESERVING OUR HERITAGE

Lesson 3: Reading – Teenagers’ ideas for preserving heritage

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 about how to protect our heritage.

2. Competences

- Develop autonomy and self-study;

- Develop communication and collaboration skills;

- Actively join in class activities.

3. Personal qualities

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

II. MATERIALS

- Grade 11 textbook, Unit 6, Reading

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. appreciate (v)	/ə'pri:ʃieɪt/	to recognise the good qualities of somebody/something	trân trọng

2. challenge (n)	/'tʃælɪndʒ/	an invitation or a suggestion to somebody that they should enter a competition, fight, etc.	thử thách
3. trending (adj)	/'trendɪŋ/	being discussed a lot on social media	theo xu hướng
4. entry (n)	/'entri/	something that you do, write or make to take part in a competition, for example answering a set of questions	bài dự thi
5. keen (adj)	/ki:n/	[usually before noun] strong or deep	mạnh mẽ, sâu sắc

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.	<ul style="list-style-type: none"> - 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 topic of cultural heritage;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Brainstorming: What can we do to protect our heritage?

c. Expected outcomes:

- Students can generate as many ideas to protect the heritage as possible.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Brainstorming - Teacher divides the class into 4 groups. - Teacher gives each group a big piece of paper. Ask them to work in groups and write down as	Suggested ideas - Organise nature walks/excursions to local parks, areas of bio-diversity

<p>many ideas as possible for the questions: <i>What can we do to protect our heritage?</i></p> <ul style="list-style-type: none"> - Students have 3 minutes to discuss and write. - All groups stick their paper on the board. - Teacher checks the answers. - The group with the most appropriate ideas will be the winner. 	<ul style="list-style-type: none"> - <i>Organise site visits to museums, interpretation centres, and archaeological sites</i> - <i>Organise essay competitions on literature (in English and local languages)</i> - <i>Carry out small research projects for students that can be put up as mini-exhibitions/bulletin board displays on heritage.</i> - <i>Involve students in documenting local living heritage like festivals, performing arts or craftsmen and women.</i> - <i>Establish clubs for heritage debates, quizzes, discussions and activities like presentations, field trips and documentation.</i> - <i>Organizing painting and drawing competitions for students at built heritage sites</i> - <i>Clean up the environment, investigate its local official and oral history.</i>
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e. Assessment

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

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students to learn the vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage.
- Task 1: Ask and answer the questions
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

- Students can identify the key language before they read.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1 (Lead-in): Work in pairs. Ask and answer the questions. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in groups of three or four and discuss why it is important to protect our heritage. - In weaker classes, ask specific questions about one particular type of heritage e.g. Why do people visit ancient buildings? What can they see there? What can they learn from them? - Tell Ss that there are no right or wrong answers and encourage Ss to come up with as many ideas as possible. 	<i>Students' practice</i>
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Ask Ss to write the words in their notebooks. - Teacher reveals that these five 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. appreciate (v) 2. challenge (n) 3. trending (adj) 4. entry (n) 5. keen (adj)

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 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 article and circle the correct meanings of the highlighted words and phrases (p.69)
- Task 3. Read the article again. Match the following headings (1-4) with the appropriate paragraph (A-C). There is ONE extra heading. (p.70)
- Task 4. Read the article again and decide which paragraph includes the following information. (p.70)

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 2. Read the article and circle the correct meanings of the highlighted words and phrases (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the whole text once to get an overall idea, then choose the correct meaning of the highlighted words in the text. - Teacher encourages Ss to base their guesses on the context in which the words are used rather than looking them up in the dictionary. - Teacher tells Ss to work in groups to discuss the best option and compare answers. - Check answers as a class and confirm the correct one. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. A 2. A 3. C 4. B
Task 3. Read the article again. Match the section (A-C) with the heading (1-5) below. There is ONE extra heading. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the whole text again and match the headings with the appropriate paragraphs. Note that there is one extra heading that Ss may not need to use. - Tell Ss to identify key words in the heading first. Remind Ss that the correct heading has to express the idea of the whole paragraph, not just one detail e.g. Heading 1 (Organising photo competitions of performing artists) only expresses one detail and the detail does not express the main idea of any paragraph given. - Teacher tells Ss to work in pairs to discuss and compare their answers. - Teacher checks answers as a class. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 2. C 3. A 4. B
Task 4. Read the article again and decide which paragraph includes the following information (7 mins)	

<ul style="list-style-type: none"> - Ask Ss to read the text again and decide which paragraph includes each of the ideas. - Tell Ss to read through the text to locate the answers, then read again, this time paying attention only to the parts of the text that contain the answers. - Explain that the information in the statements is paraphrased and make sure Ss understand the vocabulary and the overall meaning of the statements. - Teacher has Ss work in pairs or groups to compare answers. - Teacher checks answers as a class. <p><i>Extension: Ask Ss to close their books. Choose three sentences from the text and write them on the board. Have Ss read them aloud several times. Then erase two or three words from each sentence and have Ss say them again, including the missing words. Erase more words and repeat until Ss are saying the full sentences from an almost empty board.</i></p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A 3. B 4. C
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e. Assessment

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

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

a. Objectives:

- To check students’ understanding about the reading passage;
- To help some students enhance presentation skills;
- To help Ss use the ideas and discuss which one is the best to preserve the heritage.

b. Content:

- Discussion

c. Expected outcomes:

- Students can use the language and ideas from the unit to suggest three ideas to preserve heritage.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 5. Discussion</p> <ul style="list-style-type: none"> - Teacher has Ss work in groups. Ask them to discuss each idea and decide the most effective one to preserve heritage. - Elicit the three ideas described in the text, i.e. promoting heritage sites and traditions through social media, organising events and discussions, and developing the folk arts. Ask individual Ss to write them on the board. - Teacher tells Ss that there are no right or wrong answers and encourages them to explain the reasons for their choice. - Teacher invites one or two groups to present a summary of their discussions to the whole class. 	<p><i>Students’ own ideas</i></p>

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.