

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 25/ 01 / 2026

Thời gian thực hiện: Tuần 20

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 58:

UNIT 6: PRESERVING OUR HERITAGE

Lesson 4: Speaking – Preserving cultural heritage

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about ways to preserve heritage;
- Memorize vocabulary to discuss ways to preserve heritage.

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

Language analysis

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|----------------------|----------------------|---|------------------------------|
| 1. spread (v) | /spred/ | to affect or make something affect, be known by, or be used by more and more people | lan truyền |
| 2. involved (adj) | /ɪn'vɒlvd/ | being part of something or connected with something | có liên quan |

| | | | |
|--------------------------|---------------------------|--|----------------|
| 3. cultural heritage (n) | /'kʌltʃərəl 'herɪtɪdʒ/ | the heritage of tangible and intangible heritage assets of a group or society that is inherited from past generations. | di sản văn hóa |
| 4. (to) set up | /set ʌp/ | to create something or start it | cài đặt |

Assumption

| Anticipated difficulties | Solutions |
|--|---|
| Students may lack more vocabulary to deliver a speech. | <ul style="list-style-type: none"> - 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 the topic;
- To set the context for the speaking part;

b. Content:

- Game: Jumble words.

c. Expected outcomes:

- Students can find the correct words related to the topic of the lesson.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|--|
| Game: Jumble words <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - Teacher shows each jumble word on the screen. - If a team can answer the word, students raise their hands and say BINGO to get the chance to answer. - If Ss have a correct answer, they get one point for their team. - The team with more points will be the winner of the game. | Suggested words: <ol style="list-style-type: none"> 1. U/C/O/K/F/I/M/L/S (2 words) 2. R/A/S/W/E/S/E/N/A 3. L/I/O/M/S/E/D/A/C/I/A (2 words) 4. N/E/C/M/I/P/O/T/T/O/I 5. L/A/E/F/S/I/V/T Key: <ol style="list-style-type: none"> 1. FOLK MUSIC 2. AWARENESS 3. SOCIAL MEDIA 4. COMPETITION 5. FESTIVAL |

e. Assessment

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

2. ACTIVITY 1: CONTROLLED PRACTICE (13 mins)

a. Objectives:

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

b. Content:

- Pre-teach vocabulary related to the content of the lesson;
- To introduce more ideas for the main speaking task;
- To introduce a model conversation in which speakers discuss ways to preserve heritage.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to talk about ways to preserve heritage.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|--|--|
| Vocabulary pre-teaching (5 mins) | |
| <ul style="list-style-type: none">- 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. | New words: 1. spread (v) 2. involved (adj) 3. cultural heritage (n) 4. (to) set up |
| Task 1. Work in pairs. Match the ways to preserve our heritage with the reason for doing so. (4 mins) | |
| <ul style="list-style-type: none">- Teacher quickly reviews the ways to preserve heritage described in the Reading lesson by asking the whole class to give ideas.- Teacher asks Ss to work in pairs and match each way with the appropriate reason for doing so.- Teacher calls on some Ss to give their answers to the class. Encourage them to give reasons for their answers.- Teacher checks answers in front of the class as a whole. | Answer key: 1. b 2. a 3. d 4. c |
| Task 2. Complete the conversation with the words and phrase in the box. Then practise it in pairs (5 mins) | |
| <ul style="list-style-type: none">- Teacher keeps Ss working in the same pairs. Ask them to read the conversation and complete it with the words and phrases in the box.- Teacher explains that the words and phrases in the box are used to keep the conversation going and to show that you are interested in it and encourage the speaker to continue speaking.- Teacher checks answers as a class.- Teacher asks Ss to practise the completed conversation in pairs and calls on some pairs to practise the conversation aloud in front of the class. | Answer key: 1. D (<i>Let me think</i>) 2. B (<i>Right</i>) 3. A (<i>Well</i>) 4. C (<i>Really</i>) Tips to keep a conversation going: <ul style="list-style-type: none">- Show that you are interested in it and encourage the speaker to continue speaking using words and phrases such as Yeah, Uh huh, OK, Right, I see, Really, Interesting...- Show that you have understood and are going to speak, use words and phrases such as <i>Well, Let me think, Hold on a minute, That's a good question.</i> |

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher checks students' answers and corrects them if necessary.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (12 mins)

a. Objectives:

- To give Ss an opportunity to make a similar conversation about ways to protect local heritage.

b. Content:

- Task 3. Work in pairs. Make a similar conversation about ways to preserve cultural heritage. (p.71)

c. Expected outcomes:

- Students are able to make a similar conversation about ways to protect local heritage.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|--|
| Task 3. Work in pairs. Make a similar conversation about ways to preserve cultural heritage. Use the ideas in 1, the model in 2, and the tips above to help you. (12 mins) | |
| <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs to make a similar conversation as in Task 2. - Teacher reminds Ss to use the phrases in the Tips, ideas given in 1 and the model conversation in 2 to make their own conversation. - Teacher encourages Ss to choose the other ways to preserve heritage mentioned in Task 1 to develop their conversation rather than simply copying the information from the model conversation. - Teacher calls on some pairs to role-play their conversations in front of the class. Praise pairs who use expressions to show interest and encouragement. | <p>Suggested answers: <i>Students' own ideas</i></p> |

e. Assessment

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

4. ACTIVITY 3: FURTHER PRACTICE (12 mins)

a. Objectives:

- To give Ss an opportunity to present ways to preserve their local heritage to the class;
- 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. Think of a form of cultural heritage (such as a tradition, a festival, or a form of music) and discuss ways to preserve it. Report your group's ideas to the whole class (p.71)

c. Expected outcomes:

- Students can use the language and ideas from the unit to preserve their local heritage.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|-----------------------------------|
| Task 4. Work in groups. Think of a form of cultural heritage (such as a tradition, a festival, or a form of music) and discuss ways to preserve it. Report your group's ideas to the whole class. (p.71) | |
| <ul style="list-style-type: none"> - Teacher asks Ss to work in groups and think of some local heritage such as a tradition, festival, form of music or heritage site and discuss ways to preserve it. | <p><i>Students' practice.</i></p> |

| | |
|---|--|
| <ul style="list-style-type: none"> - Teacher may divide the class into three/four groups and assign each group an aspect of local heritage so that each group focuses on one topic. - Teacher encourages Ss to choose a type of heritage they know about (e.g. one in their city/province/country) and discuss what they can actually do to help preserve it. - Teacher calls on some groups to present their ideas to the class. - Teacher praises groups for good effort, interesting ideas and fluent delivery. - Teacher gives feedback and give marks to Ss' performance. | |
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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 – Listening.

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PERIOD 59:

UNIT 6: PRESERVING OUR HERITAGE

Lesson 5: Listening – A trip to Trang An Scenic Landscape Complex

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about *Trang An Scenic Landscape Complex*;
- Memorise vocabulary to talk about a heritage site.

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

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

II. MATERIALS

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

Language analysis

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|---------------------|----------------------|---|------------------------------|
| 1. limestone (n) | /ˈlaɪmstəʊn/ | a type of white rock that contains calcium, used in building and in making cement | đá vôi |

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|-------------------|----------------|---|--------------|
| 2. valley (n) | /ˈvæli/ | an area of low land between hills or mountains, often with a river flowing through it | thung lũng |
| 3. ecosystem (n) | /ˈi:kəʊsɪstəm/ | all the plants and living creatures in a particular area considered in relation to their physical environment | hệ sinh thái |
| 4. interact (v) | /ˌɪntərˈækt/ | if one thing interacts with another, or if two things interact, the two things have an effect on each other | tương tác |
| 5. original (adj) | /əˈrɪdʒənəl/ | existing at the beginning of a particular period, process or activity | nguyên bản |

Assumption

| Anticipated difficulties | Solutions |
|--|--|
| Students may lack more vocabulary to deliver a speech. | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - 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 times if necessary. |

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening part;

b. Content:

- Game: Jigsaw puzzle

c. Expected outcomes:

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

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
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|--|---|
| Game: Jigsaw puzzle - Ss work in groups. - There are 4 questions related to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. - Teacher asks the Ss to explain the relationship between 4 questions and the key picture. | Questions: 1. Who was the founding emperor of the Dinh dynasty of Viet Nam? 2. What is a complex of Buddhist temples in Gia Vien District, Ninh Binh Province, Viet Nam? 3. Which movie took place in the northern part of Vietnam such as Van Long and Tam Coc (Ninh Binh Province), Ha Long Bay (Quang Ninh Province)? 4. What are they? Large holes in the side of a hill, cliff, or mountain, or one that is underground. Answer keys: 1. Dinh Bo Linh / Dinh Tien Hoang 2. Bai Dinh Pagoda 3. The movie: Kong – The Skull Island 4. Caves <input type="checkbox"/> KEY PICTURE: Trang An Scenic Landscape Complex |
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e. Assessment

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

2. ACTIVITY 1: PRE-LISTENING (9 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.

b. Content:

- Pre-teach vocabulary related to the content of the lesson
- Task 1: Work in pairs. Ask and answer the questions. (p.71)

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 (Lead-in): Work in pairs. Ask and answer the questions. (4 mins) | |
| - Teacher asks Ss some questions about Trang An Scenic Landscape Complex. + <i>What do you know about Trang An?</i> + <i>Where is Trang An?</i> + <i>Is Trang An a World Heritage Site?</i> + <i>How big is the area?</i> + <i>Have you ever been to Trang An?</i> + <i>If yes, what did you see and do there?</i> - Students work in pairs or groups, discuss and raise their voice to answer the questions. - Teacher sets the scene of the listening part and leads in the lesson. | Suggested answers: - Trang An Scenic Landscape Complex in Ninh Binh Province in Northern Viet Nam is called a "Ha Long Bay on land" with numerous caves, mountains, valleys, trees and historic relics. - It covers an area of 10,000ha in Hoa Lu, Gia Vien and Nho Quan districts and Ninh Binh City. |
| 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. | Vocabulary: 1. limestone (n) 2. valley (n) 3. ecosystem (n) 4. interact (v) |

| | |
|---|-------------------|
| - Teacher asks Ss to take notes on their notebooks. | 5. original (adj) |
|---|-------------------|

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 about *Trang An Scenic Landscape Complex*.

b. Content:

- Task 2: Listen to a talk. What is the talk mainly about? (p.71)
- Task 3: Listen to the talk again and complete each gap in the notes with no more than three words and/or numbers. (p.71)

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 talk. What is the talk mainly about? (6 mins) | |
| <ul style="list-style-type: none"> - Teacher tells Ss that they're going to listen to a talk by a tour guide who is introducing Trang An to tourists. - Teacher asks Ss to have a guess about the summary of the talk. - Teacher plays the recording for the first time and asks Ss to circle the option that best summarise the main idea of the talk. - Teacher checks answers as a class. Explain why the other options cannot be the correct answers. (A and C are only parts of the talk, not the main idea.) - Teacher gives the correct answer. | <p>Answer key:</p> <p><i>B. The tour guide is talking about the ecosystem of Trang An and efforts to preserve it.</i></p> |
| Task 3. Listen to the talk again and complete each gap in the notes with no more than three words and/or numbers. (9 mins) | |
| <ul style="list-style-type: none"> - Teacher asks Ss to read the notes carefully to have an understanding about the overall structure of the talk. - Teacher makes sure that Ss understand that they can write up to three words per gap, and these words should be the exact words from the recording. In stronger classes, encourage them to work out the missing words based on what they remember from the first listening in Activity 1. - Teacher plays the recording once (or twice in weaker classes) for Ss to complete the notes. - Teacher asks Ss to work with a partner to compare their answers. - Teacher calls on some Ss to write their answers on the board or read their answers aloud. | <p>Answer key:</p> <ol style="list-style-type: none"> <i>2014</i> <i>three protected areas</i> <i>600 types</i> <i>early humans</i> <i>natural state</i> |

| | |
|--|--|
| - Teacher checks answers as a class. Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information. | |
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e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (10 mins)

a. Objectives:

- To check students' understanding and help them memorise the information in the recording;
- To give Ss an opportunity to make predictions;
- To help some students enhance presentation skills;
- To practise team working;

b. Content:

- Students make predictions of what the tour guide will say next.

c. Expected outcomes:

- Students can make appropriate predictions, do some quick research and present their ideas.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|--|---|
| <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and discuss what they think the tour guide will say next. - Teacher tells Ss to base their predictions on the last sentence of the talk (Now, we'll start our tour with...) - Teacher calls on some pairs to present and explain their predictions to the class. Note that there is no right or wrong prediction. Encourage Ss to give different answers based on the signal at the end of the talk. - Teacher lets Ss work in groups using their smart devices to search for information they predicted. - Playing the role of the tour guide, the groups prepare the information and make a presentation of the next part. - Teacher calls some groups to present their ideas in front of the class. - Teacher gives comments and feedback. | <p>Suggested ideas:</p> <p>Tour guide: We'll start our tour with ...</p> <ol style="list-style-type: none"> 1. Hoa Lu Ancient Capital 2. Trang An Scenic Area 3. Tam Coc Scenic Area 4. Bich Dong Scenic Area 5. Hoa Lu Special-use primary forest |

e. Assessment

- Teacher's observation on Ss' performance, provide 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.

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PERIOD 60:

UNIT 6: PRESERVING OUR HERITAGE

**Lesson 6: Writing – A leaflet about ways to preserve Trang An
Scenic Landscape Complex**

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write a leaflet about ways to preserve Trang An Scenic Landscape Complex;
- Apply structures to express solutions to problems.

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

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

II. MATERIALS

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

Assumption

| Anticipated difficulties | Solutions |
|--|--|
| Students may have underdeveloped writing skills. | <ul style="list-style-type: none">- 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' knowledge of a leaflet;
- To set the context for the writing part;


b. Content:

- Get to know what a leaflet is.

c. Expected outcomes:

- Students are aware of what a leaflet is and what should be included in a leaflet.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| <p>Guess the items</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the board and say the name of the things (LEAFLET) - Teacher provides the synonyms of leaflet: booklet or pamphlet. - Teacher asks Ss if they know what a leaflet is. - Teacher gives definition of leaflet: a printed sheet of paper or a few printed pages that are given free to advertise or give information about something - Teacher introduces the lesson. | <p><i>Some pictures of leaflet:</i></p>  |

e. Assessment

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

2. ACTIVITY 1: PRE-WRITNG (14 mins)

a. Objectives:

- To provide Ss with ideas for the writing including a list of problems Trang An may face and solutions to them.
- To provide Ss with practical tips in writing and designing a leaflet.

b. Content:

- Task 1. Work in pairs. Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks. (p.72)
- Tips to design a leaflet

c. Expected outcomes:

- Students have some ideas about problems and solutions to preserve Trang An Scenic Landscape Complex
- Students have some ideas about which information they should focus on when designing a leaflet.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|--|
| Task 1. Work in pairs. Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks. (4 mins) | |
| <ul style="list-style-type: none"> - Teacher has Ss work in pairs to match the problems with the possible solutions. - Teacher tells Ss to read both notes carefully to have an overview of the problems and solutions before doing the task. - In stronger classes, encourage Ss to come up with more potential problems and possible solutions, e.g the problem of poor management, the construction of new buildings near the heritage area and possible solutions may include better planning and stricter laws on heritage preservation. - Teacher calls on some Ss to present their answers to the class. - Teacher checks answers as a class. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. D 3. C 4. A |
| Useful expressions (5 mins) | |
| <ul style="list-style-type: none"> - Teacher gives Ss a handout and asks them to classify the items into correct categories. - Teacher lets Ss work in groups. - The groups show their answers on the board. - The whole class checks the task together. | <p>List of expressions:</p> <ul style="list-style-type: none"> - To talk about problems and consequences <ul style="list-style-type: none"> + ... causes + ... leads to + ... results in ... + As a result, ... + As a consequence, ... + Consequently, ... - To talk about solutions <ul style="list-style-type: none"> + It is necessary to ... + It is recommended that ... + This problem can be solved if ... |

| | |
|--|---|
| | + <i>To deal with this problem, we should ...</i> + <i>It is advisable / vital/ crucial to ...</i> + <i>It is urgent to ...</i> |
| Fill in the blank with suitable words in the box to create a list of tips in designing a leaflet.(5 mins) | |
| <p>- Teacher explains the purpose of the activity: In the future, the Ss may need to design different leaflets in different contexts.</p> <p>- There are some tips in designing beautiful and professional leaflets that students need to know.</p> <p>- Students work in groups to fill in the blanks with suitable words in the box to create a list of tips in designing a leaflet.</p> <p>- Teacher checks their answers and discusses each tip with the whole class.</p> <p>- Teacher further elicits some information about which softwares / websites / applications can help Ss in designing leaflet.</p> <p><i>E.g: Canva, Adobe Photoshop, Adobe Illustrator, etc.</i></p> | <p>1. Brand _____ and logo</p> <p>2. Make it _____: The purpose of the leaflet</p> <p>3. _____ is the leaflet for?</p> <p>4. Speak _____ to people</p> <p>5. The right spacing</p> <p>6. Eye-catching, _____ imagery</p> <p>7. The power of persuasion</p> <p>8. Call to _____</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <i>colours different who directly</i> <i>actions useful</i> </div> <p>Answer key: 1. colours 2. different 3. who 4. directly 5. useful 6. actions</p> |

e. Assessment

- Teacher observes Ss' work and gives feedback.

3. ACTIVITY 2: WHILE-WRITING (16 mins)

a. Objectives:

- To give Ss an opportunity to write a leaflet in class.

b. Content:

- Task 2. Write a leaflet about the problems that Trang An may face and the possible solutions to them. Use the ideas in Task 1 and the outline below to help you (p.72)

c. Expected outcomes:

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

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
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| Task 2. Write a leaflet about the problems that Trang An may face and the possible solutions to them. Use the ideas in Task 1 and the outline below to help you. | |

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| <ul style="list-style-type: none"> - Remind Ss of the structure of a leaflet and the purpose of each part as explained in Unit 5. - Teacher has Ss identify these parts in the outline on page 72 of the student's book e.g. <i>heading, subheadings, slogans, one idea per paragraph, call for action</i>,... and also asks them to identify which information is missing in the outline. - Teacher asks Ss to work individually and reads the instructions for the writing carefully (Ss have to complete the leaflet with problems that may damage Trang An and possible solutions). - Teacher gives Ss enough time so that they can finish the leaflet. - Teacher goes around the class and provides help when necessary. - Teacher corrects some pieces of writing in class. - Teacher collects Ss' writings and provides written feedback in the next lesson. - In weaker classes, provide some suggested answers if necessary. | <p>Suggested answer:</p> <p><i>PRESERVE OUR HERITAGE – PRESERVE TRANG AN LANDSCAPE COMPLEX</i></p> <p><i>Trang An (Ninh Binh Province) was the first site in Viet Nam to be recognised by UNESCO as a mixed World Heritage Site in 2014. It is famous for its natural beauty and rich biodiversity. To preserve its beauty, we need to identify what problems Trang An may face and find ways for preserving it.</i></p> <p><i>PRESERVING NATURE</i></p> <p><i>Trang An is affected by mass tourism. This kind of tourism can pollute rivers and valley. It can also damage the ecosystem because of the large number of visitors.</i></p> <p><i>To preserve Trang An, it is necessary to organize eco-tours to the heritage sites. We should also create a sustainable habitat for wildlife on the heritage site.</i></p> <p><i>PRESERVING CULTURE</i></p> <p><i>Another problem is young people's lack of knowledge about our cultural heritage. As a result, they are not be able to appreciate our traditions.</i></p> <p><i>This problem can be solved if schools teach the importance of heritage. Our heritage values should also be promoted on social media so that they reach wider audiences.</i></p> |
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e. Assessment

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

4. ACTIVITY 3: POST-WRITING (7 mins)

a. Objectives:

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

b. Content:

- Students exchange their work for peer 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 |
|--|---|
| <p>Peer check</p> <ul style="list-style-type: none"> - 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 as a whole class without nominating the Ss' names. | <p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p>TOTAL: .../50</p> |

e. Assessment

- Teacher's observation on Ss' performance, provide 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 – Communication and Culture.