

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 22/ 02 / 2026

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Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 67:

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 5: Listening – Vocational courses

I. OBJECTIVES

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

1. Knowledge

- Gain more knowledge about vocational courses;
- Memorize vocabulary to talk about vocational courses.

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 aware of different vocational courses;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 7, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none">- Explain the meaning of new words 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.

	<ul style="list-style-type: none"> - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on family the topic and get Ss involved in the lesson;
- To set the context for the listening part;

b. Content:

- Look at the picture and answer the question

c. Expected outcomes:

- Students can answer the given questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Look at the picture and answer the questions	
<ul style="list-style-type: none"> - Teacher tells Ss to look at the picture and the questions. Help Ss to understand the questions and prepare for their answers by asking questions, <i>e.g. What can you see in the picture? (A person is showing others the way to prepare food.)</i> - Teacher asks Ss to work in pairs to answer the questions. Encourage them to ask each other questions and give more details about their answers. - Teacher invites some Ss to share their answers or their partner's answers with the class. 	 <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>What kind of vocational course are they taking?</i> 2. <i>Do you think students need any special qualifications to apply for this course?</i> 3. <i>What do you think students expect to learn from this course?</i> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>They are taking a cooking course.</i> 2. <i>No, I don't think students need any special qualifications to apply for this course. Students just need their love for cooking.</i> 3. <i>I think students wants to get a job related to cooking.</i>

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e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-LISTENING (7 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:

- Pre-teach vocabulary related to the content of the lesson;

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Choose the correct meanings of the underlined words and phrase.	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences containing key vocabulary items from the listening. Tell students to study the context clues carefully, then read the given options for each word in bold and try to choose the correct one. - Teacher has Ss check their answers in pairs. - Teacher confirms the correct answers as a class. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <i>B</i> <i>A</i> <i>B</i>

e. Assessment

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

3. ACTIVITY 2: WHILE-LISTENING (20 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 vocational courses.

b. Content:

- Task 3. Listen to a conversation between Mai and the receptionist at ABC Vocational School. What are they talking about? (p.81)
- Task 4. Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap. (p.81)

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
<p>Task 3. Listen to a conversation between Mai and the receptionist at ABC Vocational School. What are they talking about? (8 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the instructions to find out the context of this activity and its aim listening for the main idea. - Teacher has Ss read the options carefully and check if they understand all the vocabulary. - Teacher plays the recording and have Ss listen and choose the correct option. - Teacher asks Ss to compare their answers in pairs groups. - Teacher checks answers as a class and let Ss listen again, if necessary, e.g. <i>when working with weak classes</i>. 	<p><i>Answer key:</i> <i>B</i></p>
<p>Task 4. Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap. (12 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss read through notes carefully and check if they understand all the vocabulary. - Teacher asks Ss to think about the type of information they will need to answer each of these questions, e.g. <i>1. length of time; 2. type of courses; 3. jobs/people in certain professions; 4. positions in a real restaurant; 5. booklet or magazine.</i> - Teacher reminds Ss of the word limit they will have for each answer. - Teacher plays the recording. Ask Ss to listen and fill in the gaps within the word limit. - Teacher has Ss compare their answers. - Teacher checks answers as a class and confirm the correct ones. - Extension: Play the recording, pausing before the last word of long sentences and have Ss recall or guess it, e.g. play the sentence until the word 'courses': <i>I'd like to ask for information about your...</i> Have Ss call out the last word. In stronger classes, ask Ss to write the words on the board. 	<p>Answer key:</p> <ol style="list-style-type: none"> <i>1. months</i> <i>2. Professional</i> <i>3. restaurant cooks</i> <i>4. apprentice</i> <i>5. (school) brochure</i>

e. Assessment

- Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

Tapescript:

Mai: *Good morning.*
Receptionist: *Good morning. Welcome to ABC Vocational School. How can I help you?*
Mai: *I watched a TV programme about your school last week. I'd like to ask for information about your courses.*
Receptionist: *Sure. What's your name, please?*
Mai: *I'm Nguyen Thanh Mai.*
Receptionist: *OK, Mai. We offer a wide range of courses including tour guide training, hotel and restaurant management, and cooking. Are you interested in a specific trade?*
Mai: *Yes, I'd like to know more about your cooking courses. How long does it take to complete a cooking course?*
Receptionist: *Well, it depends. We have short cooking courses for all ages and abilities. They are usually two to three months, and mainly for people who want to learn about food preparation and have fun in the kitchen. We also have professional cooking courses, which take two years to complete, for those who want to train to be restaurant cooks.*
Mai: *Do you offer any apprenticeships?*
Receptionist: *Yes, once you join a course, you'll have the opportunity to work as an apprentice in a real restaurant and learn from the best chefs.*
Mai: *That's amazing!*
Receptionist: *Would you like to fill in the application form?*
Mai: *Oh, I'm only in grade 11. I haven't discussed my plans with my parents either.*
Receptionist: *OK, no problem. Please take a copy of our school brochure. It has detailed information about all the courses.*
Mai: *Thank you so much. Goodbye.*
Receptionist: *Bye, Mai. Good luck.*

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

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.

b. Content:

- Task 5: Work in groups. Discuss the following questions. (p.82)

c. Expected outcomes:

- Students can use the language and ideas from the listening to discuss other information about the courses

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in groups. Discuss the following questions.	
- Teacher asks Ss to recall what information Mai received when talking to the receptionist at ABC Vocational School	Suggested answers: <ul style="list-style-type: none"> • Cost

<p><i>(names of courses, length of study, apprenticeship, brochure about the courses).</i></p> <ul style="list-style-type: none"> - Teacher puts Ss into groups to answer the question. Walk round the class and offer help. For weaker classes, give them some suggestions, e.g. <i>cost, number of students in a class, job opportunities after finishing the course, ...</i> Make sure Ss take notes of their ideas. - Teacher invites Ss from some groups to share their ideas with the whole class. 	<ul style="list-style-type: none"> • <i>Entrance exams or requirements for applicants</i> • <i>Number of students on a course / in a class</i> • <i>Job opportunities after finishing the professional courses</i>
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e. Assessment

- Teacher 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 on workbook.
- Prepare for the next lesson –Writing.

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PERIOD 68:

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 6: Writing – A request letter about a course

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write a letter requesting information about a course;
- Apply structures to request information.

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 polite and clear when writing a formal letter;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 7, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác 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' reading comprehension of short messages;
- To set the context for the writing part;

b. Content:

- Do a quiz game to get to know authentic short messages.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Hidden picture</p> <ul style="list-style-type: none">- Ss work in groups.- There are 4 questions which relate 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.	<p>Clues:</p> <ol style="list-style-type: none">1. Connected with a job that needs special training and skills2. A person working for an employer to learn a skill or a job3. A small book giving information about something4. A person who has just left school <p>Answer key:</p> <ol style="list-style-type: none">1. professional2. (an) apprentice3. (a) brochure4. (a) school-leaver <p>KEY WORD: LETTER</p>

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-WRITNG (12 mins)

a. Objectives:

- To get students to build up ideas that they can later use for their writing

b. Content:

- Teach Ss use the given note to build up ideas for their writing

c. Expected outcomes:

- Students build up ideas for their writing.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Look at the advertisement about a vocational school and its tour guide training courses. You want to ask for more information. Complete the enquiries. (6 mins)</p>	
<ul style="list-style-type: none">- Teacher asks Ss to look at the advertisement about a	<p>Suggested answers:</p>

<p>vocational school and its tour guide training courses.</p> <ul style="list-style-type: none"> - Teacher asks Ss to read the information about the course and check understanding, e.g. <i>Do applicants need any qualifications? Are the courses expensive?</i> - Teacher focuses Ss' attention on the text in the three boxes and ask, <i>Does the advert provide this information?</i> Then put Ss in pairs and have them work together to complete the enquiries under the advert. - Teacher walks around and offer help if necessary. - Teacher has some pairs read the completed sentences. Write the correct ones on the board. 	<ol style="list-style-type: none"> 1. <i>Could you please tell me if/whether I need to take a test?</i> 2. <i>I would like to know if/whether there are discounts for poor students.</i> 3. <i>I would appreciate it if you could tell me how much the daily wage is.</i>
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<p>Useful expressions (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the given outline of the letter, the Useful expressions box and the information from Activity 1 - Teacher explains more about the structure of the letter and useful expressions. - Students note down the information. 	<p>Formal emails or letters asking for information usually have the following structure:</p> <ol style="list-style-type: none"> 1. Greeting. Example: <i>Dear Sir/Madam, (or name if known)</i> 2. Reason(s) for writing. Example: <i>I would like to have more information about .../I am writing to enquire about ...</i> 3. Enquiries (one paragraph for each of the things you want to ask about, using linking words or phrases). Example: <i>First, I would like to know ... /In addition, I wonder if .../I would appreciate it if you could tell me .../It would be great if you...</i> 4. Closing line. Example: <i>I look forward to hearing from you/receiving your reply.</i> 5. Signature. Example: <i>Yours sincerely,</i> (if you know the name of the person you are writing to)/ <i>Yours faithfully,</i> (if you don't know the name)

e. Assessment

- Teacher observes Ss' work and give feedback.

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

a. Objectives:

- To help Ss familiarize with the structure and language of an opinion essay;

b. Content:

- Task 2. Write a letter (140–170 words) to request information about the courses in 1

c. Expected outcomes:

- Students can write a complete essay of an opinion essay.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Write a letter (140–170 words) to request information about the courses in 1	
<ul style="list-style-type: none"> - Teacher tells Ss that the letter is to request the information about the courses in Activity 1. - In stronger class, encourage student to make more enquiries. - Teacher has Ss work individually to write their draft. - Teacher collects Ss' writings to mark and provide written feedback in the next lesson. - Extension: Put Ss in pairs and ask them to swap their draft letter for peer feedback. Encourage Ss to revise their letter and correct any mistakes before submitting. 	<p><i>Sample letter</i></p> <p><i>Dear Sir or Madam,</i></p> <p><i>I am writing to ask for more information about the tour guide training courses at the SGV Vocational School. I am over 18 years now and I am very interested in travelling and exploring different cultures. I would really like to apply for one of your courses.</i></p> <p><i>First, I would appreciate it if you could tell me what the entry requirements are. I finished upper-secondary school last summer. Could you please let me know if I still need to take a test? If there is one, please let me know where I can find detailed information about it.</i></p> <p><i>Next, I would like to know the course fee and the daily wage for the apprenticeship. It is very important for me to have this information so that I can decide if I can afford to study at your school.</i></p> <p><i>Finally, it would be great if you write back to me with details about what topics it will cover and how long it will take.</i></p> <p><i>I look forward to hearing from you.</i></p> <p><i>Yours faithfully,</i></p> <p><i>Hoang Bao Nam</i></p>

e. Assessment

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

4. ACTIVITY 3: POST-WRITING (10 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
<p>CROSS-CHECKING</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 opinions to other Ss- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.	<p>Writing rubric</p> <ol style="list-style-type: none">1. <i>Organization: .../10</i>2. <i>Legibility: .../10</i>3. <i>Ideas: .../10</i>4. <i>Word choice: .../10</i>5. <i>Grammar usage and mechanics: .../10</i> <p><i>TOTAL: .../50</i></p>

e. Assessment

- Teacher 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 on workbook.
- Prepare for the next lesson – Communication and Culture.

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PERIOD 69:

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

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;
- Know about education after leaving school in Vietnam and in the UK;
- Review making an appointment.

2. Core competence

- Be able to make an appointment.
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be ready to offer help to others when necessary;
- Recognise the similarities and differences between education after leaving school in Vietnam and in the UK

II. MATERIALS

- Grade 11 textbook, Unit 7, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

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.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of the generation gap.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can get ready to learn how to make an appointment.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;">Watch a video</p> <ul style="list-style-type: none"> - Teacher plays the video and asks Ss to answer the questions. - Ss watch the video and note down the answers for the questions - Teacher calls some Ss to share and confirm the answers. - Teacher leads in the new lesson. 	<p><i>Link:</i> https://www.youtube.com/watch?v=qG9oD9qxX6g</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>How many people are there in the conversation?</i> 2. <i>What is the man doing?</i> <p>Answers:</p> <ol style="list-style-type: none"> 1. <i>There are two people in the conversation.</i> 2. <i>The man is calling to make an appointment with the doctor.</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers make an appointment
- To review expressions for making an appointment

b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.83)
- 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.83)

c. Expected outcomes:

- Students can use appropriate language to ask for and give permission 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)								
<ul style="list-style-type: none"> - Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about?</i> - Teacher has Ss listen and complete the conversation with the expressions from the box. - Teacher checks answers by asking two Ss to read out the conversation. - Teacher has Ss underline expressions used to make an appointment (<i>Could I meet you...; What time shall I come to see you ...; Would ... suit you?</i>) and giving responses (<i>Sorry, I've got another appointment/ OK, then. See you ...</i>) - Teacher puts Ss in pairs and have them practise the conversation. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <i>could I meet you</i> 2. <i>I have got another appointment</i> 3. <i>shall I come</i> 4. <i>suit you</i> 							
Useful expressions (7 mins)								
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 3 groups: making an appointment, giving a positive response, giving a negative response and proposing another time/date. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <table border="1" data-bbox="917 1317 1487 2018"> <thead> <tr> <th data-bbox="917 1317 1201 1395">Making an appointment</th> <th data-bbox="1201 1317 1487 1395">Giving a positive response</th> </tr> </thead> <tbody> <tr> <td data-bbox="917 1395 1201 1581"> <ul style="list-style-type: none"> • <i>Will you be available on/at ...?</i> • <i>I'd like to make/arrange an appointment with you on/at ...</i> </td> <td data-bbox="1201 1395 1487 1581"> <ul style="list-style-type: none"> • <i>All right, I'll see you then.</i> • <i>OK, I'll see you (next week) (at around 3 p.m.).</i> </td> </tr> <tr> <td data-bbox="917 1581 1201 2018"> <ul style="list-style-type: none"> • <i>Would ... suit you/be OK for you?</i> • <i>When's convenient for you?</i> </td> <td data-bbox="1201 1581 1487 2018"> <p>Giving a negative response and proposing another time/date</p> <ul style="list-style-type: none"> • <i>Sorry, I've got another appointment at that time.</i> <i>How about ...?</i> • <i>I'm afraid I can't make it at that time.</i> </td> </tr> </tbody> </table>		Making an appointment	Giving a positive response	<ul style="list-style-type: none"> • <i>Will you be available on/at ...?</i> • <i>I'd like to make/arrange an appointment with you on/at ...</i> 	<ul style="list-style-type: none"> • <i>All right, I'll see you then.</i> • <i>OK, I'll see you (next week) (at around 3 p.m.).</i> 	<ul style="list-style-type: none"> • <i>Would ... suit you/be OK for you?</i> • <i>When's convenient for you?</i> 	<p>Giving a negative response and proposing another time/date</p> <ul style="list-style-type: none"> • <i>Sorry, I've got another appointment at that time.</i> <i>How about ...?</i> • <i>I'm afraid I can't make it at that time.</i>
Making an appointment	Giving a positive response							
<ul style="list-style-type: none"> • <i>Will you be available on/at ...?</i> • <i>I'd like to make/arrange an appointment with you on/at ...</i> 	<ul style="list-style-type: none"> • <i>All right, I'll see you then.</i> • <i>OK, I'll see you (next week) (at around 3 p.m.).</i> 							
<ul style="list-style-type: none"> • <i>Would ... suit you/be OK for you?</i> • <i>When's convenient for you?</i> 	<p>Giving a negative response and proposing another time/date</p> <ul style="list-style-type: none"> • <i>Sorry, I've got another appointment at that time.</i> <i>How about ...?</i> • <i>I'm afraid I can't make it at that time.</i> 							

		Are you free on/at ...?
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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)

<ul style="list-style-type: none"> - Teacher asks Ss to read through the given situations, giving them further explanations if necessary. - Teacher has Ss work in pairs. In weaker classes, underline the words and phrases in the conversation that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative and use the useful expressions given in the box. - Teacher has Ss spend a few minutes planning their conversations, e.g. <i>decide on the roles (a university representative / a school student); plan who says what.</i> Have Ss practise their conversation in pairs. - Teacher invites several pairs of Ss to act out their conversations in front of the class. - Teacher praises for good effort, clear pronunciation, fluent delivery and interesting ideas. 	<p><i>Students' answers</i></p>
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e. Assessment

- Teacher observes Ss's work and give feedback.
- Teacher gives score to evaluate Ss' performance.

3. ACTIVITY 2: CULTURE (10 mins)

a. Objectives:

- To help Ss practise the words in meaningful contexts.
- To help Ss learn about the UK education after secondary school.

b. Content:

- Task 1: Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap. (p.84)

c. Expected outcomes:

- Students understand the details in the text, memorise them and are able to use them in meaningful context.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap. (6 mins)</p>	

<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about UK education after secondary school, e.g. <i>What do you know about UK education after school? What are the options for school-leavers in the UK? Is higher education in the UK free?</i> - Teacher asks Ss what they want to know about the topic, e.g. <i>At what age do students leave schools? Do all school-leavers in the UK go to university? How long do Ss usually study for a bachelor's degree?</i> - Teacher puts Ss into pairs. Ask them to read the text about the UK education after secondary school and complete the notes. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Teacher checks answers as a class by calling on pairs to write the missing words or phrases on the board. - Teacher goes back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 18 2. technical education 3. higher education 4. university courses 5. bachelor's degree
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e. Assessment

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

4. ACTIVITY 3: EXTRA ACTIVITY (8 mins)

a. Objectives:

- To help Ss apply the knowledge to talk about the similarities and differences between education after leaving school in Viet Nam and in the UK.

b. Content:

- Talk about the similarities and differences between education after leaving school in Viet Nam and in the UK.

c. Expected outcomes:

- Students can talk about the similarities and differences between education after leaving school in Viet Nam and in the UK.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2. Work in groups. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.</p>	
<ul style="list-style-type: none"> - Teacher has Ss look back at the table in Activity 1 which summarises the information about the UK education after leaving school. - Teacher asks Ss to work in pairs, draw a similar table for Viet Nam, discuss and fill in this table. 	<p>Suggested answers:</p> <p>Similarities <i>Both systems provide vocational education after secondary school</i></p> <p>Differences: <i>In Viet Nam, students leave secondary school at 18. Then they can start university immediately.</i></p>

<ul style="list-style-type: none">- In pairs, compare these two tables. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.- Teacher invites several groups to report their discussion. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.	<p><i>In some parts of the UK, students can leave school at 16.</i></p>
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e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 8. Looking back and project.