

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 28/ 02 / 2026

Thời gian thực hiện: Tuần 24

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 70:

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 7;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<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.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive talking students practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Mysterious creature

c. Expected outcomes:

- Students can get ready to learn about differences among generations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group having more points is the winner. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. <i>school-leavers</i> 2. <i>higher education</i> 3. <i>apprenticeships</i> 4. <i>institutions</i> 5. <i>graduation</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review intonation in Wh- and Yes/ No questions.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of perfect gerunds and perfect participle clauses.

b. Content:

- Task 1: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (p.84)
- Task 2: Complete the text. Use the correct form of the words and phrase in the box. (p.84)
- Task 3: Rewrite these sentences using perfect participle clauses or perfect gerunds. (p.85)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to listen and mark the intonation (rising or falling) on the questions. - Teacher asks several pairs of Ss to say these exchanges out loud in front of the class. - Teacher confirms the correct answers. Correct Ss if necessary. Praise for good pronunciation and fluent delivery. 	<p><i>Answer key</i></p> <ol style="list-style-type: none"> 1. <i>Are you interested in studying at university?</i>  2. <i>How much is the fee for this cooking course?</i>  3. <i>Did you attend the education fair?</i>  4. <i>Who would like to train to become a tour guide?</i> 
Task 2: Complete the text. Use the correct form of the words and phrase in the box. (4 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read the text, and the given words and phrase in the box. Tell Ss that all these words and phrases have been taught and used throughout the unit. - Teacher asks Ss to focus their attention on the gaps in the text. - Teacher tells Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Teacher asks Ss to choose the words or phrases from the box to complete the gaps in the text. - Teacher has Ss check their answers in pairs/ groups. - Teacher checks answers as a class by asking individual Ss to read the sentences. 	<p><i>Answer key</i></p> <ol style="list-style-type: none"> 1. <i>school-leavers</i> 2. <i>higher education</i> 3. <i>apprenticeships</i> 4. <i>institutions</i> 5. <i>graduation</i>
Task 3: Rewrite these sentences using perfect participle clauses or perfect gerunds. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the given sentences. Then explain that they will need to use appropriate perfect gerunds or perfect participle clauses to complete the new sentences without changing the meaning. - Teacher asks Ss write their sentences first. Then ask them to check their answers in pairs / groups. - Teacher checks answers as a class by asking individual Ss to read a sentence each. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. <i>Having finished school, my brother</i> 2. <i>He did not remember having discussed</i> 3. <i>Not having asked anyone for advice,</i> 4. <i>Having won the first prize in the competition</i>

e. Assessment

- Teacher observes Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Presentation of generational differences among us.

c. Expected outcomes:

- Students practice giving an oral presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Instructions (given in Lesson 1 – Getting Started)	
<ul style="list-style-type: none"> - Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation about an educational institution. - Teacher has Ss work in their groups. Give them a few minutes to prepare for the presentation. - Teacher gives Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Teacher gives praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment. 	
Students' presentations	
<ul style="list-style-type: none"> - All groups make presentations. - When one group make presentation, others listen and complete the evaluation sheet. 	

e. Assessment

- T gives comments and feedback to all presentations and awards a prize to the group which has the most votes.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises on workbook.

- Prepare for Unit 8.

Suggested checklist for peer assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
<i>- The presenters greet the audience.</i>		
<i>-The presenters speak clearly and naturally.</i>		
<i>- The presenters cooperate when delivering their talk.</i>		
<i>-The presenters have interactions with the audience.</i>		
<i>-The presenters use some photos/pictures to illustrate their ideas.</i>		
<i>-The presenters conclude their talk appropriately.</i>		
CONTENT: <i>The presentation includes the following information about an educational institution</i>		
<i>- what type of educational it is / where it is/ how big it is / how much the fee is...</i>		
<i>- what programmes or training it offers</i>		

- what facilities it has		
- if/whether there are students activities or clubs		
-what job opportunities there are for students after graduation		

Suggested checklist for self-assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<i>DELIVERY</i>		
<i>- I greeted the audience.</i>		
<i>-I spoke clearly and naturally.</i>		
<i>- I cooperated with my group members when delivering the talk.</i>		
<i>- I had interactions with the audience.</i>		
<i>- I used some photos/pictures to illustrate my ideas.</i>		
<i>-I concluded my part of the talk appropriately.</i>		
<i>CONTENT: Our presentation includes the following information about a volunteer project</i>		
<i>- What type of educational it is / where it is/ how big it is / how much the fee is...</i>		
<i>- What programmes or training it offers</i>		
<i>- What facilities it has</i>		

- If/whether there are students activities or clubs		
- What job opportunities there are for students after graduation		

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PERIOD 71:

REVIEW 3

Lesson 1 - Language

I. OBJECTIVES

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

1. Knowledge

- Revise the language and Ss have learnt in Units 6-7-8: practice speaking with a correct intonation, the phrases related to preserving heritage, education after leaving schools and teen independence and life skills.
- Summarise Ss' answers and add some more information if necessary.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Review 3
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<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.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive talking students practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- Revise what students have learnt in the three units.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Listing

c. Expected outcomes:

- Students can remember all about sentence stress, intonation and vocab related to topics in Units 6,7,8.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Listing - Ss work in 2 teams. - In turns, in each team one student stands up and says a key word that they can remember from units 6, 7 ,8. - Then that student can point at any student of the other team to continue saying. The game goes on. - If one student cannot remember any word, that team loses.	Suggested answer: <i>1. Intonation</i> <i>2. Words and phrases related to preserving heritage, education after school and teen independence</i> <i>3. To infinitive, perfect gerunds and participle clauses and cleft sentences</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (6 mins)

a. Objectives:

- To help Ss review intonation and sentence stress.

b. Content:

Mark the intonation in the following sentences, using falling intonation, rising intonation, level-rising intonation or fall-rise intonation symbols. Then listen and check. Practice saying them in pairs. (p.96)

c. Expected outcomes:

- Students can practise speaking with a correct intonation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Mark the intonation in the following sentences, using falling intonation, rising intonation, level-rising intonation or fall-rise intonation symbols. Then listen and check. Practice saying them in pairs. (6 mins)	
<ul style="list-style-type: none">- Ask Ss to read the sentences and mark the changes in intonation using appropriate arrows to indicate different patterns of intonation.- Play the recording and have Ss check their answers. Check answers as a class.	Suggested answer: <i>1. Could you show me the way to the Museum of History?</i> ↗ <i>2. What do you want to see during the festival?</i> ↗

<p>- Play the recording again, pausing after each sentence for Ss to repeat as naturally as possible.</p>	<p>3. <i>How about going on a boat trip this weekend?</i> ↗</p> <p>4. <i>I want to go to a vocational school after finishing secondary school.</i> ↗</p> <p>5. <i>Would you like to go to the cinema with me?</i> ↗</p> <p>6. <i>Why don't you join the cooking classes?</i> ↗</p> <p>7. <i>During my trip, I visited a historic monument ↗, an ancient pagoda ↗, and an old village.</i> ↗</p> <p>8. <i>Are you good at time management?</i> ↗</p>
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e. Assessment

- Teacher observes Ss's work and gives feedback.

2. ACTIVITY 2: VOCABULARY (29 mins)

a. Objectives:

- To help Ss revise words and phrases they have learnt in 3 units.

b. Content:

- Task 1. Complete the following sentences using the words and phrases in the box. (p.96)
- Task 2. Choose the correct word to complete each of the following sentences. (p.96)

c. Expected outcomes:

- Students can use all the vocabulary they have learnt in the three units to complete the tasks.

d. Organisation

<p>Task 1: Complete the following sentences using the words and phrase in the box. (7 mins)</p>	
<ul style="list-style-type: none"> - Have Ss do this activity individually and then share their answers with a partner. - Call on one or two Ss to write their answers on the board. - Check and confirm the correct ones. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>manage</i> 2. <i>school-leavers</i> 3. <i>vocational school</i> 4. <i>heritage</i> 5. <i>qualifications</i> 6. <i>self-motivated</i> 7. <i>folk singing</i> 8. <i>preserve</i>
<p>Task 2: Choose the correct word or phrase to complete each of the following sentences. (6 mins)</p>	
<ul style="list-style-type: none"> - Have Ss do this activity individually or in pairs. - Call on some Ss to give their answers. - Ask Ss to provide reasons for their answers <p>e.g. for question 1, the correct word is 'historic' because it means 'very important in history'.</p> <ul style="list-style-type: none"> - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>historic</i> 2. <i>degree</i> 3. <i>money-management</i> 4. <i>vocational</i> 5. <i>Decision-making</i> 6. <i>graduation</i>

- 7. restored
- 8. academic

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 3: GRAMMAR (16 mins)

a. Objectives:

- To help Ss review the use of to-infinitive clauses, perfect participle clauses and cleft sentences.

b. Content:

- Task 1. Choose the correct answers a, B, C, or d to complete the following sentences. (p.97)
- Task 2. Rewrite the sentences beginning with the words given. (p97)

c. Expected outcomes:

- Students can use to-infinitive clauses, perfect participle clauses and cleft sentences to complete the tasks.

d. Organisation

Task 1: Choose the correct answers a, B, C, or d to complete the following sentences. (6 mins)	
<ul style="list-style-type: none"> - Review to-infinitive clauses, perfect participle clauses and cleft sentences by explaining the most important notes of each grammatical point. - Ask Ss to do the activity individually. - Have Ss compare their answers in pairs. - Call on some Ss to read their sentences aloud or call on some Ss to write their answers on the board. - Check answers as a class. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. D 5. A 6. C 7. A 8. B
Task 2: Rewrite the sentences beginning with the words given. (10 mins)	
<ul style="list-style-type: none"> - Ask Ss to do the exercise individually. - Have Ss compare their answers in pairs. - Call on some Ss to read their sentences aloud or write them on the board. - Check answers as a class. 	<ol style="list-style-type: none"> 1. It was at a university in Canada that I applied to study. 2. Having watched the documentary, I came up with some ideas for my project. 3. We went to Hoi An to see old beautiful Japanese bridges and French houses. 4. Having done the project, I felt more confident in my abilities. 5. It was community work that gave many young people of Gen Z real-life experiences. 6. Marie Curie is the only person to win a Nobel prize in two different fields.

	<p>7. Having done the course, I got better at managing my study time.</p> <p>8. It was in 2010 that The Imperial Citadel of Thang Long was recognized as the world heritage.</p>
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e. Assessment

- Teacher observes Ss's work and give 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 Skills 1.

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PERIOD 72:

REVIEW 3
SKILLS: LISTENING & SPEAKING

I. OBJECTIVES

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

1. Knowledge

- Revise the listening skills for main and specific information and improve speaking skills of discussion.
- Summarise Ss' answers and add some more information if necessary.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Review 3.2
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<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.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive talking students practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on a basic life skill;
- To set the context for the speaking part;

b. Content:

- Choosing the essential things to live on an island alone.

c. Expected outcomes:

- Students choose and explain why they choose those things.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- T shows some items on the screen (or may use relia), then asks students to choose which two things they need if they intend to live on an island alone.- Students choose and explain.- T listens, observes and gives comments.	Some items: <i>blanket, knife, water, mosquito net, papers, lighter, torch, food, clothes...</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 2: LISTENING (15 mins)

a. Objectives:

- To help students revise the listening skills for main and specific information.

b. Content:

- Task 1: Listen to a short talk by a student advisor. What is it about? (p.98)
- Task 2: Listen again and complete the notes with no more than TWO words for each answer. (p.98)

c. Expected outcomes:

- Students use all the skills to do the exercises.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen to a short talk by a student advisor. What is it about? (7 mins)	
<ul style="list-style-type: none">- Tell Ss that they are going to listen to a talk by a student advisor and ask them to predict what the talk is about.- Call on some Ss to share their predictions.- Have Ss read the three options about the main idea of the talk.- Play the recording for Ss to listen for the first time and check if their guesses are correct.- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. The word 'Tips' in A means 'Advice' so the answer is A. In option C, we have 'Advice' but it is about how to learn a foreign language, not about how to become independent.	Key: A

<ul style="list-style-type: none"> - For weaker classes, play the recording again if Ss can't find the answers after the first time of listening. 	
<p>Task 2: Listen again and complete the notes with no more than TWO words for each answer. (8 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to look at the notes, underline the keywords and decide what part of speech they need to fill in each blank (e.g. 1: verb; 2: noun (phrase); 3: noun (phrase); 4: noun (phrase); 5: noun (phrase). - Play the recording again and have Ss write down their answers. in their notebooks. - Have Ss work in pairs to compare their answers. - Check answers as a class. - In weaker classes, play the recording again, pausing after the sentences containing the - missing word. 	<p>Key:</p> <ol style="list-style-type: none"> 1. study for 2. conversations with 3. pocket money 4. work experience 5. independence
<p>Tapescript:</p> <p>More and more school leavers are choosing to study abroad after finishing secondary school. While this is definitely an exciting experience, it's living independently in a foreign country that is challenging for many students. In today's talk, I'll share some tips with you to help you become more independent when studying abroad.</p> <p>First of all, you should learn the foreign language well. This way, you will become more independent while attending the lectures at the university and studying for the exams afterwards. A good knowledge of the local language will also help you take part in conversations with local people, thus making you more confident in your daily life.</p> <p>Another way to become more independent is to get a part-time job, which will allow you to earn some pocket money. You will also learn how to be more organised and feel more independent by gaining some work experience. The best thing is that you will be regularly paid, cover some of your expenses and even save some money.</p> <p>Cooking for yourself is also a good way to become more independent. When you are living abroad, you have to learn to cook if you don't want to eat junk food or spend a lot of money at restaurants. Knowing to cook and knowing what ingredients you put in your meals will give you a sense of freedom and independence.</p>	

e. Assessment

- Teacher observes the groups and gives feedback.

3. ACTIVITY 3: SPEAKING (20 mins)

a. Objectives:

- To help students improve the skills of discussion in pairs and groups.

b. Content:

- Task 1: Work in pairs. What can you do to become more independent while studying abroad? Give your reasons? (p.98)
- Task 2: Work in groups. What skills do you think you will gain while studying abroad? Report your group's answer to the class. (p.98)

c. Expected outcomes:

- Students use all the skills to do the exercises.

d. Organisation

**Task 1: Work in pairs. What can you do to become more independent while studying abroad?
Give your reasons? (10 mins)**

- Have Ss work in pairs and discuss things Ss should do to become independent while studying abroad.
- In weaker classes, tell them to use the ideas and expressions in the listening to help them with discussion. In stronger classes, encourage Ss to come up with their own ideas using their own vocabulary and language expressions.
- Tell Ss to use the example as guidelines for their discussion.
- Go around the class and provide help when necessary.

Suggested ideas for discussion

- Learn the language of the country where you study
- Get a part-time job
- Learn how to cook for yourself
- Travel alone
- Make friends

**Task 2: Work in groups. What skills do you think you will gain while studying abroad?
Report your group's answer to the class. (10 mins)**

- Ask Ss to work in groups and brainstorm ideas for further discussion.
- Tell Ss to think of activities international students do and what skill this activity helps them gain, e.g. Students meet people from different cultures. And this helps them gain intercultural communication skills.
- Call on some Ss to present their ideas in front of the class.
- Praise for interesting ideas and fluent delivery.

Suggested answers:

- Time-management (important for submitting assignments on time, scheduling time for revisions, doing part-time jobs, playing sports, relaxing, etc.)
- Language skills
- Cooking skills
- Managing money
- Learning to take care of yourself (cleaning, shopping, doing laundry, etc.)
- Strengthen your communication and study skills
- Problem-solving skills
- Cultural awareness or understanding (familiar with new culture and customs)
- I think learning how to cook for yourself is very important to become independent. When you live abroad, it is the life skill you must have because it saves you money. Besides, It also makes you confident to introduce your country's special dishes to your international friends.
- I think travelling alone is a good way to become independent. By travelling alone, you will have to organize everything beforehand and afterwards. Therefore, you will have to take care of everything. The experience you have will really make independent then.

e. Assessment

- T gives comments and feedback students' answers.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework (2 mins)

- Do exercises on workbook.
- Prepare for Review 3: Skills 2