

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 25

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 73:

REVIEW 3
SKILLS: READING AND WRITING

I. OBJECTIVES

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

1. Knowledge

- practice reading for main idea and specific information.
- Summarize 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
- 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 practice.- 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 reading part;

b. Content:

- Songs

c. Expected outcomes:

- Students are excited to start the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- Ask students to listen to some pieces of music. - Ask students to give names of the songs.	Suggested words: <i>songs</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: READING (15 mins)

a. Objectives:

- To help Ss practice reading for main idea and specific information.

b. Content:

- **Task 1:** Read the text. Choose the best heading (1–5) for each paragraph (a–C). There are TWO extra headings. (p.98)
- **Task 2:** Read the text again and decide whether the statements are true (T) or false (F). (p.99)

c. Expected outcomes:

- Students can use all the skills to complete the tasks successfully.

d. Organisation

Task 1: Read the text. Choose the best heading (1–5) for each paragraph (A–C). There are TWO extra headings. (7 mins)	
- Ask Ss to read the whole text once to get an overall idea. - Have Ss read again paying attention to the main idea of each paragraph and match it with appropriate heading. - Note that there are two extra headings which are not used. - Tell Ss to work in groups to compare answers. - Check answers as a class.	Key: 1. D 2. B 3. A
Task 2: Read the text again and decide whether the statements are true (T) or false (F). (8 mins)	
- Ask Ss to read the text again and complete the exercise. - Check answers as a class. - Ask Ss to provide evidence from the text to support each answer, e.g. the information for question 1 is available in the first paragraph (Recognised as UNESCO's world cultural heritage in 2013).	Key: 1. T 2. F 3. F 4. T

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 2: WRITING (20 mins)**a. Objectives:**

- To help Ss practise writing an email requesting information about Don Ca Tai Tu.

b. Content:

- **Task 1:** Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member. (p.99)
- **Task 2:** Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you. (p.99)

c. Expected outcomes:

- Students complete the tasks successfully.

d. Organisation

Task 1: Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member. (5 mins)

- Tell Ss to read the advertisement and check understanding by asking questions, e.g. What kind of club is it? Is it open to everyone? What kind of people does it invite to join the club?
- Tell Ss to imagine that they want Put them in pairs and have them think about what kinds of information they want to know about joining the club.
- In weaker classes, write the best ideas on the board, any requirements for becoming a club member including age and education, if members will have to pay a fee, benefits of becoming a member...

Task 2: Write an email (140–170 words) to the club president asking for more information about how to become a club member. use the outline below to help you. (15 mins)

- Ask Ss to work individually and write an email requesting information about becoming a member of the Don ca tai tu club.
- Tell Ss that they can use the suggested ideas and outline in the box. Remind them to pay attention to word choice, linking words, sentence structures and punctuation.
- Give Ss enough time to complete their email. Walk around the class and offer help.
- In stronger classes, encourage them to use their own ideas. In weaker classes, read the sample answer below and write some key words from it as prompts on the board.

Suggested answer :

Dear Sir / Madam,
I am writing this email to ask for information about joining the Don ca tai tu club.
First, I would like to know if there is an application form that I need to complete. If not, do you need any other information about me, such as age, school, interests, music skills?
Second, I wonder whether there is a club fee. If there is one, how much is it and how often do I need to make payments? Are there any discounts for students?

<ul style="list-style-type: none"> - Call on some Ss to read their paragraphs to the class. Encourage the rest of the class to ask questions or make comments. - Collect Ss' proposals to mark and provide written feedback in the next lessons. 	<p>Finally, I want to know what benefits I will get for my membership. Will I get any training in Dan ca tai tu singing? Will I get any free tickets to enjoy Dan ca tai tu performances?</p> <p>I look forward to hearing from you.</p> <p>Yours faithfully,</p>
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e. Assessment

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

4. CONSOLIDATION (5 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 Mid-term Test.

Board Plan

<p><i>Date of teaching</i></p> <p>REVIEW 3</p> <p>SKILLS: READING AND WRITING</p> <p>*Warm-up</p> <p>* Skills</p> <p>READING</p> <ul style="list-style-type: none"> - Task 1: Read the text. Choose the best heading (1–5) for each paragraph (a–C). There are TWO extra headings. - Task 2: Read the text again and decide whether the statements are true (T) or false (F). <p>WRITING</p> <ul style="list-style-type: none"> - Task 1: Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member. - Task 2: Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you. <p>*Homework</p>
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PERIOD 74:

MID-TERM TEST

I. OBJECTIVES

Periodic assessment of students' learning.

II. MATERIALS

- Handouts
- Casstettes/ tape recorders/ MP3 players

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PERIOD 75:

UNIT 8: BECOMING INDEPENDENT

Lesson 1: Getting started – Earning your parents' trust

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *becoming independent*;
- Gain vocabulary to talk about becoming independent;
- Get to know the language aspects: cleft sentences.

2. Competences

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

3. Personal qualities

- Be prepared to be live independently;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 8, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. independent (adj)	/,ɪndrɪ'pendənt/	confident and free to do things without needing help from other people

2. trust (earn sb's trust)	/trʌst/	the belief that sb/sth is good, sincere, honest, etc.
3. (to) convince	/kən'vɪns/	to make someone feel certain that something is true
4. responsible (adj)	/rɪ'spɒnsɪbəl/	having the job or duty of doing sth or taking care of sb/sth
5. (to) encourage	/ɪn'kʌrɪdʒ/	to give sb support, courage or hope

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

b. Content:

- Categorizing game: Classify dependent and independent people with some activities

c. Expected outcomes:

- Students can distinguish independence and dependence

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
CATEGORIZING GAME	Lists of activities: - <i>Independent lifestyle</i>

<ul style="list-style-type: none"> - Ss work in 4 groups. Each group is given small pieces of paper on which activities of dependent and independent lifestyle are written. - Each group has to classify them into correct categories. - The first team to complete the task correctly is the winner. - Teacher asks the winner to go to the board and show the correct answers. 	<ul style="list-style-type: none"> + <i>Cook for yourself</i> + <i>Have good time management</i> + <i>Know how to keep house</i> + <i>Keep your body clean</i> + <i>Think twice before deciding</i> + <i>Get enough good sleep</i> - <i>Dependent lifestyle</i> + <i>Ask parents for money</i> + <i>Wait parents to cook</i> + <i>Don't do your homework</i> + <i>Need mother to drop you off at school</i> + <i>communicate badly with people</i> + <i>Eat instant noodles all the time</i>
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e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.

b. Content:

- Pre-teach vocabulary related to the content of the dialogue.

c. Expected outcomes:

- Students can use key language more appropriately before they read.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<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, or explanations. - 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. 	<p><i>New words:</i></p> <ol style="list-style-type: none"> 1. <i>independent (adj)</i> 2. <i>trust (earn sb's trust)</i> 3. <i>(to) convince</i> 4. <i>responsible (adj)</i> 5. <i>(to) encourage</i>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on 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 becoming independent.
- To help Ss identify the cleft sentences with “it is/was who/that...”.

b. Content:

- Task 1: Listen and read (p.86)
- Task 2. Read the conversation again and decide who has these skills. (p.87)
- Task 3. Find words and a phrase in 1 that have the following meanings. (p.87)
- Task 4. Match the two halves to make sentences used in 1. (p.87)

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 asks Ss to look at the picture in the book as well as the dialogue and answer the questions. - Ss answer the questions in pairs. - Teacher plays the recording twice. Ss listen and read. - Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud. 	 <p>Questions:</p> <ul style="list-style-type: none"> - What can you see in the picture? - What do you think they are discussing? <p>Suggested answers:</p> <ul style="list-style-type: none"> - 3 friends, pan, mop,... - They are discussing housework and how to earn parents' trust.
<p>Task 2. Read the conversation again and decide who has these skills. (5 mins)</p> <ul style="list-style-type: none"> - Go through the three skills and ask for each one, e.g. <i>Who can manage their money? Who helps with the household chores? Who is good at managing their time?</i> - Have Ss write their answers. Then give them time to read the conversation again and locate the speaker's line that contains information for each skill. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Mark 2. Mai 3. Nam

<p>- Check answers as a class. Encourage Ss to provide evidence from the conversation, e.g. <i>Mark is good at managing money because he uses a money-management app that taught him how to be responsible with money.</i></p> <p>Extension: Call out sentences from the conversation or other statements related to it, but make mistakes, e.g. <i>Mai doesn't have a mobile phone.</i> Have Ss stand up when they hear a false statement and say <i>No!</i> Invite a student to correct the mistake. In stronger classes, vary the game by having Ss say the false statements.</p>	
<p>Task 3. Find words and a phrase in 1 that have the following meanings. (5 mins)</p>	
<p>- Have Ss read the definitions and check understanding. Explain that the words or phrases Ss need to find in the conversation to match are related to earning parents' trust.</p> <p>- In weaker classes, provide some extra clues, e.g. No 1 is a noun beginning with the letter 'c'. No 2 is an adjective containing four syllables. No 3 is a plural noun ending in '-ilities'. No 4 is a phrase consisting of two nouns linked with a hyphen.</p> <p>- Have Ss work individually first. Then check answers as a class.</p> <p>Extension: In stronger classes, ask Ss to choose other words or phrases from the conversation. In pairs, Ss write short definitions of them or other clues to help guess the words/phrases. Ask pairs to take turns reading their definitions or clues for the rest of the class to guess the word/phrase or find it in the conversation, e.g. a person's mother and father (parent), Nam says that he uses this to manage his time. (time-management app).</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>confidence</i> 2. <i>independent</i> 3. <i>responsibilities</i> 4. <i>money-management</i>
<p>Task 4. Match the two halves to make sentences used in 1. (5 mins)</p>	
<p>- Tell Ss to read the sentence halves and check comprehension.</p> <p>- Have Ss work individually.</p> <p>- Check answers by having individual Ss read out the sentences.</p> <p>- Focus attention on the beginning of each sentence half on the left (It's/It was ...) and on the first word</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>d</i> 2. <i>a</i> 3. <i>b</i> 4. <i>c</i>

of each sentence half on the right (that/who). Ask Ss if they can identify the grammar structure, i.e. cleft sentences with It is/was ... that/who ...	
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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 practice speaking skills;
- To help Ss memorize the basic knowledge on how to become independent.

b. Content:

- Role-play

c. Expected outcomes:

- Students can give a short talk about how to live independently.

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 groups. - In each group, one student plays the role of a student. Others are advisors. - Advisors are giving advice on how to live independently. - Ss have 3 minutes to prepare for the role-play. - Teacher invites 1 or 2 groups to come to the stage and do the role-play. - 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

- Write a short paragraph about how to live independently.