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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 14/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 37:

UNIT 4: MY NEIGHBOURHOOD
Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- To provide a model conversation in which speakers make complaints and respond to them.
- To review expressions for making complaints and responding.
- To help Ss understand urbanization in Malaysia and Australia.
- To help Ss relate what they have learnt in the reading text to their own culture.

2. Competences
- Develop communication skills and creativity
- Develop presentation skill
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities
- Be proud and respectful of the country's development.
- Actively join in class activities

II. MATERIALS
- Grade 12 textbook, Unit 4, Communication and CLIL.
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- 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	- 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 create an active atmosphere in the class before the lesson

b. Content:

- Video watching

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher shows a short video about travelling around "The planet Earth". - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary.	- Students watch the video and answer.	***Link:*** https://www.youtube.com/watch?v=gKdxPw9HDUs&t=1s

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To provide a model conversation in which speakers make complaints and respond to them.
- To review expressions for making complaints and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.57)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions to help you. (p.57)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)		
- Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. Who are the speakers? What are they talking about?	- Students do the task as instructed.	***Answer key:*** 1. D 2. A 3. C 4. B

- Have Ss listen and complete the conversation with the expressions from the box. - Check answers by asking two Ss to read out the conversation. - Have Ss underline expressions used to make complaints (I want to complain about …; I'm sorry to have to say this …) and to give responses to complaints (I promise.../ I'm sorry, but there's nothing we can do about it.). • Put Ss in pairs and have them practise the conversation.		
Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions to help you. (8 mins)		
- Ask Ss to read through the situations, and check understanding. - Underline words and phrases in the model conversation that Ss can replace with information from the new situations. - Go through the Useful expressions in the box and remind Ss to use them in their conversations. - Have Ss spend a few minutes planning their conversations, e.g. decide how they are going to start each one, how they are going to start making complaints and how they will respond to those complaints. Then have Ss practise their conversations.	- Students do the task as instructed.	*Students' own performance*

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE/ CLILL (20 mins)

a. Objectives:

- To help Ss understand urbanization in Malaysia and Australia.
- To help Ss relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and complete the table. (p.57)
- Task 2: Work in groups. Compare urbanisation in Viet nam with that in malaysia and/or australia. use the information in Writing and Culture/CLiL and the questions below to help you. (p.58)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and complete the table. (7 mins)		
- Ask Ss to look at the two pictures showing these two countries. Raise some questions to find out what they already know about urbanization in Malaysia and Australia, e.g. Is Malaysia/Australia urbanised? (Yes, it is.) When did urbanization start in Malaysia/Australia? What is the percentage of the current urban population in Malaysia/Australia?... - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. How fast is the urbanization rate in Malaysia/Australia? Why is urbanisation so fast in Malaysia/Australia?... - Put Ss into pairs. Ask them to read the text about urbanisation in Malaysia and Australia, and then complete the table. Walk around the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class by calling on pairs to write the information on the board. - Go 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.	- Students do the task as instructed.	***Answer key:*** 1. At the end of 19th century 2. about 26 per cent 3. gradual growth 4. One of the most urbanised countries in East Asia 5. Almost 90 per cent
Task 2: Work in groups. Compare urbanisation in Viet nam with that in malaysia and/or australia. use the information in Writing and Culture/CLiL and the questions below to help you. (13 mins)		
- Have Ss look back at the text and refer to the text and the notes they completed in Activity 1 about urbanisation in Malaysia and Australia. - Ask Ss to work in groups and compare Viet Nam's urbanisation with that in Malaysia and/ or in Australia, based on the suggested	- Students do the task as instructed.	*Students' own answers.*

questions. Walk around and help Ss if necessary. - Invite some groups to report their discussion.		

e. Assessment

- Teacher corrects for students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Prepare for the next lesson

Board Plan

Date of teaching

Unit 4: Urbanisation

Lesson 7: Communication and Culture/ Clil

***Warm-up**

Video watching

***Everyday English**

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.57)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions to help you. (p.57)

***Culture/ Clil**

- Task 1: Read the text and complete the table. (p.57)
- Task 2: Work in groups. Compare urbanisation in Viet nam with that in malaysia and/or australia. use the information in Writing and Culture/CLiL and the questions below to help you. (p.58)

*** Homework**

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 15/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 38:

UNIT 4: URBANISATION
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 4;
- 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 12 textbook, Unit 4, 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.	- 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.	- 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 urbanisation.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video, Q&A

c. Expected outcomes:

- Students can get ready to learn about differences between bacteria and viruses.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher shows a short video about travelling around "Urban and Rural life". - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary.	**Link:** https://www.youtube.com/watch?v=n-4hL_4IBsM&t=2s

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise the unstressed words.
- To help Ss review words and phrases that they have learnt in this unit.
- To help Ss review the use of the grammar points learnt in the unit: Revision and extension of the present perfect with some special structures and double comparative to show changes.

b. Content:

- **Task 1:** Listen and underline the unstressed words in the following sentences. Then practise saying the sentences in pairs. (P. 58)
- **Task 2:** Complete the text, using the correct forms of the words in the box. (p.58)
- **Task 3:** Choose the correct answer a, B, C, or d. (p.59)

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 underline the unstressed words in the following sentences. Then practise saying the sentences in pairs. (4 mins)	

- Ask Ss to listen and underline the unstressed words in each sentence. - Have Ss practise reading the sentences out loud in pairs, paying close attention to the unstressed words. - Ask several Ss to read out loud in front of the class. Correct wrong pronunciation of unstressed words if necessary. Praise for good pronunciation and fluent delivery.	**Answer key** 1. There are more than fifty new skyscrapers in the city. 2. People can get around easily by the new metro instead of getting stuck in traffic jams. 3. Many young people go to big cities looking for better job opportunities and higher salaries. 4. There have been a lot of changes in my hometown, and most of them have been welcomed by residents.
Task 2: Choose the correct words to complete the sentences. (4 mins)	
- Have Ss look at the instruction, the texts, and the given words in the box. - Ask Ss to read each sentence and focus their attention on the gap in it. - Tell Ss to study the context carefully and decide on the word or phrase to fill in the gap. In weaker classes, brainstorm vocabulary items encountered in the unit and write them on the board for Ss' reference. - Ask Ss to fill in the text with the given words individually. - Have Ss check their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the sentences.	**KEY:** 1. seek 2. expanding 3. housing 4. afford 5. unemployment
Task 3: Circle the underline part that is incorrect in each of the following sentences. Then correct it. (4 mins)	
- Ask Ss to read each sentence and choose the correct option to complete it. - Remind Ss to study the context carefully and decide which option is the correct one. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read the sentences.	**Answer key:** 1. A 2. B 3. C 4. D

e. Assessment

- Teacher obverses Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (26 mins)

a. Objectives:

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

b. Content:

- Presentation of research about a new urban area in Vietnam.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Work in groups. Find information about a member country of ASEAN. Present your research to the class. You can make a poster, a video, or presentation slides.	
- As 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, a video, or a poster. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick the 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. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.	
Students' presentations	
- All groups exhibit their posters and make presentations. - When one group make presentation, others listen and complete the evaluation sheet.	

e. Assessment

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

- Suggested checklist for peer assessment.

	Tick where appropriate	*Comments (in English or Vietnamese)*
DELIVERY		

- The presenters greet the audience.		
-The presenters speak clearly and naturally.		
- The presenters cooperate when delivering their talk.		
-The presenters have interactions with the audience.		
-The presenters use some photos/pictures to illustrate their ideas / survey results.		
-The presenters conclude their talk appropriately.		
CONTENT: *The presentation includes the following information about an urban area in Viet Nam*		
- where the place is		
- what the place was like in the past		
- how the place has changed since urbanisation started		
- the positive effects of urbanisation		
- the negative effects of urbanisation		

- Suggested checklist for self-assessment:

	Tick where appropriate	*Comments (in English or Vietnamese)*
DELIVERY		
- I greeted the audience.		
-I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		

- I had interactions with the audience.		
- I used some photos/pictures to illustrate my ideas / survey results.		
-I concluded my part of the talk appropriately.		
***CONTENT:** Our presentation includes the following information about generational differences*		
- where the place is		
- what the place was like in the past		
- how the place has changed since urbanisation started		
- the positive effects of urbanisation		
- the negative effects of urbanisation		

4. CONSOLIDATION (2 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 Unit 5.

Board Plan

Date of teaching

Unit 4: Urbanisation

Lesson 8: Looking back and project.

***Warm-up**

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project. The new Urban area.**

***Homework**

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 15/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 39:

UNIT 5: THE WORLD OF WORK

Lesson 1: Getting started – Our parents' job!

I. OBJECTIVES

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

1. Knowledge

- Get an overview of the topic *The world of work*
- Use vocabulary related to work

2. Competences

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

3. Personal qualities

- Be proud and respectful of parent's job
- Be aware of different jobs in the future
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 5, Getting Started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. shift (n)	/ʃɪft/	a period of time worked by a group of workers who start work as another group finishes	ca làm việc
2. nine-to-five (adj)	/naɪn tə faɪv/	a typical full-time work schedule from 9:00 a.m. to 5:00 p.m.	giờ hành chính
3. footstep (n)	/ˈfʊtstep/	the values, customs, and practices that have been passed	bước chân; truyền thống gia đình

		down from parents to children over time	
4. accountant (n)	/əˈkaʊntənt/	a person whose job is to keep or check financial accounts	kế toán

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experience about the topic.	- 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 introduce the topic of the unit.
- To set the context for the listening and reading part.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can understand what children say in the video and guess the topic of the unit.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher plays a video and asks Ss to watch and answer the question. Link: https://www.youtube.com/watch?v=8bZbRTh92NM&t=84s	- Students watch a video and answer the question	***Questions:*** What are they talking about? ***Suggested answer:*** Their parent's jobs.

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related to the topic of *The world of work.*
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary by: + showing the pictures illustrating the words + giving explanation + asking some elicit questions	- Students listen to the teacher's explanation and guess the words.	**Vocabulary:** 1. shift (n): ca làm việc 2. nine-to-five (adj): giờ hành chính 3. footstep (n): bước chân; truyền thống gia đình 4. accountant (n): kế toán

e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (25 mins)

a. Objectives:

- To check Ss' comprehension of the conversation.
- To introduce collocations to describe jobs.
- To help Ss identify simple, compound and complex sentences.

b. Content:

- Task 1: Listen and read. (p.60)
- Task 2: Read the conversation again and put a tick (✔) in the appropriate column. (p.61)
- Task 3: Match the words/ phrases to make phrases mentioned in 1. (p.61)
- Task 4: Complete the sentences with phrases or clauses in the box based on the conversation in 1. (p.61)

c. Expected outcomes:

- Students can understand the conversation and know some collocations to describe jobs.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (7 mins)		
- Teacher sets the context for the listening and reading. - Teacher has Ss look at the picture and elicit the context of the conversation by asking some questions. - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the world	- Students look at the picture and answer the questions. - Students listen to the recording. - Ss compare the words and phrases with their partner. - Students read the conversation aloud.	***Questions:*** 1. Where are Mark and Lan? 2. What are they talking about? ***Suggested answers:*** 1. They're at Lan's. 2. They're talking about their parents' jobs.

of work while they are listening and reading. - Teacher puts Ss in pairs and asks them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud.		
Task 2: Read the conversation again and put a tick (✔) in the appropriate column. (7 mins)		
- Teacher puts Ss in pairs. Ask them to read the notes carefully and decide which information belongs to Lan's dad, Mark's dad or Lan's mum. In stronger classes, encourage Ss to complete the task without looking back at the conversation. - Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions. - Teacher has Ss share their answers with the class. - Confirm the correct answers.	- Students work in pairs to do the activity. - Students share the answers in front of the class and show where they can find them. - Correct the answers if needed.	***Answer key:*** 1. Lan's dad 2. Mark's dad 3. Lan's dad 4. Lan's mum
Task 3: Match the words/ phrases to make phrases mentioned in 1. (6 mins)		
- Ask Ss to work independently to do the exercise. - Check Ss' understanding of the individual words in each column. - Have Ss read the conversation quickly again, find these words and phrases, and underline them. Then ask Ss to do the matching. - Allow Ss to share answers before discussing them as a class.	- Students read the conversation again and work independently to do the activity. - Share the answer with partners. - Students share and check the answers.	***Answer key:*** 1. d 2. a 3. b 4. c

- T prepares some pieces of paper with the words/ phrases. - T has Ss come to the board to match them.		
Task 4: Complete the sentences with phrases or clauses in the box based on the conversation in 1. (5 mins)		
- Run through the task. - Have Ss read each sentence and try to think of the missing information to complete the sentences. - In weaker classes, encourage Ss to read the conversation again and find the sentences. - Check answers by calling on one student to read the beginning of the sentence and another student to read the end of the sentence. - Remind Ss of types of sentences learned in the unit (simple, compound, and complex sentences). Draw Ss' attention to these types and tell Ss that they will revise all these types in later lessons.	- Answer some eliciting questions - Read the sentence and think of the information - Some weak Ss can read the conversation again to find the information. - Ss share the answers - Listen to the teacher.	***Answer key:*** 1. c 2. a 3. b 4. d

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (5 mins)

a. Objectives:

- To give Ss further practice

b. Content:

- Game: Be a footballer

c. Expected outcomes:

- Ss can choose the correct answer

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Be a footballer		
- Give instructions. - Show the questions and correct the answers.	- Listen to the teacher - Choose the correct answers	***Answer key:*** 1. A 2. B

		3. C 4. B 5. B

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Start preparing for the Project of the unit:

+ Teacher randomly puts Ss in groups of 6 and asks them to make a preparation about common part-time jobs that can be done by students during summer.
+ Teacher remind Ss that they can make different kinds of presentations for this project. They can make a poster or PowerPoint presentation for this project.
+ In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

Board plan

Date of teaching

Unit 5: The world of work

Lesson 1: Getting started - Our parents' jobs

*** Warm-up**

*** Vocabulary**

1. shift (n)
2. nine-to-five (adj)
3. footstep (n)
4. accountant (n)

Task 1: Listen and read.
Task 2: Read and tick.
Task 3: Match.
Task 4: Complete the sentences.

Game: Be a footballer.

***Homework**