

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/ 01 / 2026

Thời gian thực hiện: Tuần 21

Lớp dạy: 12/1, 12/5

PERIOD 61:

UNIT 6: ARTIFICIAL INTELLIGENCE
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;
- Gain knowledge about the evolution of robots;
- Review expressions for getting attention and interrupting.

2. Competences

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

3. Personal qualities

- Be polite when getting attention and interrupting;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 6, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|------------------|----------------------|---|------------------------------|
| 1. evolution (n) | /,i:və'lu:ʃn/ | the slow steady development of something | tiến hóa |
| 2. stimulus (n) | /'stimjələs/ | something that helps somebody/something to develop better or more quickly | chất xúc tác |

| | | | |
|-----------------|------------|--|------------|
| 3. (to) provoke | /prə'vəʊk/ | to cause a particular reaction or have a particular effect | kích thích |
| 4. slope (n) | /sləʊp/ | a surface or piece of land that slopes (= is higher at one end than the other) | sườn núi |
| 5. (to) imitate | /'ɪmɪteɪt/ | to copy somebody/something | bắt chước |

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;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video

c. Expected outcomes:

- Students can get knowledge about a modern robot in the world.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|--|---|
| Video watching <ul style="list-style-type: none"> - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want. - Teacher shows the question, Ss raise their hands to grab the chance to answer. - Teacher leads in the lesson. | <ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. | <p>Link: https://www.youtube.com/watch?v=Q1d5aiBFNpM</p> <p>Questions: What's your impression on Ameca – the robot?</p> <p>Suggested answers: <i>(students' own impression)</i></p> |

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers get attention and interrupt;
- To review how to get attention and interrupt;
- To help Ss practise getting attention and interrupting.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.84)
- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (p.84)

c. Expected outcomes:

- Students can use appropriate language to get attention and interrupt in certain situations.

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. (6 mins) | | |
| <ul style="list-style-type: none">- Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?</i>- Give Ss a few minutes to read the expressions in the box and check understanding.- In stronger classes, encourage Ss to fill in the gaps based on context clues.- Have Ss listen and complete the conversation with the words from the box.- Check answers by asking two Ss to read out the conversations.- Have Ss underline expressions used to get attention (<i>Hey, May I have your attention</i>) and interrupt (<i>Do you mind, I'm sorry for interrupting</i>)- Put Ss in pairs and have them practise the conversation.- Invite some pairs to role play the conversation in front of the class. | <ul style="list-style-type: none">- Students listen to the recording.- Students complete the conversation with words in the box.- Students practise the conversation in pairs. | Answer key: 1.C 2.B 3.D 4.A |
| Useful expressions (7 mins) | | |
| <ul style="list-style-type: none">- Teacher gives students a list of expressions which are mixed together. Ss | <ul style="list-style-type: none">- Ss work in groups to do the task. | * Getting attention <ul style="list-style-type: none">• May I have your attention, please? |

| | | |
|--|--|--|
| <p>have to classify them into 2 groups: get attention and interrupt.</p> <ul style="list-style-type: none"> - Teacher asks Ss to classify the expressions into two groups. - Check as a class. - T asks if Ss can add some more expressions. | | <ul style="list-style-type: none"> • Could I ask you a question? • Can I have a few seconds/a moment of your time? • Look!/Listen!/Watch! • Excuse me! • Sorry to bother you. • Hey! <p>* Interrupting</p> <ul style="list-style-type: none"> • I'm sorry for interrupting/to interrupt, but I don't quite understand ... • Sorry for the interruption, but could you(repeat) ... • This will only take a minute. • Would you mind (telling me) ... • I apologise for the interruption, but I have an important question about ... • Pardon me/Excuse me, I have ... • Hold on! • Just a second |
| <p>Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (6 mins)</p> | | |
| <ul style="list-style-type: none"> - Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they go to a museum and robot exhibition, see a friend and want to get his/her attention, how they can interrupt a speaker in a talk on AI. - Have Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board. - Go through the Useful expressions in the box and remind Ss to use them in their conversations. - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. <i>how they are going to get the attention of a friend, how</i> | <ul style="list-style-type: none"> - Make a plan for the conversation. - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class. | <p>Suggested answer:</p> <p>a.</p> <p>Student A: Hey, Long. Are you also attending the exhibition: Robots in the 21st century ?</p> <p>Student B: Hi, Mai. Yes, I have just arrived.</p> <p>Student A: Sorry to bother you. Do you want to join me on a VR trip?</p> <p>Student B: Definitely.</p> <p>b.</p> <p>Student A: ...So I have talked about the use of AI in education. Now, let's move to the application of AI in the workplace.</p> |

| | | |
|---|--|---|
| <p><i>they are going to interrupt a speaker to ask a question...</i></p> <ul style="list-style-type: none"> - Walk around the class and provide help if needed. - Call on some groups to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for getting attention and interrupting, clear pronunciation and fluent delivery. | | <p>Student B: Excuse me, Dr Peter. Would you mind telling me more about the challenges of using AI chatbots in the classroom?</p> <p>Student A: That's a good question. Well,....</p> |
|---|--|---|

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help Ss learn about the evolution of robots;
- To help Ss relate what they have learnt about AI robots in the world to the context of their own country.

b. Content:

- Task 1. Read the text and complete the timeline showing the evolution of robots (p.85)
- Task 2. Work in groups. Discuss the questions. (p.85)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about AI robots in the world to the context of their own country.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|--|--|
| Task 1: Read the text and complete the timeline showing the evolution of robots. (10 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. <i>Have you ever had/met a robot? When did the first robot appear? How have robots changed ?</i> - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What type of robots were first introduced? In which field are robots being used? Can you list some examples of robots?</i> - Put Ss into pairs. Ask them to read the text and complete the timeline illustrating the evolution of robots with suitable numbers or words. Walk round the class | <ul style="list-style-type: none"> - Students answer questions to find out what they already know about the topic. - Students work in pairs and read the text and complete the timeline illustrating the evolution of robots with suitable numbers or words. | <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. 1959 2. Kismet 3. 2005 4. visual-recognition |

| | | |
|---|---|---|
| <p>and offer help, explaining unfamiliar words or answering questions.</p> <ul style="list-style-type: none"> - Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer. - 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. | | |
| Task 2: Work in groups. Discuss the questions. (5 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss to work in groups to discuss the two questions. - In weaker classes, ask questions to brainstorm ideas as a class, e.g. <i>Is AI being used in Viet Nam? What are they?</i> - To answer the first question, encourage Ss to think of some fields which are applying AI, e.g: education (<i>Google search, ChatGPT, Grammarly</i>), workplace (<i>facial recognition, Auto-answer box</i>), home (<i>robot cleaner, facial recognition</i>), entertainment (<i>VR</i>). Then they come up with some ideas about how robots and AI will be in the future (<i>AI will replace tedious or dangerous tasks, AI will treat, and largely eliminate, neurological disorders like Alzheimer's, Parkinson's, most birth defects, and spinal cord injuries as well as blindness and deafness, robots will be controlled by our minds</i>) - Invite some groups to present a summary of their discussion to the class. | <ul style="list-style-type: none"> - Students work in groups to discuss the question. - Students share their ideas in front of class. | <p><i>Suggested answers:</i></p> <p>Artificial intelligence (AI) and machine learning (ML) have become more popular in Vietnam with a large proportion of young people having experimented in these fields after realizing their potential. There are three commonly used AI types – face recognition, voice recognition and image analysis. In the future, AI will replace tedious or dangerous tasks. It also will treat, and largely eliminate, neurological disorders like Alzheimer's, Parkinson's, most birth defects, and spinal cord injuries as well as blindness and deafness. Moreover, robots will be controlled by our minds and have more emotions and feelings.</p> |

e. Assessment

- Teacher corrects the students as a whole class.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.

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PERIOD 62:

UNIT 6: ARTIFICIAL INTELLIGENCE
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 6;
- Apply what they have learnt (vocabulary and grammar) into practice through a project;
- Propose a way to use AI in daily lives and give a group presentation about it.

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 proud and respectful of famous people in Viet Nam and in the world
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 6, Looking back and project
- 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.- 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;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 1.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|--|
| Game: Lucky number <ul style="list-style-type: none">- Ss work in 2 teams.- There are 7 numbers, 1 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, Ss have to rearrange the letters in the word to make a correct one. (scramble words)- One point for a correct answer.- The group with the most points is the winner. | <ul style="list-style-type: none">- Students join the game and guess the words. | <i>Suggested words:</i> <ol style="list-style-type: none">1. Chatbots2. Personalize3. Portfolio4. Virtual5. Platform6. Robotic |

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review the pronunciation of the homophones.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Active and Passive Causatives.

b. Content:

- Pronunciation: Listen and underline the homophone of the word in bold in each sentence. Then practise saying the sentences in pairs. (p.86)
- Vocabulary: Complete the sentences using the correct forms of the words in the box (p.86)
- Grammar: Choose the option A, B, C, or D that is closest in meaning to each of the given sentences. (p.86)

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 |
|--|----------------------|----------|
| Pronunciation: Listen and underline the homophone of the word in bold in each sentence. Then practise saying the sentences in pairs. (4 mins) | | |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> - Tell Ss to listen and underline the homophone of the bold word in each sentence, then compare their answers in pairs. - Play the recording once for Ss to check their answers. - Have Ss practise saying the sentences out loud in pairs, paying attention to the homophones. | <ul style="list-style-type: none"> - Listen and underline the homophone of the bold word in each sentence, then compare their answers in pairs. - Practise saying the sentences out loud in pairs. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. allowed 2. board 3. wear 4. No <ol style="list-style-type: none"> 1. People are not <u>allowed</u> to talk aloud in the library. 2. Students felt very bored when their teacher kept writing on the <u>board</u>. 3. Where can I buy some new clothes to <u>wear</u> to the party? 4. Robots don't know how to say 'No'. |
| Vocabulary: Complete the sentences using the correct forms of the words in the box (4 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss to read each sentence and check comprehension. - Tell Ss to study the context carefully and decide on the suitable word to complete each sentence. - Have Ss check their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the sentences. | <ul style="list-style-type: none"> - Read each sentence. - Study the context carefully and decide on the suitable word to complete each sentence. - Check answers in pairs / groups. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. applications 2. artificial intelligence 3. activate 4. virtual |
| Grammar: Choose the option A, B, C, or D that is closest in meaning to each of the given sentences. (4 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss to read sentences and choose the correct answer for each sentence. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read each sentence and elicit the type of causative (active or passive) in each blank. | <ul style="list-style-type: none"> - Read sentences and choose the correct answer for each sentence. - Check answers in pairs / groups. - Explain the answers. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. C 3. D 4. B |

e. Assessment

- Teacher observes Ss's work and gives 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 a presentation.

b. Content:

- Presentation: AI in our lives

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|--|---------------------------------------|
| <ul style="list-style-type: none">- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/ leaflet.- Have Ss work in their groups. Give them a few minutes to get ready for their poster/ leaflet presentation. Ask them to decide who is going to stand by the group poster/ display their leaflet, and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters/ leaflets.- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist.- If necessary, go through the assessment criteria to make sure Ss are familiar with them.- Have groups display their posters/ leaflets. Ask the group representative to stand next to their posters/ display their leaflet while the rest of the class walk around, study the posters/ leaflet and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster/leaflet and answer questions.- Give Ss enough time to study all posters/leaflets and complete the checklists. Then have them sit down and vote for the best poster/ leaflet.- You can also give Ss marks for their posters/ leaflets and poster/leaflet presentations as part of their continuous assessment. | <ul style="list-style-type: none">- All groups exhibit their posters and make presentations.- When one group makes a presentation, others listen and complete the evaluation sheet. | <i>Students' presentations</i> |

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 7.

Board Plan

Date of teaching

Unit 6: Artificial Intelligence**Lesson 8: Looking back and project*****Warm-up***** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project: AI in our daily lives*****Homework**

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Lớp dạy: 12/1, 12/5

PERIOD 63:

UNIT 7: THE WORLD OF MASS MEDIA
Lesson 1: Getting started – Promoting a charity event

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic The world of mass media;
- Gain vocabulary to talk about promoting a charity event;
- Get to know the language aspects: adverbial clauses of manner and result.

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 responsible for the community ;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 7, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

a

Language analysis

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|-------------------------|----------------------|---|------------------------------|
| 1. in charge of (idiom) | /ɪn tʃɑːdʒ əv/ | responsible for | chịu trách nhiệm về |
| 2. publicity (n) | /pʌb'lis.ə.ti/ | the attention that is given to somebody/something by newspapers, television, etc. | sự công khai |

| | | | |
|------------------------|------------------|--|-----------|
| 3. advert (n) | /ˈædvɜ:t/ | a notice, picture or film telling people about a product, job or service | quảng cáo |
| 4. profit-making (adj) | /ˈprɒfɪt meɪkɪŋ/ | (of a company or a business) that makes or will make a profit | sinh lời |
| 5. commercial (n) | /kəˈmɜ:ʃl/ | an advertisement on television, on the radio or on a website | quảng cáo |

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

b. Content:



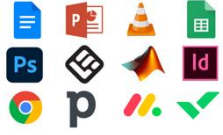



- Jigsaw puzzle

c. Expected outcomes:

- Students can recognise and name different forms of mass media.

d. Organisation:

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|--|------------|
| Jigsaw puzzle - Teacher divides the class into two teams. | - Students work in groups. - Students look at the picture that the teacher shows them | Picture 1: |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> - Teacher prepares the pictures of 5 mass media forms and a key picture - Teacher gives instructions for the game: + Students work in 2 teams, take turn to choose a number and guess the name of each media form in the picture. + If the answer is correct, the team gets 10 point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The first team to get the key picture will get 50 points. + The team having more points is the winner of the game. | <p>and give the name of the mass media form.</p> |  <p>Picture 2:</p>  <p>Picture 3:</p>  <p>Picture 4:</p>  <p>Picture 5:</p>  <p>Key picture:</p>  <p>Answer:</p> <p>Picture 1: electronic book</p> <p>Picture 2: video</p> <p>Picture 3: software</p> <p>Picture 4: video game</p> <p>Picture 5: social media</p> <p>Key picture: Digital media</p> |
|---|--|--|

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|--|---|
| Vocabulary pre-teaching <ul style="list-style-type: none">- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary by pictures.- 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. | <ul style="list-style-type: none">- Students listen to the teacher's explanation and guess the words.- Students write down the new words in their notebook. | New words: <ul style="list-style-type: none">1. in charge of (n)2. publicity (n)3. advert (n)4. profit-making (adj)5. commercial (n) |

e. Assessment

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

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to the International Cultural Festival;
- To help Ss identify the articles.

b. Content:

- Task 1: Listen and read. (p.20-21)
- Task 2: Read the conversation again and complete the table. (p.21)
- Task 3: Find words and a phrase in Task 1 with the following words and phrases. (p.21)
- Task 4: Complete the sentences based on the conversation. (p.21)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|----------------------|----------|
| Task 1: Listen and read. (6 mins) | | |

| | | |
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| <ul style="list-style-type: none"> - Set the context for the listening and reading. - Ask Ss to look at the picture, the heading and the conversation, and ask questions. - Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the culture in the conversation. - Put Ss in pairs and ask 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. - In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct. | <ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to the culture in the conversation. - Students compare the words and phrases with their partners. - Students read the conversation aloud. | <p>Questions:</p> <ol style="list-style-type: none"> 1. Who are the speakers? 2. What do you think they are discussing? 3. What types of mass media are mentioned in the discussion? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Mai and her friends, Mark and Linda 2. The promotion of a charity event Mai is in charge of 3. local newspapers, posters, the Internet/social media sites, etc. |
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Task 2: Read the conversation again and circle the correct answer. (5 mins)

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| <ul style="list-style-type: none"> - Ask Ss to read the conversation again and circle the correct answers. Ask them to identify and underline the key words in the statements first (e.g. 1. advertising, local newspaper). Then have them read the conversation again and locate the part that contains the information for each idea. Have them compare the information in the conversation with each idea to work out which is the correct answer, and why. - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer. | <ul style="list-style-type: none"> - Students work independently to do the activity. - Students compare the answers in pairs. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. expensive, won't attract 2. not expensive, may not 3. promoting 4. Linda |
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Task 3: Find words in 1 with the following meanings. (6 mins)

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| <ul style="list-style-type: none"> - Have Ss look at the first letters of the words and phrases. Explain that these words are related to the mass media and they are all in the conversation in Activity 1. - Ask Ss to read the definitions and find the words/phrases so that the words/phrases on the left match the | <ul style="list-style-type: none"> - Students read the conversation again and work independently to do the activity. - Students share and check the answers. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. publicity 2. viewers 3. commercials 4. presence |
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| definitions on the right, and they should start with the letters given. - Check answers as a class. | | |
| Task 4: Match the two clauses to make sentences used in 1. (5 mins) | | |
| <ul style="list-style-type: none"> - Tell Ss to read the clauses. Encourage them to identify the key words and locate the information in the conversation. - Ask Ss to complete the sentences by matching two clauses. - Check answers as a class. - Highlight the use of adverbial clauses to indicate manner (1B, 2C) and result (3D, 4A). | <ul style="list-style-type: none"> - Students work individually to complete the sentences - Students share and check the answers. | Answer key: 1 - b 2 - c 3 - d 4 - a |

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about a charity event;
- To get Ss to speak about a charity event.

b. Content:

- Design a poster to introduce a charity event.

c. Expected outcomes:

- Ss can design a poster and make a short presentation about a charity event.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|---------------------------------|
| Design a poster to introduce the International Cultural Festival (10 mins) | | |
| <ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to draw a poster about a charity event. They can use words, icons or images to illustrate. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their group poster. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. | <ul style="list-style-type: none"> - Students work in groups to follow teacher's instruction. - Students perform in front of the class. | <i>Students' own creativity</i> |

e. Assessment

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

5. CONSOLIDATION**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.
- Prepare for the project in Lesson 8