

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 18/ 10 / 2025

Thời gian thực hiện: Tuần 7 (20/10 – 25/10/2025)

Lớp dạy: 12/1, 12/5

REVIEW 1

PERIOD 19: Lesson 2: Skills - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Practise listening for main ideas and listening for specific information about traditional festivals and their environmental impacts.

2. Core competence

- Develop critical thinking skill;
- 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 12 textbook
- Computer connected to the Internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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 excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can listen for comprehension and answer the given questions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Teacher asks Ss to watch a short video and try to remember the information in the video. - After the Ss listen, teacher shows each question, one by one. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson. 	<ul style="list-style-type: none"> - Watch the video and try to remember the information. - Answer the questions. - Check the answers. 	<p>Link: https://www.youtube.com/watch?v=5TXGiFpg5Mk</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Which festivals are mentioned in the video and where do they take place? 2. Which ones have a bad influence on the environment? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - Snow sculpture festival – China - Sand sculpture festival – Portugal - Lantern festival – Taiwan - Carnevale – Venice, Italy - Albuquerque Balloon Festival – New Mexico, USA - Oktoberfest – Munich, Germany - La Tomatina – Spain - Holi – India (Colour festival) - Burning man festival – Nevada, USA - Rio Carnival – Brazil 2. Students' answers

e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: LISTENING (18 mins)

a. Objectives:

- To practise listening for main ideas.

- To practise listening for specific information.

b. Content:

- Task 1. Listen to a talk about three traditional festivals and their environmental impact. Number the pictures of the festivals in the order you hear. (p.46)

- Task 2. Listen again and decide whether the following sentences are true (T) or false (F) (p.46)

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and reorder the key information.

- Students can identify specific information of the listening and choose correct answers for the True/ False questions.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a talk about three traditional festivals and their environmental impact. Number the pictures of the festivals in the order you hear.		
<ul style="list-style-type: none"> - Focus Ss' attention on three photos and ask them whether they know any of the festivals. - Tell Ss that they are going to hear a talk about three traditional festivals and their environmental impact. Ask Ss to look at three photos and guess what three festivals are. Encourage them to note down their guesses in their notebooks. - Call on some Ss to share their predictions. - Remind Ss to number the pictures in the order they hear. Play the recording for Ss to listen to check. - Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. words or phrases which describe the photos. 	<ul style="list-style-type: none"> - Answer the teacher's questions. - Look at the pictures and guess the order of three photos. - Share the prediction. - Listen and check. 	<p>Answer key: 3 → 1 → 2</p>
Task 2. Listen again and decide whether the following sentences are true (T) or false (F)		
<ul style="list-style-type: none"> - Ask Ss to look at the sentences and underline the key words, e.g. 1. India, Forest Festival, annually; 2. Only, adults, plant trees; 3. Vietnamese, release fish, lakes and rivers, after; 4. Paléo Festival, not use, their own cars; 5. Food stall, Paléo Festival, reusable cups. - Play the recording again and have Ss listen and write down their answers. 	<ul style="list-style-type: none"> - Look at the sentences and underline the key words. - Listen and write down the answers. 	<p>Answer key: 1. T 2. F 3. F 4. T 5. F</p>

<ul style="list-style-type: none"> - Have Ss work in pairs to compare their answers. - Check answers as a class. - In weaker classes, play the recording again, pausing after the clues. In stronger classes, ask Ss to provide the clues for their answers. 	<ul style="list-style-type: none"> - Work with a partner and check the answers. 	
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e. Assessment

- Teacher checks students' work and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: SPEAKING (19 mins)

a. Objectives:

- To help Ss develop ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

b. Content:

- Task 1: Work in pairs. Discuss the purpose and eco-friendliness of these festivals and traditions and complete the table below. (p.46)
- Task 2. Work in groups. Choose a tradition or festival in your area. Discuss ideas about how to make this tradition or festival greener. (p.46)

c. Expected outcomes:

- Ss come up with good ideas and are able to talk about a tradition or festival in their area and know how to make this tradition or festival greener.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS						
<p>Task 1. Work in pairs. Discuss the purpose and eco-friendliness of these festivals and traditions and complete the table below.</p>								
<ul style="list-style-type: none"> - Have Ss read through the instructions. Draw the table on the board if necessary. - Ask them to work in pairs to discuss the purpose and eco-friendly impact of festivals and traditions around the world. Tell Ss to complete the table by adding more ideas. - Walk around the class to offer help if necessary. - Invite some pairs to present their completed table in front of the class. 	<ul style="list-style-type: none"> - Read the instructions. - Work in pairs and discuss. - Complete the table by adding more ideas. 	<p>Suggested answer:</p> <table border="1" data-bbox="1002 1512 1492 1960"> <thead> <tr> <th data-bbox="1002 1512 1197 1585">Festivals/ Traditions</th> <th data-bbox="1197 1512 1492 1585">Purpose/ Eco-friendliness</th> </tr> </thead> <tbody> <tr> <td data-bbox="1002 1585 1197 1848">1. 1. Forest Festival (India)</td> <td data-bbox="1197 1585 1492 1848">- To encourage every person in India to plant a tree - To raise people's awareness about the importance of forests</td> </tr> <tr> <td data-bbox="1002 1848 1197 1960">2. 2. Fish release (Tet)</td> <td data-bbox="1197 1848 1492 1960">- To bring good luck - To promote the</td> </tr> </tbody> </table>	Festivals/ Traditions	Purpose/ Eco-friendliness	1. 1. Forest Festival (India)	- To encourage every person in India to plant a tree - To raise people's awareness about the importance of forests	2. 2. Fish release (Tet)	- To bring good luck - To promote the
Festivals/ Traditions	Purpose/ Eco-friendliness							
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2. 2. Fish release (Tet)	- To bring good luck - To promote the							

	- Present the table in front of class.	Festival, Viet Nam)	protection and conservation of aquatic resources
		3. 3. Paleo Festival (Switzerland)	- To encourage people to use public transports - To raise awareness of local, organic or vegetarian food. - To encourage people to use green energy

Task 2. Work in groups. Choose a tradition or festival in your area. Discuss ideas about how to make this tradition or festival greener.

<ul style="list-style-type: none"> - Have Ss work in groups and choose one tradition or festival they joined in their area (e.g. music festival). - Ask them to discuss how to make the festival or tradition greener. - Walk around the class to offer help if necessary. - Invite some groups to present a summary of their group discussion to the class. - In weaker classes, give Ss some suggested ideas on how to make the festival or tradition greener as follows: <ul style="list-style-type: none"> + Encourage public transport to and from the event; + Ban single-use plastic; + Sell local, organic and vegetarian food. 	<ul style="list-style-type: none"> - Work in groups and choose one tradition and festival. - Discuss how to make the festival or tradition greener. - Present a summary of group discussion to the class. 	<p>Suggested answers:</p> <p>Discussion sample:</p> <p>A: The music festival to celebrate International Women’s Day at our school is so special. However, we need to consider some ways to organize an environmentally friendly event. In your opinion, what should we do?</p> <p>B: Well, I think people who join the festival should put the garbage into a suitable bin. We need to prepare trash bins around the area where the festival takes place.</p> <p>C: I totally agree with B. We should also introduce and encourage participants to buy some organic and local food.</p> <p>A: That’s a good idea. We can also reduce the amount of energy such as water and electricity for the festival.</p> <p>Report sample:</p> <p>In our group, we all agree that the music festival to celebrate International Women’s Day at our school should be greener in several ways. Firstly, participants should put the garbage into a suitable bin. It’s necessary to prepare trash bins around the area where the festival takes place.</p>
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e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Review 1 - Lesson 3. Reading and Writing.

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REVIEW 1

PERIOD 20: Lesson 3: Skills - Reading and Writing

I. OBJECTIVES

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

1. Knowledge

- Practise reading for main ideas and specific information about Alexandre Yersin and Ton That Tung and writing a biography about Ton That Tung.

2. Core competence

- 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 12 textbook
- Computer connected to the Internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<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 excessively talkative students practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Game: Guess who.

c. Expected outcomes:

- Students can get some knowledge about the figure they are going to read about in the reading passage.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>GAME: GUESS WHO</p> <ul style="list-style-type: none"> - Prepare four clues related to a famous person. - Show each clue one by one. - If Ss can get the correct key word after the 1st clue → 40 points. - Ss get 30 points, 20 points and 10 points if they get the correct answer after the 2nd, 3rd, and 4th clue respectively. - Confirm the correct answer and lead in the lesson. 	<ul style="list-style-type: none"> - Raise hands to guess the answer. - Check the answer. 	<p>4 clues:</p> <ul style="list-style-type: none"> - This person is a Swiss - French physician and bacteriologist. - On 8 January 1902, this person was accredited to be the first Headmaster of Hanoi Medical University by the Governor-General of French Indochina. - This person died at his home in Nha Trang, in 1943. - This person is well remembered in Vietnam, where he was affectionately called Ông Năm (Mr Nam/ Fifth) by the people. <p>⇒ <i>Alexandre Yersin</i></p>

e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: READING (18 mins)

a. Objectives:

- To help Ss practise reading for the main idea and specific information.
- To help Ss practise reading for the specific information and develop the ideas for writing.

b. Content:

- Task 1. Read the text about Alexandre Yersin. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions (p.47)
- Task 2. Read the following passage about Ton That Tung's contributions to the medicine in Viet Nam. Mark the letter A, B, C, or D to indicate the correct word that best fits each blank. (p.47)

c. Expected outcomes:

- Students can understand the main ideas as well as specific information of the reading passage.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Read the text about Alexandre Yersin. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.		
<ul style="list-style-type: none"> - Have Ss read through the questions and the options. Make sure Ss understand the questions. - Ask Ss to underline the key words in each question. - Then have Ss read the text. For each question, tell Ss to locate the key words as well as the paraphrases of these key words in the text and decide the best option for each question. - Have Ss work in pairs to compare their answers. - Check the answers as a class and ask Ss to explain their choice. <p>For question 1, option B is mentioned in paragraph 2 only; option C is mentioned in paragraphs 3 and 4; option D is NOT mentioned.</p> <p>For question 2, the word “fund” in paragraph 3 is a verb that means to raise money or finance.</p> <p>For question 3, the word “it” in paragraph 3 refers to a singular noun and something that later became a branch of the <i>Pasteur Institute</i> in Paris.</p> <p>For question 4, the information is mentioned in paragraph 4.</p>	<ul style="list-style-type: none"> - Read through the questions and the options. - Underline the key words in each question. - Locate the key words as well as the paraphrases of these key words in the text. - Decide the best option for each question. - Work in pairs and compare their answers. - Check the answers. 	<p>Answer key: 1-A 2-D 3-B 4-C</p> <p>Exam strategies Reading comprehension MCQs (for main ideas)</p> <ol style="list-style-type: none"> 1. Read four options. 2. Read through the whole text/ section and try to understand the overview of the text/ section. Pay attention to the first or the last sentences of each paragraph to get the main idea. 3. The correct answer should best summarize the main ideas of the whole text/ section. Watch out for distractors, especially choices that are “irrelevant” (i.e., not mentioned in the text/section), “incorrect” (i.e., not true according to the text/ section), “too narrow” (i.e., only representing part of the text/ section) or “too general” (i.e., not specific to that section only). <p>Reading comprehension MCQs (for referents)</p> <ol style="list-style-type: none"> 1. Read the question and locate the part that contains the referent (e.g. it, they, him) 2. Try to understand the context around the referent. 3. Choose the correct answer by replacing the referent with each of the words from four options. Pay attention to the nouns in the sentence and check whether they are singular/ plural.
Task 2. Read the following passage about Ton That Tung’s contributions to the medicine in Viet Nam. Mark the letter A, B, C, or D to indicate the correct word that best fits each blank.		
<ul style="list-style-type: none"> - Ask Ss to read the text to get an overview of the text. 	<ul style="list-style-type: none"> - Read the text to get the overview. 	<p>Answer key: 1-B</p>

<ul style="list-style-type: none"> - Have Ss read each sentence more carefully and look through four options. Tell them to put each word from four options into the gap. - Tell Ss to eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful. - Have Ss compare their answers in pairs and share their answers with the whole class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Read each sentence more carefully and look through four options. - Put each word from four options into the gap. - Eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful. - Check the answers. 	<p>2-C 3-D 4-A 5-B</p>
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e. Assessment

- Teacher checks students' work and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: WRITING (19 mins)

a. Objectives:

- To help Ss practise writing a paragraph about a life story.

b. Content:

Use the information about Ton That Tung below and details from 2 in Reading above to write a biography (180 words) about Ton That Tung.

c. Expected outcomes:

- Students develop writing skills on the given topic. They are able to complete an essay and give feedback on their friends' work.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Use the information about Ton That Tung below and details from 2 in Reading above to write a biography (180 words) about Ton That Tung.</p>		
<ul style="list-style-type: none"> - Ask Ss to read more information about Dr. Ton That Tung and check their understanding. Pre-teach some vocabulary items if necessary. - Have Ss work in pairs. Ask Ss to use the information about Dr. Ton That Tung from the box in Writing and from 2 in Reading above to write a short biography (150-180 words) of 	<ul style="list-style-type: none"> - Read the information about Ton That Tung in the textbook. - Use the information about Dr. Ton That Tung from the box in Writing and from 2 in Reading above to write a short 	<p>Sample answer: <i>Ton That Tung was born in 1912 in Thanh Hoa province in Vietnam, and passed away at the age of 70 in Hanoi. He was a famous surgeon who had impressive achievements in the medicine of Vietnam. In 1931, he moved to Hanoi and studied at Buoi school, which is Chu Van An high</i></p>

<p>Dr. Ton That Tung. Remind Ss to select, combine and put the information in order of time.</p> <ul style="list-style-type: none"> - Give Ss enough time to write a paragraph (150-180 words) about Dr. Ton That Tung. Set a time limit depending on the Ss' ability level. - Walk around the class and offer help. - If time allows, ask Ss to swap their essays with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation and capitalisation. - Collect Ss' essays to mark and provide written feedback in the next lesson. 	<p>biography of Dr. Ton That Tung.</p> <ul style="list-style-type: none"> - Select, combine and put the information in order of time. - Write a paragraph (150-180 words) about Dr. Ton That Tung. - Swap the essays with a partner for peer review. 	<p><i>school today. From 1935 to 1939, when he attended the Indochina School of Medicine and Pharmacy, he performed operations on over 200 livers of dead bodies and analysed them. Later, he started working as a private doctor for Uncle Ho in August, 1945. Until 1958, he carried out the first heart surgery in Vietnam. In the late 1960s, he found a new surgery method to reduce bleeding and shorten the time for the operation down to only four to eight minutes. His impressive achievements were admired by many doctors and other people in Vietnam. The Government also introduced an award named after him, and many streets in various local areas are now named after him.</i></p>
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e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson: The first mid-term Test

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PERIOD 21:

MID-TERM TEST

I. OBJECTIVES

Periodic assessment of students' learning.

II. MATERIALS

- Handouts
- Casstettes/ tape recorders/ MP3 players