

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 15/ 11 / 2025

Thời gian thực hiện: Tuần 9 (17 – 22/11/2025)

Lớp dạy: 12/1, 12/5

PERIOD 25:

CORRECTION
(MID-FIRST-TERM TEST)

I. Objectives:

- To help Ss recognize their mistakes and errors and take important notes.

II. Procedure:

- T delivers the tests to Ss.
- Ss take 15 minutes to look at their tests again.
- T corrects Ss' mistakes and errors and makes important notes.

ANSWER KEY:

I. TRẮC NGHIỆM: (Mỗi câu đúng 0.25 đ)

Mã đề:1001

1.T	2.F	3.T	4.F	5.C	6.B	7.C	8.D
9.B	10.B	11.D	12.B	13.C	14.A	15.D	16.A
17.C	18.A	19.A	20.A	21.B	22.D	23.D	24.D
25.C	26.C	27.D	28.D	29.D	30.B	31.B	32.A

Mã đề:1002

1.T	2.F	3.T	4.F	5.B	6.A	7.A	8.B
9.D	10.C	11.B	12.B	13.C	14.B	15.C	16.D
17.D	18.A	19.A	20.A	21.B	22.D	23.B	24.B
25.B	26.D	27.D	28.C	29.A	30.B	31.A	32.C

Mã đề:1003

1.T	2.F	3.T	4.F	5.D	6.B	7.A	8.B
9.C	10.D	11.D	12.C	13.C	14.B	15.C	16.B
17.D	18.A	19.C	20.C	21.B	22.A	23.B	24.C
25.B	26.D	27.C	28.A	29.C	30.D	31.C	32.A

Mã đề:1004

1.T	2.F	3.T	4.F	5.D	6.B	7.B	8.A
9.B	10.B	11.C	12.D	13.D	14.B	15.B	16.A
17.A	18.A	19.D	20.B	21.C	22.B	23.C	24.C
25.A	26.D	27.C	28.A	29.B	30.D	31.A	32.B

Mã đề:1005

1.T	2.F	3.T	4.F	5.B	6.D	7.C	8.A
9.D	10.A	11.B	12.A	13.A	14.C	15.A	16.D
17.A	18.C	19.D	20.A	21.B	22.D	23.C	24.A
25.C	26.A	27.C	28.A	29.C	30.C	31.C	32.D

Mã đề:1006

1.T	2.F	3.T	4.F	5.D	6.C	7.C	8.B
9.B	10.B	11.D	12.B	13.B	14.C	15.C	16.A
17.B	18.C	19.B	20.A	21.D	22.C	23.C	24.A
25.A	26.B	27.D	28.D	29.D	30.D	31.B	32.A

Mã đề:1007

1.T	2.F	3.T	4.F	5.C	6.B	7.A	8.B
9.B	10.B	11.B	12.D	13.D	14.B	15.B	16.B
17.D	18.A	19.B	20.D	21.C	22.B	23.C	24.A
25.C	26.B	27.C	28.B	29.D	30.A	31.C	32.C

Mã đề:1008

1.T	2.F	3.T	4.F	5.D	6.D	7.A	8.A
9.D	10.B	11.D	12.D	13.C	14.D	15.D	16.D
17.C	18.A	19.C	20.C	21.D	22.B	23.D	24.A
25.D	26.A	27.C	28.D	29.B	30.B	31.D	32.A

II. TỰ LUẬN: (2,0 đ)**Part 2 (1,0 đ)****Mã đề:1001,1003,1005,1007 (Mỗi câu tự luận 0,25 đ)**

33. My brother bought a lot of souvenirs during his visit to China.

→While visiting China, my brother bought a lot of souvenirs.**→My brother bought a lot of souvenirs while visiting China.**

34. When you called yesterday, we were having dinner.

→While we were having dinner, you called yesterday.

35. I found an interesting biography. I was looking around the bookshop.

→I was looking around the bookshop when I found an interesting biography.

- I found an interesting biography when I was looking around the bookshop.
 →When I was looking around the bookshop, I found an interesting biography.
 →When I found an interesting biography, I was looking around the bookshop.
36. My mother was cooking in the kitchen. My father was cleaning the living room.
 → My mother was cooking in the kitchen while my father was cleaning the living room.
 →While my mother was cooking in the kitchen, my father was cleaning the living room.
 →My father was cleaning the living room while my mother was cooking in the kitchen.
 →While my father was cleaning the living room, my mother was cooking in the kitchen.

Mã đề:1002,1004,1006,1008 (Mỗi câu tự luận 0,25 đ)

33. My sister took a lot of interesting photos during her travel to Japan.
 →While travelling/ traveling to Japan, my sister took a lot of interesting photos.
 →My sister took a lot of interesting photos while travelling/ traveling to Japan
34. When someone knocked at the door, I was having a shower.
 → While I was having a shower, someone knocked at the door.
35. We arrived at the party yesterday. Everybody was dancing and having a great time.
 →When we arrived at the party yesterday, everybody was dancing and having a great time.
 →We arrived at the party yesterday when everybody was dancing and having a great time.
 →Everybody was dancing and having a great time when we arrived at the party yesterday.
 →When everybody was dancing and having a great time, we arrived at the party yesterday.
36. I was cooking. My son was doing his homework.
 →While I was cooking, my son was doing his homework.
 →I was cooking while my son was doing his homework.
 →While my son was doing his homework, I was cooking.
 →My son was doing his homework while I was cooking.

Part 3 (1,0 đ)

Guidelines for Marking the Opinion Essay

Criteria	Description	Points
1. Task Achievement	- Fully addresses the topic and clearly expresses a personal opinion.- Includes a clear introduction, body, and conclusion .- Develops key ideas logically (fun, learning, friendship).	0.25
2. Organization & Coherence	- Ideas are logically organized and connected with appropriate linking words (first, also, in addition, in short, etc.).- The essay is coherent and stays on topic.	0.25
3. Vocabulary	- Uses topic-related vocabulary (costumes, celebration, culture, relax, tradition, etc.).- Includes some varied or advanced expressions to convey ideas clearly.	0.25
4. Grammar &	- Uses correct tenses and a variety of sentence structures	0.25

Criteria	Description	Points
Accuracy	(simple, compound, complex).- Contains few grammar or spelling mistakes.	
- If students write slightly more than 130 words (±10%), do not deduct points if the essay is coherent. - If one part is missing (e.g., no conclusion) → deduct 0.25 points under <i>Organization & Coherence</i>.		

Audioscripts (LISTENING)

PART 1

Sally: Hey, Steve, how was your trip to Japan?

Steve: Hey, Sally. ***It was such a great experience. I wish I could have stayed longer, because it's a really interesting place.*** I saw so many beautiful places and learned a lot about the culture. Things in Japan really are different from here.

Sally: What do you mean?

Steve: Well, first, ***if you're eating soup in Japan, it's okay to make lots of noise.*** In fact, you're supposed to do it to show how much you like it.

Sally: Interesting

Steve: I know right?

Sally: People think eating loudly is pretty rude in the US, but I guess it's one way to show the restaurant that you're enjoying the meal. What else is different?

Steve: ***The people in Japan don't mind being close to each other,*** especially in Tokyo. They don't think about personal space like we do. ***They feel comfortable standing really close to people.*** You have to be aware and try not to get upset or too surprised.

Sally: Wow, that must have been shocking.

Steve: It was but I got used to it.

Sally: Was there anything difficult for you?

Steve: Yeah, actually, you're not supposed to walk around with food or drinks in Japan. People usually buy food or drinks at a store and have it there or they bring it home.

Steve: I'm so used to walking around with a bottle of water. So that was ***a little difficult.***

Sally: Interesting. I'd love to visit Japan one day.

PART 2

Presenter: And our next contestant on Quiz Master is Mark Field. Mark, your special subject is the film

producer and director Walt Disney. Are you ready for your questions?

Mark: Yes, Andrew, I'm ready.

Presenter: OK. First question. Which famous character did Walt Disney create in 1934?

Mark: Hmmm. Mickey Mouse was before that I think, in 1928. Erm. **Donald Duck!**

Presenter: Donald Duck is correct. Next question. What did Walt Disney study at night, after school?

Mark: Mmm. I'm not sure, but I think he studied literature?

Presenter: No, he didn't. He **studied art at the Chicago Art Institute.** So far you have one out of two. Next

question ... when did Disney make the film *Fantasia*?

Mark: In 1940?

Presenter: Yes, in 1940, that's right! Now, an interesting question here. How many Oscars did Walt Disney win in his lifetime?

Mark: Hmmm. That's difficult. I'll say 20.

Presenter: No! He **won 22**, a record! Where did Walt Disney build the original Disneyland, in Florida or California?

Mark: That's easy. It was **California**.

Presenter: California is right! **Disneyland opened there in 1955**. Next question – How old was Walt Disney when he died?

Mark: He was, let's see, he was born in 1901, and er he died in 1966. So, he was ... 65 I think.

Presenter: Presenter: Mark, that answer is correct! You are today's winner on Quiz Master!

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PERIOD 26:

UNIT 3: GREEN LIVING

Lesson 4: Speaking – Paper: Reduce, Reuse, and Recycle!

I. OBJECTIVES

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

1. Knowledge

- Discuss ways to reduce, reuse, and recycle paper and express an opinion.
- Memorise vocabulary to talk about how to reduce, reuse and recycle.

2. Competences

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

3. Personal qualities

- Be aware and more responsible with the products used every day.

II. MATERIALS

- Grade 12 textbook, Unit 3, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. sort (v)	/sɔ:t/	to arrange things in groups or in a particular order according to their type, etc.; to separate things of one type from others	phân loại
2. packaging (n)	/'pækɪdʒɪŋ/	materials used to wrap or protect goods that are sold in shops	bao bì
3. waste (n)	/weɪst/	materials that are no longer needed and are thrown away	rác thải

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - 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 stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

b. Content:

- Brainstorming

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Brainstorming - Teacher brings a piece of cloth, then asks students: What can you do with this piece of cloth?	- Students brainstorm, then raise hands to give answers.	Suggested answers: - throw it away. - make it into a flower - put it aside for future use - use it as a cleaning cloth ...

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (15 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task.
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss discuss ways to reduce, reuse, and recycle paper and express an opinion.

b. Content:

- Task 1: How can we save trees, energy, and water used to make paper? Sort these activities into Reduce, Reuse, or Recycle activities. (p.37)
- Pre-teach vocabulary
- Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (p.37)

c. Expected outcomes:

- Ss will be able to discuss ways to reduce, reuse, and recycle paper and express an opinion.
- Students have an overview of 3R.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: How can we save trees, energy and water used to make paper? Sort these activities into Reduce, Reuse, and Recycle activities. (7 mins)		
- Elicit three main ways to deal with plastic they learned from the last lesson (i.e., Reduce, Reuse, Recycle). Tell them that they can do the same with another type of common waste around them as well, which is paper. - In stronger classes, ask them to	- Students work individually to decide. - Students share their answers.	KEY: a. Reduce b. Recycle c. Reduce d. Reuse e. Reduce f. Reduce

brainstorm some ideas to reduce, reuse, and recycle paper without looking at the book. - Ask Ss to work in pairs and sort out the activities into Reduce, Reuse or Recycle activities. Make sure they understand all the statements before they start. - Check their answers as a whole class.		g. Reuse h. Reduce i. Recycle
Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (8 mins)		
- Put Ss in pairs. Ask them to read the questions in the book before discussing them. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. - Ask some pairs to share their ideas in front of the class.	- Students work in pairs to talk about how to reduce, reuse and recycle paper. - Students compare their notes with their partners.	Suggested answers: - I'm/We're doing Options c (printing on both sides of the paper), f (using smart devices to take notes instead of using paper) and g (using the blank side of a sheet to take notes). - I/We suggest donating second-hand books to charity or schools and local libraries instead of throwing them away. Cardboard boxes around the house could be used to store things, or turned into useful objects such as decorations, pencil cases or pen stands. These simple ways can help us save trees by reusing used paper products, rather than throwing them away after a single use.

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 3: LESS-CONTROLLED PRACTICE (22 mins)

a. Objectives:

- To help Ss practise discussing in groups about ways to reduce, reuse and recycle paper;
- To help some students enhance presentation skills.

b. Content:

- Task 3: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer. (p.37)
- Task 4: Report your group's answers to the whole class. Vote for the most interesting responses. (p.37)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the activities they have been doing to protect the environment.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3 + 4: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer.		
- Ask them to read the situations and study the example for the first situation in the book. Make sure they understand them. - Put Ss in groups of three or four. Tell them to think of some possible responses to promote a greener lifestyle with paper as well as provide good reasons for their responses. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. - Have some Ss or groups share their answers to each situation in front of the class. - Praise for good effort, well-structured responses, and fluent delivery. - After all groups present their responses to a situation, ask the class to vote for the most interesting answer. - Count the votes for each group and announce the winners.	- Students work in groups, use the notes and think of ways to give responses. - Students add more reasons. - Report group's answers to the whole class.	Suggested answers: 2. We shouldn't print them all out. It is a waste of resources such as paper and ink. We can reduce the use of paper by reading and summarising the information in a Word file first, then only printing out the most important parts. When we have to print something out, we should make sure we use both sides of the paper. 3. We think we should replace Post-it notes with something else. We can take turns to write on the board, or on the unused side of printouts. Alternatively, we can ask people to type on their smartphones, then we can project their introductions on a TV screen. It will be friendlier to the environment.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Write a paragraph about what you have done to save the environment.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

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PERIOD 27:

UNIT 3: GREEN LIVING

Lesson 5: Listening – Creating a compost pile

I. OBJECTIVES

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

1. Knowledge

- Listen to instructions about creating a compost pile;
- Memorize vocabulary to talk about creating a compost pile.

2. Competences

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

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 3, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. compost (n)	/ˈkɒmpɒst/	a mixture of decayed plants, leaves etc used to improve the quality of soil	phân hữu cơ
2. layer (n)	/ˈleɪə/	an amount or piece of a material or substance that covers a surface or that is between two other things	lớp
3. pile (n)	/paɪl/	things of the same type that are put on top of each other	đống, chồng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to	- Provide vocabulary and useful language before

deliver a speech.	assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Video watching

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher asks students to watch a video. - Ask Ss some questions about the video. - Teacher observes Ss and gives feedback to their answers.	- Students watch the video and answer the questions.	Link: https://www.youtube.com/watch?v=LxNumOifkT0 Suggested questions: - What does 3R stand for? - What things can we reduce? - How can we recycle according to the video? - How many things can we reuse? What are they?

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Match the words and phrases (1-5) with the pictures (a-e). (p.38)

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some new words.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words and phrases (1-5) with the pictures (a-e). (9 mins)		
- Ask Ss if they know what a compost pile is, or how to make one. - In weaker classes, read the definition of compost and elicit the matching picture. Have Ss read the definitions and explain any difficult words.	- Students read the definitions and do the matching. - Students check answers with the whole class. - Students read new words aloud and write them in the	Answer key: 1. c 2. e 3. d 4. b 5. a

- Have Ss match the other words/phrases and their definitions with the pictures. Tell them that the words and phrases will appear in the conversation they are going to listen to. - Check answers as a class.	notebook.	
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e. Assessment

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

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for specific information;
- To help Ss practise listening for instructions and understand the main steps to take.

b. Content:

- Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (p.38)
- Task 3: Listen again. Decide whether the statements are true or false. (p.39)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (10 mins)		
- Tell Ss that they are going to listen to instructions to make a compost pile. - Put the Ss in pairs and have them study the pictures carefully before playing the recording. Encourage them to describe what they see in each picture to each other. E.g. In Picture a, I can see someone is mixing up a lot of things such as dried leaves and vegetable pieces. - Ask Ss to listen carefully and select the pictures in the order they hear. Also, suggest that they can take notes and use these notes to arrange the main ideas later if they want. - Check answers as a class.	- Students make predictions before listening. - Listen and check the order.	Answer key: 1. c 2. b 3. d 4. e 5. a
Task 3: Listen again. Decide whether the statements are true or false. (10 mins)		
- Tell Ss that they are going to listen to the recording again. This time, they should decide whether each statement (1-5) is true or false. - Have them read the statements and underline the key words. - Ask them to listen and pay attention to the key words, as well as paraphrases of these key words. - Tell them to write T (True) if the statement matches the information in the recording, and F (False) if it doesn't. - Play the recording. Ask Ss to circle the correct answers.	- Students read the questions and underline the key words. - Students listen and decide T or F.	Answer key: 1. F 2. T 3. T 4. F 5. F

- Check answers as a class.		
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e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To help Ss use the language and ideas from the listening to share their experiences of dealing with household and garden waste.

b. Content:

- Task 4: Work in groups. Discuss these questions.
How do you manage your household and garden waste? Is it environmentally friendly? (p.39)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about managing your household and garden waste.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss the questions.		
- Ask Ss to work in groups. Have them discuss the ways they have used to manage their household and garden waste, and share opinions if these ways are sustainable or not. - Invite some groups to share their answers with the whole class.	- Students work in groups and discuss. Students share their ideas to the whole class.	<i>Suggested answer:</i> In my group, most people including me simply throw away household and garden waste. Some pile up and burn the dry leaves in their garden. Throwing away or burning waste is not sustainable as there are many ways to reuse or recycle such waste. Moreover, burning dry leaves is not only polluting the environment, but also increasing fire risks. We all agreed that we should try to manage our household and garden waste in a way that is more eco-friendly and sustainable.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.