

UNIT 6. PRESERVING OUR HERITAGE

Lesson 1: Getting started – Heritage sites in Viet Nam

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Preserving our heritage*;
- Gain vocabulary to talk about how to preserve our heritage;
- Get to know the language aspects: to-infinitives clauses.

2. Competences

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

3. Personal qualities

- Be proud of natural and cultural heritage sites in Viet Nam
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 6, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. landscape (n)	/'lændskeip/	everything you can see when you look across a large area of land, especially in the country	phong cảnh
2. monument (n)	/'mənjumənt/	a building, column, statue, etc. built to remind people of a famous person or event	công trình tưởng niệm
3. architecture (n)	/'a:kitektʃə(r)/	the design or style of a building or buildings	kiến trúc
4. urban (adj)	/'ɜ:bən/	connected with a town or city	đô thị

5. promote (v)	/prə'məʊt/	to help something to happen or develop	đẩy mạnh, phát triển
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Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of heritage sites;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Name the places.

c. Expected outcomes:

- Students can name some famous destinations in Vietnam.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
GAME: NAME THE PLACES <ul style="list-style-type: none"> - Ss work in 2 groups. - Teacher shows pictures on the screen and Ss have to say BINGO to grasp the chance to answer where it is. - One point for each correct answer. - The group which gains most points is the winner of the game. 	Suggested pictures: <ol style="list-style-type: none"> 1. Tam Chuc Pagoda 2. Trang An Scenic Landscape Complex. 3. Hoi An Ancient Town 4. Mekong River Delta 5. Thang Long Imperial Citadel



e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.

b. Content:

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

c. Expected outcomes:

- Students can identify key vocabulary before they read.

d. Organisation

TEACHER'S AND 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. 	New words: <ol style="list-style-type: none"> 1. landscape (n) 2. monument (n) 3. architecture (n) 4. urban (adj) 5. promote (v)

e. Assessment

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

3. ACTIVITY 2: PRACTICE (20 mins)
a. Objectives:

- To help students get to know the topic.
- To introduce words and phrases related to heritage sites.
- To help Ss identify the *to*-infinitives clauses.

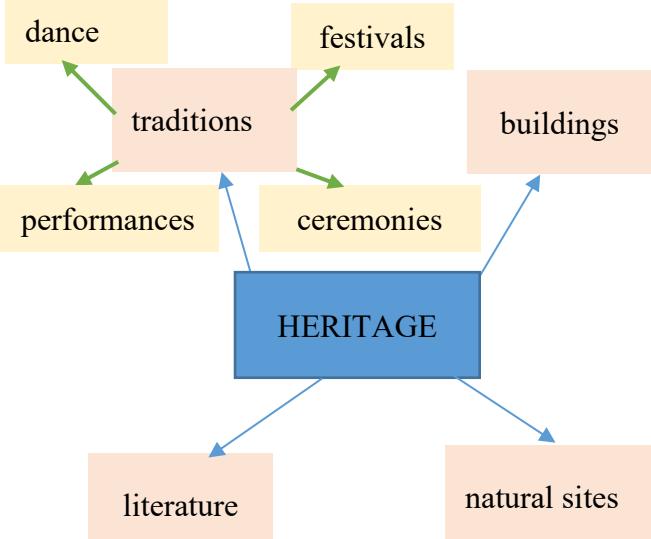
b. Content:

- Task 1. Listen and read (p.66)
- Task 2. Where can we do the following? Write T for Trang An, H for Hoi An and M for Mekong River Delta. (p.67)
- Task 3. Match the words to make phrases used in Task 1 (p.67)
- Task 4. Complete the sentences, using phrases from Task 1. (p.67)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen and read. (5 mins) <ul style="list-style-type: none"> - Teacher puts Ss in groups. Draw a mind map on the board and write <i>Heritage</i> in the middle. Elicit some sub-categories of the topic, e.g. traditions, buildings, literature, natural sites, and write them on the branches of the mind map. Have groups brainstorm words related to each one, e.g. traditions: festivals, dance, performances, and ceremonies. - Call on some groups to write their words in the mind map on the board. - Teacher introduces the context of the conversation (A group of international students, including Peter and Anna, are discussing the destinations for their upcoming field trip). - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to the topic. - Teacher puts Ss in pairs and asks them to compare the words and phrases they have 	 <pre> graph TD HERITAGE[HERITAGE] --> traditions[traditions] HERITAGE --> buildings[buildings] HERITAGE --> literature[literature] HERITAGE --> natural_sites[natural sites] traditions --> festivals[festivals] traditions --> dance[dance] traditions --> performances[performances] ceremonies[ceremonies] --> festivals ceremonies --> buildings natural_sites --> literature </pre>

underlined and discuss their meaning. Then check comprehension as a class.

- Teacher calls on three Ss to read the conversation aloud.

Task 2. Where can we do the following? Write T for Trang An, H for Hoi An and M for Mekong River Delta. (5 mins)

- Teacher asks Ss to work in pairs and read the activities carefully. Tell them to write T for Trang An, H for Hoi An and M for Mekong River Delta in the appropriate boxes
- Teacher has Ss share their answers with the class. Encourage them to provide evidence from the conversation for their answers.
- In stronger classes, ask Ss some additional questions to elaborate on the topic, e.g: *Have you ever been to those places? What did you do there?...*
- Teacher confirms the correct answers.

Answer key:

1. T
2. T
3. H
4. M

Task 3. Match the words to make phrases used in Task 1. (5 mins)

- Teacher checks Ss' understanding of the individual words (adjectives in column A and nouns in column B). Note that the meaning of one adjective in A may fit several nouns in B but they do not "collocate" with each other, so ask Ss to find the collocations in the conversation to work out the answers.
- Teacher has Ss read the conversation quickly, find and underline the phrases.
- Then teacher asks Ss to do the matching.
- Check answers as a class.
- Teacher writes the adjectives on the board and calls on individual Ss to write the correct noun next to each adjective. Alternatively, ask one student to read an adjective and another student to say the noun that goes with it.

Answer key:

1. c
2. d
3. b
4. a

Task 4. Complete the sentences, using phrases from Task 1. (5 mins)

- Teacher has Ss read each incomplete sentence. Check understanding and elicit the clause that they need to use to fill in the gaps.
- Teacher asks Ss to find the clauses in the conversation and fill in the gaps.
- Teacher checks answers as a class. Call on individual Ss to read the complete sentences.

Answer key:

1. *to be recognized as a mixed heritage by UNESCO*
2. *to enjoy beautiful landscape*
3. *to learn about Vietnamese history*
4. *to promote this kind of cultural heritage of southern Viet Nam*

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)
a. Objectives:

- To help Ss practise speaking skills;
- To help Ss memorize the information about heritage sites in Viet Nam that they have learnt in the lesson.

b. Content:

- Role-play

c. Expected outcomes:

- Students can give a short introduction about heritage sites in Vietnam.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Role-play <ul style="list-style-type: none"> - Teacher asks Ss to work in 3 groups. Each group will pretend to come from one place: Trang An (Ninh Binh), Hoi An (Quang Nam), Mekong River Delta. - Each group has to prepare an introduction about their home land (<i>Where is it? What is the most special thing about their home land? What can visitors do there?</i>) - Ss have 3 minutes to prepare for the role play. - Teacher invites one representative from each group to come to the stage and make a short presentation. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 	<i>Students' own creativity.</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 1: Preserving our heritage

Lesson 1: Getting started

*Warm-up

* Vocabulary

1. landscape (n)
2. monument (n)
3. architecture (n)
4. urban (adj)
5. promote (v)

- Task 1. Listen and read.
- Task 2. Write the place for each activity.
- Task 3. Match the words to make phrases.
- Task 4. Complete the sentences.
- Task 5: Role-play

*Homework

UNIT 6: PRESERVING OUR HERITAGE

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Preserving our heritage*;
- Revise intonation in statements, commands and lists;
- Review and practise the use of to-infinitive clauses.

2. Core competence

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

3. Personal qualities

- Be proud of natural and cultural heritage sites in Viet Nam

II. MATERIALS

- Grade 11 textbook, Unit 6, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Language analysis

A to-infinitive clause can be used:	
1. to express purpose	<i>E.g: He studied hard to pass the exam.</i> <i>I bought some souvenirs to give to my parents.</i>
2. to modify a noun or noun phrase that contains ordinal numbers (<i>the first, the second, etc.</i>), superlatives (<i>the best, the most beautiful, etc.</i>) and <i>next, last, and only</i> .	<i>E.g. Ethan is usually the last person to understand the joke.</i>

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.

	<ul style="list-style-type: none"> - 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.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of heritage sites;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video and name the destinations and cultural heritage sites of Viet Nam that you see in the video.

c. Expected outcomes:

- Students can listen and find out some destinations and cultural heritage sites from the video clip.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <p>https://www.youtube.com/watch?v=zDsjiWWwG80</p> <ul style="list-style-type: none"> - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Ss watch the video once and list out names the destinations and cultural heritage sites of Viet Nam that they see in the video. - All teams stick the paper on the boards. - Teacher checks answers of each group. - The group that has the most correct answers is the winner. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>Complex of Hue Monuments</i> - <i>Hoi An Ancient Town</i> - <i>My Son Sanctuary</i> - <i>Ha Long Bay</i> - <i>Phong Nha – Ke Bang National Park</i> - <i>Imperial Citadel of Thang Long</i> - <i>Trang An Scenic Landscape Complex</i> - <i>Space of gong culture (Không gian văn hóa Cồng chiêng Tây Nguyên)</i> - <i>Vietnamese Court Music (Nhã nhạc cung đình Huế)</i> - <i>Quan ho Bac Ninh</i> - <i>Ca trù Singing</i> - <i>Art of don ca tai tu music and song in southern Viet Nam</i> - <i>Practices related to Viet beliefs in the Mother Goddesses of Three Realms (Tín ngưỡng thờ Mẫu Tam Phủ)</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss revise intonation in statements, commands and lists;
- To help Ss practise intonation in statements, commands and lists.

b. Content:

- Task 1: Listen and repeat. Pay attention to the falling intonation and level-rising intonation in the following sentences. (p.67)
- Task 2: Listen and mark the intonation in these sentences, using falling intonation or level-rising intonation. Then practise saying them in pairs. (p.68)

c. Expected outcomes:

- Students can put correct intonation in statements, commands and lists.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the falling intonation (↘) and level-rising (↗) intonation in the following sentences. (5 mins) <ul style="list-style-type: none"> - Teacher plays the recording and asks Ss to listen and repeat after each sentence, paying attention to intonation in the sentences. Play the recording as many times as necessary. - Focus attention on the way the intonation patterns are used (We usually use a falling intonation at the end of statements and commands. When listing things, we slightly raise our voice on each item (level-rising) and lower our voice on the last item to show that the list is complete.). - Teacher puts Ss into pairs and has them practise reading the sentences to each other as naturally as they can. 	Audio script – Track 45: <p>1. Our class is going on a field trip next week.</p> <p>2. Put your rubbish in the bin!</p> <p>3. You can see beautiful caves, green valleys, and mountains.</p>
Task 2: Listen and mark the intonation in these sentences, using ↘ (falling intonation) or ↗ (level-rising) intonation. Then practise saying them in pairs. (7 mins) <ul style="list-style-type: none"> - Teacher puts Ss into pairs and has them read out the sentences to each other as naturally as possible. - Teacher reminds Ss to raise or lower their voice at the right words. - Teacher has Ss mark the changes in intonation in the sentences individually. - Teacher has Ss compare their answers in pairs. Check answers as a class. - Teacher puts Ss in pairs again and has them practise reading the sentences to each other. 	Answer key: <p>1. Hoi An Ancient Town became a World Heritage Site in 1999.</p> <p>2. Please turn on the light. It's dark in here.</p> <p>3. Cultural heritage may include temples, pagodas and monuments.</p> <p>4. Tourists can visit the pedestrian streets in Ha Noi.</p>

e. Assessment

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

3. ACTIVITY 2: VOCABULARY (12 mins)
a. Objectives:

- To help Ss understand the meanings of the words / phrases that have been introduced in Getting Started or will be encountered in the unit.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.68)
- Task 2: Complete the sentences using the words in Task 1. (p.68)

c. Expected outcomes:

- Students identify the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words with their meanings. (6 mins) <ul style="list-style-type: none"> - Teacher has Ss work independently or in pairs. - Teacher asks them to read the words and phrases carefully and match them to their meanings. - Teacher checks answers as a class. Call on one student to read aloud a word / phrase and another student to read its definition. 	Answer key: 1. d 2. a 3. e 4. b 5. c
Task 2. Complete the sentences using the words in Task 1. (6 mins) <ul style="list-style-type: none"> - Teacher has Ss work in pairs. Tell them to read the sentences carefully to decide which word / phrase in 1 can be used to complete each of the sentences. Explain that they can use the context clues to help them decide on the word / phrase. - Teacher checks answers as a class. Ask individual Ss to call out the word / phrase they have used in each sentence first. - Teacher confirms the correct answers. Ask Ss to give reasons why they have chosen the word / phrase for each sentence (based on the context clues), e.g. The first sentence needs an adjective and the context (novels set in World War Two) suggests “<i>historical</i>” is the best choice here. - Teacher asks some Ss to read the complete sentences. <p>Extension: Divide Ss into two teams. Have each team come up with a sentence with each of the target words. Have teams take</p>	Answer key: 1. <i>historical</i> 2. <i>historic</i> 3. <i>restore</i> 4. <i>preserve</i> 5. <i>folk</i>

turns reading out their sentences while a student from the other team race to write it down on the board. Give a time limit of 20 seconds for each sentence. Check all the sentences at the end. The winner is the team with five correct sentences or most correct words.

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss understand the use of to-infinitive clauses;
- To help Ss practise using to-infinitive clauses.

b. Content:

- Task 1. Combine the sentences using to-infinitive clauses (p.68)
- Task 2. Work in pairs. Ask and answer questions about heritage sites of traditions, using to-infinitive clauses. (p.68)

c. Expected outcomes:

- Students know how to use *to*-infinitive clauses and can apply it to make a conversation on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Combine the sentences using to-infinitive clauses (6 mins)</p> <ul style="list-style-type: none"> - Teacher tells Ss to look at the Remember! box and introduces the use of a to-infinitive clause. - In stronger classes, explain that a to-infinitive clause can be used in other structures and have other functions, but this unit only focuses on two uses: to express purpose and to modify a noun or noun phrase. - Teacher asks Ss to work in pairs or individually to combine the sentences. - Teacher calls on some Ss to write the sentences on the board. - Teacher checks answers as a class and confirms the correct sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Lan went to Hue to see the monuments there. 2. Minh created a website to give more information about local historic sites to visitors. 3. Peter took a boat trip around the floating market to listen to <i>don ca tai tu</i>. 4. My sister has opened a small shop behind the museum to sell postcards and souvenirs to tourists.
<p>Task 2. Work in pairs. Ask and answer questions about heritage sites or traditions, using to-infinitive clauses. (7 mins)</p> <ul style="list-style-type: none"> - Teacher has Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student. 	<p>Students' creativity</p>

<ul style="list-style-type: none"> - Teacher has Ss first brainstorm possible questions and write some useful phrases on the board as prompts, e.g. visit monuments, watch performances, walk in nature parks, take a boat trip. - Teacher puts Ss in pairs and has them take turns asking and answering the questions. Encourage Ss to respond to their partners' answers, e.g. That's great! Amazing! Sounds interesting. Walk round the class and help if necessary. - Teacher invites some Ss to role-play their conversations in front of the class. 	
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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

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board Plan

Date of teaching

Unit 1: Preserving our heritage

Lesson 2: Language

***Warm-up**

Watch a video

*** Pronunciation**

- Task 1: Listen and repeat.
- Task 2: Listen and mark the intonation.

*** Vocabulary**

- Task 1: Match the words with their meanings.
- Task 2: Complete the sentences.

*** Grammar**

- Task 1: Combine the sentences.
- Task 2: Ask and answer questions about heritage sites or traditions.

***Homework**

UNIT 6: PRESERVING OUR HERITAGE

Lesson 3: Reading – Teenagers' ideas for preserving heritage

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about how to protect our heritage.

2. Competences

- Develop autonomy and self-study;
- Develop communication and collaboration skills;
- Actively join in class activities.

3. Personal qualities

- Be proud of a natural and cultural heritage sites in Viet Nam

II. MATERIALS

- Grade 11 textbook, Unit 6, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. appreciate (v)	/ə'pri:sieɪt/	to recognise the good qualities of somebody/something	trân trọng
2. challenge (n)	/'tʃælɪndʒ/	an invitation or a suggestion to somebody that they should enter a competition, fight, etc.	thử thách
3. trending (adj)	/'trendɪŋ/	being discussed a lot on social media	theo xu hướng
4. entry (n)	/'entri/	something that you do, write or make to take part in a competition, for example answering a set of questions	bài dự thi
5. keen (adj)	/ki:n/	[usually before noun] strong or deep	mạnh mẽ, sâu sắc

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback 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 of cultural heritage;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Brainstorming: What can we do to protect our heritage?

c. Expected outcomes:

- Students can generate as many ideas to protect the heritage as possible.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Brainstorming <ul style="list-style-type: none"> - Teacher divides the class into 4 groups. - Teacher gives each group a big piece of paper. Ask them to work in groups and write down as many ideas as possible for the questions: <i>What can we do to protect our heritage?</i> - Students have 3 minutes to discuss and write. - All groups stick their paper on the board. - Teacher checks the answers. - The group with the most appropriate ideas will be the winner. 	Suggested ideas <ul style="list-style-type: none"> - <i>Organise nature walks/excursions to local parks, areas of bio-diversity</i> - <i>Organise site visits to museums, interpretation centres, and archaeological sites</i> - <i>Organise essay competitions on literature (in English and local languages)</i> - <i>Carry out small research projects for students that can be put up as mini-exhibitions/bulletin board displays on heritage.</i> - <i>Involve students in documenting local living heritage like festivals, performing arts or craftsmen and women.</i> - <i>Establish clubs for heritage debates, quizzes, discussions and activities like presentations, field trips and documentation.</i>

- *Organizing painting and drawing competitions for students at built heritage sites*
- *Clean up the environment, investigate its local official and oral history.*

e. Assessment

- Teacher observes the groups, collects their answers and gives feedback.

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

a. Objectives:

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

b. Content:

- Lead students in the reading passage.
- Task 1: Ask and answer the questions
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

- Students can identify the key language before they read.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1 (Lead-in): Work in pairs. Ask and answer the questions. (4 mins) <ul style="list-style-type: none"> - Ask Ss to work in groups of three or four and discuss why it is important to protect our heritage. - In weaker classes, ask specific questions about one particular type of heritage e.g. Why do people visit ancient buildings? What can they see there? What can they learn from them? - Tell Ss that there are no right or wrong answers and encourage Ss to come up with as many ideas as possible. 	<i>Students' practice</i>
Vocabulary pre-teaching (5 mins) <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with pictures. - Teacher checks students' understanding with the “Rub out and remember” technique. - Ask Ss to write the words in their notebooks. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	New words: <ol style="list-style-type: none"> 1. appreciate (v) 2. challenge (n) 3. trending (adj) 4. entry (n) 5. keen (adj)

e. Assessment

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

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

a. Objectives:

- To help Ss practise guessing the meaning of words from context;
- To develop reading skills for general information;
- To develop reading skills for specific information.

b. Content:

- Task 2. Read the article and circle the correct meanings of the highlighted words and phrases (p.69)
- Task 3. Read the article again. Match the following headings (1-4) with the appropriate paragraph (A-C). There is ONE extra heading. (p.70)
- Task 4. Read the article again and decide which paragraph includes the following information. (p.70)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Read the article and circle the correct meanings of the highlighted words and phrases (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the whole text once to get an overall idea, then choose the correct meaning of the highlighted words in the text. - Teacher encourages Ss to base their guesses on the context in which the words are used rather than looking them up in the dictionary. - Teacher tells Ss to work in groups to discuss the best option and compare answers. - Check answers as a class and confirm the correct one. 	<i>Answer key:</i> 1. A 2. A 3. C 4. B
Task 3. Read the article again. Match the section (A-C) with the heading (1-5) below. There is ONE extra heading. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the whole text again and match the headings with the appropriate paragraphs. Note that there is one extra heading that Ss may not need to use. - Tell Ss to identify key words in the heading first. Remind Ss that the correct heading has to express the idea of the whole paragraph, not just one detail e.g. Heading 1 (Organising photo competitions of performing artists) only expresses one detail and the detail does not express the main idea of any paragraph given. - Teacher tells Ss to work in pairs to discuss and compare their answers. - Teacher checks answers as a class. 	<i>Answer key:</i> 2. C 3. A 4. B
Task 4. Read the article again and decide which paragraph includes the following information (7 mins)	

- Ask Ss to read the text again and decide which paragraph includes each of the ideas.
- Tell Ss to read through the text to locate the answers, then read again, this time paying attention only to the parts of the text that contain the answers.
- Explain that the information in the statements is paraphrased and make sure Ss understand the vocabulary and the overall meaning of the statements.
- Teacher has Ss work in pairs or groups to compare answers.
- Teacher checks answers as a class.

Extension: Ask Ss to close their books. Choose three sentences from the text and write them on the board. Have Ss read them aloud several times. Then erase two or three words from each sentence and have Ss say them again, including the missing words. Erase more words and repeat until Ss are saying the full sentences from an almost empty board.

Answer key:

1. B
2. A
3. B
4. C

e. Assessment

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

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

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To help Ss use the ideas and discuss which one is the best to preserve the heritage.

b. Content:

- Discussion

c. Expected outcomes:

- Students can use the language and ideas from the unit to suggest three ideas to preserve heritage.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Discussion</p> <ul style="list-style-type: none"> - Teacher has Ss work in groups. Ask them to discuss each idea and decide the most effective one to preserve heritage. - Elicit the three ideas described in the text, i.e. promoting heritage sites and traditions through social media, organising events and discussions, and developing the folk arts. Ask individual Ss to write them on the board. - Teacher tells Ss that there are no right or wrong answers and encourages them to explain the reasons for their choice. - Teacher invites one or two groups to present a summary of their discussions to the whole class. 	<p><i>Students' own ideas</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 6: Preserving our heritage

Lesson 3: Reading – Teenagers' ideas for preserving heritage

***Warm-up**

*** Lead-in**

*** Vocabulary**

1. appreciate (v)
2. challenge (n)
3. trending (adj)
4. entry (n)
5. keen (adj)

- Task 2: Circle the correct meanings of the highlighted words and phrases.

- Task 3: Match the headings with the appropriate paragraph.

- Task 4: Decide which paragraph includes the information.

- Task 5: Discussion

***Homework**

UNIT 6: PRESERVING OUR HERITAGE

Lesson 4: Speaking – Preserving cultural heritage

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about ways to preserve heritage;
- Memorize vocabulary to discuss ways to preserve heritage.

2. Competences

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

3. Personal qualities

- Be proud of natural and cultural heritage sites in Viet Nam

II. MATERIALS

- Grade 11 textbook, Unit 6, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. spread (v)	/spred/	to affect or make something affect, be known by, or be used by more and more people	lan truyền
2. involved (adj)	/in'vɒlvd/	being part of something or connected with something	có liên quan
3. cultural heritage (n)	/'kʌltʃərəl 'heritidʒ/	the heritage of tangible and intangible heritage assets of a group or society that is inherited from past generations.	di sản văn hóa
4. (to) set up	/set ʌp/	to create something or start it	cài đặt

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - 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:

- Game: Jumble words.

c. Expected outcomes:

- Students can find the correct words related to the topic of the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Jumble words</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - Teacher shows each jumble word on the screen. - If a team can answer the word, students raise their hands and say BINGO to get the chance to answer. - If Ss have a correct answer, they get one point for their team. - The team with more points will be the winner of the game. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. U/C/O/K/F/I/M/L/S (2 words) 2. R/A/S/W/E/S/E/N/A 3. L/I/O/M/S/E/D/A/C/I/A (2 words) 4. N/E/C/M/I/P/O/T/T/O/I 5. L/A/E/F/S/I/V/T <p>Key:</p> <ol style="list-style-type: none"> 1. FOLK MUSIC 2. AWARENESS 3. SOCIAL MEDIA 4. COMPETITION 5. FESTIVAL

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (13 mins)

a. Objectives:

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

b. Content:

- Pre-teach vocabulary related to the content of the lesson;

- To introduce more ideas for the main speaking task;
- To introduce a model conversation in which speakers discuss ways to preserve heritage.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to talk about ways to preserve heritage.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	<p>New words:</p> <ol style="list-style-type: none"> 1. spread (v) 2. involved (adj) 3. cultural heritage (n) 4. (to) set up
Task 1. Work in pairs. Match the ways to preserve our heritage with the reason for doing so. (4 mins)	<p>Answer key:</p> <ol style="list-style-type: none"> 1. b 2. a 3. d 4. c
Task 2. Complete the conversation with the words and phrase in the box. Then practise it in pairs (5 mins)	<p>Answer key:</p> <ol style="list-style-type: none"> 1. D (<i>Let me think</i>) 2. B (<i>Right</i>) 3. A (<i>Well</i>) 4. C (<i>Really</i>) <p>Tips to keep a conversation going:</p> <ul style="list-style-type: none"> - Show that you are interested in it and encourage the speaker to continue speaking using words and phrases such as Yeah, Uh huh, OK, Right, I see, Really, Interesting... - Show that you have understood and are going to speak, use words and phrases such as Well, Let me think, Hold on a minute, That's a good question.
e. Assessment	<ul style="list-style-type: none"> - Teacher checks students' pronunciation and gives feedback.

- Teacher checks students' answers and corrects them if necessary.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (12 mins)

a. Objectives:

- To give Ss an opportunity to make a similar conversation about ways to protect local heritage.

b. Content:

- Task 3. Work in pairs. Make a similar conversation about ways to preserve cultural heritage. (p.71)

c. Expected outcomes:

- Students are able to make a similar conversation about ways to protect local heritage.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3. Work in pairs. Make a similar conversation about ways to preserve cultural heritage. Use the ideas in 1, the model in 2, and the tips above to help you. (12 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs to make a similar conversation as in Task 2. - Teacher reminds Ss to use the phrases in the Tips, ideas given in 1 and the model conversation in 2 to make their own conversation. - Teacher encourages Ss to choose the other ways to preserve heritage mentioned in Task 1 to develop their conversation rather than simply copying the information from the model conversation. - Teacher calls on some pairs to role-play their conversations in front of the class. Praise pairs who use expressions to show interest and encouragement. 	<p>Suggested answers: <i>Students' own ideas</i></p>

e. Assessment

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

4. ACTIVITY 3: FURTHER PRACTICE (12 mins)

a. Objectives:

- To give Ss an opportunity to present ways to preserve their local heritage to the class;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 4. Work in groups. Think of a form of cultural heritage (such as a tradition, a festival, or a form of music) and discuss ways to preserve it. Report your group's ideas to the whole class (p.71)

c. Expected outcomes:

- Students can use the language and ideas from the unit to preserve their local heritage.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4. Work in groups. Think of a form of cultural heritage (such as a tradition, a festival, or a form of music) and discuss ways to preserve it. Report your group's ideas to the whole class. (p.71)</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in groups and think of some local heritage such as a tradition, festival, form of music or heritage site and discuss ways to preserve it. - Teacher may divide the class into three/four groups and assign each group an aspect of local heritage so that each group focuses on one topic. - Teacher encourages Ss to choose a type of heritage they know about (e.g. one in their city/province/country) and discuss what they can actually do to help preserve it. - Teacher calls on some groups to present their ideas to the class. - Teacher praises groups for good effort, interesting ideas and fluent delivery. - Teacher gives feedback and give marks to Ss' performance. 	<p><i>Students' practice.</i></p>
<p>e. Assessment</p> <ul style="list-style-type: none"> - Teacher's observation on Ss' performance. - Teacher's feedback and peers' feedback. 	

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 6: Preserving our heritage</p> <p>Lesson 4: Speaking – Preserving cultural heritage</p> <p>*Warm-up</p>

*** Vocabulary**

1. spread (v)
2. involved (adj)
3. cultural heritage (n)
4. (to) set up

- Task 1. Match the ways to preserve our heritage with the reason.
- Task 2. Complete the conversation.
- Task 3. Make a similar conversation.
- Task 4. Discussion.

***Homework**

UNIT 6: PRESERVING OUR HERITAGE

Lesson 5: Listening – A trip to Trang An Scenic Landscape Complex

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about *Trang An Scenic Landscape Complex*;
- Memorise vocabulary to talk about a heritage site.

2. Competences

- Develop listening skills: listening for the main idea and listening for specific details
- Be collaborative and supportive in pair work and teamwork
- Develop presentation skills

3. Personal qualities

- Be proud of natural and cultural heritage sites in Viet Nam

II. MATERIALS

- Grade 11 textbook, Unit 6, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. limestone (n)	/'laimstən/	a type of white rock that contains calcium, used in building and in making cement	đá vôi
2. valley (n)	/'væli/	an area of low land between hills or mountains, often with a river flowing through it	thung lũng
3. ecosystem (n)	/'i:kəʊsɪstəm/	all the plants and living creatures in a particular area considered in relation to their physical environment	hệ sinh thái
4. interact (v)	/'ɪntər'ækt/	if one thing interacts with another, or if two things interact, the two things have an effect on each other	tương tác

5. original (adj)	/ə'ridʒənl/	existing at the beginning of a particular period, process or activity	nguyên bản
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Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - 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.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - 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 times 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 listening part;

b. Content:

- Game: Jigsaw puzzle

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Jigsaw puzzle <ul style="list-style-type: none"> - Ss work in groups. - There are 4 questions related to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Who was the founding emperor of the Dinh dynasty of Viet Nam? 2. What is a complex of Buddhist temples in Gia Vien District, Ninh Binh Province, Viet Nam? 3. Which movie took place in the northern part of Vietnam such as Van Long and Tam Coc (Ninh Binh Province), Ha Long Bay (Quang Ninh Province)? 4. What are they? Large holes in the side of a hill, cliff, or mountain, or one that is underground. <p>Answer keys:</p>

<ul style="list-style-type: none"> - Teacher asks the Ss to explain the relationship between 4 questions and the key picture. 	<ol style="list-style-type: none"> 1. <i>Dinh Bo Linh / Dinh Tien Hoang</i> 2. <i>Bai Dinh Pagoda</i> 3. <i>The movie: Kong – The Skull Island</i> 4. <i>Caves</i> <p><input type="checkbox"/> KEY PICTURE: Trang An Scenic Landscape Complex</p>
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e. Assessment

- Teacher observes the students' performance, collects their answers 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:

- Pre-teach vocabulary related to the content of the lesson
- Task 1: Work in pairs. Ask and answer the questions. (p.71)

c. Expected outcomes:

- Students understand the meaning and can pronounce some words from the recording.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1 (Lead-in): Work in pairs. Ask and answer the questions. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss some questions about Trang An Scenic Landscape Complex. + <i>What do you know about Trang An?</i> + <i>Where is Trang An?</i> + <i>Is Trang An a World Heritage Site?</i> + <i>How big is the area?</i> + <i>Have you ever been to Trang An?</i> + <i>If yes, what did you see and do there?</i> - Students work in pairs or groups, discuss and raise their voice to answer the questions. - Teacher sets the scene of the listening part and leads in the lesson. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>Trang An Scenic Landscape Complex in Ninh Binh Province in Northern Viet Nam is called a “Ha Long Bay on land” with numerous caves, mountains, valleys, trees and historic relics.</i> - <i>It covers an area of 10,000ha in Hoa Lu, Gia Vien and Nho Quan districts and Ninh Binh City.</i>
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the “Rub out and remember” technique. - Teacher asks Ss to take notes on their notebooks. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. limestone (n) 2. valley (n) 3. ecosystem (n) 4. interact (v) 5. original (adj)

e. Assessment

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

3. ACTIVITY 2: WHILE-LISTENING (15 mins)

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about *Trang An Scenic Landscape Complex*.

b. Content:

- Task 2: Listen to a talk. What is the talk mainly about? (p.71)
- Task 3: Listen to the talk again and complete each gap in the notes with no more than three words and/or numbers. (p.71)

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 AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Listen to a talk. What is the talk mainly about? (6 mins) <ul style="list-style-type: none"> - Teacher tells Ss that they're going to listen to a talk by a tour guide who is introducing Trang An to tourists. - Teacher asks Ss to have a guess about the summary of the talk. - Teacher plays the recording for the first time and asks Ss to circle the option that best summarise the main idea of the talk. - Teacher checks answers as a class. Explain why the other options cannot be the correct answers. (A and C are only parts of the talk, not the main idea.) - Teacher gives the correct answer. 	Answer key: <i>B. The tour guide is talking about the ecosystem of Trang An and efforts to preserve it.</i>
Task 3. Listen to the talk again and complete each gap in the notes with no more than three words and/or numbers. (9 mins) <ul style="list-style-type: none"> - Teacher asks Ss to read the notes carefully to have an understanding about the overall structure of the talk. - Teacher makes sure that Ss understand that they can write up to three words per gap, and these words should be the exact words from the recording. In stronger classes, encourage them to work out the missing words based on what they remember from the first listening in Activity 1. - Teacher plays the recording once (or twice in weaker classes) for Ss to complete the notes. 	Answer key: 1. 2014 2. three protected areas 3. 600 types 4. early humans 5. natural state

- Teacher asks Ss to work with a partner to compare their answers.
- Teacher calls on some Ss to write their answers on the board or read their answers aloud.
- Teacher checks answers as a class. Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (10 mins)

a. Objectives:

- To check students' understanding and help them memorise the information in the recording;
- To give Ss an opportunity to make predictions;
- To help some students enhance presentation skills;
- To practise team working;

b. Content:

- Students make predictions of what the tour guide will say next.

c. Expected outcomes:

- Students can make appropriate predictions, do some quick research and present their ideas.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and discuss what they think the tour guide will say next. - Teacher tells Ss to base their predictions on the last sentence of the talk (Now, we'll start our tour with...) - Teacher calls on some pairs to present and explain their predictions to the class. Note that there is no right or wrong prediction. Encourage Ss to give different answers based on the signal at the end of the talk. - Teacher lets Ss work in groups using their smart devices to search for information they predicted. - Playing the role of the tour guide, the groups prepare the information and make a presentation of the next part. - Teacher calls some groups to present their ideas in front of the class. - Teacher gives comments and feedback. 	<p><i>Suggested ideas:</i></p> <p><i>Tour guide: We'll start our tour with</i></p> <p>...</p> <ol style="list-style-type: none"> 1. Hoa Lu Ancient Capital 2. Trang An Scenic Area 3. Tam Coc Scenic Area 4. Bich Dong Scenic Area 5. Hoa Lu Special-use primary forest

e. Assessment

- Teacher's observation on Ss' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 1: Preserving our heritage

Lesson 5: Listening – A trip to Trang An Scenic Landscape Complex

***Warm-up**

*** Vocabulary**

1. limestone (n)

2. valley (n)

3. ecosystem (n)

4. interact (v)

5. original (adj)

- Task 1: Ask and answer the questions.

- Task 2: What is the talk mainly about?

- Task 3. Listen and complete the notes.

- Task 4: Discussion.

***Homework**

UNIT 6: PRESERVING OUR HERITAGE

Lesson 6: Writing – A leaflet about ways to preserve Trang An Scenic Landscape Complex

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write a leaflet about ways to preserve Trang An Scenic Landscape Complex;
- Apply structures to express solutions to problems.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion.
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Be proud of a natural and cultural heritage site in Viet Nam

II. MATERIALS

- Grade 11 textbook, Unit 6, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> - Guide students to make an outline before they write. - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge of a leaflet;
- To set the context for the writing part;

b. Content:

- Get to know what a leaflet is.

c. Expected outcomes:

- Students are aware of what a leaflet is and what should be included in a leaflet.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Guess the items</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the board and say the name of the things (LEAFLET) - Teacher provides the synonyms of leaflet: booklet or pamphlet. - Teacher asks Ss if they know what a leaflet is. - Teacher gives definition of leaflet: a printed sheet of paper or a few printed pages that are given free to advertise or give information about something - Teacher introduces the lesson. 	<p><i>Some pictures of leaflet:</i></p> 

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-WRITING (14 mins)
a. Objectives:

- To provide Ss with ideas for the writing including a list of problems Trang An may face and solutions to them.

- To provide Ss with practical tips in writing and designing a leaflet.

b. Content:

- Task 1. Work in pairs. Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks. (p.72)

- Tips to design a leaflet

c. Expected outcomes:

- Students have some ideas about problems and solutions to preserve Trang An Scenic Landscape Complex
- Students have some ideas about which information they should focus on when designing a leaflet.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks. (4 mins)	
<ul style="list-style-type: none"> - Teacher has Ss work in pairs to match the problems with the possible solutions. - Teacher tells Ss to read both notes carefully to have an overview of the problems and solutions before doing the task. - In stronger classes, encourage Ss to come up with more potential problems and possible solutions, e.g the problem of poor management, the construction of new buildings near the heritage area and possible solutions may include better planning and stricter laws on heritage preservation. - Teacher calls on some Ss to present their answers to the class. - Teacher checks answers as a class. 	<p>Answer key:</p> <p>1. B 2. D 3. C 4. A</p>
Useful expressions (5 mins) <ul style="list-style-type: none"> - Teacher gives Ss a handout and asks them to classify the items into correct categories. - Teacher lets Ss work in groups. - The groups show their answers on the board. - The whole class checks the task together. 	<p>List of expressions:</p> <p>- To talk about problems and consequences</p> <ul style="list-style-type: none"> + ... causes + ... leads to + ... results in ... + As a result, ... + As a consequence, ... + Consequently, ... <p>- To talk about solutions</p> <ul style="list-style-type: none"> + It is necessary to ... + It is recommended that ... + This problem can be solved if ... + To deal with this problem, we should ... + It is advisable / vital/ crucial to ... + It is urgent to ...

Fill in the blank with suitable words in the box to create a list of tips in designing a leaflet.(5 mins)

- Teacher explains the purpose of the activity: In the future, the Ss may need to design different leaflets in different contexts.
- There are some tips in designing beautiful and professional leaflets that students need to know.
- Students work in groups to fill in the blanks with suitable words in the box to create a list of tips in designing a leaflet.
- Teacher checks their answers and discusses each tip with the whole class.
- Teacher further elicits some information about which softwares / websites / applications can help Ss in designing leaflet.

E.g: Canva, Adobe Photoshop, Adobe Illustrator, etc.

1. Brand _____ and logo
2. Make it _____: The purpose of the leaflet
3. _____ is the leaflet for?
4. Speak _____ to people
5. The right spacing
6. Eye-catching, _____ imagery
7. The power of persuasion
8. Call to _____

colours	different	who
directly	actions	useful

Answer key:

1. colours
2. different
3. who
4. directly
5. useful
6. actions

e. Assessment

- Teacher observes Ss' work and gives feedback.

3. ACTIVITY 2: WHILE-WRITING (16 mins)
a. Objectives:

- To give Ss an opportunity to write a leaflet in class.

b. Content:

- Task 2. Write a leaflet about the problems that Trang An may face and the possible solutions to them. Use the ideas in Task 1 and the outline below to help you (p.72)

c. Expected outcomes:

- Students can write a complete leaflet in which the language is clear, short and simple.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Write a leaflet about the problems that Trang An may face and the possible solutions to them. Use the ideas in Task 1 and the outline below to help you.	

- Remind Ss of the structure of a leaflet and the purpose of each part as explained in Unit 5.
- Teacher has Ss identify these parts in the outline on page 72 of the student's book e.g. *heading, subheadings, slogans, one idea per paragraph, call for action,...* and also asks them to identify which information is missing in the outline.
- Teacher asks Ss to work individually and reads the instructions for the writing carefully (Ss have to complete the leaflet with problems that may damage Trang An and possible solutions).
- Teacher gives Ss enough time so that they can finish the leaflet.
- Teacher goes around the class and provides help when necessary.
- Teacher corrects some pieces of writing in class.
- Teacher collects Ss' writings and provides written feedback in the next lesson.
- In weaker classes, provide some suggested answers if necessary.

Suggested answer:
PRESERVE OUR HERITAGE – PRESERVE TRANG AN LANDSCAPE COMPLEX

Trang An (Ninh Binh Province) was the first site in Viet Nam to be recognised by UNESCO as a mixed World Heritage Site in 2014. It is famous for its natural beauty and rich biodiversity. To preserve its beauty, we need to identify what problems Trang An may face and find ways for preserving it.

PRESERVING NATURE

Trang An is affected by mass tourism. This kind of tourism can pollute rivers and valley. It can also damage the ecosystem because of the large number of visitors.

To preserve Trang An, it is necessary to organize eco-tours to the heritage sites. We should also create a sustainable habitat for wildlife on the heritage site.

PRESERVING CULTURE

Another problem is young people's lack of knowledge about our cultural heritage. As a result, they are not be able to appreciate our traditions.

This problem can be solved if schools teach the importance of heritage. Our heritage values should also be promoted on social media so that they reach wider audiences.

e. Assessment

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

4. ACTIVITY 3: POST-WRITING (7 mins)
a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for peer checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Peer check	Writing rubric <ol style="list-style-type: none"> Organization: .../10 Legibility: .../10

<ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 	<ol style="list-style-type: none"> 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;"><i>TOTAL: .../50</i></p>
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e. Assessment

- Teacher's observation on Ss' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Communication and Culture.

Board Plan

Date of teaching

Unit 6: Preserving our heritage
Lesson 6: Writing – A leaflet about ways to preserve
Trang An Scenic Landscape Complex

*Warm-up

- Task 1: Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks.
- Useful expressions
- Tips to design a leaflet
- Task 2. Write a leaflet.
- Peer check

*Homework

UNIT 7: PRESERVING OUR HERITAGE

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;
- Have some knowledge about how heritage is preserved around the world;
- Review expressions for asking for and giving directions.

2. Core competence

- Be able to ask for and give directions to popular places in Ha Noi based on the map in the book;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Responsible for preserving our heritage.

II. MATERIALS

- Grade 11 textbook, Unit 6, Communication and Culture
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. crowdfunding (n)	/'kraʊdfʌndɪŋ/	the practice of funding a project or an activity by raising many small amounts of money from a large number of people, usually using the internet	huy động vốn từ cộng đồng
2. non-profit (adj)	/,nɒn 'prɒfɪt/	without the aim of making a profit	phi lợi nhuận
3. regardless of (prep)	/rɪ 'ga:dles əv/	paying no attention to something/ somebody; treating something/ somebody as not being important	bất kể
4. fine (n)	/fain/	a sum of money that must be paid as punishment for breaking a law or rule	tiền phạt

5. unique (adj)	/ju'ni:k/	being the only one of its kind	độc, lạ
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Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of the lesson.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can identify the names of famous places in Hanoi.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number <ul style="list-style-type: none"> - Ss work in 4 groups. - There are 8 numbers, including 3 lucky numbers and 5 numbers corresponding to 5 questions. - If a team picks a lucky number, they get one point without having to answer the question. - If a team picks a question, they have to answer "Where is it?" - If they answer the question correctly, they get one point. - Teacher uses the information in the warm up game to lead in the lesson. 	<i>Lists of pictures:</i> 



Answer key:

1. *Ho Chi Minh Mausoleum*
2. *Hanoi Flag Tower*
3. *One Pillar Pagoda*
4. *Ho Chi Minh Museum*
5. *Imperial Citadel of Thang Long*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To review expressions for asking for and giving directions.
- To help Ss practise asking for and giving directions to popular places in Ha Noi based on the map in the book.

b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.73)
- Task 2: Work in pairs. Use the model in Task 1 to make similar conversation for these situations (p.73)

c. Expected outcomes:

- Students can use appropriate language to ask for and give directions in certain situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs. (6 mins)</p> <ul style="list-style-type: none"> - Teacher tells Ss that they are going to revise expressions used to ask for and give directions. - Teacher asks Ss to listen and complete the conversations with the expressions in the box. - Teacher plays the recording once in stronger classes or twice in weaker classes if necessary. - Teacher calls on some Ss to give their answers to the class. - Teacher checks answers as a class. Ask them to practise the conversations in pairs. 	<p>Answer key</p> <p>1. A 2. D 3. B 4. C</p>
<p>Useful expressions (7 mins)</p> <ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: asking for directions and giving directions. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <p>- Asking for directions:</p> <ul style="list-style-type: none"> + <i>Can you tell me the way to ...?</i> + <i>Excuse me, is ... near here?</i> + <i>How do/can I get to ...?</i> + <i>What is the best/easiest way to ...?</i> + <i>Could you show me how to get to ...?</i> <p>- Giving directions</p> <ul style="list-style-type: none"> + <i>Go straight ahead/on.</i> + <i>Walk along ... street/road.</i> + <i>Walk past the (post office/bank).</i> + <i>Turn left/right at the traffic lights/into Star Street.</i> + <i>Take the first/second road/turning on the left.</i> + <i>It's on your left/right.</i> + <i>It's next to/opposite/between/at the end of/behind/in front of...</i> + <i>It's (just) around the corner.</i>
<p>Task 2: Work in pairs. Make similar conversation for these situations. (7 mins)</p>	

- Teacher focuses attention on the map and identifies the location of the five tourist attractions on the map and locates student A and student B.
- Teacher explains the two situations with Student A asking for directions to Ho Chi Minh Mausoleum and Student B asking for directions to Ha Noi Flag Tower.
- Teacher has Ss work in pairs and makes conversations asking for and giving directions to the tourist attractions in the situations.
- Teacher asks Ss to read the list of useful expressions and checks understanding.
- Teacher gives Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles.
- Teacher walks round the class and provides help when necessary.
- Teacher asks some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.



Sample conversations:

Situation 1.

A: Could you tell me the way to Ho Chi Minh Mausoleum?

B: Sure. Go straight ahead until you get to Hung Vuong Street. Turn left and walk straight on for a few minutes. You'll see it on your left.

Situation 2.

B: Excuse me. How can I get to Ha Noi Flag Tower?

A: Sure. Walk along Phan Dinh Phung Street and take the second turn on the left into Hoang Dieu Street. Walk past the Thang Long Imperial Citadel. Ha Noi Flag Tower is just behind it.

B: Thank you very much.

e. Assessment

- Teacher observes Ss's work and gives feedback.
- Teacher gives scores to evaluate Ss' performance.

3. ACTIVITY 2: CLIL (20 mins)

a. Objectives:

- To help Ss learn about how heritage is preserved around the world.
- To give Ss an opportunity to relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and answer the questions (p.74)
- Task 2: Work in groups. Discuss the following questions. Are the methods of preserving heritage in the text used in Vietnam? Which one do you think works best in Vietnam (p.74)

c. Expected outcomes:

- Students can get ideas about how heritage is preserved around the world and relate what they have learnt in the lesson to their culture

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Pre-teach vocabulary (5 mins)	<p>New words</p> <ol style="list-style-type: none"> 1. crowdfunding (n) 2. non-profit (adj) 3. regardless of (prep) 4. fine (n) 5. unique (adj)
Task 1. Read the text and answer the questions. (7 mins)	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Italy 2. Spain 3. Australia
<ul style="list-style-type: none"> - Teacher activates Ss' prior knowledge by asking questions about heritage sites or traditions around the world. (<i>Have you been to any heritage sites outside Viet Nam? What did you see there? Was it preserved in its original state? Do you know any cultural heritage such as traditions or folk music from other countries?</i>) - Teacher puts Ss into pairs. Ask them to read the text about preserving heritage around the world and answer the questions. - Teacher walks round the class and offers help, explaining unfamiliar words or answering questions. (e.g <i>crowdfunding, heavy fines, harsh punishment</i>) - Teacher checks answers as a class by calling on pairs to give their answers to the class. - Teacher confirms the correct answers. <p>Extension: Ask Ss comprehension questions to check understanding of the text, e.g. <i>Which city was taken as an example of successful crowdfunding? How much do individuals and companies have to pay for damaging a heritage site? Which festivals are mentioned in the text?</i></p>	
Task 2. Work in groups. Discuss the following questions. (8 mins)	<p>Questions</p> <ul style="list-style-type: none"> - Are the methods of preserving heritage in the text used in Viet Nam? - Which one do you think works best in Viet Nam?
<ul style="list-style-type: none"> - Teacher asks Ss to work in groups to answer the questions. - In weaker classes, have Ss underline the ideas in the text so they can use them in their discussion. - In stronger classes, encourage Ss to come up with other ideas about effective methods to preserve heritage in Viet Nam e.g. <i>installing donation box at the heritage sites, introducing folk arts to schools,...</i> - Teacher calls on some groups to present their ideas to the class. 	

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 6: Preserving our heritage

Lesson 7: Communication and Culture / CLIL

***Warm-up**

*** Everyday English**

- Task 1: Listen and complete the conversation.
- Task 2: Make similar conversations.

*** Culture**

- Task 1: Read the text and answer the questions.
- Task 2: Discussion.

***Homework**

UNIT 6: PRESERVING OUR HERITAGE

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.

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;

3. Personal qualities

- Be proud of a natural and cultural heritage site in Viet Nam

II. MATERIALS

- Grade 11 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. - 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 stir up the atmosphere and activate students' reading comprehension of the related topic

b. Content:

- Do a worksheet to develop reading comprehension about the topic.

c. Expected outcomes:

- Students can develop reading skills and gain some knowledge about preserving the heritage.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Who is faster?</p> <ul style="list-style-type: none"> - Teacher lets Ss work in groups of four. - Teacher gives each group a worksheet, in which they have to read and match the paragraphs with appropriate headings. - The first team which completes correctly is the winner. - Teacher checks answers for the whole class. - Teacher leads in the lesson. 	<p><i>Match the headings (A-D) with the paragraphs (1-4)</i></p> <p>A. Offer tours B. Conduct community workshops C. Host special events D. Form a volunteer group</p> <p>1. <i>Gather fellow residents who care about preserving your community's recent past places. Working together, you can research and nominate buildings for landmark designation; become your community's advocate for the recent past and modern design; create a website and maintain a discussion board.</i></p> <p>2. <i>Tours are a tried-and-true method for building a community's appreciation for its historic resources and significant architecture. Put together a bus tour that takes guests past modern structures throughout the neighborhood. Create a self-guided driving tour accompanied by a booklet that visitors and residents can continue to use.</i></p> <p>3. <i>Special events encourage those interested in mid-century architecture to connect with like-minded people. These can include fundraising events; special exhibits (complete with opening night parties) that feature the architecture and modern heritage of your community; or a lecture series that features local historians, architects, or professors speaking about the area's modern architecture.</i></p> <p>4. <i>Workshops and seminars can be useful ways to educate specific audiences about buildings and cultural sites from the recent past. These classes can help teach participants the basics of historic preservation, give them an overview of the history of post-war architecture, offer tips on how to identify threats or problems, find appropriate replacement materials to keep mid-century homes looking true to their original architecture, and more. Contact a local preservation group for help or partnership opportunities.</i></p> <p>Key:</p> <p>1. D 2. A 3. C 4. B</p>

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss further revise intonation in statements and practise speaking with a natural intonation.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss revise the use of to-infinitive clauses

b. Content:

- Pronunciation: Listen and mark the intonation in the following sentences, using falling or level-rising intonation. Then practise saying them in pairs. (p.74)
- Vocabulary: Choose the correct word to complete each sentence (p.75)
- Grammar: Rewrite the sentences using to-infinitive clauses (p.75)

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 mark the intonation in the following sentences, using falling or level-rising intonation. Then practise saying them in pairs (4 mins)	<p>Key:</p> <p>1. <i>The trip to Hoi An Ancient Town was amazing.</i> ↗</p> <p>2. <i>Please turn off the air-conditioner. ↗ It wastes too much electricity.</i> ↗</p> <p>3. <i>A boat tour is the best way to experience wildlife habitats.</i> ↗</p> <p>4. <i>In Ha Long Bay you can go swimming, ↗ diving ↗ and fishing.</i> ↗</p>	
Task 2: Choose the correct word to complete each sentence. (4 mins)	<p>- Teacher asks Ss to choose the correct word to complete each sentence.</p> <p>- Teacher has Ss do this activity individually, then compare their answers with their partners.</p> <p>- Teacher checks answers as a class. Ask some Ss to write the words on the board and explain their choices.</p>	<p>Answer key:</p> <p>1. <i>Well-preserved</i> 2. <i>historical</i> 3. <i>folk</i> 4. <i>protected</i></p>
Task 3: Rewrite the sentences using to-infinitive clauses (4 mins)	<p>- Teacher asks Ss to rewrite the sentences using to-infinitive clauses.</p> <p>- Teacher has Ss do this activity individually, then compare their answers with a partner.</p>	<p>Answer key:</p> <p>1. <i>Mai went to Soc Son to attend the Giong Festival.</i></p>

<ul style="list-style-type: none"> - Teacher checks answers as a class. Ask some Ss to write the sentences on the board and explain the changes they made to the original sentences. 	<ol style="list-style-type: none"> <i>2. The first place to visit on the trip is Hue Imperial Citadel.</i> <i>3. Our music teacher gave lessons in xoan singing to help us appreciate our cultural heritage.</i> <i>4. The most famous site to see is the old bridge across the river.</i>
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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 an oral presentation.

b. Content:

- Presentation of posters/leaflets about "How can we preserve our heritage?" in class.

c. Expected outcomes:

- Students can practise giving an oral presentation about how to preserve our heritage

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Presentation: How can we preserve our heritage?	
<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group make presentation, others listen and complete the evaluation sheet. 	Students' presentations

e. Assessment

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

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

<i>Date of teaching</i> Unit 6: Preserving our heritage Lesson 8: Looking back and project *Warm-up

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project**

How can we preserve our heritage?

***Homework**