UNIT 4: ASEAN and Viet Nam
Lesson 1: Getting started - At the AYVP Office

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *ASEAN and Viet Nam.*
- Gain vocabulary to talk about AYVP.
- Get to know the language aspects: Gerunds as subjects and objects.

2. Competences

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

3. Personal qualities

- Proud of our country and responsible for the regional issues

4. Digital Competences (NLS):

- **1.1NC1b**: Apply search techniques to retrieve data, information, and digital content about ASEAN member states and AYVP activities.
- **3.1NC1b**: Demonstrate ways of self-expression through creating and editing digital content (e.g., digital brochures or social media posts) for the unit project.

II. MATERIALS

- Grade 11 textbook, Unit 4, Getting Started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. Apply (v)	/əˈplaɪ/	to officially ask for something such as a job, a place on a course, or a loan, usually by completing a special form or writing a letter	Ứng dụng, ứng tuyển
2. Community (n)	/kəˈmjunɪţi/	all the people who live in a particular area, or a group of people who are considered as a unit because of their shared interests or background	Cộng đồng

3. Contribution (n)	/kɑntrəˈbjuʃən/	something that you contribute or do to help produce or achieve with other people, or to help make something successful	Sự đóng góp, cống hiến
4. Volunteer (v/n)	/vɒlənˈtɪər/	to do/ a person who does something that you do not have to do, often without having been asked to do it and/or without expecting payment	Tình nguyện/ tình nguyện viên

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Map quiz: Guessing the countries.

c. Expected outcomes:

- Students can identify countries in ASEAN and their shapes.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Map quiz - Teacher shows the shape of the countries.	Lists of countries: ● Viet Nam ● Brunei ● Cambodia

- Ss work in 4 groups. Each group raises their hands to take turns and guess what country it is. The group with all correct answer will get a bonus. - The team with the highest points is the winner.	● Thailand ● Laos ● Malaysia ● Philippines ● Singapore ● Myanmar ● Indonesia

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 comprehend the new words and prepare for the listening and reading of Getting Started.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks the students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.	**New words:** 1. apply (v) 2. community (n) 3. contribution (n) 4. volunteer (v, n)

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 AYVP.
- To help Ss identify the functions and goals of AYVP.

b. Content:

- Task 1. Listen and read (p.42)
- Task 2. Read the conversation again and write T (True) or F (False). (p.43)
- Task 3. Match each word with its definition. (p.43)
- Task 4. Complete the sentences using words and phrases from exercise 1. (p.43)

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)	
- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions. - Ss answer the questions in pairs. - Teacher plays the recording twice. Ss listen and read. - Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.	 ***Questions:*** *- What can you see in the picture?* *- Who are the speakers?* *- What do you think they are discussing?* ***Suggested answers:*** *- Girls, books, photos, AVVP, ASEAN logo* *- The girls are the speakers.* *- They are discussing ASEAN.*
Task 2. Read the conversation again and write T (True) or F (False). (5 mins)	
- Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements. - Ss work independently to find the answers. - Teacher has Ss compare the answers in pairs before checking with the whole class. - Teacher checks the answers as a class and gives feedback.	***Answer key:*** *1. F (It was her cousin.)* *2. T* *3. F* *4. F (She should be over 18.)*
Task 3. Match each word with its definition. (5 mins)	
- Teacher has Ss look at the box 1-4, a-d. - Ss work in pairs and solve Task 3 using background knowledge. - Check answers as a class.	**Answer key:** *1. c 2. d* *3. b 4. a*
Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)	
- Teacher tells Ss to read sentences, locate the key words in the question and the text. Focus attention on the V-ing forms. - Teacher asks Ss to complete the sentences, using the correct verb form. - Check answers as a class. - Elicit the gerunds	**Answer key:** *1. Taking part* *2. promoting - helping* *3. checking* *4. meeting*

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 basic information about the AYVP.

b. Content:

- Role-play
    - **Digital Integration (NLS 1.1NC1b):** Before starting, T allows Ss 2 minutes to use their devices to search for one "real project" AYVP has done in the past (e.g., environment, education) to include in their dialogue.

c. Expected outcomes:

- Students can recall the information they have listened and read, then give a short talk about the AYVP.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Role-play - Teacher asks Ss to work in groups. - In each group, 1 - 2 students play the role of the AYVP office's staff. Others play the role of high school students asking for detailed information about the AYVP programme. - Ss have 5 minutes to prepare for the role play. - Teacher invites 1 or 2 groups to come to the stage and do the role play. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group.	*Students' own creativity*

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

- Prepare for the next lesson: Language.
- Prepare for the Project (Lesson 8).
    - **Digital Assignment (NLS 3.1NC1b):** Start preparing for the Unit Project. Create a digital "Member Profile" of a chosen ASEAN country or a mock "Volunteer Application Video" using digital tools.

Board Plan

Date of teaching

Unit 4: ASEAN and Viet Nam

Lesson 1: Getting started

***Warm-up**

Map quiz

*** Vocabulary**

1. apply (v)
2. community (n)
3. contribution (n)
4. volunteer (v)

- Task 1: Listen and read.
- Task 2: True or False.
- Task 3: Match each word with its definition.
- Task 4: Complete the sentences.

Extra activity: Role-play

***Homework**

UNIT 4: ASEAN AND VIET NAM
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 *ASEAN and Viet Nam;*
- Recognise and practise elision of vowels;
- Review the use of *gerunds*.

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Proud of our country and responsible for the regional issues

4. Digital Competencies:

- **2.1NC1a:** Interact through various digital technologies and recognize appropriate digital communication tools. (Use various digital technologies for interaction).
- **1.1NC1b:** Identify information needs; find data, information, and digital content in a digital environment. (Apply search techniques to retrieve data, information, and digital content).

II. MATERIALS

- Grade 11 textbook, Unit 4, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Elision of vowels
Elision is the omission of sounds or syllables in fast, informal speech. Weak vowels, such as the schwa sound /ə/, can be omitted before /l/, /n/, or /r/. As a result, the words have one less syllable than the spelling suggests.

Assumption

Anticipated difficulties	**Solutions**
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

	- Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Matching game

- **(2.1NC1a):** To engage students in interacting via digital platforms.

c. Expected outcomes:

- Students can have an overview of elision.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Matching game - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Teacher shows the board with separate vocabulary and phonetic transcriptions. - All groups look at the board and do the matching. - Teacher checks the answers of each group. - The group that has the most correct answers is the winner.	**Suggested answers:** *tonight /tˈnaɪt/* *police /pˈliːs/* *potato /pˈteɪtoʊ/* *history /ˈhɪstri/* *every /ˈevri/*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise elision of the vowels.

b. Content:

- Task 1: Listen and repeat. Pay attention to the elision of the vowels in the words in the second column. (p.43)

- Task 2: Listen and repeat. Pay attention to the words with elision. (p.43)

c. Expected outcomes:

- Students can identify and omit weak vowels correctly.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the elision of the vowels in the words in the second column. (5 mins)	

- Teacher asks Ss to listen to the recording and has them pay attention to the omission of vowels. - Teacher asks Ss to listen to the recording again, but this time, has them repeat the words. - Teacher asks Ss to read the notes in the **Remember!** Box which is above the conversation. Check understanding by asking individual Ss to briefly explain the omission of vowels.	*Elision is the omission of sounds or syllables in fast, informal speech.* *Weak vowels, such as the schwa sound /ə/, can be omitted before /l/, /n/, or /r/. As a result, the words have one less syllable than the spelling suggests.*
Task 2: Listen and repeat. Pay attention to the words with elision. (7 mins)	
- Teacher asks Ss to read quickly through the sentences. Check Ss' understanding. - Teacher asks Ss to look at the words with elision. - Teacher has Ss work in pairs to take turns to read each sentence aloud.	***Answer key:*** *1. c(o)rrect* *2. libr(a)ry* *3. fam(i)ly - diff(e)rent* *4. diction(a)ry - hist(o)ry*

e. Assessment

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

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce words / phrases related to ASEAN.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the word and phrases with their meanings. (p.44.)
- Task 2: Complete the sentences using the words and phrases in task 1. (p.44)
    - **(1.1NC1b):** To help Ss practice searching for information about ASEAN current issues using digital tools.

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in a meaningful context.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match each word with its meaning. (6 mins)	
- Teacher tells Ss that the words / phrases in the activity are related to ASEAN. - Teacher has Ss match each word with its meaning. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class.	***Answer key:*** *1. b* *2. c* *3. d* *4. a*
Task 2. Complete the sentences using the words and phrases in task 1. (6 mins)	
- Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. - Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first. - Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1. - Teacher asks some Ss to read the complete sentences.	***Answer key:*** *1. leadership skills* *2. contribution* *3. cultural exchange* *4. current issues*

e. Assessment

- Teacher observes Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise gerunds as subjects and objects.
- To help Ss practise using gerunds in sentences.

b. Content:

- Task 1: Rewrite the following sentences using gerunds. (p.44)
- Task 2: Work in pairs. Take turns to make sentences about your partner, using gerunds. He or she should tell you if they are true. (p.44)

c. Expected outcomes:

- Students can use gerunds in sentences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Rewrite the following sentences using gerunds. (6 mins)	
- Have Ss read the complete sentences and understanding. - In weaker classes, do the first sentence as an example focusing on the gerund. If necessary, highlight the verb phrase in each sentence that Ss need to change to gerunds in the second sentence. (e.g., *to apply for => applying for…*) - Have Ss do the activity individually, then work in pairs to compare answers. - Check answers as a class. Confirm the correct answers by asking individual Ss to write them on the board.	***Answer key:*** *1. Applying for ASEAN scholarship online* *2. listening to music* *3. helping me translate the documents* *4. starting a youth programme* *5. Participating in the conference last year*
Task 2. Work in pairs. Take turns to make sentences about your partner, using gerunds. He or she should tell you if they are true. (7 mins)	
- Teacher lets Ss work in pairs. - Teacher asks Ss to talk to their partner and share about daily objects. It can be a conversation between two people or two separate talks from the pair. - Teacher requires Ss to use gerunds as subjects and objects. - Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as applying elision of vowels.	*Student's answer*

e. Assessment

- Teacher observes 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.

- **Digital Task (1.1NC1b):** Search for one ASEAN scholarship opportunity online and list the requirements using Gerunds (e.g., *Preparing* the portfolio, *Joining* the interview).

Board Plan

Date of teaching

Unit 4: ASEAN AND VIETNAM

Lesson 2: Language

***Warm-up**

Matching game

*** Pronunciation**

- Task 1: Listen and repeat.
- Task 2: Listen and repeat.

*** Vocabulary**

- Task 1: Match the word and phrases with their meanings.
- Task 2: Complete the sentences.

*** Grammar**

- Task 1: Rewrite the sentences.
- Task 2: Make sentences.

***Homework**

UNIT 4: ASEAN AND VIETNAM

Lesson 3: Reading – ASEAN news

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 in news items about ASEAN countries.

2. Competences

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

-3. Personal qualities

- Proud of our country and responsible for the regional issues

4. Digital Competences

- **1.1NC1b**: Apply search techniques to retrieve data, information, and digital content related to ASEAN events from various online sources.
- **3.1NC1a**: Apply methods to create and edit digital content in various formats (e.g., short digital posts or summaries) to express personal perspectives on regional issues.

II. MATERIALS

- Grade 11 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. relation (n)	/rɪˈleɪʃən/	the connection between people, groups, organizations, or countries
2. eye-opening (adj)	/ˈaɪˌəʊpənɪŋ/	surprising, and teaching you new facts about life, people, etc.
3. represent (v)	/ˌreprɪˈzent/	to speak, act, or be present officially for another person or people
4. live stream (n)	/ˈlaɪvstriːm/	a broadcast of the video and sound of an event over the internet as it happens

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

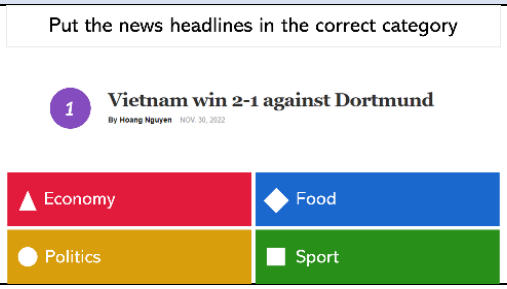
b. Content:

- Labelling game

c. Expected outcomes:

- Students can find out all the words as well as the key word based on the definitions given by the teacher.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Labelling game - Students work in 4 groups - There are some news headlines and some categories: Sport, Laws, Education, etc… - Ss raise hands to get a turn and put the headlines in the correct category. -Teacher leads into the new lesson.	

e. Assessment

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

2. ACTIVITY 1: PRE-READING (10 mins)

a. Objectives:

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

b. Content:

- Questions discussion
- Vocabulary pre-teaching

- 1.1NC1b: Ss learn to identify and access official digital news platforms for regional information.

c. Expected outcomes:

- Students can use key language more appropriately before they read.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (5 mins)	
- Ask Ss to work in pairs to discuss the questions. - Tell Ss that there are no right or wrong answers and encourage Ss to answer the questions based on their own experiences. - To help Ss answer the second question, teacher can bring a newspaper and show the different news sections to the class. - Focus Ss' attention on a short piece of news in a newspaper or online and elicit the text type of the reading	**Questions:** **1.** Where do you most often read the news? **2.** What is your favourite news section: Politics, Education, Sports, or Culture?
Vocabulary pre-teaching (5 mins)	
- 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:** 1. relation (n) 2. eye-opening (adj) 3. represent (v) 4. live stream (n)

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 skimming texts to choose the best title
- To help Ss practise the skill of 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 news items and choose the most suitable headline for each one. There is ONE extra headline. (p.45)
- Task 3. Read the news items again and match the highlighted words with their meanings. (p.45)
- Task 4. Read the news items again and answer each question below with no more than FOUR words and/or a number. (p.46)

- 1.1NC1b: Ss analyze and retrieve specific data from digital-like text structures (web news items).

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS

Task 2. Read the news items and choose the most suitable headline for each one. There are TWO extra headlines. (6 mins)	
- Ask Ss to read the three news items once to get an overall idea. - Have Ss work in groups to discuss the best headline for each news item and compare answers. - Check answers and confirm the correct ones.	**Answer key:** *1. D 2. A 3. C*
Task 3. Read the news items again and match the highlighted words with their meanings. (7 mins)	
- Have Ss read the text focusing on the highlighted words and looking for context clues. - Then ask Ss to look at the four definitions. - Have Ss discuss the context clues and compare answers in pairs. - Check answers as a class.	**Answer key:** *1. c 2. d 3. b 4. a*
Task 4. Read the article again. Complete the diagrams with information from the text. Use no more than two words for each gap (7 mins)	
- Ask Ss to read the questions and underline the key words in each of them. - Check whether Ss have got the right key words (e.g., 1. How many, students, visited, AKC; 2. How long, participants, stay, the ship; 3. What, participants, discuss, youth issues; 4. When, talk show, women, sport; 5. Where, talk show, live). - Tell Ss to read through news items to locate the answers, then read again, this time pay attention only to the parts of the text that contain the answers. Remind them that the answers should be no more than THREE words and/or a number - Have Ss work in pairs or groups to compare answers. - Check answers as a class by asking individual Ss to write them on the board.	**Answer key:** *1. 121 (students)* *2. 50 days* *3. current social issues* *4. (in) December* *5. (on) the ASEAN webpage*

e. Assessment

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

4. ACTIVITY 3: POST-READING (7 mins)

a. Objectives:

- To check students' understanding of the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language**.**

b. Content:

- Group discussion
- **1.1NC1b**: Ss apply search techniques to expand on the reading content **3.1NC1a**: Ss create a brief digital summary/post to share their findings.

c. Expected outcomes:

- Students can use the ideas and language in the reading to talk about their opinions and give reasons.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Work in groups. Discuss the following questions. - Ask Ss to discuss the news items they want to explore more and their reasons. - Have Ss work in groups to discuss the question. - For weaker classes, T may suggest Ss choose one piece of news from Activity 2 and work out the interesting information from that news individually. Then they work in pairs and share their ideas.	*Do you want to find more information about any of the news items in 2? Which one? Why?*

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 4: ASEAN AND VIETNAM

Lesson 3: Reading – ASEAN news

***Warm-up**

- Task 1. Discuss the questions.

*** Vocabulary**

1. relation (n)
2. eye-opening (adj)
3. represent (v)
4. live stream (n)

- Task 2. Read and choose the most suitable headliné.
- Task 3. Match the words with their meanings.
- Task 4. Answer the questions.
- Task 5. Discussion

***Homework**

UNIT 4: ASEAN AND VIETNAM

Lesson 4: Speaking

Discussing necessary qualifications for joining a programme

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about necessary skills and experience to join a programme.
- Memorize vocabulary to talk about joining a programme.

2. Competences

- Gain some language expressions to ask for and give opinions.
- Talk about the steps to ask for and give opinions.
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Hard work: Study and work harder to improve and develop their abilities to meet the qualifications for joining international programmes

4. Digital Competences (Added)

- **1.1NC1a**: Identify information needs; search for and filter data, information, and digital content regarding international exchange programmes (SSEAYP).
- **2.1NC1a**: Interact through different digital technologies (using digital quiz platforms and projector-based activities to engage in class).

II. MATERIALS

- Grade 11 textbook, Unit 4, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. current (adj)	/ˈkʌrənt/	of the present time
2. issue (n)	/ˈɪʃuː/	a subject or problem
3. solution (n)	/səˈluːʃən/	the answer to a problem
4. skill (n)	/skɪl/	an ability to do an activity or job well

Assumption

Anticipated difficulties	Solutions

Students may lack more 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 ASEAN.
- To set the context for the speaking part;
- To help Ss warm up and get ready for the lesson by providing some background information.

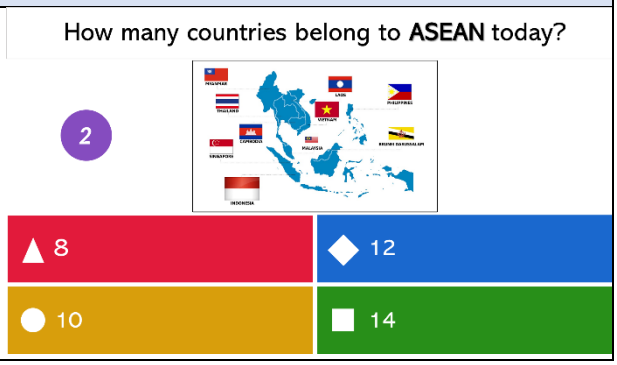
b. Content:

- ASEAN quiz
  - **[2.1NC1a]**: Interact through digital technology (PPT/Quiz tool) to participate in the lesson.

c. Expected outcomes:

- Students can answer questions from the quiz.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
ASEAN quiz - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raises their hands to take turn and answer the questions. - The team with the highest points is the winner.	

e. Assessment

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

2. ACTIVITY 1: CONTROLLED PRACTICE (25 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.
- To give Ss an opportunity to understand skills and experience to join a programme.
- To provide Ss with some basic information about joining a programme.

b. Content:

- Vocabulary pre-teaching
- Task 1. Read the types of skills and experience participants in the SSEAYP should have. Match them with the possible reasons. (p.46)

- Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (p.46)
- Task 3. Work in pairs. Talk about the most important skill or experience for SSEAYP participants. use the ideas in Task 1, and the model and tips in Task 2 to help you. (p.47)

- **[1.1NC1a]**: Use digital materials (e.g., electronic textbook or search results) to identify qualifications for SSEAYP.

c. Expected outcomes:

- Students can identify some skills and experience that SSEAYP participants should have.
- Students can express opinions about the skills or experience SSEAYP participants need.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins)	
- 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 in their notebooks.	***New words:*** *1. current (adj)* *2. issue (n)* *3. solution (n)* *4. skill (n)*
Task 1. Read the types of skills and experience participants in the SSEAYP should have. Match them with the possible reasons. (5 mins)	
- Ask Ss to work individually and read the list of skills and experience from 1 to 6, then match them with the possible reasons (a-f). - Check answers as a class and ask Ss to give the explanation for their answers.	***Suggested answers:*** *1. c 2. a 3. e* *4. f 5. b 6. d*
Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (7 mins)	
- Ask Ss to work in pairs and complete the conversation with the sentences in the box. - Check answers by asking pairs of Ss to read the complete conversation. - Focus on the sentences in the box and ask Ss what they are used for, e.g. to ask for and give an opinion - Ask Ss to read through the explanations and examples in the Tips box and elicit more expressions. - Have Ss practise the conversations in pairs.	***Suggested answers:*** *1. C 2. E 3. A* *4. B 5. D*
Task 3. Work in pairs. Talk about the most important skill or experience for SSEAYP participants. Use the ideas in Task 1, and the model and tips in Task 2 to help you. (9 mins)	
- Ask Ss to refer to the ideas in Task 1, and the model and phrases in Task 2 when they plan their conversations. - Have Ss discuss and plan their conversations in pairs. Walk around and offer help if necessary. - Invite some pairs to role-play their conversations in front of the class. - Praise pairs who formulate their opinions clearly, give reasons, express agreement, or disagreement, and speak fluently.	*Students' practice*

e. Assessment

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

3. ACTIVITY 2: LESS CONTROLLED PRACTICE (13 mins)

a. Objectives:

- 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. Discuss the skills and experience SSEAYP participants should have.

Rank them in order of importance (1 - most important to 6 - least important). Report to the whole class. (p.47)

- **[2.1NC1a]**: Use digital tools to share or present group rankings.

c. Expected outcomes:

- Students can use the language and ideas from the unit to discuss in groups and share them to the whole class.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. discuss the skills and experience SSEAYP participants should have. Rank them in order of importance (1 - most important to 6 - least important). Report to the whole class. (13 mins)	
- Ask Ss to work in groups of four or five. Ask them to discuss the skills and experience SSEAYP participants should have. They may refer to the suggested ideas in task 1. - Suggest ways for Ss to do the task, each group member can rank the list and then they compare with other members or they can discuss first, then rank their ideas. - Provide Ss with some useful expressions of ranking, e.g., *The first/second important skill is…, One of the most important skill is…* - Ask a representative from each group to report the group's ranking to the class. Ask them to explain or give reasons for their ranking.	***Suggested answer:*** *My group thinks that the first important skill for participants to join SSEAYP is having teamwork skills because there will be many group activities and performances during the trip. The second one is having a good proficiency of English so that they can communicate with other members on the ship. Other skills and experience, in our opinion, are fairly important but optional.*

e. Assessment

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

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

UNIT 4: ASEAN AND VIETNAM

Lesson 4: Speaking

***Warm-up**

ASEAN Quiz

*** Vocabulary**

1. current (adj)
2. issue (n)
3. solution (n)
4. skill (n)

- Task 1: Match the two parts with the possible reasons.
- Task 2: Complete the conversation.
- Task 3: Talk about the most important skill or experience for SSEAYP participants.
- Task 4: Discussion.

***Homework**

UNIT 4: ASEAN AND VIETNAM
Lesson 5: Listening – ASEAN School Tour Programme

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about ASEAN school tour programme;
- Memorize vocabulary to talk about cultural exchange events.

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

- Hard work: Study and work harder to improve and develop their abilities so they are able to join international programmes

4. Digital Competences (NLS):

- **1.1NC1b:** Browsing, searching, and filtering data, information, and digital content (Apply search techniques to find data, information, and content in digital environments to meet information needs).
- **2.3NC1a:** Engaging in citizenship through digital technologies (Participate in society through the use of public and private digital services. Search for information related to these services).

II. MATERIALS

- Grade 11 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. region (n)	/ˈriːdʒən/	a particular area or part of the world, or any of the large official areas into which a country is divided
2. youth (n)	/juːθ/	the period of your life when you are young, or the state of being young
3. represent (v)	/ˌreprɪˈzent/	to speak, act, or be present officially for another person or people
4. opportunity (n)	/ˌɒpəˈtʃuːnəti/	an occasion or situation that makes it possible to do something that you want to do or have to do
5. (to) come up with (v)	/kʌm ʌp wɪθ/	to suggest or think of an idea or plan

Assumption

Anticipated difficulties	Solutions
Students may lack more 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.
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 stir up the atmosphere and activate students' knowledge on studying abroad.
- To set the context for the listening part.

b. Content:

- A quiz about the life of an exchange student.
    - **Digital Competence Integration: 2.3NC1a** (Students search for information about international exchange services/programmes via the video context).

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watch a video and answer the questions - Teacher shows the video about the life of an exchange student. - Questions are shown one by one, the whole class compete to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	*Link: https://www.youtube.com/watch?v=u13tvhe8l9w*

e. Assessment

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

2. ACTIVITY 1: PRE-LISTENING (10 mins)

a. Objectives:

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

b. Content:

-Vocabulary pre-teaching

- Task 1: Work in groups. Look back at the first news item in the reading text on page 45. Discuss the following questions. (p.47)

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. Work in groups. Look back at the first news item in the reading text on page 45. Discuss the following questions. (5 mins)	
- Ask some questions to see if Ss remember the news items or write some proper names or numbers (121, ASEAN-Korea Centre) to see if they can remember the news item about AKC on page 45. - Put Ss in groups and discuss the questions. - Call on some Ss to report their group discussion. - Tell Ss that they are going to listen to a conversation related to an ASEAN programme.	***Questions:*** *Would you like to participate in the ASEAN School Tour Programme?* *Why/ Why not?*
Vocabulary pre-teaching (5 mins)	
- 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.	***Vocabulary:*** *1. region (n)* *2. youth (n)* *3. represent (v)* *4. opportunity (n)* *5. (to) come up with*

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 on cultural exchange events.

b. Content:

- Task 2. Listen to a conversation between two students. What are they talking about? (p.47)
- Task 3. Listen to the conversation again and choose the correct answers A, B, or C. (p.47)

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 conversation between two students. What are they talking about? (7 mins)	

- Teacher tells Ss that they are going to listen to a conversation - Teacher has them read the 3 options and checks understanding. - Teacher plays the recording and has Ss choose the topic of the talk. - Play the recording and ask Ss to listen and check if their guesses are correct. - Check answers as a class. Ask Ss to think about what words in the listening suggest that the event is a cultural exchange - foreign students, visit, learn about their culture, etc.	**Answer key:** *A. Preparing for a cultural exchange event.*
Task 3. Listen to the conversation again and choose the correct answers A, B, or C. (8 mins)	
- Ask Ss to read the multiple-choice questions and check their understanding. - In stronger classes, have Ss do the activity based on what they remember from the first listening and their notes. - In weaker classes, play the recording and pause after each after is given to give Ss more time to choose the correct answer. - Have Ss work in pairs to compare answers. - Check answers as a class. If necessary, play the recording again and pause at the sentences that contain the answers or clues.	**Answer key:** *1. B 2. A 3. C 4. C 5. B*

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (12 mins)

a. Objectives:

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language**.**
- To revise opinion phrases in Speaking section.

b. Content:

- Task 4. Work in groups. Discuss the following questions. (p.47)
    - **Digital Competence Integration: 1.1NC1b** (Students apply search techniques to find suitable cultural activities online to enrich their proposal).

c. Expected outcomes:

- Students can use the language and ideas from the unit to come up with interesting activities.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (p.47)	
- Teacher puts Ss in groups and has each group brainstorm the activities. They should also think of the reasons why they would like to include those activities in the plan. - Teacher reminds Ss to refer to the vocabulary/ phrases to ask for and give opinion. In weaker classes, do the brainstorming with all Ss and write the best ideas on the board. - Teacher invites some groups to share their ideas in front of the class.	**<u>Question</u>**: *- Can you think of any suitable activities for the event at Lan and Phong's school?* *- How will they benefit the participants?*

e. Assessment

- Teacher's observation on Ss' performance, provides 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 4: ASEAN AND VIET NAM

Lesson 5: Listening

***Warm-up**

*** Vocabulary**

1. region (n)
2. youth (n)
3. represent (v)
4. opportunity (n)
5. (to) come up with

- Task 1. Discuss the following questions.
- Task 2. Listen to a conversation. What are they talking about?
- Task 3. Listen and choose the correct answers.
- Task 4. Discussion.

***Homework**

UNIT 4: ASEAN AND VIET NAM

Lesson 6: Writing – A proposal for a welcome event

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write a proposal for an event;
- Apply structures to express suggestions and requests.

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

- Proud of our country and culture, respect friends from other countries and respect the cultural diversity

4. Digital Competences:

- **[2.1NC1a]**: Use various digital technologies to interact (e.g., participating in interactive quizzes via mobile devices or computers).
- **[3.1NC1a]**: Apply methods to create and edit digital content in various formats to express oneself (e.g., drafting and editing a proposal using word processing software or online collaborative tools).

II. MATERIALS

- Grade 11 textbook, Unit 4, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	- 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' comprehension of formal language.
- To set the context for the writing part.

b. Content:

- A quiz game to get to know and understand formal requests.

- **[2.1NC1a]**: Use digital technology to interact during the activity.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
"Left or Right?" - Teacher shows the questions one by one, the whole class compete to answer the questions. - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson by linking formal requests to proposals.	***Key:*** *1. Will you get me a cup of coffee?* *- Informal* *2. Would you mind bringing me some files?* *- Formal* *3. I'm hungry. Can you come over?* *- Informal* *4. Could you possibly give me a lift to work ?* *- Formal*

e. Assessment

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

2. ACTIVITY 1: PRE-WRITNG (15 mins)

a. Objectives:

- To get students to know the structure of a proposal.
- To help students revise some common expressions in writing a proposal.

b. Content:

- Task 1: Read the following proposal and match the headings (1–4) with the paragraphs (A–D) (p.48)
- Task 2. Work in groups. You want to propose an ASEAN poster making event to welcome a group of ASEAN students. Discuss and add more ideas to the following notes. (p.48)

c. Expected outcomes:

- Students identify the structure and get familiar with the language of a proposal.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Read the following proposal and match the headings (1–4) with the paragraphs (A–D) (7 mins)	
- Introduce the context of the writing task and check Ss if they have had similar experiences by asking some questions such as: Have you ever taken part in cultural exchanges / traditional games festivals? Have you ever submitted a proposal for school events? - Ask Ss to read the proposal individually and match the headings. - Ask Ss to work in pairs and check answers with a partner. - Check answers as a class. - Have Ss study the Tips box and ask questions to check Ss' understanding of the structure and language of this text type, e.g. What does a proposal give details about? What information does the 'To' line give?	***Answer key:*** *1. B 2. D 3. A 4. C*
Task 2. Work in groups. You want to propose an ASEAN poster making event to welcome a group of ASEAN students. Discuss and add more ideas to the following notes. (8 mins)	
- Ask Ss to look at the notes in the table and elicit the meaning of any difficult words.	*Suggested answers:*

- Put Ss into groups and ask them to discuss the notes and add more ideas to the table. - Invite some groups to read their ideas and have the rest of the class comment on them or ask questions. - In weaker classes, write some of the good ideas as prompts for Ss' writing.	**Title**: ASEAN poster making event **Place**: the School Hall **Date**: Sunday **Duration**: One day **Participants**: ASEAN students and representatives of some classes **Activities**: poster design; presentations on national cultures; presentations and discussions on current issues in ASEAN; eating lunch together, making posters **Goals**: to help students from the ASEAN countries meet and build a community; to learn about each other's culture. **Benefits**: developing ability to work with people from other countries, helping young people from ASEAN meet and build a community…

e. Assessment

- Teacher observes Ss' work and gives feedback.

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

a. Objectives:

- To help Ss generate ideas for their writing.
- To help Ss practise writing a proposal for an event.

b. Content:

- Task 3. Write a proposal (120–150 words) about a welcome event. Use the suggested ideas in 2, the sample in 1, and the outline below to help you. (p.49)
  - **[3.1NC1a]**: Create and edit digital content for the proposal.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3. Write a proposal (120–150 words) about a welcome event. Use the suggested ideas in 2, the sample in 1, and the outline below to help you. (15 mins)	
- Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in Activity 2. - Go through the outline with the useful expressions and check understanding. In weaker classes, give examples of how to complete the sentences and encourage Ss to use the sentences, e.g., We would like to propose an ASEAN poster making event to welcome a group of students from ASEAN countries who are coming to visit our school on 3rd of March.	***Suggested answer:*** **Title**: ASEAN poster making event **To:** The Hanoi High School Youth Union Board **Date**: 10 January 20__ **Prepared by**: Grade 11 students **Introduction** We would like to propose an ASEAN poster making event to welcome a group of students from ASEAN countries who are coming to visit our school on 3rd of March. **Details about the event**

- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help when necessary. - Collect Ss' proposals and give face-to-face feedback in private or give them back with some written feedback.	The event will take place in the school Hall from 9 a.m. until 5 p.m. We will organise all the activities and invite all ASEAN students and representatives of other classes. In the morning, students will take part in training workshops on poster design, presentations and discussions on current issues in ASEAN, and group brainstorming activities. We'll also arrange for packed lunch boxes to be delivered at 1 p.m. so participants can eat in the school hall. In the afternoon, the teams will make their posters. **Goals and benefits** The event will help young people from ASEAN countries meet and build a community. Participants will also have a chance to learn about each other's culture. We believe that the event will help develop students' ability to work with people from other countries and create shared values. **Conclusion** We really hope you will consider our proposal as we think that it will be beneficial to both local students and the visiting ASEAN students.

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Students exchange their work for cross-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
Cross-checking - 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 them as a whole class without nominating the Ss' names.	**Writing rubric** 1. *Organization: .../10* 2. *Legibility: .../10* 3. *Ideas: .../10* 4. *Word choice: .../10* 5. *Grammar usage and mechanics: .../10* *TOTAL: .../50*

e. Assessment

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

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 4: ASEAN and Viet Nam

Lesson 6: Writing

***Warm-up**

- Task 1: Match the headings.
- Task 2: Discuss and add more ideas.
- Task 3. Write a proposal about a welcome event.

*** Cross-checking**

***Homework**

UNIT 4: ASEAN AND VIETNAM
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.
- Compare New Year Festivals in ASEAN.
- Review expressions for giving compliments and responding.

2. Core competence

- Be able to give compliments and responding;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be ready to give compliments and respond.
- Relate what they have learnt about New Year Festivals in ASEAN to their own culture.

4. Digital Competence (Năng lực số):

- **1.1NC1b (Information and data literacy):** Apply search techniques to retrieve data, information, and content in digital environments (Áp dụng được kỹ thuật tìm kiếm để lấy được dữ liệu, thông tin và nội dung trong môi trường số).
- **2.1NC1b (Communication and collaboration):** Choose or suggest the most suitable digital communication tools for specific interaction purposes (Cho người khác thấy phương tiện giao tiếp số phù hợp nhất cho họ).

II. MATERIALS

- Grade 11 textbook, Unit 4, Communication and Culture
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. Lunar New Year (n)	/ˌluːnə ˌnjuː ˈjɪər/	the beginning of the year according to the calendars of China, Viet Nam, and some other East Asian countries, when there are celebrations for several days
2. ancestor (n)	/ˈænsestər/	a person related to you who lived a long time ago
3. Buddhist (adj)	/ˈbʊdɪst/	having to do with Buddhists or Buddhism

4. monk (n)	/mʌŋk/	a member of a group of religious men who do not marry and usually live together in a monastery
5. cell (n)	/sel/	the smallest unit of living matter that can exist on its own. All plants and animals are made up of cells.

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Video watching, Q&A

c. Expected outcomes:

- Students can classify how Lunar New Year is celebrated by Asians from all over the world.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video: How Asians Celebrate Lunar New Year Worldwide - Ss work in groups and watch the video. - There are 4 questions which relate to the video. - T asks Ss to raise their hands and answer the questions. - The group which gets the more correct answer is the winner.	**Link:** https://www.youtube.com/watch?v=FFCljlSbWzw

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers give and respond to compliments;
- To review expressions for giving and responding to compliments

b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.49)
- Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you. (p.49)

- **Develop NLS 2.1NC1b:** Students choose and suggest suitable digital platforms to record or share their role-play interactions.

c. Expected outcomes:

- Students can use appropriate language to give compliments and respond to them in certain situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)	
- Have Ss look at the four options a-d. Check if they understand their meaning and use, e.g., phrases to give compliments (You gave the best presentation., It's excellent.) and respond to compliments (I'm glad you like it., I appreciate the compliment.) - Ask Ss to read the conversation and fill in the blanks with suitable sentences - Play the recording for Ss to listen and check their answers. - Have Ss read the expressions the speakers use to give and respond to compliments. - Put Ss in pairs to practise the conversation.	**Answer key** 1. C (You gave the best presentation!) 2. A (I'm glad you like it) 3. D (It's excellent) 4. B (I appreciate the compliment)
Useful expressions (7 mins)	
- Teacher gives students a list of expressions to prepare for Task 2. - Go through the useful expressions in the box and remind Ss to use them in their conversations.	**Useful expressions** **- Giving compliments** ● *Nice work! Well done!* ● *You did a really good job!* ● *This is excellent. you are so good with ...!* ● *You are a great presenter!* ● *I love your ...!* **- Responding to compliments** ● *Thanks for saying that.* ● *I appreciate that.* ● *Thank you. That means a lot to me.* ● *I'm grateful for the kind words.* ● *I'm (so) pleased to hear that.*
Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you. (7 mins)	
- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they have been praised for writing an excellent report or for organising a	**Suggested answers:** *1.*

workshop or another event. - Ask Ss to work in pairs to make similar conversations for the two situations, using expressions for making and responding to suggestions. - Give each pair a few minutes to plan their conversations. In weaker classes, they choose one situation and swap roles. In stronger classes, they can make two conversations. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play their conversations in front of the class. - Praise for good effort, clear pronunciation, fluent delivery and use of compliments.	*B: I've read your report on ASEAN. Well done! You've done a lot of research and organised all the information very clearly.* *A: I'm so pleased to hear that you like it. Thank you.* *2.* *A: I have attended the workshop on skills for future leaders in ASEAN. It was so well organised.* *B: Thank you. That means a lot to me.* *A: And I love the eye-catching and informative handouts. You and the organising team must have put a lot of effort to prepare for this workshop.* *B: I really appreciate your kind words*

e. Assessment

- Teacher obverses Ss's work and gives feedback.
- Teacher gives a score to evaluate Ss' performance.

3. ACTIVITY 2: CULTURE (12 mins)

a. Objectives:

- To introduce words / phrases related to Lunar New Year in ASEAN.
- To help Ss practise the words in meaningful contexts.
- To help Ss relate what they have learnt about Lunar New Year to real-life situations.

b. Content:

- Task 1: Read the text and complete the table below (p.50)
- Task 2: Work in pairs. Discuss the similarities and differences between the New Year Festivals in Viet Nam and other ASEAN countries. (p.50)

- **Develop NLS 1.1NC1b:** Students apply search techniques to find more specific details about ASEAN festivals online.

c. Expected outcomes:

- Students can identify and describe how different ASEAN countries celebrate New Year festivals.

d. Organisation

<table>
<tr><th>TEACHER'S AND STUDENTS' ACTIVITIES</th><th>CONTENTS</th></tr>
<tr><td colspan="2">Task 1. Read the text and complete the table below (6 mins)</td></tr>
<tr><td>- Ask Ss if they know any New Year Festivals in ASEAN. Elicit some questions to get more ideas, e.g., when it is celebrated, what they often do in that festival. Then introduce the festivals that they are going to read about in this section.
- In weaker classes, pre-teach some of the more difficult words and phrases, e.g., festivities, ancestors, scare...
- Ask Ss to read the text and complete the table individually.
- Invite individual Ss to share their tables to the class. Alternatively, draw the table on the board and have individual Ss complete the three sections. Confirm the correct answers.</td><td>Answer key:
<table>
<tr><th></th><th>Lunar New Year</th><th>Buddhist calendar</th></tr>
<tr><td>Location</td><td>Viet Nam, Singapore, Indonesia and parts of Malaysia</td><td>Laos, Cambodia, Thailand & Myanmar</td></tr>
<tr><td>Time</td><td>January or February</td><td>April</td></tr>
<tr><td>Activities</td><td>honour ancestors, get together with family and friends, have a big family</td><td>offer rice to Buddhist monks to show respect and receive wishes for good luck and health, decorate homes, cook</td></tr>
</table></td></tr>
</table>

		meal, and wish one another prosperity for the year to come; parades, street parties and art performances	traditional dishes, and splash each other with water; art performances, folk games, and dancing

Task 2. Discuss in pairs. What would you say to these people? (5 mins)	
- Ask Ss to work in pairs and work out the similarities and differences between the New Year in Viet Nam and other ASEAN countries based on the categories in the table in 1. - Ask some pairs to share their findings with the whole class.	***Suggested answer:*** *Like some ASEAN countries, such as Singapore and the Philippines, Viet Nam celebrates Lunar New Year. During this festival, Vietnamese people also observe customs, such as honouring ancestors, and having family gatherings and big meals, but we do not have parades or street parties like other countries.*

e. Assessment

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

4. ACTIVITY 3: EXTRA ACTIVITY (6 mins)

a. Objectives:

- To help Ss gain some knowledge about the importance of Lunar New Year to Vietnamese people.
- To help Ss be aware of Vietnamese tradition in celebrating Lunar New Year.

b. Content:

- Discussion.

c. Expected outcomes:

- Students can recall past simple or the present perfect, gerunds and apply them to give a short talk on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Answer the following questions (6 mins)	
1. Is Lunar New Year important to Vietnamese people? 2. What are the traditions of Lunar New Year? List out some activities you would do in the Tet Holiday.	*Students' creativity*

e. Assessment

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

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

UNIT 4: ASEAN AND VIETNAM

Lesson 7: Communication and Culture / CLIL

***Warm-up**

*** Everyday English**

- Task 1: Complete the conversation.
- Task 2: Make similar conversations.

*** CLIL**

- Task 1: Complete the table.
- Task 2: Discussion

*** Further Practice**

Importance of Lunar New Year to Vietnamese

***Homework**

UNIT 4: ASEAN AND VIET NAM
Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 4;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Respect other cultures
- Show responsibility when doing the project with their groups

4. Digital competence

- **NLS 2.4a:** Propose different digital tools and technologies for collaborative processes and co-creating documents/content for the group project.
- **NLS 3.1a:** Apply methods to create and edit digital content in various formats (videos, presentation slides, or digital posters) to express ideas and project findings.

II. MATERIALS

- Grade 11 textbook, Unit 4, 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.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Odd one out!

c. Expected outcomes:

- Students can identify some basic knowledge about ASEAN countries.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Odd One Out! - Ss work in 2 teams - There are 6 questions shown one-by-one. - Ss raise their hands to answer the questions. - The group having more points is the winner.	**Suggested words:** *1. B 2. C 3. A* *4. B 5. B 6. C*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise words with elision.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review how to use gerunds.

b. Content:

- Task 1: Listen and underline words with elision. Then practise saying the sentences in pairs (P. 50)

- Task 2: Choose the correct words to complete the sentences. (p.50)

- Task 3: Circle the underline part that is incorrect in each of the following sentence. Then correct it (p.50)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and underline words with elision. Then practise saying the sentences in pairs (4 mins)	
- Have Ss read the sentences and underline words with elision first. - Call two Ss to write their underlined words on the board. - Then play the recording, pausing after each sentence for Ss to check their answers. - Play the recording again for Ss to repeat the sentences. - Put Ss in pairs and practise saying the sentences.	***Key:*** *1. There are no c(o)rrect answers on her test paper.* *2. He's going to fly to Bangkok t(o)night.* *3. The participants were prob(a)bly excited about the palace hist(o)ry.* *4. I b(e)lieve that members expressed diff(e)rent opinions about the issue.*
Task 2: Choose the correct words to complete the sentences. (4 mins)	
- Ask Ss to read the sentences quickly and check if they don't know any words. - Have Ss do this activity individually and write their answers.	***KEY:*** *1. an eye-opening* *2. contribution*

- Ask individual Ss to write their answers on the board, and check answers as a class.	*3. leadership* *4. cultural*
Task 3: Circle the underline part that is incorrect in each of the following sentences. Then correct it. (4 mins)	
- Ask Ss to find the mistake in each sentence individually first. - Then have them discuss and compare answers in pairs, before checking answers as a class.	**Answer key:** 1. C (discuss => discussing) 2. A (Organise => Organising) 3. B (to translate => translating) 4. B (participate => participating)

e. Assessment

- Teacher obverses Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Presentation of posters about features of an ASEAN country.
- T highlights how Ss used digital platforms (e.g., Google Workspace, Canva, Zalo groups) to collaborate and co-create their project throughout the unit **[NLS 2.4a]**.
- Groups present their research. Ss are encouraged to use various digital formats like videos or slides created and edited by the team **[NLS 3.1a]**.

c. Expected outcomes:

- Students can present their posters about ASEAN.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Work in groups. Find information about a member country of ASEAN. Present your research to the class. You can make a poster, a video, or presentation slides.	
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation, a video, or a poster. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations. Ask them to decide who is going to stand next to the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment. - All groups exhibit their posters and make presentations. - When one group makes a 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 5.

Board Plan

Date of teaching

Unit 4: ASEAN and Vietnam

Lesson 8: Looking back and project

***Warm-up**

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project: The colours of ASEAN**

***Homework**