SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ
Giáo viên soạn: PHẠM THỊ THU TUYẾT
Ngày soạn: 15/11/2026
Lớp dạy: 11/4, 11/9

Period 31: **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	***Answer key:*** *1. Applying for ASEAN scholarship online*

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.	*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**

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Period 32: **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.

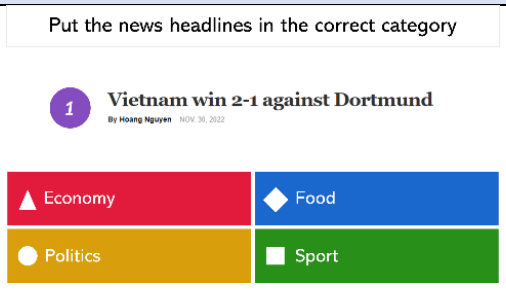
b. Content:

- 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.	**Answer key:**

- 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.	*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	*Do you want to find more information about any of the news items in 2? Which one? Why?*

interesting information from that news individually. Then they work in pairs and share their ideas.	

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**

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Period 32: **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.

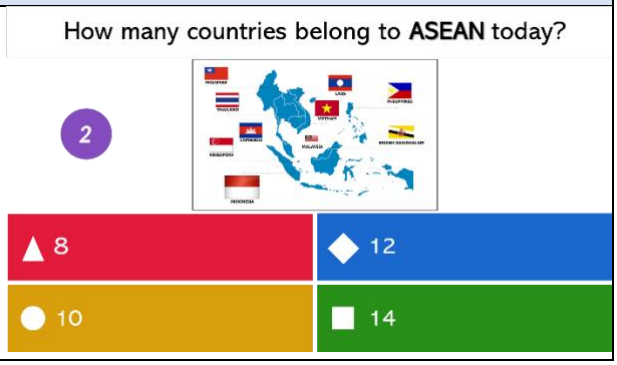
b. Content:

- 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**