SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ
Giáo viên soạn: PHẠM THỊ THU TUYẾT
Ngày soạn: 22/11/2026
Lớp dạy: 11/4, 11/9

Period 34: 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.	***Vocabulary:*** *1. region (n)* *2. youth (n)* *3. represent (v)* *4. opportunity (n)*

- Teacher asks Ss to take notes on their notebooks.	*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**

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ
Giáo viên soạn: PHẠM THỊ THU TUYẾT
Ngày soạn: 22/11/2026
Lớp dạy: 11/4, 11/9

Period 35: **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. - 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.	*Suggested answers:* **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. - 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.	***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** 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**

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ
Giáo viên soạn: PHẠM THỊ THU TUYẾT
Ngày soạn: 22/11/2026
Lớp dạy: 11/4, 11/9

Period 36: **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.	**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)

<table>
<tr><td>- Put Ss in pairs to practise the conversation.</td><td></td></tr>
<tr><td colspan="2">Useful expressions (7 mins)</td></tr>
<tr><td>- 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.</td><td>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.</td></tr>
<tr><td colspan="2">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)</td></tr>
<tr><td>- 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 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.</td><td>Suggested answers:
1.
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</td></tr>
</table>

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 meal, and wish one another prosperity for the year to come; parades, street parties and art performances</td><td>offer rice to Buddhist monks to show respect and receive wishes for good luck and health, decorate homes, cook traditional dishes, and splash each other with water; art performances, folk games, and dancing</td></tr>
</table></td></tr>
<tr><td colspan="2">Task 2. Discuss in pairs. What would you say to these people? (5 mins)</td></tr>
<tr><td>- Ask Ss to work in pairs and work out the similarities and differences between the New Year</td><td>Suggested answer:
Like some ASEAN countries, such as Singapore and the Philippines, Viet Nam celebrates Lunar</td></tr>
</table>

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.	*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**