

Stage	Procedure
Lead-in	Direct students' attention to the words "Social Enterprise" on page 4. Elicit or explain its meaning (a business which has 2 purposes: make money and help people). Ask students to discuss any social enterprises that they know of in Vietnam.
Gist Question	p.10 Exercise B. (Direct students' attention to the question on page 10, and instruct them to keep this question in mind while they read the text. Possibly keep the question displayed on the projector while students read the text. Then direct the students to return to page 6. Play track 1.1. Students listen while they follow along and read in their textbook. Then they discuss Exercise B together.)
Specific Information Questions	Quizziz Before completing the quizziz, remind students that skimming and scanning for specific information is an important test skill. Remind students to identify key words in the questions, and then skim through the text to find those words. Note: this quizziz is mostly using the exact same words as the reading text--i.e. there are few synonyms and paraphrases. Remind students that the actual test will be more difficult, because they will have to deal with synonyms and paraphrases. But assure students that they will get more practice with synonyms and paraphrases in future lessons. Because this is the first reading lesson, the questions are still easy.
Detailed Comprehension Questions	p. 10 Exercise C
Vocabulary: meaning	Display the text on the projector. Show the relevant sentences, and use Concept Checking Questions to check the meaning of the 10 vocabulary words. e.g. "Zoe is one of a growing number of people who have left the corporate world in order to <u>pursue</u> their own business dreams." Did she want to succeed in business? Did she succeed immediately, or over a period of time? Was it easy, or difficult? Additional clarification activities: • Quizlet Live: More practice with matching the definitions to the words. You can get students

	running around the room by instructing them to find their teams, but to keep it chaotic, don't let them see their teams on the projector. Just click on "shuffle teams" and then immediately on "start game" before students have had a chance to see who is in their team. They have to find their team by running around and asking. Shuffle teams up before each game. I usually find quizlet is good for 2 or 3 games. n.b. To increase the challenge level of the game, and to increase students' awareness of related words, I've also included words from the same word families in the quizlet.
Vocabulary: Form	Display on the projector the relevant sentences from the reading. Elicit from the students what the parts of speech are. Use the grammar of the sentence to help where necessary.
Vocabulary: Pronunciation	Remove the written form of the vocabulary from the students' view (e.g. turn off the projector, tell students to close their textbook, and turn over any worksheets that they may have.) Do oral drilling of some of the sentences or phrases from the model text that contain the key vocabulary.
Vocabulary: Controlled Practice	Do Exercise A on page 5. Then play this Kahoot game .
Vocabulary: Freer Practice	Exercise B on page 5
Communicative Follow Up	Discussion questions about Social Enterprises
In Subsequent Lessons (The vocabulary will need to be reviewed in subsequent lessons, or it will be quickly forgotten).	
Reviewing the Vocabulary	• Blooket (This includes all the vocabulary from the quizlet. It work well during the first 7 minutes of class when you're waiting for all the late comers to arrive) • Board Race