

Period 1: INTRODUCTION TO ENGLISH 11

- I. Aims:**
- To introduce the textbook- English 11 Global Success
 - To introduce the way of testing.
 - To set up some class regulations.
 - To give a fifteen- minute test

II. Procedures:

1. Textbook introduction:

- a. Contents: - 4 themes
- b. The Structure of the book: -There are ten units. In each unit, there are eight main parts:
Getting started/ Language: Vocabulary, pronunciation, grammar/ Reading/ Speaking/ Listening/
Writing/ Communication and culture/ Looking back and project

2. The system of testing.

a. *Listening skill:* Listen and match, Listen and number, Listen and tick, Listen and complete, Listen and select the correct option, Listen and give short answer, Other listening questions

b. *Reading skill:* Read and match, Read and number, Read and tick, Read and complete, Read and select the correct option, Read for the main idea, Read for specific details, Read and summarize, Other reading questions

c. *Writing skill*

- + Complete the sentences with a word or a phrase (picture can be used)
- + Arrange the words to make complete sentences
- + Use the provided words or phrases to write complete sentences
- + Arrange sentences to make a complete paragraph
- + Use the provided words or phrases to write a complete paragraph
- + Use the provided words or phrases to write a short passage
- + Write short passages about relevant and familiar topics

d. *Speaking skill:* Introduction, Interview, Free talk, Other speaking tasks

e. *Language:* Multiple choice questions-MCQs/ Matching/ Gap filling/ Information gaps/ Reordering/ Word form/ Other similar and suitable questions

3. Class regulations.

4. Pronunciation and phonetic symbols

5. Game:

- Teacher writes 5 funny/tricky sentences about himself/herself on the board (among them only 2 sentences are true, 3 others are fault). Students will guess which ones are True/False.
- Each student takes out an A4 paper, please. Then write 5 sentences both true and fault about yourself in your paper. Next roll it into a ball
- T divides class in 2 groups. Students throw the balls to the other side
- Each student picks up one ball. T asks some students to read aloud the papers. The others have to guess the name of the people who own the paper and decide which sentence is true/false.

5. A fifteen-minute test.

UNIT 1: A LONG AND HEALTHY LIFE

Period 2: Getting started – A healthy lifestyle

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

1. Knowledge

- Gain an overview about the topic *A long and healthy life*;
- Gain vocabulary to talk about a healthy lifestyle;
- Get to know the language aspects: Past simple vs. Present perfect.

2. Competences

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

3. Personal qualities

- Familiarize with the ways to keep fit and stay healthy;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 1, Getting started, Computer connected to the Internet, Projector / TV/ pictures and cards, *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. (to) work out	/wɜ:k aʊt/	to exercise in order to improve the strength or appearance of your body	Tập luyện
2. (be) full of	/fʊl əv/	containing a lot of something	Đầy
3. diet (n)	/'daɪ.ət/	the food and drink usually eaten or drunk by a person or group	Chế độ ăn uống
4. balanced (adj)	/'bælənst/	a balanced diet is a combination of the correct types and amounts of food.	Cân bằng
5. fit (adj)	/fit/	healthy and strong, especially as a result of exercise	Cân đối

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Categorizing game: Classify healthy and unhealthy activities

c. Expected outcomes:

- Students can distinguish healthy and unhealthy activities

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Categorizing game</p> <ul style="list-style-type: none"> - Ss work in groups. Each group is given small pieces of paper on which activities of healthy and unhealthy lifestyle are written. - Each group has to classify them into correct categories. - The first team to complete the task correctly is the winner. - Teacher asks the winner to go to the board and show the correct answers. 	<p>Lists of activities:</p> <ul style="list-style-type: none"> - Healthy lifestyle <ul style="list-style-type: none"> + Eat fruits and vegetables + Drink enough water + Have a balanced diet + Get regular exercise + Avoid tobacco and drugs + Get enough good sleep - Unhealthy lifestyle <ul style="list-style-type: none"> + Stay up late + Eat late in the evening + Eat too much sodium + Have excessive screen time + Overuse painkillers and sedatives + Eat fast food

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 use key language more appropriately before they read.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. (to) work out 2. (be) full of 3. diet (n) 4. balanced (adj) 5. fit (adj)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' 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 healthy lifestyles.
- To help Ss identify the Past Simple and Present Perfect.

b. Content:

- Task 1: Listen and read. (p.8)
- Task 2: Read the conversation again and decide whether the following statements are true (T) or false (F). (p.9)
- Task 3: Fill in the blanks to make phrases from Task 1 with the following meanings. (p.9)

- Task 4: Complete the text based on the conversation in Task 1. Use the correct form of the verbs in brackets. (p.9)

c. Expected outcomes:

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Listen and read. (5 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Questions:</p> <ul style="list-style-type: none"> - <i>What can you see in each picture?</i> - <i>Who are the speakers?</i> - <i>What do you think they are discussing?</i> <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>Water, vegetables, tape measure</i> - <i>Nam and his friend Mark are the speakers.</i> - <i>They are discussing a healthy lifestyle.</i>
Task 2. Read the conversation again and decide whether the following statements are true (T) or false (F). (5 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>F (Nam used to eat a lot of fast food and have bad habits.)</i> 2. <i>T</i> 3. <i>T</i>
Task 3. Fill in the blanks to make phrases from Task 1 with the following meanings. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss look at the box 1-4. Explain that these words are part of phrases related to healthy lifestyles and they are all in the conversation in Task 1. - Teacher asks Ss to read the definitions and the words in the boxes so that the phrases on the left match the definitions on the right. Underline the phrases in the conversation. - Check answers as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>energy</i> 2. <i>habits</i> 3. <i>regular</i> 4. <i>balanced</i>
Task 4. Complete the text based on the conversation in Task 1. Use the correct forms of the verbs in brackets. (5 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to read the summary. Focus attention on the verbs in brackets. - Teacher asks Ss to complete the sentences, using the correct verb form. In weaker class, teacher may have Ss refer to the conversation in Task 1. - Check answers as a class. - Elicit the verb tenses, i.e. Past Simple and Present Perfect 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>ate</i> 2. <i>has started</i> 3. <i>(has) given</i> 4. <i>visited</i> 5. <i>has just celebrated</i>

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

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 memorize the basic knowledge on how to stay healthy;
- To get Ss to speak about how to be strong and healthy.

b. Content: - Role play

c. Expected outcomes:

- Students can give a short talk about good habits to stay healthy.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 5. Role-play	
<ul style="list-style-type: none"> - Teacher asks Ss to work in groups. - In each group, one student plays the role of grandpa who is in his 90s and still very strong and healthy. Others are grandchildren. - Grandpa is giving advice on how to be healthy. - Ss have 3 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. 	<i>Students' own creativity</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up: - T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Write a short paragraph about how to keep fit and stay healthy.
- Prepare for the project in Lesson 8

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: A long and healthy life</p> <p>Lesson 1: Getting started</p>
<p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. (to) work out 2. (be) full of 3. diet (n) 4. balanced (adj) 5. fit (adj) <ul style="list-style-type: none"> - Task 1: Listen and read. - Task 2. Read the conversation again and write T (True) or F (False). - Task 3. Fill in the blanks to make phrases from Task 1 with the following meanings. - Task 4. Complete the text based on the conversation in Task 1. - Task 5: Role-play <p>*Homework</p>

UNIT 1: A LONG AND HEALTHY LIFE

Period 3: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *A long and healthy life*;
- Recognise and practise strong and weak forms of auxiliary verbs;
- Review the use of *Present perfect* and *Past simple tenses*.

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

- Be ready to have a healthy lifestyle;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Past simple tense	Present perfect tense
1. Describe something started and finished in the past <i>E.g. You did a great job yesterday.</i>	1. Describe something that started in the past, and is still happening now (often used with <i>since, for, so far</i>) <i>E.g: You have done a great job so far.</i>
2. Describe something that was completed in the past (often used with a time phrase) <i>E.g. We lived in Hai Phong when I was little.</i>	2. Describe something that was completed in the very recent past (used with <i>just</i> and <i>recently</i>) <i>E.g. We have just moved to Hai Phong.</i>

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 healthy lifestyle;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video and answer the question: **What do humans need to do to stay healthy?**

c. Expected outcomes:

- Students can listen and find out some ways to stay healthy from the video clip.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
VIDEO WATCHING	Suggested answers:

- **Task 2:** Read the sentences out loud. Pay attention to the strong and weak forms of the auxiliary verbs. Then listen and check. (p.9)

c. Expected outcomes:

- Students can pronounce the strong and weak forms of auxiliary verbs in Yes-No questions correctly.

d. Organisation

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 health and fitness.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Match each word with its meaning (p.10)
- **Task 2.** Complete the sentences using the correct forms of the words (p.10)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Match each word (1-5) with its meaning (a-e). (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that the words / phrases in the activity are related to health. - Teacher has Ss match each word with its meaning. Encourage Ss to look at the pictures and explain what they see. This way, they will develop a better understanding of the words / phrases. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check the answers as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. B 2. C 3. A 4. D 5. E
Task 2. Complete the following sentences using the correct forms of the words in Task 1. (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - 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. - Extension: Invite individual Ss to add other topic-related words they have learnt from <i>Getting started</i> or <i>Task 1</i>. Make sure there are about 15 words. Teacher writes all the words on the board. Have Ss study them for half a minute, then the teacher asks Ss to cover/close their eyes. Erase one word from the board. Have Ss open their eyes and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>examined</i> 2. <i>treatment</i> 3. <i>strength</i> 4. <i>muscles</i> 5. <i>suffering from</i>

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise the difference between the Past Simple and the Present Perfect.
- To help Ss practise the Past Simple and the Present Perfect.

b. Content:

- **Task 1.** Put the verbs in brackets in either the past simple or the present perfect. (p.11)
- **Task 2.** Talk about your healthy activities, using the past simple or the present perfect. (p.11)

c. Expected outcomes:

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Put the verbs in brackets in either the past simple or the present perfect. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the notes in the Remember box to review the differences between the Past Simple and the Present Perfect. Give more explanation and examples if necessary. - Teacher asks Ss to pay attention to the meaning of each sentence and underline the key words (such as <i>ago, yesterday</i> with Past Simple, and <i>yet, already, for, since</i> with Present Perfect). - Teacher asks Ss to pay attention to the active voice or passive voice of the verbs. - Teacher gives Ss time to complete the task. - Teacher checks answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. <i>I. We use Past simple here because it is an action that started and finished in the past, and the grammatical clue here is "yesterday"</i>. - Extension: Ask Ss to add 2-3 more sentences to each item, using the Past simple and/or Present perfect where appropriate, e.g. <i>He saw the doctor yesterday. The doctor <u>examined</u> him carefully. He <u>has felt</u> better since then.</i> 	<p>Suggested answer:</p> <ol style="list-style-type: none"> <i>saw</i> <i>suffered</i> <i>have been improved</i> <i>has just examined</i>
Task 2. Work in pairs. Talk about what you do to keep fit and healthy. Use the past simple or the present perfect. (7 mins)	
<ul style="list-style-type: none"> - Teacher lets Ss work in pairs. - Teacher asks Ss to talk to their partner and share about healthy habits/activities that they have done. It can be a conversation between two people or two separate talks from the pair. - Teacher requires Ss to use the correct past simple and present perfect tense. - Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as the rules of pronouncing strong and weak forms of auxiliary verbs (if there are Yes-No questions in their dialogue). - Extension: <i>In stronger class, teacher may ask one student to report what his/her partner has shared and vice versa.</i> 	<p>Suggested answer:</p> <ul style="list-style-type: none"> - <i>I have exercised regularly for a year.</i> - <i>I went swimming last weekend.</i> - <i>I went to the gym and did weigh-lifting yesterday. I wanted to build up my muscles and increase my strength.</i> - <i>The last time I had a medical treatment was 2 weeks ago.</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching
Unit 1: A long and healthy life
Lesson 2: Language

***Warm-up**

Video watching

*** Pronunciation**

- Task 1. Listen and repeat.
- Task 2. Read the sentences out loud. Listen and check.

*** Vocabulary**

- Task 1. Match each word with its meaning.
- Task 2. Complete the sentences using the correct forms of the words.

*** Grammar**

- Task 1. Put the verbs in brackets in either the past simple or the present perfect.
- Task 2. Talk about your healthy activities, using the past simple or the present perfect.

***Homework**

UNIT 1: A LONG AND HEALTHY LIFE

Period 4: Reading – How to live a long and healthy life

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about healthy lifestyle habits.

2. Competences

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

3. Personal qualities

- Acknowledge and be able to apply the tips on how to develop healthy lifestyle habits in their own life;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. life expectancy (n)	/ˈlaɪf ɪkspektənsi/	the number of years that a person is likely to live	tuổi thọ
2. ingredient (n)	/ɪnˈɡriːdiənt/	one of the things from which something is made, especially ones that are used together to make a particular dish	nguyên liệu
3. nutrient (n)	/ˈnjuːtriənt/	a substance that is needed to keep a living thing alive and to help it to grow	chất dinh dưỡng
4. (to) give off	/ɡɪv ɒf/	to produce something such as a smell, heat, light, etc.	phát ra, tỏa ra
5. repetitive (adj)	/rɪˈpetətɪv/	repeated many time	lặp đi lặp lại

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content: Crossword

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

Lesson content & techniques for organizing students' learning activities	Expected products of student work																																																																																																																																				
<p>Crossword</p> <ul style="list-style-type: none"> - Ss work in groups and take turns to choose a word. If they get the correct answer, they will have 1 point. If the answer is wrong or the group cannot find out the answer, the chance is for other groups. - After 6 words, if a group can guess the key word, they can answer it. 5 points for the key word. - If the keyword is incorrect, that group will be out of the game. 	<p><u>Clues:</u></p> <p>KEY WORD: A way of living that helps you enjoy more aspects of your life.</p> <ol style="list-style-type: none"> 1. Eating too much fat can cause _____ diseases. 2. Go on a _____ means to begin a specific nutritional plan in an attempt to lose weight or achieve some other health benefits. 3. A clear liquid that has no color or taste when it is pure. 4. A disease or period of sickness affecting the body or mind. 5. The noun of 'strong' 6. What is it? (Picture) 7. The subject P.E stands for _____ Education. 8. Doing exercises can burn out many _____. 9. To look at or consider a person or thing carefully to discover something about them. 10. Do you _____ from any allergies? 11. Eating enough _____ and fruits is good for your digestive system. <table border="1" data-bbox="660 909 1161 1279"> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td><td>H</td><td>E</td><td>A</td><td>R</td><td>T</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td>D</td><td>I</td><td>E</td><td>T</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td>W</td><td>A</td><td>T</td><td>E</td><td>R</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td>I</td><td>L</td><td>L</td><td>N</td><td>E</td><td>S</td><td>S</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td>S</td><td>T</td><td>R</td><td>E</td><td>N</td><td>G</td><td>T</td><td>H</td></tr> <tr><td>6</td><td></td><td></td><td></td><td>C</td><td>H</td><td>I</td><td>P</td><td>S</td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td>P</td><td>H</td><td>Y</td><td>S</td><td>I</td><td>C</td><td>A</td><td>L</td><td></td></tr> <tr><td>8</td><td></td><td></td><td>C</td><td>A</td><td>L</td><td>O</td><td>R</td><td>I</td><td>E</td><td>S</td><td></td></tr> <tr><td>9</td><td>E</td><td>X</td><td>A</td><td>M</td><td>I</td><td>N</td><td>E</td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td>S</td><td>U</td><td>F</td><td>F</td><td>E</td><td>R</td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td>V</td><td>E</td><td>G</td><td>E</td><td>T</td><td>A</td><td>B</td><td>L</td><td>E</td><td></td></tr> </tbody> </table>	1					H	E	A	R	T			2			D	I	E	T						3				W	A	T	E	R				4			I	L	L	N	E	S	S			5				S	T	R	E	N	G	T	H	6				C	H	I	P	S				7			P	H	Y	S	I	C	A	L		8			C	A	L	O	R	I	E	S		9	E	X	A	M	I	N	E					10		S	U	F	F	E	R					11		V	E	G	E	T	A	B	L	E	
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e. Assessment

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

2. ACTIVITY 1: PRE-READING (9 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:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1. Work in pairs. Look at the photos and discuss the questions. (4 mins)</p>	
<p>- Teacher asks Ss to work in pairs and look at the pictures. They should discuss whether each picture shows a healthy or unhealthy habit, and give reasons for</p>	<p>Questions: <i>Which photos show healthy habits?</i> <i>Which ones show unhealthy habits?</i></p>

their answers.

- Teacher has some Ss share their answers with the whole class.
- Teacher introduces the topic of the reading text.



Suggested answers:

A. Picture A shows a healthy habit, because vegetables are good for our health. They help us to lose weight and have a healthy heart and skin.

B. Picture B shows an unhealthy habit, because sleeping late when you are sleeping, or having your laptop on while sleeping all have bad effects on the quality of your sleep, which in turn damages your health in the long run.

C. Exercising is a healthy habit. Working out regularly helps you to keep fit, lose weight, develop muscles etc.

D. Eating fast food and eating too much are unhealthy habits. These habits are not good for our hearts and digestive system. They can lead to obesity/being overweight, or heart diseases.

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. life expectancy (n)
2. ingredient (n)
3. nutrient (n)
4. (to) give off
5. repetitive (adj)

e. Assessment

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

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

a. Objectives:

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

b. Content:

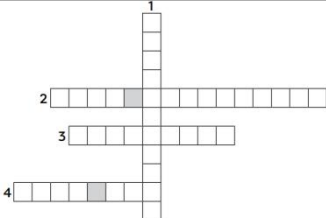
- Task 2. Read the article. Solve the crossword with words and phrases from it. (p.11)
- Task 3. Read the article again. Match the sections (A-C) with the headings (1-5) below (p.12)
- Task 4. Read the article again. Complete the diagrams with information from the text. Use no more than two words for each gap (p.12)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students’ learning activities	Expected products of student work
Task 2. Read the article. Solve the crossword with words and phrases from it. (6 mins)	

<ul style="list-style-type: none"> - Teacher asks Ss to read the article. - Teacher asks Ss to work in pairs to solve the crossword using words from the text. Walk round the class and provide help if necessary. Point out the part of speech (v, n, adj) as well the text where they can find the words. - In weaker classes, give the first and / or last letter of each word to help them work out the answers faster. - Check the answers as a class. Have individual Ss write the words on the board. In weaker classes, check understanding of the words by asking Ss to make sentences with them. 	 <p>Suggested answer:</p> <ol style="list-style-type: none"> 1. ingredients 2. life expectancy 3. nutrients 4. work out
<p>Task 3. Read the article again. Match the sections (A-C) with the headings (1-5) below. There are TWO extra headings. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the five headings and make sure they understand their meaning. - Teacher asks Ss to read the text quickly, then match each of the three paragraphs with a heading. Remind them that there are TWO extra headings they will not need. - Teacher reminds Ss that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only). - Check answers as a class. - Teacher has Ss explain why certain headings are not needed, e.g. <i>Heading 3 only focuses on part of Paragraph B so does not represent the main idea of the whole paragraph. Heading 4 is too general and should be the main idea of the whole text rather than a single paragraph.</i> 	<p>Suggested answer:</p> <p>A-1 B-2 C-5</p>
<p>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)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to study the diagram. Make sure they understand that each branch is a summary of a main paragraph of the text, and follows a logical sequence. In weaker classes, give Ss an example, e.g. <i>Branch A shows what to do if we want to have a long and healthy life by eating better. The information is from paragraph A in the text. As we can see, the first thing to do is to look at food labels. Then we should avoid too much salt or sugar ...</i> - Teacher draws Ss’ attention to the gaps. Tell them that they are going to fill in each blank with no more than TWO words. These words should be taken from the text. - Teacher encourages Ss to guess the type of information they need for each gap. E.g. For Blank (1) we need a noun. For Blank (2) it is an adjective. - Teacher asks Ss to scan through each paragraph, locate the information for each gap, check if the answers have no more than TWO words and fit the blanks in terms of both meaning and the type of information they have guessed earlier. - Check answers as a class. <p>Extension: Play a game: Make some statements based on the text and have Ss decide whether they are True, False or Not Given by doing some actions. If the statement is True according to the text, they should raise their right hand. They should raise their left hand for a false statement, and stand up if it is Not given (No information is provided).</p>	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. breakfast 2. suitable 3. regularly 4. energy drinks/ exercising 5. electronic devices <p>Suggested answers (for extension activity):</p> <ol style="list-style-type: none"> 1. We should avoid food with too much fat (Not given/Stand up). 2. We should work out hard from the start (False/left hand). 3. Blue light from electric devices makes it hard to sleep. (True/right hand) 4. You should turn off electronic devices and go to bed immediately. (False/left hand) 5. If you find it hard to sleep, you may try to count the sheep. (Not given/Stand up)

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Discussion: *Do you find the advice in the article useful? Have you tried following any of the suggestions above?*

c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own lifestyle.

d. Organisation

Lesson content & techniques for organizing students’ learning activities	Expected products of student work
Task 5. Work in pairs. Discuss the following questions.	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. Have them discuss if they find any advice in the text useful for them and if they have followed these suggestions themselves. Encourage them to explain why they find the advice useful and how they actually try or will try to incorporate these healthy habits into their daily routine. - Teacher invites some pairs to share their answers with the whole class. - Teacher asks other students to listen and give comments. - Teacher gives feedback and gives marks to Ss’ performance. 	<p>Questions:</p> <ul style="list-style-type: none"> - <i>Do you find the advice in the article useful?</i> - <i>Have you tried following any of the suggestions above?</i> <p>Answers:</p> <p><i>Students’ own ideas.</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Write a short paragraph about effective methods to live healthily and increase life expectancy.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board Plan

Date of teaching

Unit 1: A long and healthy life

Lesson 3: Reading – How to live a long and healthy life

***Warm-up**

*** Lead-in**

*** Vocabulary**

1. life expectancy (n)
2. ingredient (n)
3. nutrient (n)
4. (to) give off
5. repetitive (adj)

- Task 2. Read the article. Solve the crossword with words and phrases from it.

- Task 3. Match the sections (A-C) with the headings (1-5).

- Task 4. Complete the diagrams with information from the text.

- Task 5: Discussion.

***Homework**

UNIT 1: A LONG AND HEALTHY LIFE

Period 5: Speaking – Giving instructions for an exercise routine

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

1. Knowledge

- Gain an overview about how to give instructions for an exercise routine;
- Memorise vocabulary to talk about an exercise routine.

2. Competences

- Gain some language expressions to talk about an exercise routine;
- Talk about the steps to give instructions for an exercise routine;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to give instructions for an exercise routine;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. slightly (adv)	/'slartli/	a little
2. star jump (n)	/sta:(r) dʒʌmp/	an exercise in which you stand with your legs together and your arms at your sides and jump to a position with your legs apart and your arms spread out
3. press-up (n)	/'pres ʌp/	an exercise in which you lie on your stomach and raise your body off the ground by pressing down on your hands until your arms are straight
4. (to) squat	/skwɒt/	to sit on your heels with your knees bent up close to your body

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on an exercise routine;
- To set the context for the speaking part;
- To help Ss warm up and get ready for the lesson by some authentic physical practice.

b. Content:

- Watch a video and practice the exercise by following the instructions in the video.

c. Expected outcomes:

- Students can follow the instructions and memorize some of the steps.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work

Video watching

- Teacher plays the video and asks the whole class to stand up.
- Ss watch the video and follow the instructions.
- After the physical exercise, teacher asks Ss if they can remember any instructions in the video (*E.g: turn around, clap your hands, stretch it out, jump, shake, stomp your feet*)
- In pairs, Ss discuss to recall the instructions mentioned in the video.
- Teacher invites some students to say out loud the actions.

Link:

https://www.youtube.com/watch?v=3XGNP_SzcI8&t=29s

e. Assessment

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

2. ACTIVITY 1: CONTROLLED PRACTICE (9 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:

- Pre-teach vocabulary related to the content of the lesson;
- Introducing tips to give instructions.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to give instructions for an exercise routine.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1. Look at the diagram. Match the two parts of each sentence to complete the instruction (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss if they know what a star jump is or looks like. Do some star jumps for Ss to have a clearer idea. - Teacher asks Ss to match parts of the sentences to complete the instructions for doing star jumps. - Check the answers as a class. <p>Tips to give instructions:</p> <ul style="list-style-type: none"> - Teacher designs a brief note in which tips to give instructions are summarized. Teacher asks students to try to guess the answers in each blank without looking at the textbook. - Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases. - Teacher asks Ss to give an example from the matching exercise for each tip. Ask them to underline the linking words or phrases. 	 <p>Suggested answer: 1. B 2. D 3. C 4. A</p> <p>Tips to give instructions:</p> <ol style="list-style-type: none"> 1. Start by _____ the process. 2. Sequencing the steps, using _____ words or phrases (i.g: first, second, next, finally ...) 3. give _____ direction at a time. <p>Key:</p> <ol style="list-style-type: none"> 1. <i>introducing</i> 2. <i>linking</i> 3. <i>one</i>
<p>Vocabulary pre-teaching (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. 	<p>New words:</p>

<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. slightly (adv) 2. star jump (n) 3. press-up (n) 4. (to) squat
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e. Assessment

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

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (20 mins)

a. Objectives:

- To help Ss practise linking words and phrases in giving instructions;
- To give Ss an opportunity to practise giving instructions for an exercise routine;
- To provide Ss with some basic information about *How to burn fat*.

b. Content:

- Task 2. Fill in the blanks with one word to complete the first part of the instructions. (p.13)
- Task 3. Practise giving the instructions for the rest of the exercise routine. (p.13)
- Task 4. Take turns demonstrating the exercise routine and giving instructions to the rest of the class. (p.13)

c. Expected outcomes:

- Students know how to give instructions for the full exercise routine *How to burn fat* with suitable linking words and phrases.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 2. Look at the 'How to burn fat' exercise. Fill in each blank with ONE word to complete the first part of the instructions (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to study the 'How to burn fat' diagram. Tell them that this is an exercise routine that helps people to reduce fat in the body. - Teacher makes sure Ss understand the words in the diagram. Have Ss study the pictures or use body language to demonstrate each move. . - Teacher asks Ss to use the words in the Remember box to complete the first part of the instructions. - Check answers as a class. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>First...</i> 2. <i>Second...</i> 3. <i>Next/Then ...</i>
Task 3. Work in pairs. Practise giving the instructions for the rest of the exercise routine in Task 2. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. They should give the full instructions for the "How to burn fat" routine. - Teacher reminds Ss to refer to the tips and phrases in the <i>Tips</i> box. - For weaker classes, give them more examples and guidance by asking them to study the next picture in the sequence first (i.e., the third picture). Then ask them to make a sentence with this picture, using the proper linking words and phrases (e.g. Then repeat on the opposite side for 10 seconds). Correct them if necessary and encourage the Ss to continue with other pictures. - Teacher walks around to provide help if necessary. <p>Extension: Have Ss play a guessing game in groups. Each student gives instructions for a type of exercise while the rest of the group try to guess it, e.g. Stand with your legs together and your arms at your sides. Then jump to a position with your legs apart and your arms spread out. (star jumps) In stronger classes, encourage Ss to</p>	<p>Suggested answers:</p> <p><i>You can burn fat by doing this simple exercise routine. First, do star jumps for 20 seconds. Second, take a one-minute rest. Next, stand on one leg for 10 seconds. Then, repeat on the opposite side for 10 seconds. After another one-minute rest, do squats for 30 seconds. Finally, rest for another minute and run on the spot for 20 seconds.</i></p>

come up with their own ideas for exercise, e.g. Move along fast by taking quick steps. Make sure you lift each foot before the next one touches the ground. (running)	
Task 4. Work in groups. Take turns demonstrating the exercise routine and giving instructions to the rest of your group so that they can do the exercise with you. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in groups. They should take turns demonstrating and giving instructions for the exercise routine while the rest of the group follow. - Teacher has some groups come to the front and give the instructions while the rest of the class perform the routine together. - Teacher praises groups for good effort, teamwork and clear instructions. 	<i>Students' practice</i>

e. Assessment

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

4. ACTIVITY 3: FREE PRACTICE (8 mins)

a. Objectives:

- To check students' understanding about the language use in giving instructions for an exercise routine;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Further practice: Students give instructions for another exercise routine.

c. Expected outcomes:

- Students can use the language and ideas from the unit to be more active and healthy.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Further practice</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and come up with instructions for another exercise routine. (for example: Warm-up exercise in the P.E lesson) - Teacher invites some pairs to demonstrate their routine in front of the class and give instructions. - Teacher encourages the rest of the class to follow their instructions and do the exercises. - Teacher gives feedback and give marks to Ss' performance. 	<i>Students' practice</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up: - T asks Ss to talk about what they have learnt in the lesson.

b. Homework

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

Board Plan

Date of teaching

Unit 1: A long and healthy life

Lesson 4: Speaking – Giving instructions for an exercise routine

***Warm-up**

*** Vocabulary**

1. slightly (adv)
2. star jump (n)
3. press-up (n)
4. (to) squat

- Task 1: Match the two parts of each sentence to complete the instruction.

- Task 2: Fill in the blanks with one word to complete the first part of the instructions.

- Task 3: Practice giving instructions for the rest of the exercise routine.

- Task 4: Take turns demonstrating the exercise routine and giving instructions to the rest of the class.

- Task 5: Further practice

***Homework**

UNIT 1: A LONG AND HEALTHY LIFE

Period 6: Listening – Food and health

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about food and health;
- Memorize vocabulary to talk about food and health.

2. Competences

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

3. Personal qualities

- Be aware of good food for health and how to build up a healthy meal;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. cut down on	/kʌt daʊn ɒn /	to reduce the size, amount or number of something
2. acne (n)	/'ækni/	a skin condition, common among young people, that produces many pimples (= spots), especially on the face and neck
3. skincare (n)	/'skɪnkeə(r)/	the use of creams and special products to look after your skin
4. fitness (n)	/'fɪtnəs/	the state of being physically healthy and strong
5. brown rice (n)	/,braʊn 'raɪs/	rice that is light brown because it has not had all of its outside part removed

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none">- Make sure they understand the meaning and pronunciation of important words.- Teach them the skill of underlining key words in the questions before they listen.- Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on health and fitness;
- To set the context for the listening part;

b. Content:

- Do a quiz about health and fitness.

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Quizizz</p> <ul style="list-style-type: none"> - Ss use their electronic devices to access the link on quizizz and join the game. - Teacher shows the questions one by one, the whole class completes the quiz to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson. 	<p>Link: https://quizizz.com/quiz/creator/6358dea9023bb3001d2b0f40/edit</p>

e. Assessment

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

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1. Choose the correct meanings of the underlined word and phrase. (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher writes the phrase "balanced diet" on the board. Help Ss to recall what a "balanced diet" is. (<i>i.e. A diet that contains different kinds of foods in appropriate amounts to give our body the nutrients it needs</i>). Ask Ss if they have a balanced diet. - Teacher asks Ss to do the activity by choosing the word or phrase with the closest meaning to the underlined ones. - Check answers as a class. Make sure Ss understand their meaning. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. A 2. B
<p>Vocabulary pre-teaching (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. (to) cut down on 2. acne (n) 3. skincare (n) 4. fitness (n) 5. brown rice (n)

e. Assessment

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

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

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about food and health.

b. Content:

- Task 2. Listen to a TV chat show about teen health. Circle the topic of the show. (p.13)
- Task 3. Listen again. Tick the food which is recommended in the talk. (p.13)
- Task 4. Listen again and complete the sentences. Use ONE word for each answer. (p.14)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work				
Task 2. Listen to a TV chat show about teen health. Circle the topic of the show. (6 mins)					
<ul style="list-style-type: none"> - Teacher tells Ss that they are going to listen to a TV chat show. - Teacher has them read the four topics and checks understanding. - Teacher plays the recording and has Ss choose the topic of the talk. - Teacher reminds Ss that incorrect choices are often “irrelevant” (i.e., not mentioned in the talk), “too narrow” (i.e., only representing part of the talk) or “too general” (i.e., too broad or too vague) - Check answers as a class. Explain why C is the correct answer (i.e., the talk is about different kinds of healthy foods for teenagers) and why other answers are incorrect (i.e., A, D are not mentioned, and B is not the main idea of the whole talk). 	<p>Suggested answer: C. Healthy food for young people</p>				
Task 3. Listen again and tick the food which is recommended in the talk. (7 mins)					
<ul style="list-style-type: none"> - Ss work in pairs. - Teacher has Ss read the list of foods in the table, and guess which ones are good for skin and brain, and which ones are good for bones and muscles. - Teacher plays the recording. Ask Ss to put a tick ✓ next to the food which is mentioned and recommended in the talk. Emphasise that they should tick words that are not only mentioned in the talk, but also recommended by the speaker as being good. - Check answers as a class. - Teacher may ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. <i>Who is Katherine Jones? (A food expert) What do many people think of when they want to improve their health? (Expensive health products and fitness programmes).</i> 	<p>Suggested answer:</p> <table border="1" data-bbox="1038 936 1453 1317"> <thead> <tr> <th data-bbox="1038 936 1257 1048"><i>Good for skin & brain</i></th> <th data-bbox="1257 936 1453 1048"><i>Good for bones & muscles</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1038 1048 1257 1317"><i>food with sugar white rice ✓yoghurt lemons ✓green vegetables</i></td> <td data-bbox="1257 1048 1453 1317"><i>✓eggs ✓fish ✓butter ✓carrots potato chips</i></td> </tr> </tbody> </table>	<i>Good for skin & brain</i>	<i>Good for bones & muscles</i>	<i>food with sugar white rice ✓yoghurt lemons ✓green vegetables</i>	<i>✓eggs ✓fish ✓butter ✓carrots potato chips</i>
<i>Good for skin & brain</i>	<i>Good for bones & muscles</i>				
<i>food with sugar white rice ✓yoghurt lemons ✓green vegetables</i>	<i>✓eggs ✓fish ✓butter ✓carrots potato chips</i>				
Task 4. Listen again and complete the sentences. Use ONE word for each answer. (7 mins)					
<ul style="list-style-type: none"> - Teacher asks Ss to listen again and complete each sentence with only one word. - Teacher instructs Ss to read the question carefully, underline the key words and identify the word form of the blank. Ss should also try to guess the word in the blank. - Teacher plays the recording again. - Teacher asks Ss to go to the board and write the answers. - Check the answers as a class. If Ss don't get the correct word, teacher lets them listen to that part again. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. sugar 2. concentrate 3. stronger 4. exercise 				

e. Assessment

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

Tapescript:

TV host: Good evening! I'm Oliver and you're watching "Teen Life", where we answer questions from young people. This week we have received a lot of health questions, so today we have Katherine Jones, a food expert, to talk about healthy eating for teenagers and how food can affect their health. Welcome and thank you for joining us, Katherine.

Katherine Jones: Good evening, and thank you for inviting me. Well, when people want to improve their health and fitness, they often think of expensive health products and fitness programmes. But in fact, we can solve many health problems if we just eat healthily. For example, a lot of teenagers suffer from acnes, pimples or other skin issues, and often look for expensive skincare products. This is not necessary because they can simply change their diets for better skin. Food with a lot of sugar is not very good for your skin, so you should cut down on it. By contrast, brown rice, yoghurt, watermelons, and green vegetables are great for healthy skin. Moreover, green vegetables can improve brain health and memory, and help teens concentrate. Teenagers are still growing so they also need food for building strong bones and muscles. Research shows that eggs, fish, butter, carrots and sweet potatoes can help make them taller and stronger. Although food can't replace exercise, eating a balanced diet with all the nutrients you need, will definitely help improve your muscle strength.

TV host: I guess "you are what you eat" after all. Thank you, Katherine.

4. ACTIVITY 3: POST-LISTENING (8 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.

b. Content:

- Students make a healthy meal plan for one day and explain why they have selected the foods.

c. Expected outcomes:

- Students can use the language and ideas from the unit to eat more healthily.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<ul style="list-style-type: none"> - Teacher puts Ss in groups and has each group make a healthy meal plan for one day, including three main meals plus some morning and afternoon snacks. They should also think of the reasons why they would like to include certain foods in the plan. - Teacher reminds Ss to refer to the foods they have ticked in the table in Activity 3. Encourage them to brainstorm other healthy ingredients and think about what meals they can prepare using them. In weaker classes, do the brainstorming with all Ss and write the best ideas on the board. - Teacher gives each group a big-sized piece of paper and colors so that they can also decorate their paper. - Teacher invites some groups to share their meal plans in front of the class. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Breakfast <ul style="list-style-type: none"> - A bowl of beef noodles - Orange juice 2. Morning snacks <ul style="list-style-type: none"> - Sugar-free cookies and milk 3. Lunch <ul style="list-style-type: none"> - Brown rice - Grilled chicken breast - Green salad: lettuce, tomato, cucumber, bell pepper, boiled eggs - Dessert: Watermelon 4. Afternoon snack <ul style="list-style-type: none"> - Yogurt, banana and granola 5. Dinner <ul style="list-style-type: none"> - Whole grain bread - Fish and sweet potatoes - Broccoli and carrot - Dessert: Grapefruit

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 1: A long and healthy life
Lesson 5: Listening – Food and health

***Warm-up**

*** Vocabulary**

1. (to) cut down on
2. acne (n)
3. skincare (n)
4. fitness (n)
5. brown rice (n)

Task 1. Choose the correct meaning of the underlined word and phrase.

Task 2. Listen to a TV chat show and circle the topic of the show

Task 3. Tick the food which is recommended in the talk.

Task 4. Complete the sentences with ONE word.

Task 5: Make a meal plan for one day.

***Homework**

UNIT 1: A LONG AND HEALTHY LIFE

Period 7: Writing – A short message

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

1. Knowledge

- Gain an overview about how to write a short message;
- Apply structures to express suggestions, invitation or acceptance.

2. Competences

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

3. Personal qualities

- Be polite and clear when writing a short message;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' reading comprehension of short messages;
- To set the context for the writing part;

b. Content:

- Do a quiz game to get to know authentic short messages.

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Kahoot game</p> <ul style="list-style-type: none">- Ss use their electronic devices to access the link on <i>Kahoot.it</i> and join the game.- Teacher shows the questions one by one, the whole class answers the questions.- After each question, teacher pauses for a moment to ask Ss to give explanations for their choice.- After the game, Ss with the highest point is the winner.- Teacher leads in the lesson by showing one of the short messages in 5 questions in the quiz.	<p>Link: https://create.kahoot.it/details/281388ba-8d64-465e-8a20-0b39b721e390</p>

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Teach Ss elements of a short message together with useful expressions;

c. Expected outcomes:

- Students understand the structure and are familiar with the language of a short message.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Below is a short message. Put the parts in the correct order. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and rearrange the parts A-F to make a meaningful message. - Make sure Ss fully understand the content of the words in the message. Provide help with vocabulary if Ss don't know any words (i.e. recipe means a set of instructions for preparing a particular dish, including a list of the ingredients required) - Teacher asks a student to write the order on the board. - Check as a class. - After the correct order is identified, teacher shows the message again on the screen and asks Ss "How many parts are there in a message? (3 parts: Greeting, Message, Closing) 	<p>Suggested answer: <i>B - D - C - A - E - F</i></p>
Useful expressions (5 mins)	
<ul style="list-style-type: none"> - Teacher gives Ss a handout and asks them to classify the items into correct parts of a message. - Teacher lets Ss work in groups. - The groups show their answers on the board. - The whole class checks the task together. 	<p>List of expressions:</p> <ul style="list-style-type: none"> - Greeting + <i>Hi,</i> + <i>Hello,</i> + <i>Dear ...,</i> - Message + <i>Thank you for ...</i> + <i>How about ...</i> + <i>What about ...</i> + <i>Why don't we ...</i> + <i>Shall we ...</i> + <i>Remember to ...</i> + <i>Don't forget to ...</i> + <i>I would like to invite you to ...</i> + <i>Do you want to ...</i> - Closing + <i>See you again,</i> + <i>See you soon,</i> + <i>Write back soon,</i> + <i>Bye,</i> + <i>Love,</i>

e. Assessment

- Teacher observes Ss' work and gives feedback.

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

a. Objectives:

- To help Ss practise writing some common structures in a message;
- To help Ss write a complete message to reply to another message.

b. Content:

- Task 2. Write a sentence to express each message below. Begin with the words given (p.14)
- Task 3. Write a short message to reply to the one in Task 1. (p.14)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 2. Write a sentence to express each message below. Begin with the words given. (6 mins)	
<ul style="list-style-type: none"> - Teacher instructs Ss to do the task. - Before writing, Ss should identify the purpose of each sentence and find out the suitable expression. (i.e. Question 1 is an invitation “Why don’t you + V”) - Ss do the task individually and then compare the answers with their friends. - Check as a class. 	<p>Answer key:</p> <p>2. <i>How about joining the reading club with me?</i></p> <p>3. <i>Don’t forget to return the book to the library.</i></p> <p>4. <i>I’m glad to come to your birthday party.</i></p> <p>5. <i>Do I have to dress formally for the party?</i></p>
Task 3. Write a short message to reply to the one in Task 1. (10 mins)	
<ul style="list-style-type: none"> - Teacher asks students to write a message to reply to the one in Task 1. - Before Ss write the message, teacher asks them to review the structure of a message. - Teacher reminds Ss to include enough information: accept the invitation, suggest the time to meet, ask if you need to do some shopping in advance. - Students work individually in 7 minutes. 	<p>Suggested answer:</p> <p><i>Hi Mai,</i></p> <p><i>Thank you for inviting me to your house this Sunday. I am so glad to come to try some recipes from the book with you.</i></p> <p><i>Shall we meet at 10 a.m? Please tell me if I need to buy something in advance to prepare for the meal.</i></p> <p><i>See you soon,</i></p> <p><i>Linda.</i></p>

e. Assessment

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

4. ACTIVITY 3: POST-WRITING (12 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

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Cross-checking</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other’s writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss’ names. 	<p>Writing rubric</p> <p>1. <i>Organization: .../10</i></p> <p>2. <i>Legibility: .../10</i></p> <p>3. <i>Ideas: .../10</i></p> <p>4. <i>Word choice: .../10</i></p> <p>5. <i>Grammar usage and mechanics: .../10</i></p> <p style="text-align: right;"><i>TOTAL: .../50</i></p>

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 – Communication and Culture.

Board Plan

Date of teaching

Unit 1: A long and healthy life

Lesson 6: Writing – A short message

***Warm-up**

- Task 1. Put the parts in the correct order.

*** Useful expressions**

Task 2. Write a sentence to express each message below. Begin with the words given.

Task 3. Write a short message to reply to the one in Task 1.

*** Cross-checking**

***Homework**

UNIT 1: A LONG AND HEALTHY LIFE

Period 8: 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;
- Distinguish bacteria and viruses and how to deal with them;
- Review expressions for offering help and responding to offers.

2. Core competence

- Be able to offer help and respond to offers;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be ready to offer help to others when necessary;
- Protect their own health as well as their families'.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. tuberculosis (n)	/tju: ,bɜ:kju'ləʊsɪ s/	a serious disease, caused by bacteria, in which swellings appear on the lungs and other parts of the body	bệnh viêm phổi
2. organism (n)	/'ɔ:gənɪzəm/	a living thing, especially one that is extremely small	loài sinh vật
3. diameter (n)	/daɪ'æmɪtə(r)/	a straight line going from one side of a circle or any other round object to the other side, passing through the centre	đường kính
4. antibiotic (n)	/.æntɪbaɪ'ɒtɪk/	a substance, for example penicillin, that can destroy or prevent the growth of bacteria and cure infections	thuốc kháng sinh
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.	tế bào

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Mysterious creature

c. Expected outcomes:

- Students can get ready to learn about differences between bacteria and viruses.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Game: Mysterious creature</p> <ul style="list-style-type: none"> - Ss work in groups. - There are 4 questions which relate to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. 	<p>Clues:</p> <ol style="list-style-type: none"> 1. The kind of education that takes place over the Internet 2. A substance that is put into the body of a person or animal to protect them from a disease by causing them to produce antibodies 3. A covering for your face or for part of your face 4. A set of measures aiming at stopping the spread of an infectious disease, based on staying away from other people as much as possible. <p>Suggested answer:</p> <ol style="list-style-type: none"> 1. Online learning 2. Vaccine 3. Mask 4. Social distancing <p>KEY WORD: Corona virus</p>

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 offer help and respond to offers.
- To review expressions for offering help and responding to offers.

b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.15)
- Task 2: Work in pairs. Make similar conversation for these situations (p.15)

c. Expected outcomes:

- Students can use appropriate language to express help and respond to offers in certain situations.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss if they have ever been to the gym or know how to use fitness equipment. - Teacher tells Ss that they are going to listen to a conversation between a teenager, Tam, and a trainer. While listening, they should complete the conversation with the words they hear. - Teacher gives Ss some time to skim through the conversation. Check understanding of words such as <i>treadmill</i> or <i>workout</i>. Use the photo to illustrate these words if necessary. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. A 2. C 3. B 4. D

<ul style="list-style-type: none"> - Teacher plays the recording once in stronger classes and twice in weaker classes. - Teacher checks answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Teacher puts Ss into pairs and has them practise the conversation. 	
Useful expressions (7 mins)	
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: offering help and responding to offers. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	Useful expressions - Offering help: + <i>Can I give you a hand?</i> + <i>Can I help you with ...?</i> + <i>Let me help you with ...</i> + <i>What can I do for you?</i> + <i>Is there anything (else) I can do for you?</i> - Responding to offers + <i>That's very kind/nice of you.</i> + <i>Thanks for your help.</i> + <i>Thanks, but I think I'm fine.</i> + <i>You are so kind. Thanks a lot.</i>
Task 2: Work in pairs. Make similar conversation for these situations. (7 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that the words they used to fill in the gaps in Task 1 are used to offer help and respond to offers. - Teacher asks Ss to read the list of useful expressions and checks understanding. - Teacher puts Ss in pairs and explains the task: to role-play conversations similar to the one in Task 1, but based on the two situations. Ss should play the roles given in this activity. - Teacher gives Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Teacher walks round the class and provides help when necessary. - Teacher asks some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery. 	Sample conversations: 1. <i>A: Let me help you with the squats.</i> <i>B: Oh, please. They're so difficult to do.</i> <i>A: Here, let me show you. You should sit on your heels with your knees bent up close to your body. Do it with me.</i> <i>B: Oh, like this?</i> <i>A: Yes. Well done!</i> <i>B: Thanks for your help.</i> 2. <i>B: Can I help you with anything, Madam?</i> <i>A: Oh, please. I'm looking for some food which is healthy for my family.</i> <i>B: Well, I'll recommend fresh fruits and vegetables. They're very good for our health. You can find plenty of them over there.</i> <i>A: That's very kind of you.</i> <i>B: You're welcome.</i>

e. Assessment

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

3. ACTIVITY 2: CLIL (15 mins)

a. Objectives: - To introduce words / phrases related to health and fitness.

- To help Ss practise the words in meaningful contexts.
- To help Ss relate what they have learnt about bacteria and viruses to real-life situations.

b. Content:

- Task 1. Read the text and complete the comparison table below. (p.16)
- Task 2. Discuss in pairs. What would you say to these people? (p.16)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work																
Pre-teach vocabulary (4 mins)																	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	New words 1. tuberculosis (n) 2. organism (n) 3. diameter (n) 4. antibiotic (n) 5. cell (n)																
Task 1. Read the text and complete the comparison table below. (6 mins)																	
<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about the topic, e.g. <i>Do you know what bacteria and viruses are? What is the similarity between bacteria and viruses? What is the difference?</i> - Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What are some diseases caused by viruses? (Common cold, flu, AIDS and Covid-19); What are some diseases caused by bacteria? (tuberculosis and food poisoning); What are some ways to treat or prevent diseases caused by them? (Using medicines such as antibiotics or vaccines)</i> - Teacher asks Ss to study the comparison table in Task 1. Make sure they understand the first column. Encourage them to guess the answers. - Teacher tells Ss that they are going to read about viruses and bacteria. As they read, they should fill in the comparison table to show the differences between viruses and bacteria. - Teacher explains or elicits any new or difficult words, e.g. <i>organism, infectious, food poisoning, antibiotics, germs, infect</i>. In stronger class, encourage them to guess their meaning from context as they read the text. - Teacher has Ss read the text and complete the table individually. - Check answers as a class. - Teacher goes back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	Suggested answer: <table border="1" data-bbox="925 824 1441 1435"> <thead> <tr> <th></th> <th>Bacteria</th> <th>Viruses</th> </tr> </thead> <tbody> <tr> <td>1. Living or not when entering the human body?</td> <td>Living</td> <td>Not living</td> </tr> <tr> <td>2. Which is smaller?</td> <td>Bigger</td> <td>Smaller</td> </tr> <tr> <td>3. Examples of diseases they can cause</td> <td>tuberculosis or food poisoning</td> <td>Common cold, flu, AIDS and Covid-19</td> </tr> <tr> <td>4. How to treat/prevent diseases caused by them?</td> <td>Antibiotics</td> <td>Vaccines</td> </tr> </tbody> </table>			Bacteria	Viruses	1. Living or not when entering the human body?	Living	Not living	2. Which is smaller?	Bigger	Smaller	3. Examples of diseases they can cause	tuberculosis or food poisoning	Common cold, flu, AIDS and Covid-19	4. How to treat/prevent diseases caused by them?	Antibiotics	Vaccines
	Bacteria	Viruses															
1. Living or not when entering the human body?	Living	Not living															
2. Which is smaller?	Bigger	Smaller															
3. Examples of diseases they can cause	tuberculosis or food poisoning	Common cold, flu, AIDS and Covid-19															
4. How to treat/prevent diseases caused by them?	Antibiotics	Vaccines															
Task 2. Discuss in pairs. What would you say to these people? (5 mins)																	
<ul style="list-style-type: none"> - Teacher asks Ss to read the two statements and checks their understanding. - Teacher tells Ss to read the text again before they decide how to respond to them. - If time allows, have Ss discuss their answers in pairs. - Teacher asks some Ss to share their answers in front of 	Suggested answers: - <i>To Anne: Covid-19 is caused by (Corona) viruses. Antibiotics are useful for treating diseases caused by bacteria, not viruses. A better way to protect yourself from viruses in general and</i>																

the class. Ask other Ss if they agree or disagree, and give/add more reasons to explain their answers.	<i>Corona viruses in particular is to get vaccinated.</i> - To Joe: <i>Not all bacteria are bad or dangerous. Some bacteria are useful for our body and nature (e.g. some can help us to digest food or absorb nutrients, some can help to decompose rubbish in nature). Therefore, we should not try to get rid of them all.</i>
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e. Assessment: - Teacher's observation on Ss' performance.

- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss gain some knowledge about Coronavirus and Covid-19 pandemic.

- To help Ss be aware of some measures to protect themselves from coronavirus.

b. Content: - Watch a video about Covid-19 pandemic and discuss.

c. Expected outcomes:

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Watch a video about Covid-19 pandemic and discuss. (6 mins)	
<p>* Extension:</p> <p>- Teacher asks students to share their knowledge about pandemics or diseases caused by viruses and/or bacteria.</p> <p>- Teacher plays a video about pandemics such as Covid-19 pandemic. Ask Ss comprehension questions to check understanding or have them summarize the main points.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. How can the corona virus spread? 2. What are some measures to avoid the spreading of the conora virus? 	<p>Diseases caused by viruses:</p> <ul style="list-style-type: none"> • AIDS • Common cold • Ebola • Genital herpes • Influenza • Measles • Chickenpox and shingles • Coronavirus disease 2019 <p>Diseases caused by bacteria</p> <ul style="list-style-type: none"> • Tuberculosis • Pneumonia • Cholera <p>Link https://www.youtube.com/watch?v=8z9BsKpCJY0</p> <p>Suggested answer:</p> <ol style="list-style-type: none"> 1. Via vectors like objects we have touched through sneezing or coughing 2. Wash your hands, use hydro alcoholic gel, avoid touching your face, keep a safe distance, don't touch your mask, cough or sneeze into your elbow

e. Assessment: - Teacher's observation on Ss' performance./ - Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up: - T asks Ss to talk about what they have learnt in the lesson.

b. Homework: Do exercises in the workbook.

- Prepare for Lesson 8 – Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: A long and healthy life</p> <p>Lesson 7: Communication and Culture / CLIL</p> <p>*Warm-up</p>
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*** Everyday English: Offering help and responding to offers**

- Task 1. Listen and complete the conversation with the expressions in the box.
- Task 2. Make similar conversations for these situations.

*** CLIL (Biology): Bacteria and viruses**

- Task 1. Read the text and complete the comparison table.
- Task 2. Discuss in pairs. What would you say to these people?

*** Further Practice**

Watch a video about Corona virus

*** Homework**

UNIT 1: A LONG AND HEALTHY LIFE

Period 9: 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 1;
- 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

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content: Game: Lucky number

c. Expected outcomes:

- Students can get ready to learn about differences between bacteria and viruses.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>bacteria</i> 2. <i>antibiotic</i> 3. <i>vaccine</i> 4. <i>star jump</i> 5. <i>squat</i>

e. Assessment:

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review strong and weak forms of auxiliary verbs.

- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the past simple and present perfect.

b. Content:

- Task 1: Circle the common pronunciation of the underlined auxiliary verbs. Then listen and check. Practise saying the conversations in pairs (p.16)
- Task 2: Fill in each gap with one word. (p.16)
- Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p.17)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1: Circle the common pronunciation of the underlined auxiliary verbs. Then listen and check. Practise saying the conversations in pairs (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher puts Ss in pairs and has them read the conversations paying attention to the underlined auxiliary verbs. - In weaker classes, check if Ss can read the phonetic transcriptions of the two forms. - Teacher asks students to circle the correct pronunciation of the auxiliary verbs. - Check answers as a class by playing the recording. - Teacher asks Ss to role-play the conversations in pairs. Encourage them to use the correct forms of the auxiliary verbs. 	<p>Notes:</p> <ul style="list-style-type: none"> - <i>Auxiliary verbs at the beginning of Yes/No questions do not receive stress and are pronounced in their weak forms.</i> - <i>At the end of short answers, they often receive stress and are pronounced in their short forms.</i> <p>Answer key</p> <ol style="list-style-type: none"> 1. B - A 2. B - A
<p>Task 2: Fill in each gap with one word. (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher selects some words from the unit to write on the board, one letter at a time (also known as slow reveal game, in which one letter of a word is given at a time from left to right until a student can guess the whole word). Have individual Ss call out their guesses. - Focus attention on the sentences and have Ss skim through them. Check if they know all the words. - Teacher has Ss complete the activity. - Check answers as a class. - If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. <i>cut down on</i> first appears in the Listening section. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>cut</i> 2. <i>suffer</i> 3. <i>Working</i> 4. <i>balanced</i> 5. <i>treatment</i>
<p>Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher explains to Ss that they are going to review the use of the past simple and present perfect. In weaker classes, give Ss some time to revise the grammar rules in the Language lesson before doing the activity. - Check answers as a class by asking individual Ss to read the correct sentences and give reasons for their corrections, e.g. 1. <i>My</i> 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>A (went)</i> 2. <i>A (was)</i> 3. <i>B (when)</i> 4. <i>B (haven't/ have not done)</i>

grandfather went to hospital last month. The time phrase ‘last month’ indicates that the action was completed in the past

e. Assessment

- Teacher observes Ss’s work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Presentation of posters about healthy habits by groups in class.

c. Expected outcomes:

- Students practice giving a poster presentation.

d. Organisation

Lesson content & techniques for organizing students’ learning activities	Expected products of student work
Instructions (given in Lesson 1 – Getting Started)	
<ul style="list-style-type: none"> - T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups. - Ss work in groups and make a poster to help teenagers develop a healthy habit. (p.17) - Ss choose one or some healthy habits that they think are important to teenagers. (<i>having a balanced diet, taking regular exercise, protecting themselves from certain diseases, etc.</i>) - Ss do research carefully and select the most interesting information to include in the poster. Pay attention to facts and figures. - T suggests Ss some designing tools or applications to have an eye-catching lay-out for their poster. - T makes sure that Ss answer 3 compulsory questions in the textbook. - T asks the class to listen to the reports and ask questions if they would like to. - Ss have peer assessment by taking notes on a checklist and then vote for the most attractive poster and the most interesting presentation. 	<p>Questions</p> <ul style="list-style-type: none"> - <i>What is a health habit?</i> - <i>What are the benefits of this habit?</i> - <i>How can we develop this habit?</i>
Students’ presentations	
<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	

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 2.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: A long and healthy life</p> <p>Lesson 8: Looking back and project</p> <p>*Warm-up</p>
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*** Looking back**

- Pronunciation

- Vocabulary

- Language

*** Project: Healthy habits posters**

***Homework**

UNIT 2: THE GENERATION GAP

Period 10: Getting started – What is a generation gap?

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

1. Knowledge

- Gain an overview about the topic *The generation gap*;
- Gain vocabulary to talk about generation gap;
- Get to know the language aspects: Modal verbs.

2. Competences

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

3. Personal qualities

- Familiarize with what the generation gap is;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, Getting started, Computer connected to the Internet, Projector / TV/ pictures and cards, hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. generation gap (n.ph.)	/,dʒenə'reɪʃn gæp/	the difference in attitude or behaviour between young and older people that causes a lack of understanding	khăng cách thế hệ
2. behaviour (n)	/bɪ'heɪvjə(r)/	the way that somebody behaves, especially towards other people	hành vi
3. nuclear family (n.ph.)	/,nju:kliə 'fæməli/	a family that consists of father, mother and children, when it is thought of as a unit in society	gia đình hạt nhân
4. extended family (n.ph)	/ɪk'stendɪd 'fæməli/	a family group with a close relationship among the members that includes not only parents and children but also uncles, aunts, grandparents, etc.	gia đình mở rộng
5. follow in somebody's footsteps (idiom)		to do the same job, have the same style of life, etc. as somebody else, especially somebody in your family	nối nghiệp/ kế nghiệp ai

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 the generation gap;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Listing game: List as many words related to the topic *A long and healthy life as possible*.

c. Expected outcomes:

- Students can recall the previous knowledge and develop interest in the new lesson.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Listing game</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams and the board in two halves and gives a board pen to one of the Ss in each team. - Teacher calls out the theme from the previous unit (<i>A long and healthy life</i>) and gives them two minutes to write as many words connected to that theme as they can. - Each students of the team comes to the board and write down a word. - When finished, Teacher has teams check each other's spelling and count how many correct words each team has written. - Teacher leads in the new lesson by asking some questions. 	<p>Lists of questions:</p> <p><i>How many generations are there in your family?</i></p> <p><i>Do you and your parents like the same music/ types of clothes/ TV programmes?</i></p> <p><i>Do you ever argue about anything in your family?</i></p> <p><i>Do you do anything that your parents/ grandparents don't like?</i></p> <p><i>Do you listen to your parents/ grandparents all the time?</i></p>

e. Assessment

- Teacher observes the groups, listens to Ss' answers 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 use key language more appropriately before they read.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words</p> <ol style="list-style-type: none"> <i>1. generation gap (n.ph.)</i> <i>2. behaviour (n)</i> <i>3. nuclear family (n.ph.)</i> <i>4. extended family (n.ph)</i> <i>5. follow in somebody's footsteps (idiom)</i>

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 the generation gap.
- To help Ss learn modal verbs.

b. Content:

- Task 1: Listen and read (p.18)
- Task 2. Read the conversation again. Tick (✓) the true information about Mark and Mai. (p.19)
- Task 3. Find words or phrases in Task 1 that have the following meanings. (p.19)
- Task 4. Choose the modal verbs used in Task 1 to complete the sentences. (p.19)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work																				
<p>Task 1. Listen and read. (5 mins)</p> <ul style="list-style-type: none"> - 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. 	<div data-bbox="858 667 1460 1003" data-label="Image"> </div> <p>Questions:</p> <ul style="list-style-type: none"> - What can you see in each picture? - Who are the speakers? - What do you think they are discussing? <p>Suggested answers:</p> <ul style="list-style-type: none"> - I can see a teacher and two students in the picture. - Ms Hoa, Mark and Mai are the speakers. - They are discussing the generation gap. 																				
<p>Task 2. Read the conversation again. Tick (✓) the true information about Mark and Mai. (5 mins)</p> <ul style="list-style-type: none"> - Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information. - 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. 	<p>Suggested answer:</p> <table border="1" data-bbox="858 1451 1489 1935"> <thead> <tr> <th></th> <th></th> <th>Mark</th> <th>Mai</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>has some arguments over small things with family members</td> <td>✓</td> <td></td> </tr> <tr> <td>2.</td> <td>lives with grandparents who have traditional views</td> <td></td> <td>✓</td> </tr> <tr> <td>3.</td> <td>lives in a nuclear family</td> <td>✓</td> <td></td> </tr> <tr> <td>4.</td> <td>has parents who don't force their children to follow in their footsteps.</td> <td></td> <td>✓</td> </tr> </tbody> </table>			Mark	Mai	1.	has some arguments over small things with family members	✓		2.	lives with grandparents who have traditional views		✓	3.	lives in a nuclear family	✓		4.	has parents who don't force their children to follow in their footsteps.		✓
		Mark	Mai																		
1.	has some arguments over small things with family members	✓																			
2.	lives with grandparents who have traditional views		✓																		
3.	lives in a nuclear family	✓																			
4.	has parents who don't force their children to follow in their footsteps.		✓																		
<p>Task 3. Find words or phrases in 1 that have the following meanings. (5 mins)</p>	<p>Suggested answer:</p>																				
<ul style="list-style-type: none"> - Teacher has Ss look at the box 1-4. Explain that these words are part of phrases related to the topic of generation gap and they are all in the conversation in 	<p>Suggested answer:</p> <ol style="list-style-type: none"> generation (a) nuclear family 																				

<p>Task 1.</p> <ul style="list-style-type: none"> - Teacher asks Ss to read the definitions and find the suitable words. Underline the words/ phrases in the conversation. - Check answers as a class. 	<p>3. <i>(an) extended family</i> 4. <i>arguments</i></p>
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Task 4. Choose the modal verbs used in 1 to complete the sentences. (5 mins)

<ul style="list-style-type: none"> - Teacher tells Ss to read each sentence individually. Then ask them to find the answers in the conversation. - Teacher checks answers by first asking the class to call out the correct modal verb only, then by calling on individual Ss to read the complete sentences. - Teacher checks answers as a class. - Teacher calls out each modal verb form and elicits what students know about the use of these modal verbs. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>has to</i> 2. <i>have to</i> 3. <i>should</i> 4. <i>must</i>
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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 practice speaking skills;
- To help Ss memorize the basic knowledge on the generation gap.

b. Content: - Role-play

c. Expected outcomes

- Students can give a short talk about the generation gap and how to bridge the gap.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 5. Role-play</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in groups. - In each group, students play the role of grandparent(s), parent(s) and children. - Each group thinks about a situation (clothes choice/ music taste, etc.) that shows the differences among generations and creates a short role-play about the differences with suitable solutions. - Ss have 3 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. 	<p><i>Students' own creativity.</i></p>

e. Assessment

- Teacher 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

- Write a short paragraph about how the generation gap manifests in your family.
- Prepare for the project in Lesson 8

Board Plan

Date of teaching

UNIT 2: THE GENERATION GAP

Lesson 1: Getting started – What is a generation gap?

***Warm-up**

*** Vocabulary**

1. generation gap (n.ph.)
2. behaviour (n)
3. nuclear family (n.ph.)
4. extended family (n.ph)
5. follow in somebody's footsteps (idiom)

- **Task 1:** Listen and read. (p.18)

- **Task 2.** Read the conversation again. Tick (✓) the true information about Mark and Mai. (p.19)

- **Task 3.** Find words or phrases in Task 1 that have the following meanings. (p.19)

- **Task 4.** Choose the modal verbs used in Task 1 to complete the sentences. (p.19)

- **Task 5:** Role-play

***Homework**

UNIT 2: THE GENERATION GAP

Period 11: Language

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

1. Knowledge

- Use the lexical items related to the topic *The generation gap*;
- Recognise and practise contracted forms;
- Review the use of *Modal verbs: must, have to, and should*.

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

- Understand about the generation gap;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

- We use **must** and **have to** to say it is **necessary** to do something at present.
Example: Oh, it's 10 p.m. I must go home now.
I have to go home now.
- We use **have to** to talk about **the past or future**.
Example: My grandmother had to do all household chores.
We will have to accept these generational differences.
- When **the speaker decides** what is necessary, we use **must**. When **someone else makes the decision**, we use **have to**.
Example: I **must** clean my room before my friend comes to stay with me.
I **have to** clean my room every day. (My mother forces me to do it.)
- We use **mustn't** to express something we **are not allowed to do**.
Example: You **mustn't** behave rudely towards other people.
- We use **don't have to** to say that something is **not necessary**.
Example: They **don't have to** wear uniforms at the weekend.
- We use **should** or **shouldn't** to **give advice, make a recommendation, or offer an opinion** about what is right or wrong.
Example: I think parents **should** limit their children's screen time.

Assumptions

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Quizizz

c. Expected outcomes:

- Students can listen and find out some ways to stay healthy from the video clip.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Quizizz</p> <ul style="list-style-type: none"> - Ss use their electronic devices to access the link on quizizz and join the game. - Teacher shows the questions one by one, and the whole class answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson. 	<p>Link: https://quizizz.com/admin/quiz/6384e7b420f73e001e34eec8?source=quiz_share</p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise contracted forms.
- To help Ss practise contracted forms.

b. Content:

- Task 1: Listen and repeat. Pay attention to the contracted forms in the following sentences. What are their full forms? (p.19)
- Task 2: Listen and circle what you hear: contracted or full forms. Then practice saying these conversations in pairs. (p.19)

c. Expected outcomes:

- Students can pronounce the contracted forms correctly.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1: Listen and repeat. Pay attention to the contracted forms in the following sentences. What are their full forms? (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the recording. Have them pay attention to the contracted forms. - Teacher asks Ss to circle the words in contracted forms. - Teacher asks Ss to work in pairs and take turns to read the sentences in full form. - Teacher checks the answers as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. we will 2. You are 3. cannot 4. That is 5. do not 6. let us
<p>Task 2: Listen and circle what you hear: contracted or full forms. Then practice saying these conversations in pairs. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read quickly through the questions and answers. Check understanding. - Teacher plays the recording twice, if necessary, pausing after each sentence and asks Ss to repeat as a class. - Students circle the forms they hear. - Teacher has Ss work in pairs to take turns to read each sentence aloud. - Teacher checks as a class. <p>Extension: In stronger classes, Teacher writes down some sentences or short conversations using the full forms on the board or pieces of paper. Put Ss in pairs and have them write the contracted forms, e.g.</p> <p><i>A: You should not make so much noise. (shouldn't)</i> <i>B: I do not make any noise. I am as quiet as a mouse. (don't; I'm)</i></p> <p>Teacher asks Ss to practise them in pairs. Then invite some pairs to</p>	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. A: What's B: We'll 2. A: Don't you B: don't 3. A: who'll B: I will

read them in front of the class.

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 generational differences.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Match the words to make phrases that mean the following. (p.20)
- **Task 2.** Complete the sentences using the correct forms of the phrases in 1. (p.20)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Match the words to make phrases that mean the following. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the definitions of the phrases first and checks understanding. - Teacher has Ss match each word with another one to make a phrase having the definition right next to it. - 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. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. traditional view 2. common characteristics 3. generational conflict 4. cultural values
Task 2. Complete the sentences using the correct forms of the phrases in 1. (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - 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. - Extension: <i>In stronger classes, have Ss play a game individually or in pairs. Each student or pair writes a short meaningful text in which all four phrases have been used. Give a time limit of three minutes and have each student or pair read out their texts. The other Ss give a mark out of 10. Have Ss add up their marks. The winner is the student or pair with the highest score.</i> 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. cultural values 2. generational conflicts 3. common characteristics 4. traditional view

e. Assessment: - Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise the difference between Modal verbs: must, have to, and should.
- To help Ss practise Modal verbs: must, have to, and should.

b. Content:

- **Task 1.** Circle the correct answers to complete the sentences. (p.20)
- **Task 2.** Work in pairs. Are there any rules in your family or things that you or your parents think are necessary? Share them with your partner. Use must, have to, and should. (p.21)

c. Expected outcomes:

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

d. Organisation

Lesson content & techniques for organizing students' learning	Expected products of
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activities	student work
Task 1. Circle the correct answers to complete the sentences. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the notes in the Remember box to review the differences between Modal verbs: must, have to, and should. Give more explanation and examples if necessary. - Teacher gives Ss time to complete the task. - Teacher checks answers as a class by having individual Ss write the answers on the board. Go through each sentence and ask Ss to explain why they have used that modal verb. - Extension: Teacher writes some phrases expressing things that are required, necessary or a good idea to do. Make sure that each one can be used with a modal verb. <i>For example, stop at the red light (must), show your passport to get on the plane (have to), rest when you have a cold (should), use your mobile phone during an exam (mustn't).</i> <p>Teacher writes the modal verbs on the board and has Ss put the phrases under one of them, and make sentences, e.g. <i>Drivers must stop at the red light. You have to show your passport to get on the plane. You should rest when you have a cold. You mustn't use your mobile phone during an exam.</i></p>	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>must</i> 2. <i>have to</i> 3. <i>should</i> 4. <i>had to</i>
Task 2. Work in pairs. Are there any rules in your family or things that you or your parents think are necessary? Share them with your partner. Use must, have to, and should. (7 mins)	
<ul style="list-style-type: none"> - Teacher lets Ss work in pairs. - Teacher asks Ss to talk to their partner and share about rules in your family or things that they or their parents think are necessary - Teacher requires Ss to use the correct modal verbs. - Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as the rules of contracted forms. - Extension: <i>In stronger class, Teacher may ask one student to report what his/her partner has shared and vice versa.</i> 	<p>Example:</p> <p><i>A: I have to be back home by 9 p.m.</i></p> <p><i>B: Really? I don't have to. But my parents think I shouldn't stay out after 10 p.m.</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching
Unit 2: The generation gap
Lesson 2: Language

***Warm-up**

Watch a video

*** Pronunciation**

- Task 1: Listen and repeat. Pay attention to the contracted forms in the following sentences. What are their full forms? (p.19)

- Task 2: Listen and circle what you hear: contracted or full forms. Then practice saying these conversations in pairs. (p.19)

*** Vocabulary**

- Task 1: Match the words to make phrases that mean the following. (p.20)

- Task 2. Complete the sentences using the correct forms of the phrases in 1. (p.20)

*** Grammar**

- Task 1. Circle the correct answers to complete the sentences. (p.20)

- Task 2. Talk any rules in your family or things that you or your parents think are necessary using must, have to, and should. (p.21)

***Homework**

UNIT 2: THE GENERATION GAP

Period 12: Reading – Different generations

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about different generations.

2. Competences

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

3. Personal qualities

- Acknowledge and understand characteristics of different generations;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. characteristic (n)	/,kærəktə'ristɪk/	a typical feature or quality that something/somebody has	đặc điểm
2. critical (adj)	/'krɪtɪkl/	making careful judgements	có tính phản biện
3. creative (adj)	/kri'eɪtɪv/	involving the use of skill and the imagination to produce something new or a work of art	sáng tạo
4. platform (n)	/'plætfɔ:m/	the type of computer system or the software that is used	nền tảng

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content: - Crossword

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

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Game: Mysterious picture</p> <ul style="list-style-type: none"> - Ss work in groups. - There are 4 questions which relate to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. 	<p>Clues:</p> <ol style="list-style-type: none"> 1. special qualities that belong to a group of people or things 2. a disagreement between different generations 3. beliefs about what is important in the culture of a particular society 4. a belief or an opinion that has existed for a long time without changing <p>Answer key:</p> <ol style="list-style-type: none"> 1. common characteristics 2. generational conflict 3. cultural values 4. traditional view <p>KEY WORD: GENERATIONS</p>

e. Assessment

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

2. ACTIVITY 1: PRE-READING (9 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:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1. Work in pairs. Look at the photos. Discuss what you know about the generation in each picture (e.g. age, characteristics, interests, life experiences). (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and look at the pictures. - They should discuss what they know about the generation in each picture. - Teacher has some Ss share their answers with the whole class. - Teacher introduces the topic of the reading text. <div style="text-align: center;">  <p>Generation X</p>  <p>Generation Y</p> </div>	<p>Suggested answers:</p> <p><i>Generation X refers to the generation born between 1965 and 1980. Gen Xers are also known as critical thinkers because they achieved higher levels of education than previous generations.</i></p> <p><i>Generation Y, also known as Millennials, refers to those born between the early 1980s and late 1990s. They are curious and ready to accept changes.</i></p> <p><i>Generation Z includes people born between the late 1990s and early 2010s, a time of great technological developments and changes.</i></p>



Generation Z

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. characteristic (n)
 2. critical (adj)
 3. creative (adj)
 4. platform (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 guessing the meaning of words from context;
- To develop reading skills for general information;
- To develop reading skills for specific information.

b. Content:

- Task 2. Read the article. Match the highlighted words with their meanings. (p.21)
- Task 3. Read the article again and choose the best title. (p.22)
- Task 4. Read the article again. Tick (✓) the characteristics of each generation according to the article. (p.22)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 2. Read the article. Match the highlighted words with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning. - Teacher asks Ss to work in groups to discuss the clues and compare answers. - Teacher checks answers as a class. Have individual Ss write the words on the board. In weaker classes, check understanding of the words by asking Ss to make sentences with them. <p>Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, have them check its meaning in a dictionary and write a short definition on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table and find the definition of their new word.</p>	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. b 2. d 3. e 4. a 5. c
Task 3. Read the article again and choose the best title. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to elicit strategies they can use to read texts for main ideas, e.g. paying attention to the topic sentence in each 	<p>Suggested answer:</p> <p>C. Characteristics of different</p>

<p>paragraph, highlighting key information, or searching for conclusions.</p> <ul style="list-style-type: none"> - Teacher asks Ss to read the whole text once and choose the best title for the text. In weaker classes, read through the three options first and check understanding. - Teacher asks Ss to work in pairs to compare their answers. - Teacher checks answers as a class. In stronger classes, ask Ss to explain why options A and B are not suitable titles, e.g. <i>A: This is not mentioned in the text. B: This is too broad and not closely related to the text.</i> 	<i>generations</i>
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Task 4. Read the article again. Tick (✓) the characteristics of each generation according to the article. (7 mins)

<ul style="list-style-type: none"> - Teacher asks Ss to read the descriptions given and underline the key information in each of them. - Teacher checks the key words Ss have underlined, e.g. <i>1. enjoy, working, team; 2. use apps and digital devices, creative; 3. critical thinking; 4. have their own business 5. known for, their curiosity.</i> - Teacher reminds Ss that the statements may include paraphrased information so they should look for synonyms or antonyms in the text. - Teacher asks Ss to read through the text looking for the key information they underlined in the statements or words with the same or similar meaning. - Teacher checks answers as a class. <p>Extension: Put Ss into pairs. Have pairs write down two statements about each generation on pieces of paper. Make sure they are different from the statements in the activity. Ask some pairs to come to the board and read their statements. The first S to call out the correct generation wins a point. The winner is the S with the most points.</p>	<p>Answer key:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Generation X</th> <th>Generation Y</th> <th>Generation Z</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>They enjoy working in a team with others.</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2.</td> <td>They can use apps and digital devices in creative ways.</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>3.</td> <td>Critical thinking is one of their characteristics.</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>Most of them plan to have their own business.</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>5.</td> <td>They are known for their curiosity.</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>			Generation X	Generation Y	Generation Z	1.	They enjoy working in a team with others.		✓		2.	They can use apps and digital devices in creative ways.			✓	3.	Critical thinking is one of their characteristics.	✓			4.	Most of them plan to have their own business.			✓	5.	They are known for their curiosity.		✓	
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4.	Most of them plan to have their own business.			✓																											
5.	They are known for their curiosity.		✓																												

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Discussion: *Do you agree with the descriptions of each generation?*

c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own opinions.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 5. Discussion</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. Have them discuss if they agree with the descriptions of each generation. Encourage them to explain why they agree or disagree. - Teacher invites some groups to share their answers with the whole class. - Teacher asks other students to listen and give comments. 	<i>Students' own ideas.</i>

- Teacher gives feedback and gives marks to Ss' performance.	
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e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 2: The generation gap

Lesson 3: Reading – Different generations

***Warm-up**

*** Lead-in**

*** Vocabulary**

1. characteristic (n)
2. critical (adj)
3. creative (adj)
4. platform (n)

- Task 2. Read the article. Match the highlighted words with their meanings.

- Task 3. Read the article again and choose the best title.

- Task 4. Read the article again. Tick (✓) the characteristics of each generation according to the article.

- Task 5: Discussion

***Homework**

UNIT 2: THE GENERATION GAP

Period 13: Speaking – Talking about different generations

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

1. Knowledge

- Talk about different generations in the family;
- Know how to start a conversation or discussion.

2. Competences

- Gain some language expressions to talk about different generations;
- Talk about different generations;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to talk about different generations;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' previous knowledge on different generations;
- To set the context for the speaking part;

b. Content:

- Students look at the picture and guess.

c. Expected outcomes:

- Students can follow the instructions and memorize some information about different generations.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Guessing game</p> <ul style="list-style-type: none"> - Teacher shows the picture about 3 generations with clues. - Teachers asks Ss to look at the rules then guess which generation each set of clues indicates. - Students speak out the name of each generation based on the given clues. - Teacher calls some students to provide more information they can remember from the previous lesson. - Teacher gives comments and leads to the new lesson. 	

e. Assessment

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

2. ACTIVITY 1: PRE-SPEAKING (5 mins)

a. Objectives:

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Pre-teach vocabulary related to the content of the lesson;
- Introducing tips to start a conversation or discussion.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to give differences among generations in the family.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Brainstorming	
<ul style="list-style-type: none"> - Teacher asks Ss to read the example and the list of suggested ideas individually. - Teacher checks comprehension and explain any phrases Ss may find difficult to understand, e.g. <i>be open to different points of view, have fixed ideas about the world, be open to new ways of thinking.</i> - Teacher has Ss think about if any of these ideas relate to members of their family. Ask them to share with a partner. In stronger classes, has Ss give reasons for their choices. - Teacher asks Ss to brainstorm other ideas in pairs or as a class, and write them on the board, e.g. <i>My sister is very creative. My father likes to listen and accept differences.</i> <p>Tips to start a conversation or discussion:</p> <ul style="list-style-type: none"> - Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases. - Teacher asks Ss to give more examples. 	<p>Tips to start a conversation or discussion:</p> <ul style="list-style-type: none"> * <i>To start a conversation or discussion, you can:</i> + <i>present the topic.</i> <i>Example: Let's talk about ...</i> + <i>ask your partner for personal information related to the topic.</i> <i>Example: Ly, do you live with your extended family?/ Ly, what kind of family do you have?</i> + <i>ask for an opinion.</i> <i>Example: Ly, do you think there are any differences between the generations of your family?/ Ly, what do you think about your generation?</i>

e. Assessment

- Teacher checks students' answers and gives feedback.

3. ACTIVITY 2: WHILE-SPEAKING (24 mins)**a. Objectives:**

- To help Ss practise structures to start a conversation or discussion;
- To give Ss an opportunity to practice talking about different generations;
- To provide Ss with some differences among generations.

b. Content:

- Task 1. Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs. (p.22)
- Task 2. Work in pairs. Talk about the different generations of your family. Use the model and tips in 1, and the ideas below to help you. (p.23)
- Task 3. Work in groups. Discuss the following question and then report to the whole class. (p23)

c. Expected outcomes:

- Students know how to talk about different generations and use structures to start a conversation or discussion.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to study the given jumbled speakers' lines and the beginning and end of the conversation. 	Suggested answer: 1. C 2. D 3. A

<ul style="list-style-type: none"> - Teacher has Ss to work in pairs to rearrange the jumbled sentences and walks around to offer help if necessary. - Teacher checks answers as a class. - Teacher gives time for the pairs to practice the conversation and calls some pairs to practice in front of the class. 	4. B
<p>Task 2. Work in pairs. Talk about the different generations of your family. Use the model and tips in 1, and the ideas below to help you. (9 mins)</p>	
<ul style="list-style-type: none"> - Teacher explains the task and reminds Ss of the ways to start a conversation. - Teacher asks Ss to work in pairs, brainstorm ideas and write down the questions for their conversation. - Teacher asks pairs to practise their conversation at least twice. Encourage them to swap roles so that each student has a chance to ask and answer questions about their family. - Teacher walks around to provide help if necessary. - Teacher invites some pairs to role play the conversation in front of the class. 	<i>Students' answers</i>
<p>Task 3. Work in groups. Discuss the following question and then report to the whole class. (8 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to work in groups and have a group discussion about the most common differences among the generations of their families. - Teacher tells groups to choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind group members that they need to listen without interrupting their classmates, wait for their turn to speak, take notes, and contribute ideas. - Teacher walks around to offer help Ss, if necessary, and encourages quiet group members to get involved. - Teacher has some groups come to the front and report their discussion. - Teacher praises groups for good effort, teamwork and interesting ideas. 	<i>Students' practice</i>

e. Assessment

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

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

a. Objectives:

- To check students' understanding about the language use in starting a conversation or discussion;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content: - Further practice: Students talk about more differences in their family.

c. Expected outcomes:

- Students can use the language and ideas from the unit and develop their own ideas.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Further practice</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs, discuss and brainstorm ideas about generation differences in their family. - Teacher invites some pairs to demonstrate their discussion in front of the class - Teacher encourages the rest of the class to follow their friends' performances and compare them with their own ideas. - Teacher gives feedback and gives marks to Ss' performance. 	<i>Students' practice.</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 2: the generation gap

Lesson 4: Speaking – Talking about different generations

***Warm-up**

*** Brainstorming**

- Task 1. Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs.
- Task 2. Work in pairs. Talk about the different generations of your family. Use the model and tips in 1, and the ideas below to help you.
- Task 3. Work in groups. Discuss the following question and then report to the whole class.
- Task 4: Further practice

***Homework**

UNIT 2: THE GENERATION GAP

Period 14: Listening – Family conflicts

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

1. Knowledge

- Gain an overview about reasons for family conflicts;
- Memorize vocabulary to talk about family conflicts.

2. Competences

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

3. Personal qualities

- Be aware of family conflicts;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. disagreement (n)	/ˌdɪsəˈɡri:mənt/	a situation where people have different opinions about something and often argue	sự bất đồng
2. upset (n)	/ˌʌpˈset/	to make somebody/yourself feel unhappy, anxious or annoyed	gây khó chịu
3. complain (about) (v)	/kəmˈpleɪn/	to say that you are annoyed, unhappy or not satisfied about somebody/something	phàn nàn (về)
4. allow (sb to do st) (v)	/əˈlaʊ/	to let somebody/something do something; to let something happen or be done	cho phép (ai làm gì)
5. appearance (n)	/əˈpiərəns/	the way that somebody/something looks on the outside; what somebody/something seems to be	ngoại hình

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 family conflicts;


- To set the context for the listening part;
- b. Content:** - Watch a video about the reasons for family conflicts.
- c. Expected outcomes:**
 - Students can name the reasons for family conflicts in the video.
- d. Organisation**

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p style="text-align: center;">Watch a video</p> <ul style="list-style-type: none"> - Teacher plays the video and asks the whole class to stand up. - Ss watch the video and note down the reasons for family conflicts. - Teacher calls some Ss to share and confirm the answers. - Teacher leads in the new lesson. 	<p>Link: https://www.youtube.com/watch?v=floyseKG9Y8</p>

- 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:**
 - Pre-teach vocabulary related to the content of the lesson;
- c. Expected outcomes:**
 - Students understand the meaning and know how to pronounce some words from the recording.
- d. Organisation**

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. disagreement (n) 2. upset (n) 3. complain (about) (v) 4. allow (sb to do st) (v) 5. appearance (n)
Task 1. Complete the following table about you. Work in pairs and compare your answers. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the picture and guess why the people are arguing. - Teacher asks Ss to read the statements in the table and tick the correct information about them. - Teacher has Ss work in pairs to compare their answers. Encourage them to ask each other questions and give more details about their answers. - Teacher invites some Ss to share their answers or their partners' answers with the class. 	<p>Suggested answer: <i>The daughter is fed up with her mother telling her what to do all the time, and refuses to listen.</i></p>  <p><i>Students' own answers</i></p>

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

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

- a. Objectives:**
 - To help Ss practise listening for the main idea;

- To help Ss practise listening for specific information;
- To provide Ss with some basic information about family conflicts.

b. Content:

- Task 2. Listen to a conversation between Kevin and Mai. Number the things they talk about in the order they are mentioned. (p.23)
- Task 3. Listen to the conversation again and answer the following questions using no more than TWO words. (p.23)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 2. Listen to a conversation between Kevin and Mai. Number the things they talk about in the order they are mentioned. (8 mins)	
<ul style="list-style-type: none"> - Teacher explains the format of this activity: Ss listen and number the things the speakers talk about in the order they are mentioned. - Teacher has Ss read through statements carefully and check if they understand the vocabulary and the context by asking questions such as <i>Who are the speakers?</i> and <i>What do you think they will be talking about?</i> - Teacher reminds Ss that the conversation may not contain the exact words as in the statements so Ss should listen for synonyms or words with similar meaning, e.g. <i>screen time – the time I spend on my smartphone and laptop, disagreements - conflict.</i> - Teacher plays the recording and has Ss listen and numbers the things listed in the four statements. - Teacher asks Ss to compare their answers in pairs or groups. - Check answers by playing the recording again and pausing after the parts of the conversation containing the information. 	<p>Suggested answer: 1. <i>d</i> 2. <i>C</i> 3. <i>b</i> 4. <i>a</i></p>
Task 3. Listen to the conversation again and answer the following questions using no more than TWO words. (12 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read through the questions carefully and check if they understand all the vocabulary. - In stronger classes, ask Ss if they can answer the questions without listening to the conversation again. - In weaker classes, have Ss think about the type of information they will need to answer each question, e.g. <i>1. something about Mai; 2. the place where Mai is not allowed to wear tight jeans; 3. the main reason why Kevin uses his smartphone and laptop; 4. the thing(s) Kevin's parents worry about; 5. the time when Kevin's parents take his smartphone and laptop away.</i> - Teacher asks Ss to focus on the type of information that they will need. Remind Ss of the word limit for each answer. - Teacher plays the recording. Ask Ss to listen and take notes. - Check answers as a class. <p>Extension: Play the recording, pausing before the last word of long sentences and have Ss recall or guess it, e.g., play the sentence until the word 'appearance': <i>She keeps complaining about my ...</i> Have Ss call out the last word. In stronger classes, ask Ss to write the words on the board.</p>	<p>Suggested answer: 1. <i>Mai's appearance</i> 2. <i>At school.</i> 3. <i>(His) homework.</i> 4. <i>Kevin's eyesight/ his eyesight.</i> 5. <i>10 p.m.</i></p>

e. Assessment

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

Tapescript:

Kevin: *You look upset, Mai. What's the matter?*

- Mai:** Well, it's my mum. She keeps complaining about my appearance.
- Kevin:** Oh, I'm sorry to hear that.
- Mai:** Yeah, she doesn't like my choice in clothes and hairstyle.
- Kevin:** I see. So what's wrong with your clothes and hair?
- Mai:** Nothing wrong. But my mum doesn't allow me to wear tight jeans to school. I'm not allowed to colour my hair either. She said she never wore tight clothes or coloured her hair when she was at school.
- Kevin:** Well, I think she's right. We have to wear uniforms to school, remember? And school rules don't allow coloured hair.
- Mai:** Yeah, I know. But I just want to look different on special occasions.
- Kevin:** Then you should tell your mum about it. I think she'll understand.
- Mai:** Maybe you're right. What about you? Do you come into conflict with your parents, Kevin?
- Kevin:** Not really. They just try to limit the time I spend on my smartphone and laptop. But they don't really understand that I mainly use them for my homework, not to play games or post on social media.
- Mai:** Perhaps they worry about your eyesight.
- Kevin:** Yes, maybe that's why they take away my phone and laptop at 10 p.m. Sometimes I don't even have time to complete my homework.
- Mai:** Why don't you try to write down your homework assignments on paper first? Then you can type them quickly on your laptop?
- Kevin:** That's a good idea. I'll try to do that next time.

4. ACTIVITY 3: POST-LISTENING (8 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.

b. Content:

- Task 4: Work in groups. Discuss the following questions. (p.23)

c. Expected outcomes:

- Students can use the language and ideas from the unit to eat more healthily.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 4: Work in groups. Discuss the following questions.	
<ul style="list-style-type: none"> - Teacher asks Ss to list the things that Mai's and Kevin's parents complain about. - Teacher puts Ss into groups. Ask each group to choose a question. Walk round the class and offer help if necessary. Make sure Ss take notes of their discussion and makes a short summary. - Teacher invites Ss from some groups to share their opinions with the whole class. Encourage them to give reasons. 	<i>Students' answers</i>

e. Assessment

- Teacher 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 –Writing.

Board Plan

Date of teaching

Unit 2: The generation gap

Lesson 5: Listening – Family conflicts

***Warm-up**

*** Vocabulary**

1. disagreement (n)
2. upset (n)
3. complain (about) (v)
4. allow (sb to do st) (v)
5. appearance (n)

- Task 1. Complete the following table about you. Work in pairs and compare your answers.

- Task 2. Listen to a conversation between Kevin and Mai. Number the things they talk about in the order they are mentioned.

- Task 3. Listen to the conversation again and answer the following questions using no more than TWO words.

- Task 4: Work in groups. Discuss the following questions.

***Homework**

UNIT 2: THE GENERATION GAP

Period 15: Writing – An opinion essay about limiting teenagers’ screen time

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

1. Knowledge

- Gain an overview about how to write an opinion essay about limiting teenagers’ screen time;
- Apply structures to express opinions.

2. Competences

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

3. Personal qualities

- Be polite and clear when writing an opinion essay;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students’ reading comprehension of short messages;
- To set the context for the writing part;

b. Content: - Do a quiz game to get to know authentic short messages.

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students’ learning activities	Expected products of student work																																																																														
<p>GAME: Board race (The topic word is <i>The generation gap</i>)</p> <ul style="list-style-type: none"> - Teacher gives instructions on how to play the game and gives an example. - Ss discuss in their teams and write down the words. - Ss in each team take turns to write their words on the board. - Teacher confirms the correct words, decides the winner and leads in the lesson. <p><i>Rules and an example of the ‘board race game’:</i></p> <ul style="list-style-type: none"> - The class is divided into teams. - In one or two minutes (depending on the number of the letters in the topic words), Ss have to find the words which are related to the topic and have one letter in the topic word. - If the word begins with a letter in the topic word, the team gets 1 point. - If the letter of the topic word appears in the middle position, the team gets 2 points. 	<table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td> </td><td> </td><td> </td><td>S</td><td>C</td><td>R</td><td style="color: red;">E</td><td>E</td><td>N</td><td> </td><td> </td><td> </td><td>(2 point)</td> </tr> <tr> <td>C</td><td>U</td><td>R</td><td>I</td><td>O</td><td>U</td><td style="color: red;">S</td><td> </td><td> </td><td> </td><td> </td><td> </td><td>(3 points)</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td style="color: red;">S</td><td>K</td><td>I</td><td>L</td><td>L</td><td> </td><td>(1 point)</td> </tr> <tr> <td> </td><td>G</td><td>E</td><td>N</td><td>E</td><td>R</td><td style="color: red;">A</td><td>T</td><td>I</td><td>O</td><td>N</td><td> </td><td>(2 points)</td> </tr> <tr> <td>H</td><td>A</td><td>I</td><td>R</td><td>S</td><td>T</td><td style="color: red;">Y</td><td>L</td><td>E</td><td> </td><td> </td><td> </td><td>(2 points)</td> </tr> <tr> <td colspan="12">Total</td> <td>10 points</td> </tr> </tbody> </table>				S	C	R	E	E	N				(2 point)	C	U	R	I	O	U	S						(3 points)							S	K	I	L	L		(1 point)		G	E	N	E	R	A	T	I	O	N		(2 points)	H	A	I	R	S	T	Y	L	E				(2 points)	Total												10 points
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<ul style="list-style-type: none"> - If the letter of the topic word is at the end of the word they have found, the team gets 3 points. - For example, if the topic word is ESSAY and with the words found in the table below, a team gets 10 points in total. 	
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e. Assessment

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

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

a. Objectives:

- To get students to build up ideas that they can later use for their writing

b. Content:

- Teach Ss use the given note to build up ideas for their writing

c. Expected outcomes:

- Students build up ideas about why parents should/ shouldn't limit teenagers' screen time.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Work in pairs. Complete the notes using the sentences (A–D) in the box. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the four sentences and the notes. Go through each reason with its supporting examples, facts or explanations. - Teacher explains that two of the sentences are reasons and two – supporting examples or further explanations. - Teacher puts Ss into pairs. Have them work together to complete the notes. - Teacher checks answers as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. B 2. C 3. A 4. D
Useful expressions (5 mins)	
<ul style="list-style-type: none"> - Teacher gives Ss a handout and asks them to classify the items into correct groups. - Teacher lets Ss work in groups. - The groups show their answers on the board. - The whole class checks the task together. 	<p>List of expressions:</p> <p>To express opinion:</p> <ul style="list-style-type: none"> · In my opinion, ... · Personally, I think/ I believe (that)... · I strongly believe that.... · It seems to me that... · In my view, ... · From my point of view, ... <p>To add ideas:</p> <ul style="list-style-type: none"> · What is more, ... · Moreover/ furthermore/ in addition (to) · Firstly, ... · First of all, ... · Secondly, ... · Thirdly, ... · Lastly, ... · Finally, ...

e. Assessment

- Teacher observes Ss' work and gives feedback.

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

a. Objectives:

- To help Ss familiarize with the structure and language of an opinion essay;

b. Content:

- Task 2. Read an opinion essay and match each paragraph with the correct description. (p.24)
- Task 3. Write an opinion essay (120–150 words) stating the opposite view. (p.24)

c. Expected outcomes:

- Students can write a complete essay of an opinion essay.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 2. Read an opinion essay and match each paragraph with the correct description. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the four descriptions and put them in the correct order. - Teacher puts Ss in pairs to read and discuss the structure of the model opinion essay. Then have them match each paragraph with a description. - Teacher checks answers as a class. - To check understanding of the structure and language of the opinion essay, ask questions, such as <i>How does the writer introduce the issue? What expression does she use to introduce her point of view? What linking words does she use to introduce each reason?</i> 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. D 2. C 3. A 4. B
Task 3. Write an opinion essay (120–150 words) stating the opposite view. (10 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the introduction to the opinion essay they are going to complete. Elicit that this essay defends the opposite view. Remind of the two reasons supporting this view in Activity 1. - In stronger classes, encourage Ss to use their own ideas. - Teacher has Ss work individually to write their first draft. - Teacher puts Ss in pairs and asks them to swap their draft essays for peer feedback. Encourage Ss to revise their essays and correct any mistakes in their final draft. - Teacher collects Ss' essays to mark and provide written feedback in the next lesson. 	<p>Suggested answer:</p> <p><i>Digital devices play an essential part of teenagers' lives nowadays. I strongly believe that parents should not strictly limit their screen time for the following reasons.</i></p> <p><i>First of all, I think that by limiting the use of technology, parents will also limit what teens can benefit from it. In fact, teenagers can learn a lot of useful knowledge and necessary skills through online educational games and videos.</i></p> <p><i>In addition, when teenagers' screen time is strictly controlled by their parents, the gap between parents and children may become wider. Teenagers may think that their parents are very mean and not fair to them, and may refuse to talk to them.</i></p> <p><i>In conclusion, I believe that it is not a good idea for parents to strictly limit their teenagers' screen time. Teens can benefit from screen activities that encourage learning and parents can develop a better relationship with their children if they don't control the time spent on electronic devices.</i></p>

e. Assessment

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

4. ACTIVITY 3: POST-WRITING (12 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

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Cross-checking</p> <ul style="list-style-type: none">- Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review.- Ss do the task as required.- After peer review, Ss give the writing back to the owner and discuss how to improve it.- Teacher then chooses one piece of writing and gives feedback on it as a model.- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give opinions to other Ss- Teacher chooses some typical errors and corrects the whole class without nominating the Ss' names.	<p>Writing rubric</p> <ol style="list-style-type: none">1. <i>Organization: .../10</i>2. <i>Legibility: .../10</i>3. <i>Ideas: .../10</i>4. <i>Word choice: .../10</i>5. <i>Grammar usage and mechanics: .../10</i> <p><i>TOTAL: .../50</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: The generation gap</p> <p style="text-align: center;">Lesson 6: Writing – An opinion essay about limiting teenagers' screen time</p> <p>*Warm-up</p> <ul style="list-style-type: none">- Task 1: Work in pairs. Complete the notes using the sentences (A–D) in the box. <p>* Useful expressions</p> <ul style="list-style-type: none">- Task 2. Read an opinion essay and match each paragraph with the correct description.- Task 3. Write an opinion essay (120–150 words) stating the opposite view. <p>* Cross-checking</p> <p>*Homework</p>
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UNIT 2: THE GENERATION GAP

Period 16: 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;

- Know about the generation gap in Asian American families;
- Review asking for and giving permission.

2. Core competence

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

3. Personal qualities

- Be ready to offer help to others when necessary;
- Recognise the generation gap in Asian American families.

II. MATERIALS

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

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:





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

b. Content: - Game: Hidden picture game

c. Expected outcomes:

- Students can get ready to learn about the generation gap in Asian American families

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>HIDDEN PICTURE GAME</p> <ul style="list-style-type: none"> - Teacher shows the instructions for the game and asks Ss how to play. - Teacher confirms the rules (if necessary). - Ss work in 4 big groups and quickly raise their hands to answer. - Teacher calls the fastest group to answer and gives points for the correct answers. - The winner is the group with the most correct answers. - Teacher congratulates the winner and leads in the new lesson. 	<p><i>Suggested answer:</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Vietnam</p> </div> <div style="text-align: center;">  <p>Thailand</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>America</p> </div> <div style="text-align: center;">  <p>Mexico</p> </div> </div>

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 ask for and give permission.
- To review expressions to ask for and give permission.

b. Content:

- **Task 1:** Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.25)

- **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. Provide reasons for not giving permission. Use the expressions below to help you. (p.25)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about?</i> - Teacher has Ss listen and complete the conversation with the expressions from the box. - Teacher checks answers by asking two Ss to read out the conversation. - Teacher has Ss underline expressions used to ask for permission (<i>Can I ...; Is it OK if I ...</i>) and giving permission (<i>Certainly./ I'm afraid not.</i>). - Teacher puts Ss in pairs and has them practise the conversation. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. D 2. C 3. A 4. B
Useful expressions (7 mins)	
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 3 groups: asking for permission, giving permission, and refusing permission. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <p>Asking for permission:</p> <ul style="list-style-type: none"> • <i>(Please) Can I ...?</i> • <i>Do you mind if I (go) ...?</i> • <i>Would you mind if I (went) ...?</i> • <i>Is it OK if I (go) ...?</i> <p>Giving permission:</p> <ul style="list-style-type: none"> • <i>Sure.</i> • <i>Of course you can.</i> • <i>No problem.</i> • <i>Please feel free to ...</i> <p>Refusing permission:</p> <ul style="list-style-type: none"> • <i>I'm afraid not.</i> • <i>No, please don't.</i> • <i>I'm afraid you can't.</i> • <i>I'm sorry, but that's not possible.</i>
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. Provide reasons for not giving permission. Use the expressions below to help you. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read through the situations and check understanding. Ask them if they have been in similar situations and if they have been given permission. - Teacher has Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board. - Teacher goes through the Useful expressions in the box and reminds Ss to use them in their conversations. - In stronger classes, encourage them to be more creative and use a 	<p><i>Students' answers</i></p>

<p>variety of sentence structures.</p> <ul style="list-style-type: none"> - Teacher has Ss spend a few minutes planning their conversations, e.g. decide how they are going to start each one, whether they are going to give permission and what reasons they are going to give for not giving permission. Then have Ss practise their conversations. - Teacher invites several pairs of Ss to role-play their conversations in front of the class. Praise for good effort, clear pronunciation, and fluent delivery. 	
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e. Assessment

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

3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To help Ss practise the words in meaningful contexts.
- To help Ss relate what they have learnt about the generation gap to real-life situations.

b. Content:

- **Task 1:** Read the text and complete the comparison table below. (p.25)
- **Task 2.** Work in groups. Discuss the following questions. (p.26)

c. Expected outcomes:

- Students understand the details in the text, memorise them and are able to use them in a meaningful context.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Read the text and complete the comparison table below (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about Asian American families, e.g. <i>Who are Asian Americans? (People in the USA who trace their roots in countries in Asia.) What ethnic groups do they come from? Do you think Asian American families are different from American families? What is the difference?</i> - Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What causes the generation gap in these families? What are the parents in these families like? What are the teenagers in these families like?</i> - Teacher puts Ss into pairs. Ask them to read the text about the generation gap in Asian American families and complete the comparison notes. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Teacher checks answers as a class by calling on pairs to write the missing words on the board. - Teacher goes back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. English 2. American traditions 3. native 4. cultural values
Task 2. Work in groups. Discuss the following questions. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss look back at the text and list the information about the <i>conflicts in Asian American families, the parents' points of view; the teenagers' points of view ...</i> - Teacher asks Ss to work in groups and discuss the questions. Walk around and help Ss if necessary. 	<p><i>Students' answers.</i></p>

e. Assessment

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

4. ACTIVITY 3: EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss apply the knowledge to talk about the differences among Asian American children and Asian American parents.

b. Content: - Talk about the differences among Asian American children and Asian American parents.

c. Expected outcomes:

- Students can talk about the differences among Asian American children and Asian American parents.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Talk about the differences among Asian American children and Asian American parents. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks the students to work in groups and look at the summary about the differences among Asian American children and Asian American parents. - Students use the structures to give opinions and the ideas in the summary to talk about. - Teacher calls some students to present in front of the class. 	<i>Students' answers</i>

e. Assessment

- Teacher's observation on Ss' performance.

- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

- Prepare for Lesson 8 - Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: The generation gap</p> <p>Lesson 7: Communication and Culture / CLIL</p> <p>*Warm-up</p> <p>* Everyday English. Asking for and giving permission</p> <ul style="list-style-type: none"> - Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. - 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. Provide reasons for not giving permission. Use the expressions below to help you. <p>* Culture: The generation gap in Asian American families</p> <ul style="list-style-type: none"> - Task 1: Read the text and complete the comparison table below - Task 2. Work in groups. Discuss the following questions. <p>* Further Practice</p> <p>*Homework</p>

UNIT 2: THE GENERATION GAP

Period 17: 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 2;
- 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

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking 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 the generation gap.
- To enhance students' skills of cooperating with teammates.

b. Content: - Game: Mysterious creature

c. Expected outcomes:- Students can get ready to learn about differences among generations.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. <i>cultural values</i> 2. <i>traditional views</i> 3. <i>lifestyle</i> 4. <i>musical tastes</i> 5. <i>career choices</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review contracted or full forms.
- To help Ss revise words and phrases they have learnt in this unit.

- To help Ss review Modal verbs: must, have to, and should.

b. Content:

- **Task 1:** Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs. (p.26)

- **Task 2:** Solve the crossword. Use the words or phrases you have learnt in this unit. (p.27)

- **Task 3:** Choose the correct answers A, B, C or D to complete the following sentences. (p.27)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1: Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to listen and identify the forms: contracted or full forms in each sentence. - Teacher has Ss practise saying these exchanges in pairs paying attention to the contracted forms. - Teacher asks several pairs of Ss to role-play the exchanges in front of the class. Praise for good pronunciation and fluent delivery. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>mustn't</i> 2. <i>don't</i> 3. <i>It's</i> 4. <i>I've</i>
Task 2: Solve the crossword. Use the words or phrases you have learnt in this unit. (4 mins)	
<ul style="list-style-type: none"> - Teacher has Ss look at the crossword, and the clues. - Teacher asks Ss to read each clue and focus Ss' attention on the gap in it. - Teacher tells Ss to study the context carefully and decide on the word or phrase to fill in the gap. In weaker classes, brainstorm vocabulary items encountered in the unit and write them on the board for Ss' reference. - Teacher asks Ss to fill in the words/ phrases in the crossword. - Teacher has Ss check their answers in pairs / groups. - Teacher checks answers as a class by asking individual Ss to read the sentences. 	<p>Suggested answer:</p> <p>DOWN</p> <ol style="list-style-type: none"> 1. <i>nuclear</i> 2. <i>generation</i> <p>ACROSS</p> <ol style="list-style-type: none"> 3. <i>screen time</i> 4. <i>extended</i> 5. <i>conflicts</i> 6. <i>digital native</i>
Task 3: Choose the correct answers A, B, C or D to complete the following sentences.. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read each sentence and choose the correct modal verb to complete it. - Teacher reminds Ss to study the context carefully and decide which option is the correct one. - Check answers as a class by playing the recording. - Teacher asks individual Ss to read the sentences. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>A</i> 2. <i>B</i> 3. <i>C</i> 4. <i>D</i> 5. <i>A</i>

e. Assessment: - Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content: - Presentation of generational differences among us.

c. Expected outcomes:

- Students practice giving an oral presentation.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Instructions (given in Lesson 1 – Getting Started)	

<ul style="list-style-type: none"> - T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups. - Ss work in groups and prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of survey results. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick 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. 	
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Students’ presentations

<ul style="list-style-type: none"> - All groups make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	
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e. Assessment

- T gives comments and feedback to all 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 3.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: The generation gap</p> <p>Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none"> - Pronunciation - Vocabulary - Language <p>* Project. Generational differences among us</p> <p>*Homework</p>

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
- The presenters greet the audience.		
-The presenters speak clearly and naturally.		
- The presenters cooperate when delivering their talk.		

-The presenters have interactions with the audience.		
-The presenters use some photos/pictures to illustrate their ideas / survey results.		
-The presenters conclude their talk appropriately.		
CONTENT: The presentation includes the following information about generational differences		
- favourite music		
- favourite clothes		
- favourite TV programmes		
- favourite hobbies		
- favourite place to live		
- whether there is a generation gap in the respondents' families; if yes, how they deal with it		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
- I greeted the audience.		
-I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I had interactions with the audience.		
- I used some photos/pictures to illustrate my ideas / survey results.		
-I concluded my part of the talk appropriately.		

CONTENT: Our presentation includes the following information about generational differences		
- favourite music		
- favourite clothes		
- favourite TV programmes		
- favourite hobbies		
- favourite place to live		
- whether there is a generation gap in the respondents' families; if yes, how they deal with it		

UNIT 3: CITIES OF THE FUTURE

Period 18: Getting started – An exhibition of future cities

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Cities of the future*;
- Gain vocabulary to talk about cities and smart living;
- Get to know the language aspects: stative verbs in the continuous form and linking verbs.

2. Competences

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

3. Personal qualities

- Arouse interests in life in cities of the future;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. impact (n)	/ˈɪmpækt/	the effect or influence that an event, situation etc has on someone or something	ảnh hưởng
2. public transport (u.n)	/ˈpʌblɪk ˈtrænspɔ:t/	buses, trains etc that are available for everyone to use	Phương tiện công cộng
3. infrastructure (n)	/ˈɪnfərəˌstrʌktʃə/	the basic systems and structures that a country or organization needs in order to work properly, for example roads, railways, banks etc	Cơ sở hạ tầng
4. traffic jam	/ˈtræfɪk dʒæm/	a long line of vehicles on a road that cannot move or can only move very slowly	Tắc nghẽn giao thông
5. carbon footprint	/ˈkɑːbən ˈfʊtˌprɪnt/	the amount of carbon dioxide that a person or organization produces by the things they do, used as a way of measuring the amount of harm they do to the environment	Lượng CO2

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content: - Game: *Hot potato*: Revise some of the target words learnt in Unit 2.

c. Expected outcomes:

- Students can revise some target words learnt in Unit 2.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>CATEGORIZING GAME</p> <ul style="list-style-type: none"> - Ss stand in a circle or two rows facing each other and set a time limit for the game. - T throw the ball to one student and have him/her call out one target word or phrase from Unit 2. Then he/she throws the ball to another student, who has to say another target word. - The game continues until the time is up or all ss have had a chance to say a word or phrase. 	<p>Target words in Unit 2</p>

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 use key language more appropriately before they read.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. impact (n) 2. public transport (n) 3. infrastructure (n) 4. traffic jam (n) 5. carbon footprint (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 check Ss' comprehension of the conversation.
- To introduce words and phrases related to healthy lifestyles.

b. Content:


- Task 1: Listen and read (p.28)
- Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (p.29)
- Task 3. Match the words to make phrases mentioned in 1. (p.29)
- Task 4. Complete the sentences with phrases from 1. (p.29)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Listen and read. (5 mins)	

<ul style="list-style-type: none"> - 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. 	 <p>Questions:</p> <ul style="list-style-type: none"> - <i>What can you see in the picture?</i> - <i>How is the city different from that now?</i> - <i>What do you benefit from living in this city?</i> <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>Tall buildings, roads in the air, flying private vehicles</i> - <i>People travel by flying objects instead of going by car or bus. ...</i> - <i>Life will be more convenient without pollution. ...</i>
<p>Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher tells Ss to read the conversation again and work independently to find the answers. - 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. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> <i>green areas</i> <i>traffic jams</i> <i>technology</i> <i>housing</i>
<p>Task 3. Match the words to make phrases mentioned in 1. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss look at task 3, and ask Ss to do the matching. - Teacher asks Ss to read out the phrases they have found and explain the meaning of them. - Check answers as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> <i>public transport</i> <i>private vehicles</i> <i>modern infrastructure</i> <i>high-rise buildings</i> <i>smart city</i>
<p>Task 4. Complete the sentences with phrases from 1. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the three statements. - Teacher asks Ss to complete the sentences, using the correct phrases from the text. - Check answers as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> <i>seems a good solution</i> <i>looks beautiful</i> <i>am thinking of</i>

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practice speaking skills;
- To help Ss imagine their cities of the future.

b. Content: - Interview

c. Expected outcomes: - Students can give a short talk about their cities of the future.

d. Organisation

Lesson content & techniques for organizing students' learning	Expected products of
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activities	student work
<p>Task 5. Interview</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. Asks them to draw what their city of the future will look like. Then, look at the picture and ask each other. - Teacher invites 1 or 2 pairs to come to the stage and do the interview. - Teacher asks other students to listen and give comments. - Teacher gives feedback and gives marks to the students with good performance. 	<p><i>Students' own creativity.</i></p>

e. Assessment

- Teacher 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

- Write a short paragraph about how cities of the future look like.
- Prepare for the project in Lesson 8

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 3: Cities of the future</p> <p>Lesson 1: Getting started</p>
<p>*Warm-up</p>
<p>* Vocabulary</p> <ol style="list-style-type: none"> 1. impact (n) 2. public transport (n) 3. infrastructure (n) 4. traffic jam (n) 5. carbon footprint (n)
<ul style="list-style-type: none"> - Task 1: Listen and read (p.28) - Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (p.29) - Task 3. Match the words to make phrases mentioned in 1. (p.29) - Task 4. Complete the sentences with phrases from 1. (p.29) - Task 5: Interview
<p>*Homework</p>

UNIT 3: CITIES OF THE FUTURE

Period 19: Language

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

1. Knowledge

- Use the lexical items related to the topic *cities of the future*;
- Recognise and practise linking final consonants to initial vowels;
- Review the use of *stative verbs in the continuous form* and *linking verbs*.

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

- Be ready to know more about cities and smart living;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Stative verbs in the continuous form	Linking verbs
1. Describe a state rather than an action - Thoughts and opinions (agree, believe, remember, think, understand) - Feelings and emotions (hate, love, prefer) - Sense (appear, feel, look, see, seem, smell, taste) - Possession (belong, have, own) 2. <i>Stative verbs are not normally used in the continuous form. However, some stative verbs can be used in the continuous form to describe actions, depending on the context.</i> Eg: My dad has a new car. He is having a good time.	1. Link the subject with an adjective or a noun that describes or identifies the subject. 2. Common linking verbs: be, seem, look, become, appear, sound, taste, smell

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 cities and smart living;
- To enhance students' skills of cooperating with teammates.

b. Content: - put the pieces of paper together into a picture of cities and smart living

c. Expected outcomes:

- Students can listen and find out some ways to stay healthy from the video clip.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<ul style="list-style-type: none"> - Ss work in 4 groups. Each group is given some pieces of paper. - Ss have to put the pieces of paper together into a picture. - The group that has the picture in the shortest time is the winner. 	<p>Suggested answers:</p> 

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise linking between a final consonant and an initial vowel.

b. Content:

- **Task 1:** Listen and repeat. Pay attention to the linking between the words in the sentences. (p.29)
- **Task 2:** Listen and mark the consonant and vowel sounds that are linked. Then practice saying the sentences. (p.29)

c. Expected outcomes:

- Students can correctly pronounce the linking between a final consonant and an initial vowel.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1: Listen and repeat. Pay attention to the linking between the words in the sentences. (7 mins)</p>	
<p>Aims: To help give Ss practice in pronouncing, recognise and practise linking between a final consonant and an initial vowel.</p> <ul style="list-style-type: none"> - Teacher explains the importance of linking in spoken English. - Teacher explains that the linking is already marked, and asks Ss to read the sentences first and say which sounds are linked. - Teacher plays the recording and asks Ss to listen and repeat. Tell them to pay attention to linked sounds. - Teacher asks Ss to practice reading the sentences aloud in pairs. 	<p>Notes:</p> <ul style="list-style-type: none"> - <i>When we speak naturally, we don't pause between most words. We usually link the end and beginning of some words so that they are easy to say and flow together smoothly.</i> - <i>Consonant-to-vowel is very common and occurs between a word ending with a consonant sound and a word beginning with a vowel sound.</i> <ol style="list-style-type: none"> 1. He lives <u>in</u> the city centre. 2. Cities <u>of</u> the future will be more <u>exciting</u>. 3. The new high-rise building <u>is in</u> the west <u>of</u> the city. 4. A <u>lot of</u> people come to the city to <u>walk across</u> the famous bridge
<p>Task 2: Listen and mark the consonant and vowel sounds that are linked. Then practice saying the sentences. (5 mins)</p>	
<p>Aim: To help Ss recognise and practise linking between a final consonant and an initial vowel.</p> <ul style="list-style-type: none"> - Ask Ss to read the sentences and put a mark between the sounds they think are linked when speaking. - Play the recording and have Ss check their answers. - Play the recording again, pausing after each 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. Traffic jams are the city's biggest problem, especially during <u>rush hours</u>. 2. <u>This is</u> the most beautiful city I've <u>ever</u> visited. 3. Would you like to <u>join a guided tour of</u> the city this afternoon? 4. The <u>Fine Art Museum</u> was <u>built in</u> the new

sentence, for Ss to repeat. Then say the linked words for Ss to check their answers.	<i>urban area of the city.</i>
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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 cities and architecture.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Match the words and phrases with their meanings. (p.30)
- **Task 2.** Complete the sentences using the correct forms of the words and phrases in 1. (p.30)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Match the words and phrases with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Check answers as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>city dweller</i> 2. <i>infrastructure</i> 3. <i>urban centre</i> 4. <i>roof garden</i> 5. <i>skyscraper</i>
Task 2. Complete the sentences using the correct forms of the words and phrases in 1. (6 mins)	
<ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to read the sentences carefully and decide which word and phrase in 1 can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word / phrase, e.g. in the first sentence, the gapped word is about the facilities needed for a city to run smoothly. - Check answers as a class. Have Ss call out the word and phrase they have used in each sentence first. - Confirm the correct answers. Ask Ss to give reasons why they have chosen the word / phrase by referring to the context clues. - Ask individual Ss to read the complete sentences. - Extension: <i>Have Ss make more sentences using the words and phrases they have learnt. In stronger classes, divide the class into teams and give each team five minutes to write as many sentences as they can. Make sure there is at least one sentence with each word or phrase. Ask teams to read them and give a point for each correct sentence. The team with the most points is the winner.</i> 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>infrastructure</i> 2. <i>city dwellers</i> 3. <i>roof garden</i> 4. <i>skyscraper</i> 5. <i>urban centres</i>

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To give Ss an opportunity to practise stative verbs in the continuous form and linking verbs.
- To help Ss practise stative verbs in the continuous form and linking verbs.

b. Content:

- **Task 1.** Choose the correct forms of the verbs to complete the following sentences. (p.30)
- **Task 2.** Find and correct the mistakes in the following sentences. (p.30)

c. Expected outcomes:

- Students know how to use the stative verbs in the continuous form and linking verbs.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Choose the correct forms of the verbs to complete the following sentences. (6 mins)	
<ul style="list-style-type: none"> - Tell Ss to read the explanations in the Remember! box on page 30. Check understanding of the grammar point by asking questions and eliciting what stative verbs are and in which situation they can be used in the continuous form. - In weaker classes, give more examples to make sure Ss understand the use of stative verbs, Eg: I see no problems. vs I'm seeing my friend tonight. This cake tastes delicious. vs The cook is tasting the soup now. - In stronger classes, have Ss come up with their own example sentences. - Ask Ss to work in pairs or individually to choose the correct form of the verb in each sentence. Explain that they can use the context clues to decide on the correct tense form of the verb, e.g. the first sentence expresses an opinion so we can't use the continuous form. - Check answers as a class and ask Ss to explain their choices 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. think 2. are thinking 3. don't see 4. 'm seeing
Task 2. Find and correct the mistakes in the following sentences. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the explanation and examples in the Remember! box on page 30. Check their understanding of the grammar point by asking questions, e.g. What are linking verbs? When do we use them? - What goes after a linking verb? - In weaker classes, give more examples to make sure Ss understand the use of linking verbs, e.g. The perfume smells nice. The cake tastes delicious. He appears/seems like a nice person. - In stronger classes, have Ss come up with their own example sentences using linking verbs. Ask Ss if linking verbs can be stative verbs (yes, some verbs such as be, look, smell, taste, and sound are both linking and stative verbs). - Ask Ss to work independently to find and correct the mistakes in the sentences. - Have Ss work in pairs to compare their answers. - Check answers as a class by having individual Ss read out the sentences or write them on the board. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. The urban lifestyle seems more exciting to young people. 2. The museum building looks beautiful from a distance. 3. Widening the road sounds like a good solution to traffic jams in this area. 4. My sister has become highly successful in her job at the architecture company.

e. Assessment

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

4. CONSOLIDATION (3 mins)

- a. Wrap-up
 - T asks Ss to talk about what they have learnt in the lesson.
- b. Homework
 - Do exercises in the workbook.
 - Prepare for Lesson 3. Reading.

Board Plan

Date of teaching
Unit 3: Cities of the future

Lesson 2: Language

*Warm-up

Put together pieces of paper

* Pronunciation

- Task 1: Listen and repeat. Pay attention to the linking between the words in the sentences.

- Task 2: Listen and mark the consonant and vowel sounds that are linked. Then practice saying the sentences.

* Vocabulary

- Task 1: Match the words and phrases with their meanings.

- Task 2. Complete the sentences using the correct forms of the words and phrases in 1.

* Grammar

- Task 1. Choose the correct forms of the verbs to complete the following sentences.

- Task 2. Find and correct the mistakes in the following sentences.

*Homework

UNIT 3: CITIES OF THE FUTURE

Period 20: Reading – Characteristics of future cities

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about characteristics of future cities.

2. Competences

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

3. Personal qualities

- Activate Ss' background knowledge about characteristics of future cities;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. sustainable (adj)	/sə'steɪ.nə.bəl/	involving the use of natural products and energy in a way that does not harm the environment	bền vững
2. to operate (v)	/'ɒp.ə.r.eɪt/	to work in a particular way	hoạt động
3. efficient (adj)	/'ɪ.fɪ.ənt/	working well without wasting time, money, or energy	có hiệu quả
4. renewable (adj)	/'rɪ'nju:əbəl/	(of energy and natural RESOURCES) that is replaced naturally or controlled carefully and can therefore be used without the risk of finishing it all	có thể hồi phục
5. pedestrian zone (n)	/pə'dɛstriən zəʊn/	an area that has been concerted for the use of pedestrians only, by excluding all motor.	khu vực dành cho người đi bộ
6. livable/liveable (adj)	/'lɪv.ə.bəl/	fit to live in	đáng sống

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:


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

b. Content: - Kim's 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

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p style="text-align: center;">KIM'S GAME</p> <ul style="list-style-type: none"> - Ss work in two teams. Try to remember the things on screen without writing. After that, Ss have 20 seconds to go to the board and write all the words (name of the things). - The team with more correct words becomes the winner. 	<p style="text-align: center;">KIM'S GAME</p> <div style="display: flex; justify-content: space-around;">  </div> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Tall building 2. No pollution 3. Computers/robots 4. No traffic congestion/jams

e. Assessment

- Teacher observes the groups, gives feedback.

2. ACTIVITY 1: PRE-READING (9 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:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in groups. Discuss the questions. (4 mins)</p> <ul style="list-style-type: none"> - Ask Ss to work in groups of three or four to discuss the questions. Have Ss look at the pictures and elicit questions such as What do you see in the picture? What Is the city like? And then lead into the topic of the lesson. - Encourage Ss to come up with their own ideas. Focus on the two main characteristics of future cities (smart and sustainable) - In weaker classes, write some prompts on the board for Ss to think about, e.g. population, transport, architecture. Ask questions related to each one, e.g. Population: Do you think cities will be larger and more crowded? Transport: Do you think there will be more cars? Will people walk or ride bicycles? Will there be flying vehicles? Architecture: Do you think all buildings will be skyscrapers? - Invite some groups to share their ideas with the class. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What will future cities look like? 2. Do you think they will be 'smarter' and more sustainable? why/why not? <p>Suggested answers:</p>

Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these six words will appear in the reading text and asks students to open their textbook to discover further. 	New words: <ol style="list-style-type: none"> 1. <i>sustainable (adj)</i> 2. <i>to operate (v)</i> 3. <i>efficient (adj)</i> 4. <i>renewable (adj)</i> 5. <i>pedestrian zone (n)</i> 6. <i>livable/liveable (adj)</i>

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Task 2. Read the article. Circle the correct meanings of the highlighted words and phrases. (p.31)
- Task 3. Read the article again and decide whether the statements are true (T) or false (F) (p.32)
- Task 4. Read the article again and complete the diagram with information from the text. Use no more than TWO words for each answer. (p.32)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 2. Read the article. Circle the correct meanings of the highlighted words and phrases. (6 mins)	
Aim: To help Ss practise guessing the meanings of words/ phrases from context. <ul style="list-style-type: none"> - Ask Ss to read the whole text once to get an overall idea. - T then have Ss focus on the highlighted words, looking for context clues in the text and working out the correct meaning. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss to discuss the context clues option and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board. 	Suggested answer: <ol style="list-style-type: none"> 1. A 2. A 3. B 4. B
Task 3. Read the article again and decide whether the statements are true (T) or false (F). (7 mins)	
Aim: To help Ss practice reading for specific information. <ul style="list-style-type: none"> - Ask Ss to read the statements and check comprehension. - Remind Ss that the statements may include paraphrased information so they should look for synonyms or words with similar meaning. - Tell Ss to read through the text to locate information related to each statement, then read again, but this time paying attention only to the parts of the text that contain the answers. - Check answers as a class. In stronger classes, have Ss correct the false statements in pairs. Write them on the board. 	Suggested answer: <ol style="list-style-type: none"> 1. F 2. T 3. T 4. F
Task 4. Read the article again and complete the diagram with information from the text. Use no more than TWO words for each answer. (7 mins)	
Aim: To help Ss practise reading for specific information <ul style="list-style-type: none"> - Ask Ss to read the points in the diagram using the information in the text. Focus their attention on the gaps and explain they only need two words for 	

<p>each gap.</p> <ul style="list-style-type: none"> - Tell Ss to read through the text to locate sentences containing the answers. - Have Ss work in pairs or groups to compare answers. - Check answers as a class. In stronger classes, ask Ss to explain the context clues they used for each answer. For example, in the first sentence the missing information is a verb which expresses the purpose of the modern technology used in the city, so the answer is ‘support’. <p>Extension: Ask Ss to close their books. Choose three sentences from the text and write them on the board. Have Ss read them aloud several times. Then erase two or three words from each sentence and have Ss say them again, including the missing words. Erase more words and repeat until Ss are saying the full sentences from an almost empty board.</p>	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. support 2. operate 3. green space 4. infrastructure
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e. Assessment

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

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

a. Objectives:

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

b. Content: - Discussion: *Would you like to live in a smart and sustainable city? Why/Why not?*

c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own lifestyle.

d. Organisation

Lesson content & techniques for organizing students’ learning activities	Expected products of student work
<p>Task 5. Discussion</p> <ul style="list-style-type: none"> - Aim: To help Ss use the ideas and language in the reading to express opinions and give reasons. - Ask Ss to review the text quickly to get the ideas for their answers. In strong classes, have Ss explain their answers with other ideas that they may come up with. - Encourage Ss to explain their answers using as many reasons as possible. - Invite some Ss from different groups to give their answers to the class. 	<p>Suggested answers:</p> <p><i>I would like to live in a smart city because it is very modern. As a person who has a great interest in technology, I’d love to see how the smart technologies are used in the smart city and how they can make city dwellers’ life better.</i></p>

e. Assessment

- Teacher 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

- Write a short paragraph about the smart and sustainable city you would like to live in.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board Plan

Date of teaching

Unit 3: Cities of the future

Lesson 3: Reading – Characteristics of future cities

***Warm-up**

*** Lead-in**

*** Vocabulary**

1. sustainable (adj)
2. to operate (v)
3. efficient (adj)
4. renewable (adj)
5. pedestrian zone (n)
6. livable/liveable (adj)

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

- Task 3. Read the article again and decide whether the statements are true (T) or false (F)

- Task 4. Read the article again and complete the diagram with information from the text. Use no more than TWO words for each answer.

- Task 5: Discussion

***Homework**

REVIEW 1

Period 21: Language

I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge

- Review the language they have learnt in Unit 1, 2 and 3.

2. Core competence

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

3. Personal qualities: Develop self-study skills.

II. MATERIALS

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

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives: - To revise the vocabulary related to the topic of Unit 1, Unit 2 and Unit 3.

b. Content:

- Miming game: Students describe the words without saying them and then guess the words that they have learnt in 3 units.

c. Expected outcomes:

- Students can recall the important new words that they have learnt.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>CATEGORIZING GAME</p> <ul style="list-style-type: none"> - Teacher lists out some key words of Unit 1, Unit 2 and Unit 3, e.g. <i>squat, star jump, bacteria, conflict, curious, screen time, infrastructure, skyscraper</i> - Teacher has a volunteer come to the front then whispers one of the words into his/her ears. - Ss have to draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point. - The class plays the game together. - T checks if the answers are correct or incorrect and leads in the lesson. 	<p>Suggested words: <i>squat, star jump, bacteria, conflict, curious, screen time, infrastructure, skyscraper</i></p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss review strong and weak forms, contractions and consonant-to-vowel linking and provide further pronunciation practice.

b. Content:

Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (◌). Practise saying the conversation in pairs. (p.38)

c. Expected outcomes:

- Students can identify the strong and weak forms of auxiliary verbs, recognize contracted forms and revise how to link final consonants to initial vowels.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (◌). Practise saying the conversation in pairs. (p.38)</p>	
<ul style="list-style-type: none"> - Teacher plays the recording for Ss to listen and do the activity individually. Then have them compare their answers in pairs. - Teacher plays the recording again, pausing after each sentence for Ss to check their answers. - Teacher writes the marked sentences on the board if necessary. - Ss work in pairs to practise the conversation. <p><i>Extension: Teacher asks Ss to choose a text from previous units. Mark any weak/strong/contracted forms and linked sounds, and practise it in pairs.</i></p>	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. What's ◌ it (linking) 2. in ◌ a (linking) 3. It's (contracted forms) 4. can (weak form) 5. of 6. Do you (weak form), have ◌ a (linking) 7. I don't (contracted form) 8. But I have (linking, weak form)

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 check if students can use words and phrases related to the topics that they have learnt in Unit 1, 2 and 3.

b. Content:

- **Task 1:** Choose the correct answer A, B, C or D to complete the following sentences (p.38)
- **Task 2.** Solve the crossword. (p.39)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1. Choose the correct answer A, B, C or D to complete the following sentences. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D 5. B 6. C
<p>Task 2. Solve the crossword. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Teacher tells Ss that they have learnt all the words and phrases in Unit 1, 2 and 3. The first letters are given to help them find the answer more easily. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. - Extension: Invite individual Ss to add other topic-related words they have learnt from Unit 1 to Unit 3. Make sure there are about 15 words. Teacher 	<p>Suggested answer:</p> <p>DOWN</p> <ol style="list-style-type: none"> 1. skyscrapers 2. dwellers <p>ACROSS</p> <ol style="list-style-type: none"> 3. treatment 4. values 5. screen time

writes all the words on the board. Have Ss study them for half a minute, then the teacher asks Ss to cover/close their eyes. Erase one word from the board. Have Ss open their eyes and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.	6. <i>strength</i>
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e. Assessment: - Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss review past simple and present perfect and provide further grammar practice.

- To help Ss review linking verbs and stative verbs in the continuous form and provide further grammar practice.

- To help Ss review modal verbs *must*, *have to* and *should* and provide further grammar practice.

b. Content:

- **Task 1.** Complete the sentences with the correct forms of the verbs in brackets. (p.39)

- **Task 2.** Choose the correct words or phrases. (p.39)

- **Task 3.** Choose the correct answer A, B, C or D to complete each of the following sentences (p.39)

c. Expected outcomes:

- Students know how to use the past simple or the present perfect, review linking verbs and stative verbs in continuous form and distinguish the use of modal verbs.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Complete the sentences with the correct forms of the verbs in brackets. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences and check comprehension. - Ss complete the sentences individually with the correct form of the verbs in brackets. - Teacher checks answers by having individual Ss call out the verb forms first, then read the complete sentences. - Teacher confirms the correct answers. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>took up</i> 2. <i>has just decided</i> 3. <i>have won</i> 4. <i>started</i> 5. <i>have received</i> 6. <i>have already shown</i>
Task 2. Choose the correct words or phrases. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. - Extension: Put Ss into two teams. Have Team 1 write sentences using stative verbs describing feelings, emotions, thoughts, or senses, e.g. <i>I think I need a holiday</i>. Team 2 should write sentences using stative verbs in the continuous form, e.g. <i>I'm seeing my cousin tomorrow</i>. Then have teams swap their sentences and try to write new sentences using the same verb, but changing its meaning to an action or a state, e.g. <i>I'm thinking about my next holiday</i>. <i>I don't see the house now</i>. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>angry</i> 2. <i>am thinking / stressed</i> 3. <i>Do you remember</i> 4. <i>is getting / do you think</i>
Task 3. Choose the correct answer A, B, C or D to complete each of the following sentences (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>A</i> 2. <i>B</i> 3. <i>C</i> 4. <i>D</i> 5. <i>C</i> 6. <i>B</i>

e. Assessment

- Teacher 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 Review 1 - Lesson 2. Listening and Speaking.

Board Plan

Date of teaching
REVIEW 1
Lesson 1: Language

***Warm-up:** Miming game

*** Pronunciation**

Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (∪).

*** Vocabulary**

- **Task 1.** Choose the correct answer.
- **Task 2.** Solve the crosswords

*** Grammar**

- **Task 1.** Complete the sentences.
- **Task 2.** Choose the correct words or phrases.
- **Task 3.** Choose the correct answer.

***Homework**

REVIEW 1

Period 22: Skills

I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge

- Review the Listening, Speaking, Reading, Writing skills they have learnt in Unit 1, 2 and 3.

2. Core competence

- Develop critical thinking skill;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

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

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (4 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can listen for comprehension and answer the given questions.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Watch a video https://www.youtube.com/watch?v=FttJjqfURB8 - Teacher asks Ss to watch a short video and try to remember the information in the video. - After the Ss listen, Teacher shows each question, one by one. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson.</p> <p>Questions: 1. What is the trend of life expectancy all over the world? 2. Which regions in the world have high life expectancy? 3. Which regions in the world have low life expectancy?</p>	<p>Suggested answers: 1. It has been an increasing trend from 1738 to 2015. 2. North America, Western Europe, Australia, Japan 3. Some parts of Africa</p>

e. Assessment: - Teacher observes the students and gives feedback.

2. ACTIVITY 1: LISTENING (10 mins)

a. Objectives:

- To practise listening for main ideas
- To practise listening for specific information

b. Content:

- **Task 1.** Listen to a talk about life expectancy. Put the topics in the order you hear them. (p.40)
- **Task 2.** Listen again and choose the correct answer A, B or C. (p.40)

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and reorder the key information.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Listen to a talk about life expectancy. Put the topics in the order you hear them. (5 mins)	
<ul style="list-style-type: none"> - Teacher focuses Ss' attention on the picture. Ask, <i>What do you think the listening text will be about?</i> to elicit the topic of life expectancy. - Teacher checks if Ss understand how to do the activity, i.e. number the points in the correct order. - Teacher plays the recording once for Ss to listen and put the information in order. - Teacher checks Ss' answer as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. C 2. A 3. D 4. B
Task 2. Listen again and choose the correct answer A, B or C. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read through the questions and the options. Make sure Ss understand the questions. - Teacher elicits tips for approaching multiple choice questions, e.g. <i>be careful about distractors _ words given in the choices that Ss hear in the listening, but are not the answers, pay attention to paraphrases and synonyms, e.g. over = more; above = over; get access to sth = sth is available; break bad habit = stop doing things that are bad for health.</i> - Teacher plays the recording and has Ss listen and choose their answers. - Teacher asks Ss to check their answers in pairs. - Teacher confirms the correct answers as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. A 2. C 3. B 4. B 5. C

e. Assessment

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

3. ACTIVITY 2: SPEAKING (10 mins)

a. Objectives:

- To help Ss develop ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

b. Content:

- **Task 1:** Work in pairs. Discuss what future cities should have so that city dwellers can live a long and healthy life. Fill in the diagram. (p.40)
- **Task 2.** Work in groups. Compare your diagrams. Discuss which is the most important thing that will help people to live a long and healthy life in the cities of the future. (p.40)

c. Expected outcomes:

- Students come up with good ideas and are able to decide on the most important thing that will help people to live a long and healthy life in the cities of the future.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Work in pairs. Discuss what future cities should have so that city dwellers can live a long and healthy life. Fill in the diagram. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read through the instructions and write down the discussion 	<p>Students' suggested answers:</p> <ul style="list-style-type: none"> - <i>Smart buildings with sensor technology to reduce</i>

<p>question on the board if necessary.</p> <ul style="list-style-type: none"> - Teacher asks them to work in pairs to discuss the suggestions in the diagram and add more ideas to complete it. - Teacher walks around the class to offer help if necessary. - Teacher invites some pairs to present their completed diagrams in front of the class. 	<p><i>waste and save resources</i></p> <ul style="list-style-type: none"> - <i>All technologies to improve people's safety and security</i> - <i>Green space with more pedestrian zones and cycle paths</i>
<p>Task 2. Work in groups. Compare your diagrams. Discuss which is the most important thing that will help people to live a long and healthy life in the cities of the future. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss work in groups and discuss the most important thing that will help people to live a long and healthy life in the cities of the future. - Teacher walks around the class to offer help if necessary. - Teacher invites some groups to present a summary of their group discussion to the class. 	<p>Student's answers</p> <p>Discussion sample:</p> <p><i>A: There are a lot of things that will help people to live a long and healthy life in future cities. In your opinion, what's the most important thing, B?</i></p> <p><i>B: Well, I think people in future cities really need green space with more pedestrian zones and cycle paths.</i></p> <p><i>C: I totally agree with B. These are necessary for a healthy life. People need a space where they can walk or cycle regularly and safely.</i></p> <p><i>A: I can't agree more. Exercising outdoors is good for people both physically and mentally.</i></p> <p>Report sample:</p> <p><i>In our group, we all agree that green space with more pedestrian zones and cycle paths is the most important thing that will help people to live a long and healthy life. When there are more pedestrian zones and cycle paths in outdoor space, city dwellers will want to exercise more. This will help them to stay healthy and live longer.</i></p>

e. Assessment

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

2. ACTIVITY 1: READING (10 mins)

a. Objectives:

- To help Ss practise reading for main ideas.
- To help Ss practise reading for specific information.

b. Content:

- **Task 1.** Read the text. Match the headings with the paragraphs (p.41)
- **Task 2.** Read the text again and decide whether the following statements are True or False (p.41)

c. Expected outcomes:

- Students can understand the main ideas as well as specific information of the reading passage.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1. Read the text. Match the headings (A-C) with the paragraphs (1-3) (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss read through the three headings and the text. - Teacher asks Ss to do the matching individually, then puts them into pairs to compare their answers. - Teacher confirms the correct answers. - In stronger classes, ask pairs to come up with a suitable title for the whole text. Write Ss' ideas on the board and have the class vote for each one. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. B 2. C 3. A
<p>Task 2. Read the text again and decide whether the following statements are true or false (6 mins)</p>	

<ul style="list-style-type: none"> - Teacher asks Ss to read through the statements and checks understanding of the vocabulary. - Teacher tells Ss to underline the key information in each statement. - Teacher checks the key words Ss have underlined, e.g. 1. <i>three causes, parents and children</i>; 2. <i>changes, parents and children get closer</i>; 3. <i>busy schedules, parents and children, spend a lot of time together</i>; 4. <i>parents, not enough time, long working hours</i>; 5. <i>comparing children, good for them</i>. - Teacher has Ss read the text again and look for the information to decide whether each of the statements is true or false. - Teacher has Ss compare their answers in pairs. - Teacher checks answers as a class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. T 2. F (<i>they see things differently</i>) 3. F (<i>busy schedules prevent them from spending time together</i>) 4. T 5. T
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- e. Assessment:** - Teacher checks students' work and gives feedback.
 - Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: WRITING (10 mins)

a. Objectives: - To help Ss practise writing an opinion essay.

b. Content: Write an opinion essay on the following topic: Some parents often compare their own childhood to their children's experiences today with the intention of teaching them good behaviours. Do you think this is a good idea?

c. Expected outcomes:

- Students develop writing skills on the given topic. They are able to complete an essay and give feedback on their friends' work.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Write an opinion essay on the following topic. You may use the ideas in the reading to help you.</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to refer to the last paragraph of the reading text and checks understanding. Ask if Ss have similar experiences and how they felt. - Teacher has Ss work in pairs to make an outline for their essays and discuss the topic. - Teacher gives Ss enough time to write an essay of about 120-150 words. Set a time limit depending on the Ss' ability level. - Teacher walks around the class and offers help. - If time allows, ask Ss to swap their essays with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation and capitalization. - Collect Ss' essays to mark and provide written feedback in the next lesson. 	<p>Sample answer:</p> <p><i>Many parents compare their own childhood with their children's experiences because they want to teach them good behaviour. In my opinion, parents should not make such a comparison for two reasons. Firstly, parents and their children belong to different generations. Parents experienced different social changes and grew up in different economic conditions. These changes and conditions have formed their points of views and behaviour. However, many social norms have changed over the last decades. Therefore, it may be difficult to apply them to their children's lives nowadays.</i></p> <p><i>In addition, when children are compared to their parents, they may lose their confidence because they may think that they are not good enough. As a result, many of them will believe that their parents don't believe in their abilities and become afraid of living independently.</i></p> <p><i>In conclusion, parents shouldn't compare their life experiences with their children's experiences because of generational differences and the negative emotional feelings that this comparison may cause to their children.</i></p>

- e. Assessment:** - Teacher observation on Ss' performance.
 - Teacher's feedback and peers' feedback.

4. CONSOLIDATION (1 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: Unit 4 – Lesson 1.

Board Plan

Date of teaching

REVIEW 1

Lesson 2: Skills

***Warm-up**

Watch a video

*** Listening**

- **Task 1.** Listen to a talk about life expectancy. Put the information in the correct order.
- **Task 2.** Listen and choose the correct answer A, B or C.
- **Task 3.** Extra activity

*** Speaking**

- **Task 1.** Work in pairs. Discuss and fill in a diagram.
- **Task 2.** Work in groups. Compare your diagrams. Discuss which is the most important thing that will help people to live a long and healthy life in the cities of the future.

*** Reading**

- **Task 1.** Read the text. Match the headings (A-C) with the paragraphs (1-3)
- **Task 2.** Read the text again and decide whether the following statements are True or False
- **Task 3.** Extra activity

*** Writing**

Write an opinion essay on the following topic: Some parents often compare their own childhood to their children's experiences today with the intention of teaching them good behaviours. Do you think this is a good idea?

***Homework**

Period 23: REVISION FOR MID-TERM TEST (1)



I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, pronunciation and grammar taught .

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge of A LONG AND HEALTHY LIFE, THE GENERATION GAP, CITIES OF THE FUTURE

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).

- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

2. Stabilization (2 mins)

- Greet the whole class.

- Check the attendance.

3. Check-up (during the lesson)

3 Classroom activities

P. START/ WARM UP ACTIVITY (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To get Ss to list out the topics they have learnt	<ul style="list-style-type: none"> - Show the slide with topics in the text book and ask Ss to match the units with the topics given: Unit 1: A LONG AND HEALTHY LIFE Unit 2: THE GENERATION GAP Unit 3: CITIES OF THE FUTURE - Have a student answer - Check the answers 	<ul style="list-style-type: none"> - Ss' answers may vary. - Suggested answer:

Q. PRACTICE ACTIVITIES

ACTIVITY 1: Choose the word whose underlined part is pronounced differently from that of the others.. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work

To revise pronunciation	<ul style="list-style-type: none"> - Guides and reminds Ss of some tips to do this kind of task. - Ask Ss to work individually to do activity - Go around the class to help if necessary. - Then ask Ss to compare their answers in pairs. - Call Ss to present answers. - Corrects and gives feedback. 	- Suggested answer:
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ACTIVITY 2: Choose the word whose stress is placed differently from that of the others. (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To help Ss distinguish stress of different words.	<ul style="list-style-type: none"> - Asks students to look through the task then choose the words having different stress from the others. - Asks them to work in pairs to do the task and compare their answers - Calls some students to give the answers and then get the correct answers. 	- Suggested answer: ▪

ACTIVITY 3: Choose the best option to complete the following sentences. (15 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of vocabulary and application of grammar	<ul style="list-style-type: none"> - Have Ss work in pairs and choose the correct answer for each question. - Calls some Ss to give the answers. 	Suggested answer:

ACTIVITY 4: Mark the letter that indicates the word(s) CLOSEST in meaning to the underlined (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of learnt vocabulary and their application to find synonyms	<ul style="list-style-type: none"> - Have Ss work in pairs and find the words closest in meaning to the underlined ones. - Go around & provide help if any - Calls some Ss to give the answers. 	Suggested answer:

ACTIVITY 4: Mark the letter that indicates the word(s) OPPOSITE in meaning to the underlined (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of learnt vocabulary and their application to find antonyms	<ul style="list-style-type: none"> - Have Ss work in pairs and find the words opposite in meaning to the underlined ones. - Go around & provide help if any. - Calls some Ss to give the answers. 	Suggested answer:

HOMEWORK: (5 ms)

- Summarise the main points of the lesson.
- Asks sts to:
 - + raise questions if they don't understand any parts.
 - + prepare the next lesson (Revision 2), and do the rest exercises.

IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation (Handout 2)

11. Knowledge

- Revise the vocabulary again and do pronunciation, vocabulary & grammar, closest/opposite meaning tasks.

12. Comprehension

- Find words and phrases to fill in the blanks as well as finding their synonyms/antonyms.

3. Low application

- Discuss and choose the best answers.

9. High application

- Explain for their choices

V. Appendix

HANDOUT 1

I. Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|--------------------------|-------------------------|----------------------|-----------------------|
| 1. A. <u>inf</u> ection | B. <u>ingr</u> edient | C. <u>press</u> -up | D. <u>en</u> ergy |
| 2. A. <u>vir</u> s | B. <u>cut</u> | C. <u>up</u> | D. <u>mus</u> cle |
| 3. A. <u>expec</u> tancy | B. <u>antibio</u> tic | C. <u>act</u> ive | D. <u>reci</u> pe |
| 4. A. <u>en</u> ergy | B. <u>men</u> tal | C. <u>cele</u> brate | D. <u>ex</u> amine |
| 5. A. <u>infec</u> tious | B. <u>tubercu</u> losis | C. <u>lifesty</u> le | D. <u>repeti</u> tive |

II. Mark the letter A, B, C, or D to indicate the word that differ from the other three in the position of primary stress in each of the following questions.

- | | | | |
|------------------------|----------------------|----------------------|----------------------|
| 6. A. <u>bacteria</u> | B. <u>examine</u> | C. <u>ingredient</u> | D. <u>properly</u> |
| 7. A. <u>balance</u> | B. <u>disease</u> | C. <u>fitness</u> | D. <u>illness</u> |
| 8. A. <u>regularly</u> | B. <u>expectancy</u> | C. <u>enthusiasm</u> | D. <u>activities</u> |
| 9. A. <u>prefer</u> | B. <u>enter</u> | C. <u>suffer</u> | D. <u>product</u> |
| 10. A. <u>nutrient</u> | B. <u>effective</u> | C. <u>vitamin</u> | D. <u>mineral</u> |

III. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions

11. If people have a properly _____ diet, they can combat infection easily.
A. balanced B. fair C. equal D. steady
12. The doctor fully ___ her but couldn't find anything wrong with her physical health.
A. surveyed B. explored C. examined D. reviewed
13. Eating disorders which radically affect your mood can be a mental _____.
A. ill B. illness C. fitness D. treatment
14. As his brain areas controlling balance are damaged, he must ___ alcoholic drinks.
A. cut down on B. cut back C. cut off D. make a cut
15. He would not _____ his clear goal of 30 minutes of high intensity exercises each day in the face of poor health.
A. achieve B. give up C. set off D. establish
16. We should choose something more _____ than a salty and oily ready-made snack.
A. nutrient B. nutritious C. nutrition D. nutritionist

IV. Complete the sentences. Use the correct form of the words and phrases in the box.

17. Swimming is an effective way to build up the _____ of our muscles. (STRONG)
18. Our body needs essential minerals and vitamins to fight serious _____. (INFECT)
19. I don't think the stomach ache is connected with food _____. (POISON)
20. High consumption of fish and soybeans is the reason for the higher life _____ of the Japanese. (EXPECT)
21. My sister is suffering from a great loss of health due to eating _____. (PROPER)

22. Doing exercise regularly is a great way to improve your _____ (FIT).
 23. Researchers continue to develop new _____ for cancers. (TREAT)
 24. _____ are used to protect against different flu viruses. (VACCINATE)
 25. Their _____ in our class activities are respectful. (ENTHUSIASTIC).
 26. Many people believe that women live longer because they have _____ habits than men. (HEALTH).

V. Mark the letter A, B, C, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.

27. Many experts said coronavirus **spread** would effectively be halted as lockdown was imposed.
 A. development B. isolation C. transmission D. activation
 28. A recent study reveals that women's **dietary** habits have changed significantly from unhealthy food to more nutritious one.
 A. eating B. smoking C. regular D. personal

VI. Mark the letter A, B, C, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.

29. He had terribly **suffered** continual back pain from a bad injury until he was surgically treated last year.
 A. hurt B. affected C. put up with D. relieved
 30. Sally had an unexpected violent headache so she had to see the doctor in the late evening, after **regular hours**.
 A. scheduled work hours B. closing time C. peak time D. office hours

VII. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.

31. My grandmother is 86 this year. She ___ a lot of interesting people during her life.
 A. met B. meets C. has met D. had met
 32. Since the 1970s, the average cholesterol level of the American _____ due to the growing consumption of red meat and sweeteners.
 A. increased B. is increasing C. has increased D. increases
 33. Before Covid-19, 50% of Americans _____ out once a week for convenience and for the enjoyment of it.
 A. eat B. ate C. had eaten D. has eaten
 34. Since the pandemic _____, many people _____ less active and energetic.
 A. began - have been B. begin - are
 C. has begun - were D. began - were
 35. How many world records _____ Usain Bolt, one of the fastest short distance runners alive, _____?
 A. did - break B. is - breaking C. does - break D. has - broken

VIII. Put the verbs in brackets in the past simple and present perfect.

36. We (meet up) _____ for the first time when we were both college students.
 37. Past generations (grow) _____ their own grains so they could have fruits and vegetables packing vital nutrients.
 38. Over the last decade, our eating habits (change) _____ considerably, with our diets becoming more balanced and adequate.
 39. During the Second World War, due to a shortage of white flour, bread (be) _____ usually brown and whole wheat.
 40. Since microwave ovens were invented, convenience food (become) _____ popular with people eating the pre-prepared meals several times a week.

IX. Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 41 to 45.

People are usually unaware that they are consuming more salt than they really need. (41) _____ salt intake to less than 5g per day could prevent millions of deaths each year. Too much salt in the diet can lead to heart disease and high blood pressure. In the early 1960s, Japanese life (42) _____ was the lowest of any G7 country, due to stomach cancer which partly resulted from the enormous amount of salt they (43) _____ into their food. The decrease in salty food intake is partly responsible for the longer longevity of the Japanese nowadays. Many food manufacturers are reforming the (44) _____ to reduce salt in their products. Since they realized the risks salt might bring to health, many consumers (45) _____ into the habit of checking nutrition labels to see how much salt is in a product before buying it.

- | | | | |
|------------------------|----------------|--------------------|-----------------|
| 41. A. Cutting down on | B. Making up | C. Getting down to | D. Setting in |
| 42. A. cycle | B. insurance | C. sentence | D. expectancy |
| 43. A. are adding | B. have added | C. added | D. would add |
| 44. A. directions | B. recipes | C. prescriptions | D. instructions |
| 45. A. felt | B. are falling | C. have fallen | D. will fall. |

X. Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

Super Size Me is a 2004 film by Morgan Spurlock, in which he documents his experiment to eat only McDonald's fast food three times a day, every day, for thirty days.

Spurlock made himself a short list of rules for the experiment, including an obligation to eat all of the three meals he ordered. He also had to 'Super Size', which means accepting a giant portion every time the option was offered to him. He ended up vomiting after the first Super Size meal he finished, after taking nearly twenty minutes to consume it.

After five days Spurlock put on almost 5kg, and he soon found himself feeling depressed, with no energy. The only thing that got rid of his headaches and made him feel better was another McDonald's meal, so his doctors told him he was addicted. More seriously, around day twenty, he started experiencing heart palpitations and one of the doctors detected liver problems. However, in spite of his doctor's advice, Spurlock continued to the end of the month and achieved a total weight gain of 11kg. His body mass index also increased from a healthy 23.2 to an overweight 27.

It took Spurlock fifteen months to recover from his experiment and return to his original weight, but the film also had a wider impact. Just after *its* showing in 2004, McDonald's phased out the Super Size option and healthier options like salads appeared on the menu. Unfortunately, McDonald's denied the connection between the film and the changes, but it is interesting to note how closely they coincided with the release of the film.

46. Which of the following is TRUE about Morgan Spurlock?
- He had to eat Super Size meal once a week.
 - He had to eat Super Size meal twice a day.
 - He had to eat Super Size meal three times a week.
 - He had to consume Super Size for three meals a day
47. Which of the following could get rid of Spurlock's headaches?
- salad
 - a McDonald's meal
 - a pain killer
 - nothing
48. In paragraph 2, the word "**giant**" is closest in meaning to ____.
- light
 - balanced
 - big
 - healthy
49. Which of the following is the best title for the passage?
- An experiment with McDonald's food.
 - Putting on weight due to eating fast food.
 - Connection between fast food and heart diseases.
 - How fast food triggers liver damage.
50. The word "**its**" in paragraph 4 refers to _____
- McDonald's
 - the experiment
 - the film *Super Size Me*
 - the menu

Period 24: REVISION FOR MID-TERM TEST (2)



I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, grammar, and reading skills.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge of A LONG AND HEALTHY LIFE, THE GENERATION GAP, CITIES OF THE FUTURE

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).

- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

3. Stabilization (2 mins)

- Greet the whole class, Check the attendance.

4. Check-up (during the lesson)

5. Classroom activities

A. PRACTICE ACTIVITIES

ACTIVITY 1: Mark the letter A, B, C, or D that needs correction. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To revise the use of learnt lexical items & grammar from Unit 1-3	<ul style="list-style-type: none"> - Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers. - Corrects and gives feedback. 	- Suggested answer:

ACTIVITY 2: Mark the letter that best completes each of the following exchanges. (3ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To make Ss find appropriate exchanges in	<ul style="list-style-type: none"> - Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers. 	- Suggested answer:

conversations	- Corrects and gives feedback.	
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ACTIVITY 3: Read the paragraph and choose the best answers. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a reading text	- Ask Ss to work individually to do activity (at home) - Call a student to give answers on the board. - Check and give feedback.	- Suggested answer:

ACTIVITY 4: Give correct word form (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' application of word form to find correct answers for each sentence	- Ask Ss to work individually to do activity - Call a student to give answers on the board. - Check and give feedback/ explanations if any.	- Suggested answer:

ACTIVITY 5: Choose the words to fill in the blanks. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a text and skills to find suitable words in the gaps	- Have Ss do this exercise at home - Call a student to give answers on the board. - Check and give feedback.	- Suggested answer:

ACTIVITY 6: Give correct verb form. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' application of verb tense to give correct verb form	- Ask Ss to work in pairs to do this exercise - Call Ss to read out loud the answers for each sentence. - Give comments and check.	- Suggested answer:

B. HOMEWORK

- Summarise the main points of the lesson.
- Asks Ss to:
 - + do the rest exercises (if they haven't finished), check & correct them. Otherwise, T collects all the Ss' papers and check for them.
 - + prepare the next lesson (Mid-term test).

IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation (Handout 2)

13. Knowledge

- Revise the vocabulary again and do pronunciation, vocabulary & grammar, closest/opposite meaning tasks.

14. Comprehension

- Find words and phrases to fill in the blanks as well as finding their synonyms/antonyms.

3. Low application

- Discuss and choose the best answers.

10. High application

- Explain for their choices

V. Appendix

HANDOUT 2

I. Choose the word which has a different stress pattern from the others.

1. A. donate B. compare C. campaign D. flashy
2. A. charity B. frustrating C. impairment D. infectious
3. A. generational B. interpersonal C. nationality D. discrimination

II. Find the word which has a different sound in the part underlined.

4. A. objection B. impose C. obey D. forbid
5. A. activity B. privacy C. piece D. advice

III. Choose the best answer.

6. Children object the fact that parents try to _____ on curfew and set time aside for studying sessions.
A. compass B. impose C. conflict D. control
7. Research shows that rituals can strengthen your family's _____ and help pass them on to your children.
A. attitude B. values C. burden D. childcare
8. A generation gap is usually defined as the difference in values, _____ and behaviour between one generation and the next.
A. attitude B. disapproval C. norm D. privacy
9. No hurting anyone's feelings or body and asking permission to borrow other people's belonging are example of _____ behaviour.
A. current B. conservative C. elegant D. respectful
10. As children get older and more _____, the rules can develop with them.
A. flashy B. experienced C. mature D. fashionable
11. After graduating from university, I want to _____ my father's footsteps.
A. follow in B. succeed in C. go after D. keep up
12. Since the family law was implemented, domestic violence has been a rare _____ in this area.
A. happen B. taking place C. occurrence D. happenstance
13. My father used to _____ a lot of challenges before establishing his own insurance company.
A. provide B. enjoy C. give D. face
14. My parents don't let me get married until I graduate from university and they never _____ their mind about that.
A. keep B. impose C. focus D. change
15. I wish I could do something to reduce financial _____ on my parents.
A. capital B. burden C. limit D. gap
16. Jane doesn't want to waste her money on clothes, so she ignores the _____ fashion trend.
A. mature B. studious C. current D. comfortable
17. The _____ arises when Jack and his parents have considerable disagreement on his choice of university.
A. discrimination B. conflict C. agreement D. gap
18. Family rules might include specific bedtimes, chores, _____ and other behaviors.
A. curfews B. bills C. stuffs D. trends
19. You will get into trouble if you come back home after the _____.
A. objection B. value C. curfew D. norm
20. A _____ is a person who tries to persuade people to stop arguing or fighting.
A. sibling B. peacemaker C. babysitter D. prayer
21. When you ride a motor bike, you must _____ the general road rules.

- A. force B. compare C. judge D. obey
22. You _____ finish your homework before you go to bed.
A. must B. have to C. should D. ought to
23. When playing or swimming in the pool, children _____ be accompanied by their parents.
A. should B. must C. don't have to D. have to
24. If you still want to maintain this relationship, you _____ behave improperly like that.
A. ought to not B. mustn't C. ought not to D. don't have to
25. In the peak season, travellers _____ book their accommodation in advance.
A. Have to B. must C. should D. ought
26. Your parents live for from you, so you _____ talk to them on the phone regularly.
A. should B. have to C. must D. mustn't
27. I _____ stay overnight at my friend's house. My parents are very strict about this.
A. oughtn't to B. mustn't C. don't have to D. shouldn't
28. You _____ stare at the computer screen for too long. It is really bad for your eyesight.
A. don't have to B. should C. must D. shouldn't
29. My friend says "You _____ drink champagne. You can have a coke or fruit juice instead".
A. don't have to B. must C. mustn't D. ought to

IV. Mark the letter A, B, c, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.

30. I feel extremely depressed as conflict **occurs** frequently amongst generations in my family.
A. Comes on B. comes up C. comes in D. comes into
31. The proposal will go ahead despite strong **objections** from the publics.
A. manners B. agreements C. disapprovals D. generations
32. When I was a child, my mother used to teach me **table manners**.
A. etiquette B. rule C. problem D. norm

V. Mark the letter A, B, c, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.

33. We greatly **respect** my teacher for all of the best things that she brought to us.
A. look up to B. look forwards C. look for D. look down on
34. My grandma usually **takes care of** us when my parents are away on business.
A. Follows B. concerns C. abandons D. bother
35. My grandpa's point of view about marriage remains **conservative**.
A. progressive B. traditional C. retrogressive D. conventional

VI. Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

In American, although most men still do less housework than their wives, that gap has been halved since the 1960s. Today, 41 per cent of couples say they share childcare equally, compared with 25 percent in 1985. Men's greater involvement at home is good for their relationships with their spouses, and also good for their children. Hands-on fathers make better parents than men who let their wives do all the nurturing and childcare. They raise sons who are more expressive and daughters who are more likely to do well in school - especially in math and science.

In 1900, life expectancy in the United States was 47 years, and only four per cent of the population was 65 or older. Today, life expectancy is 76 years, and by 2025, it is estimated about 20 per cent of the U.S. population will be 65 or older. For the first time, a generation of adults must plan for the needs of both their parents and their children. Most Americans are responding with remarkable grace. One in four households gives the **equivalent** of a full day a week or more in unpaid care to an aging relative, and more than half say they expect to do so in the next 10 years. Older people are less likely to be impoverished or incapacitated by illness than in the past, and have more opportunity to develop a relationship with their grandchildren.

Even some of the choices that worry people the most are turning out to be **manageable**. Divorce rates are likely to remain high, and in many cases marital breakdown causes serious problems for both adults and kids. Yet when parents minimize conflict, family bonds can be maintained. And many families are doing **this**. More non-custodial parents are staying in touch with their children. Child-support receipts are rising. A lower proportion of children from divorced families are exhibiting

problems than in earlier decades. And stepfamilies are learning to maximize children's access to supportive adults rather than cutting them off from one side of the family.

36. Which of the following can be the most suitable heading for paragraph 1?

- A. Men's involvement at home
- B. Benefits of men's involvement at home
- C. Drawbacks of men's involvement at home
- D. Children studying math and science

37. Nowadays, _____ of men help take care of children.

- A. 50%
- B. 41%
- C. 25%
- D. 20%

38. According to the writer, old people in the USA _____.

- A. are experiencing a shorter life expectancy
- B. receive less care from their children than they used to
- C. may live in worst living conditions
- D. have better relationships with their children and grandchildren

39. Which of the following is NOT true about divorce rates in the USA?

- A. They will still be high.
- B. They can cause problems for both parents and children.
- C. More problems are caused by children from divorced families.
- D. Children are encouraged to meet their separate parents.

40. The word "**manageable**" in paragraph 3 is closest in meaning to _____.

- A. difficult
- B. challenging
- C. demanding
- D. easy

VII. Find the mistake

41. Fifty years ago, my grandmother must to stay at home and do all housework. She couldn't go to school like her brothers.

- A. must
- B. housework
- C. couldn't go
- D. like

42. Water park is free for kids under 6 years old, so you mustn't pay money for your son.

- A. for
- B. mustn't
- C. years old
- D. your

VIII. Give correct forms of the words in brackets

43. Privacy seems to have _____ meaning for today's children and even adults. (significance)

44. Knocking on closed doors before entering can be a great way for children to practice _____ behaviors. (respect)

IX. Complete the sentences without changing their meaning.

45. Children can take part in the rule-making process.

Children are allowed _____

46. It is important for a family to have rules about safe behaviour, including the rules about alcohol use, dating and curfew.

A family must _____

47. I am expected to get home by curfew.

I should _____

48. My parents never let me ask for things in the supermarket.

My parents always refuse _____

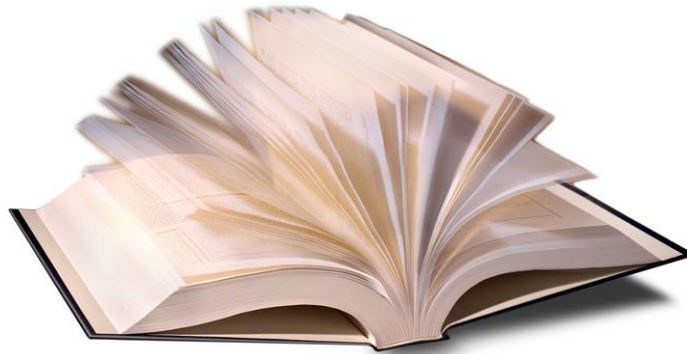
49. It is important for all family members to discuss the rules.

All family members _____

50. It is not necessary for me to agree with everything my parents say.

I don't _____

Period 25: THE MID-TERM TEST



I. Objectives :

1. Knowledge, skills, attitude

- **Knowledge:** Test Ss' ability of using language: present simple, present continuous, past simple, past progressive, present perfect, infinitive with to, infinitive without to, infinitive and gerund, passive infinitive and gerund.

Test their knowledge about family life, your body and you, music.

To have students apply what they have learnt in unit 1-3 to to the mid-term test.

Finding Ss' common mistakes to check and correct them.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge of family life, your body and you, music.

2. Orientation for competency development

- To help students to develop learning competences.

- To enable Ss to use the vocabulary and language for correctly in order to develop students' language competence.

II. Contents of the test:

Part 1: Phonetics

Part 2: Vocabulary

Part 3: Grammar

Part 4: Reading

Part 5: Writing

Part 6: Listening

UNIT 3: CITIES OF THE FUTURE

Period 26: Speaking – Discussing cities of the future

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

1. Knowledge

- Gain an overview about how to discuss different features of future cities;
- Memorize vocabulary to talk about different features of future cities.

2. Competences

- Gain some language expressions to talk about different features of future cities;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to talk about different features of future cities;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language if necessary. - 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 different features of future cities;
- To set the context for the speaking part;
- To help Ss warm up and get ready for the lesson by watching a video.

b. Content: - Watch a video about some features of future cities.

c. Expected outcomes:

- Students feel excited about the new lesson.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p style="text-align: center;">Watch a video</p> <ul style="list-style-type: none"> - Teacher plays the video and asks Ss some questions. 	<p>Link: https://youtube.com/watch?v=m1z1rAC7nBs&feature=share</p> <p>Questions:</p> <ul style="list-style-type: none"> - Are there any differences between life in the video with that of ours? - Do you like living there?

e. Assessment

- Teacher listens, collects their answers and gives feedback.

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

a. Objectives:

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

b. Content: - Revise vocabulary related to the content of the lesson;

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to talk about different features of future cities.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Vocabulary Revision (5 mins)	
<ul style="list-style-type: none"> - Teacher writes words on the board - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<p>New words:</p> <ol style="list-style-type: none"> 1. environment (n) 2. private vehicles (n) 3. public transport (n) 4. infrastructure (n) 5. eco-friendly (adj) 6. sensor technology
Task 1. Work in pairs. Complete the diagram with the ideas below (4 mins)	
<p>Aim: To introduce more ideas for the main speaking task and get Ss involved in the lesson.</p> <ul style="list-style-type: none"> - Ask Ss to work in pairs and decide which of the ideas are related to each aspect of cities in the future (Transport, Infrastructure and Living conditions) by putting the statements in the appropriate blanks. - Have Ss read the three statements and the text in the diagram. Check understanding of more difficult words and phrases. - Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers. 	<p>Suggested answer:</p> <p>1. B 2. C 3. A</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

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

a. Objectives:

- To help Ss practise linking words and phrases in discussing;
- To give Ss an opportunity to practice discussing features of future cities

b. Content:

- Task 2. Match the questions with the answers to make a conversation. Then practice it in pairs. (p.33)
- Task 3. Work in pairs. Ask and answer questions about one of the features of future cities in 1. Use the model and the tips in 2 to help you. (p.33)
- Task 4. Work in groups. Discuss what the cities of the future will be like and present your groups' ideas to the whole class. (p.33)

c. Expected outcomes:

- Students know how to discuss what the cities of the future will be like with the help of Wh-questions.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 2. Match the questions with the answers to make a conversation. Then practice it in pairs. (6 mins)	
<ul style="list-style-type: none"> - Aim: To provide a model conversation in which speakers discuss one aspect of future cities and practise using Wh-questions to keep the conversation going. - Note Ss that these three questions and answers are developed from a feature in 1 (transport) and explain how the ideas can be developed by using Wh-questions. - Tell Ss to read the questions carefully and check understanding before they do the matching. - Call on some Ss to read the questions and answers to the class. - Further explain the use of wh-questions to keep the conversation 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. B 2. C 3. A

going and encourage Ss to use them while making conversations.	
Task 3. Work in pairs. Ask and answer questions about one of the features of future cities in 1. Use the model and the tips in 2 to help you. (7 mins)	
<p>Aim: To give Ss an opportunity to talk about one of the features of future cities</p> <ul style="list-style-type: none"> - Keep Ss in pairs to talk about the features of future cities. - Remind Ss to use the model conversation and the tips in 2. - Note that Ss can choose one aspect in 1 (transport, infrastructure or living conditions) to make their conversation. - Invite some pairs to role-play their conversation in front of the class. - Praise for interesting answers and fluent delivery <p>Extension: In stronger classes, encourage Ss to expand the conversation by using their own ideas or elaborate more based on the ideas given.</p>	<p>Suggested answers:</p> <p><i>A: How will city dwellers' life be like in the future?</i></p> <p><i>B: Well, I think people's lives will be easier because AI technologies will help them do many daily activities.</i></p> <p><i>A: So, what kinds of activities can be done by AI technologies?</i></p> <p><i>B: Robots can help people do household chores and smart sensors can inform people of possible congestion in the street. It really saves people time and money.</i></p> <p><i>A: That's great.</i></p>
Task 4. Work in groups. Discuss what the cities of the future will be like and present your groups' ideas to the whole class. (7 mins)	
<p>Aim: To give Ss an opportunity to have a group discussion about cities of the future and report their discussion to the class.</p> <ul style="list-style-type: none"> - Ask Ss to work in groups and discuss what future cities will be like. - Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to come up with their own ideas. - Call on some groups to present their ideas to the class. 	<i>Students' practice</i>

e. Assessment

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

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

a. Objectives:

- To check students' understanding about the language use in discussing cities of the future;
- To help some students enhance presentation skills;
- To practise team working;

b. Content: - Further practice: Students discuss which features of future cities they like best.

c. Expected outcomes:

- Students can use the language and ideas from the unit to express their ideas.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Further practice</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and talk about the features that they like most about the future cities. - Teacher invites some pairs to present. - Teacher gives feedback and give marks to Ss' performance. 	<i>Students' practice.</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

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

Board Plan

Date of teaching

Unit 3: Cities of the future

Lesson 4: Speaking – Discussing the cities of the future

***Warm-up**

*** Vocabulary**

Task 1. Work in pairs. Complete the diagram with the ideas below

Task 2. Match the questions with the answers to make a conversation. Then practice it in pairs.

Task 3. Work in pairs. Ask and answer questions about one of the features of future cities in 1. Use the model and the tips in 2 to help you.

Task 4. Work in groups. Discuss what the cities of the future will be like and present your groups' ideas to the whole class.

- Task 5: Further practice

***Homework**

UNIT 3: CITIES OF THE FUTURE

Period 27: Listening – Living in a smart city

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

1. Knowledge

- Gain an overview about living in a smart city;
- Memorize vocabulary to talk about a smart city.

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

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. to interact (v)	/,ɪn.təˈrækt/	to communicate with or react to
2. privacy (n)	/'prɪvəsi, 'praɪ-/	the state of being able to be alone, and not seen or heard by other people
3. sense of community (n)	/sens əv kə'mjuː.nə.ti/	the feeling that you belong to a community
4. neighbourhood (n)	/'neɪbəhʊd/	the area of a town that surrounds someone's home, or the people who live in this area

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 smart cities;
- To set the context for the listening part;

b. Content: - excellent memory

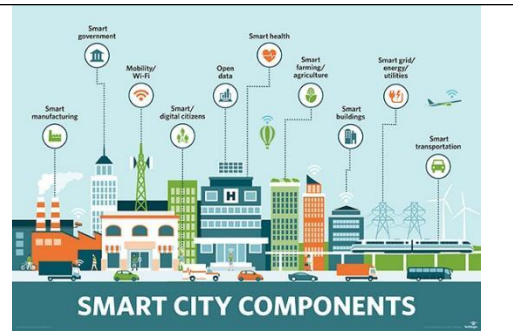
c. Expected outcomes:

- Students gain knowledge on the topic.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
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- Ss look at the picture for 20 seconds. Try to remember all the smart city components.
- Teacher divides the class into 2 teams. Call all each team one student to say the component, then a student from the other team. Game ends when students can't give answers.
- After the game, Ss with the highest point is the winner.
- Teacher leads in the lesson.



e. Assessment

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

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

a. Objectives:

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

b. Content: - Pre-teach vocabulary related to the content of the lesson;

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Vocabulary pre-teaching (5 mins)</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. to interact (v) 2. privacy (n) 3. sense of community (n) 4. neighbourhood (n)
<p>Task 1. Match the words and phrase with their meanings. (4 mins)</p> <p>Aim: To introduce some words and phrases to help Ss understand for the listening</p> <ul style="list-style-type: none"> - Write "Living in a smart city" and elaborate with questions, e.g, Do any of you live in a smart city? If not, Have you heard of it? Can you name something that you can see in a smart city?,... - Introduce the topic of the lesson and ask Ss to read the words and match them with the meanings. - Call on some Ss to give their answers to the class. <p>Extension: In stronger classes, encourage Ss to make more sentences with the words in different contexts to make sure the understand the meaning of the words and phrases before moving to the next activities.</p>	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. C 2. D 3. B 4. A

e. Assessment

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

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

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about smart cities.

b. Content:

- Task 2. Listen to an interview and choose the correct answers A, B, or C (p.33)
- Task 3. Listen to the interview again and complete the table. Use no more than THREE words for each answer. (p.33)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 2. Listen to an interview and choose the correct answers A, B, or C. (6 mins)	
<p>Aim: To help Ss practice listening for specific information.</p> <ul style="list-style-type: none">- Tell Ss that they're going to listen to an interview with Ms Stevens, a smart city dweller- Have Ss read the questions and answer choices, and check comprehension. Elicit or explain any unfamiliar or difficult words.- Play the recording and have Ss do the activity. <p>Check answers as a class. In stronger classes, ask Ss to explain their choices.</p> <ul style="list-style-type: none">- Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the correct information.	<p>Suggested answer: 1. B 2. A 3. A</p>
Task 3. Listen to the interview again and complete the table. Use no more than THREE words for each answer. (7 mins)	
<p>Aim: Help Ss practice listening for specific information.</p> <ul style="list-style-type: none">- Ask Ss to read the text in the table. Make sure they understand they need to write no more than 3 words in each gap.- Encourage them to guess what part of speech might fit each gap, eg. 1. N, 2. N, 3. V, 4. N- Play the recording once (twice in weaker classes) for Ss to complete the table.- Ask ss to work with a partner to compare their answers.- Check answers by calling on some Ss to write their answers on the board or read them aloud.- Play the recording again if many Ss have incorrect answers, pausing at places where they can get the correct information.	<p>Suggested answer: 1. right to privacy 2. smart technologies 3. interact 4. sense of community</p>

e. Assessment

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

Tapescript:

Host: Good morning. Welcome to our weekly programme *Urban Lifestyle*. In today's programme, we'll be talking about living in a smart city. Joining me now in the studio is Ms Stevens – a city dweller who has been living in a smart city for a year now. Good morning, Ms Stevens.

Ms Stevens: Good morning.

Host: I understand that you don't like living in the city. What is the thing that you are worried about most?

Ms Stevens: Well, my main worry is losing my right to privacy in public places. You know, cameras and sensors are everywhere and they collect information about me and my activities.

Host: So it seems that someone is watching you all the time, right?

Ms Stevens: Exactly. The government and some companies have so much personal information about the city dwellers, but we don't know how they might use it.

Host: Yes, it's a bit worrying, but this information probably enables smart cities to create useful programmes and improve people's lives. Smart technologies can also reduce daytime household chores. Are you not happy with that?

Ms Stevens: No, not really. It took me a long time to get familiar with all the smart devices at home. And I still have trouble setting my household appliances to run at the cheapest time. I don't really have any friends to ask for help in the neighbourhood.

Host: This leads me to my next question. Do you think there is a sense of community in your neighbourhood?

Ms Stevens: No, there isn't. I interact with very few people face to face because most of the activities can be done online.

Host: Do you feel lonely sometimes?

Ms Stevens: Yes, our smart devices are all connected, but we're still lonelier than any previous generation.

Host: That's very sad. Thank you for sharing your thoughts with us, Ms Stevens.

Ms Stevens: You're welcome.

4. ACTIVITY 3: POST-LISTENING (8 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.

b. Content: - Students discuss the most serious disadvantage.

c. Expected outcomes:

- Students can use the language and ideas from the unit to understand more about living in smart cities.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 4. Work in groups. Discuss the following questions. (7 mins) Do you agree with Ms Stevens? Which of the disadvantages she mentions do you think is the most serious? Why?</p>	
<p>Aim: To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.</p> <ul style="list-style-type: none"> - Ask some lead-in questions to see whether Ss agree with Ms Stevens' opinion about living in a smart city. For example: Do you agree with Ms Stevens about the advantages of living in a smart city? Is the problem of privacy serious? Do you think the sense of community is important? ... - Put Ss into groups to discuss which of the disadvantages, in their opinion, is the most serious and explain why. - Remind Ss that they can use the ideas from the listening. In stronger classes, encourage them to come up with their own ideas to support their opinion. - Invite some groups of Ss to present their ideas to the class. 	<p>Suggested answers: <i>I think the lack of the sense of community is the most serious problem for city dwellers. They will feel lonely and isolated when there is no interaction among people.</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 3: Cities of the future</p> <p>Lesson 5: Listening – Living in a smart city</p> <p>*Warm-up</p>

*** Vocabulary**

1. to interact (v)

2. privacy (n)

3. sense of community (n)

4. neighbourhood (n)

- Task 1. Match the words and phrases with their meanings.

- Task 2. Listen to an interview and choose the correct answers A, B, or C (p.33)

- Task 3. Listen to the interview again and complete the table. Use no more than THREE words for each answer. (p.33)

- Task 4: Discuss the questions.

***Homework**

UNIT 3: CITIES OF THE FUTURE

Period 28: Writing

– An article about the advantages and disadvantages of living in a smart city

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

1. Knowledge

- Gain an overview about how to write an article about advantages and disadvantages of living in a smart city;

- Apply structures to express suggestions, invitation or acceptance.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion.

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills;

3. Personal qualities

- Be polite and clear when writing an article;

- Develop self-study skills;

- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, 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' reading comprehension of articles;

- To set the context for the writing part;

b. Content: - story starters

c. Expected outcomes:

- Students brainstorm some advantages or disadvantages of living in a smart city.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p style="text-align: center;">Story starters</p> <p>- T asks Ss to work in groups of 8 students. The first student of each group starts with: "I like living in a smart city." Or "I don't like living in a smart city." Then the next student continues by saying one sentence about the reason.....</p>	

e. Assessment

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

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

a. Objectives:

- To get students know the structure of an article;

b. Content:

- Teach Ss elements of a short message together with useful expressions;

c. Expected outcomes:

- Students understand the structure and are familiar with the language of a short message.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1. Read the following ideas and decide whether they are advantages or disadvantages of living in a smart city. Tick the appropriate box. (4 mins)	
<p>Aim: To help Ss to build up ideas that they can later use for their writing</p> <ul style="list-style-type: none"> - Ask Ss questions to recall ideas from the listening and elicit the topic of the writing, e.g. Does Ms Stevens like living in a smart city? What disadvantages does she mention? Does she mention any advantages? - Put Ss into pairs. Ask them to read the statements and decide whether they describe advantages or disadvantages of living in a smart city. - Check answers as a class by asking individual Ss to read the statements and say why they are advantages or disadvantages, e.g. Statement 1 explains how people's lives will become easier – by reducing household chores – so this is an advantage. 	<p>Suggested answer: <i>Advantages: 1, 4, 5</i> <i>Disadvantages: 2, 3, 6</i></p>

e. Assessment

- Teacher observes Ss' work and gives feedback.

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

a. Objectives:

- To help Ss practise writing common structures in an article;
- To help Ss write a complete article about advantages and disadvantages.

b. Content:

- Task 2. Read the article below and match its parts with the correct descriptions (p. 34)
- Task 3. Write an article (125 words) about other advantages and disadvantages of living in a smart city. Use the suggested ideas in 1, the sample in 2, and the outline below to help you. (p.34)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 2. Read the article below and match its parts with the correct descriptions (6 mins)	
<p>Aim: To familiarise Ss with the structure and language of an article</p> <ul style="list-style-type: none"> - Tell Ss that they are going to write an article about the advantages and disadvantages of living in a smart city. - Ask Ss to read the sample article and match its parts with the descriptions - Have Ss discuss and compare their answers in pairs. - Call on some Ss to read their answers to the class and give correct answers. - Draw Ss' attention to the format of an article with different parts presented in activity 2 	<p>Suggested answer: 1. B 2. A 3-4. C 5. D</p>
Task 3. Write an article (125 words) about other advantages and disadvantages of living in a smart city. Use the suggested ideas in 1, the sample in 2, and the outline below to help you. (10 mins)	
<p>Aim: To help Ss practise writing an article about the advantages and disadvantages of living in a smart city.</p> <ul style="list-style-type: none"> - Explain the writing task. Go through the outline and recap the structure of an article. - Have Ss work individually and write their articles based on the ideas in the unit and the outline given. 	<p>Suggested answer: <i>Smart cities are built on new technologies to improve people's lives. The idea of living in one of them sounds very exciting. But is a life controlled by smart technologies good or bad for us?</i> <i>Let's start with the advantages. Living in</i></p>

<p>Walk round the class and offer help. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class.</p> <ul style="list-style-type: none"> - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions. - Collect Ss' writings and provide written feedback in the next lesson. 	<p><i>a smart city can reduce the negative impact on the environment. Future smart cities will be built in new urban areas with a lot of green space. City dwellers will also care more about the environment, so they will try to find ways to make their cities greener and more sustainable, for example, by growing vegetables in their roof gardens.</i></p> <p><i>What about the disadvantages? Smart cities can also affect people's private lives. When cameras are installed for security purposes, city dwellers will lose their right to privacy. They may think that someone is watching them all the time, and feel uncomfortable.</i></p> <p><i>In conclusion, there are both advantages and disadvantages of living in a smart city. In my opinion, the benefits are greater, and people will find a way to adapt to the new lifestyle and overcome the challenges.</i></p>
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e. Assessment

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

4. ACTIVITY 3: POST-WRITING (12 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

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>CROSS-CHECKING</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss - Teacher chooses some typical errors and corrects the whole class without nominating the Ss' names. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 3: Cities of the future

Lesson 6: Writing

– An article about the advantages and disadvantages of living in a smart city

***Warm-up**

- Task 1. Read the following ideas and decide whether they are advantages or disadvantages of living in a smart city. Tick the appropriate box.

*** Useful expressions**

- Task 2. Read the article below and match its parts with the correct descriptions

- Task 3. Write an article (125 words) about other advantages and disadvantages of living in a smart city. Use the suggested ideas in 1, the sample in 2, and the outline below to help you.

*** Cross-checking**

***Homework**

UNIT 3: CITIES OF THE FUTURE

Period 29: 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;
- Understand more about technologies in the smart cities;
- Review expressions of certainty and uncertainty.

2. Core competence

- Be able to express certainty or uncertainty;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Feel confident to express certainty and uncertainty;
- Try their best to own the latest technologies in the future.

II. MATERIALS

- Grade 11 textbook, Computer connected to the Internet, Projector / TV/ pictures and cards, Phần mềm tương tác hoclieu.vn

Language analysis

1. parking space (n)
2. medical check-up (n)
3. unlock (v)

Form	Pronunciation	Meaning	Vietnamese equivalent
1. parking space (n)	/'pɑ:kɪŋ speɪs/	an outside area of ground where you can leave a car for a period of time	Khu đỗ xe
2. medical check-up (n)	/'medɪkl 'tʃek ʌp/	a medical examination to test your general state of health	Kiểm tra sức khỏe
3. unlock (v)	/,ʌn 'lɒk/	to open the lock of a door, window, etc., usually using a key	Mở khóa

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:


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

b. Content:- Game: Mysterious creature

c. Expected outcomes:

- Students can get ready to learn about differences between bacteria and viruses.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>THINGS OF THE FUTURE</p> <ul style="list-style-type: none"> - Show some pictures on the screen. Ask ss some questions: + Have you seen these things in real life? + Guess what they are. + Which one would you like to own in the future? 	 <p>1. plane 2. watch 3. motor 4. phone</p>

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 express certainty and uncertainty.
- To review expressions for certainty and uncertainty.

b. Content:

- **Task 1:** Listen and complete the conversations with the expressions in the box. Then practice it in pairs (p.35)
- **Task 2:** Work in pairs. Use the models in 1 to make similar conversations about these predictions for the future. One of you is Student A, the other is Student B. Use the expressions below to help you. (p.35)

c. Expected outcomes:

- Students can use appropriate language to express help and respond to offers in certain situations.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practice it in pairs (6 mins)</p>	
<ul style="list-style-type: none"> - Check if Ss know any phrases for expressing certainty or uncertainty by asking, e.g. Do you think there will be more high-rise buildings in the city? (I'm not so sure.) Do you think more people will live in cities in the future? (Yes, I'm sure about it.) - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. In stronger classes, have Ss complete the gaps based on context clues in the conversations. - In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps. - Check answers as a class by asking the questions and having Ss to read out the complete answers. - Ask Ss to practise the conversations in pairs. 	<p>Suggested answer: 1. B 2. A</p> <p>Audio script – Track 21:</p> <p>1 Minh: I heard that in the future people will build cities on the ocean. Do you think that will be possible? Anna: I have no doubt about it. With the help of modern technologies, we can build cities on water and people can live there safely.</p> <p>2 Mike: Do you think the government can build our first smart city in this area? Long: I'm not really sure about it. Smart technologies are very expensive. We don't have AI experts either.</p>

<p>Useful expressions (7 mins)</p> <ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: offering help and responding to offers. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <p>Expressing Certainty and Uncertainty</p> <table border="1"> <thead> <tr> <th>Expressing certainty</th> <th>Expressing uncertainty</th> </tr> </thead> <tbody> <tr> <td>- I am sure of it.</td> <td>- I am not sure of that.</td> </tr> <tr> <td>- I am certain about that.</td> <td>- I doubt it.</td> </tr> <tr> <td>- I have no doubt about it.</td> <td>- I don't think so.</td> </tr> <tr> <td>- I am one hundred percent sure of it.</td> <td>- I have doubts about that.</td> </tr> <tr> <td>- I am undoubtful.</td> <td>- I don't believe it.</td> </tr> <tr> <td>- I believe the vaccine will work well.</td> <td>- I am uncertain about that.</td> </tr> <tr> <td>- Absolutely.</td> <td>- It is possible.</td> </tr> <tr> <td>- Definitely.</td> <td>- Maybe</td> </tr> <tr> <td>- I am quite sure that.....</td> <td>- Perhaps.</td> </tr> <tr> <td>- There is no doubt about that.</td> <td>- Probably.</td> </tr> <tr> <td>- Subject+must+ bare infintive(present) / Subject+must have+past participle.</td> <td>- I am doubtful</td> </tr> </tbody> </table>	Expressing certainty	Expressing uncertainty	- I am sure of it.	- I am not sure of that.	- I am certain about that.	- I doubt it.	- I have no doubt about it.	- I don't think so.	- I am one hundred percent sure of it.	- I have doubts about that.	- I am undoubtful.	- I don't believe it.	- I believe the vaccine will work well.	- I am uncertain about that.	- Absolutely.	- It is possible.	- Definitely.	- Maybe	- I am quite sure that.....	- Perhaps.	- There is no doubt about that.	- Probably.	- Subject+must+ bare infintive(present) / Subject+must have+past participle.	- I am doubtful
Expressing certainty	Expressing uncertainty																								
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Task 2: Work in pairs. Use the models in 1 to make similar conversations about these predictions for the future. One of you is Student A, the other is Student B. Use the expressions below to help you. (7 mins)

<ul style="list-style-type: none"> - Have Ss read the predictions and check understanding. - Revise common expressions used to express certainty and uncertainty. In weaker classes, go through the expressions in the table and check understanding. - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers. - In weaker classes, brainstorm some ideas as a class and write them on the board e.g. Modern technologies will allow cars to run without drivers; Although AI robots can do many household chores, there are still many things that should be done by humans. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class. - Praise for good effort, clear pronunciation, fluent delivery and interesting ideas. 	
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e. Assessment

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

3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To introduce words / phrases related to new technologies in smart cities.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Read the text on page 36 and decide in which city you can do the following (p.35)
- **Task 2.** Work in groups. Discuss the questions. (p.36)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Pre-teach vocabulary (4 mins)</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words</p> <ol style="list-style-type: none"> 1. parking space (n) 2. medical check-up (n) 3. unlock (v)
<p>Task 1. Read the text on page 36 and decide in which city you can do the following (6 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. Which cities in the world do you think are smart ones? What makes them 	<p>Suggested answer:</p>

<p>smart?</p> <ul style="list-style-type: none"> - Ask Ss what they want to know about the topic. Write their questions on the board, e.g . Which city has one of the largest bike-sharing systems? Which city allows you to book an appointment with a doctor online?,... - Put Ss into pairs. Ask them to read the text about the four cities and match the features with the cities. - Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class by calling on pairs to write names of cities on the board. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. <p>Extension: In stronger classes, encourage Ss to talk more about other smart cities they know focusing on the activities people can do in those cities.</p>	<ol style="list-style-type: none"> 1. <i>Singapore</i> 2. <i>Toronto</i> 3. <i>London</i> 4. <i>New York</i> 5. <i>Copenhagen</i>
<p>Task 2. Work in groups. Discuss the questions. (5 mins)</p>	
<ul style="list-style-type: none"> - Have Ss work in pairs to discuss the technologies they would like to have in their city or neighborhood. - Ask Ss some specific questions, e.g., Are the technologies mentioned in the text available in Viet Nam? Which one would you like to have in your city? Would you like to have a smart bike-sharing system or use a bank card to pay for travelling on the bus? - Call on some Ss to present their ideas in front of the class. 	

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 3: Cities of the future</p> <p>Lesson 7: Communication and Culture / CLIL</p> <p>*Warm-up</p> <p>* Everyday English. Offering help and responding to offers.</p> <ul style="list-style-type: none"> - Task 1: Listen and complete the conversations with the expressions in the box. Then practice it in pairs (p.35) - Task 2: Work in pairs. Use the models in 1 to make similar conversations about these predictions for the future. One of you is Student A, the other is Student B. Use the expressions below to help you. (p.35) <p>* Culture</p> <ul style="list-style-type: none"> - Task 1: Read the text on page 36 and decide in which city you can do the following. - Task 2. Work in groups. Discuss the questions. <p>*Homework</p>
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UNIT 3: CITIES OF THE FUTURE

Period 30: 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 3;
- 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

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking 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 future cities.
- To enhance students' skills of cooperating with teammates.

b. Content: - Game: Lucky numbers

c. Expected outcomes: - Students can get ready to learn about differences between bacteria and viruses.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group having more points is the winner. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. <i>privacy</i> 2. <i>efficiently</i> 3. <i>pedestrian zone</i> 4. <i>liveable</i> 5. <i>infrastructure</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review linking between a final consonant and an initial vowel.
- To help Ss revise words and phrases they have learnt in this unit.

- To help Ss review stative verbs in the continuous form and linking verbs.

b. Content:

- **Task 1:** Listen and mark () the consonant and vowel sounds that are linked. Then practise saying the sentences. (p.36)

- **Task 2:** Complete the sentences. Use words and phrases you have learnt in this unit (p.36)

- **Task 3:** Choose the correct words and phrases to complete these sentences (p.36)

c. Expected outcomes:

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

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Task 1: Listen and mark () the consonant and vowel sounds that are linked. Then practise saying the sentences. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to listen to the recording and mark the consonant and vowel sounds that are linked - Check answers as a class by playing the recording and writing appropriate marks on the board. - Ask Ss to practice the questions in pairs. Draw their attention to the sounds that are linked. - Call on some Ss to read the questions out loud in front of the class. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. Many young people want to live in the city. 2. It's a busy street with great shops and restaurants. 3. The government wants to build a smart city in the south of the country. 4. The apartment was expensive, but my parents could afford it
Task 2: Complete the sentences. Use words and phrases you have learnt in this unit. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to complete the sentences with suitable words or phrases. Tell them to use the given letter as suggestions. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the missing words / phrases on the board. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. infrastructure 2. liveable 3. sustainable 4. city dwellers
Task 3: Choose the correct words and phrases to complete these sentences. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to find and correct the mistakes in the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. 'm thinking 2. unhappy 3. tastes 4. an intelligent person

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Presentation of posters about cities of the future by groups in class.

c. Expected outcomes:

- Students practice giving a poster presentation.

d. Organisation

Lesson content & techniques for organizing students' learning activities	Expected products of student work
Instructions (given in Lesson 1 – Getting Started)	
<ul style="list-style-type: none"> - T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups. - Ss work in groups and make a poster about their ideal cities. (p.37) 	

<ul style="list-style-type: none"> - 4 groups take turns to present their ideal cities. - T asks the class to listen to the presentation and ask questions if they would like to. - Ss have peer assessment by taking notes on a checklist and then vote for the most attractive poster and the most interesting presentation. 	
Students' presentations	
<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	

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 4.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 3: CITIES OF THE FUTURE</p> <p style="text-align: center;">Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none"> - Pronunciation - Vocabulary - Language <p>* Project. Ideal city posters</p> <p>*Homework</p>
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Period 31: MID-TERM TEST CORRECTION

I. Aim: To help Ss:

- Review Ss' ability of using language: past simple, present perfect, modal verbs, stative verbs, linking verbs
- Review their knowledge about the topics: Healthy lifestyles, The Generation Gap, Cities of the Future
- Correct Ss' common mistakes.

II. METHODS

- Communicative, student-centered approach.

III. Teaching aids

Test, keys of the test.

IV. Time required: 45 minutes

V. Procedure:

- Ask Ss to re-explain the requirement of each exercise.
- Call some Ss to give the answers with explanation.
- Give feedback.

Period 32 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

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)	/ə'plai/	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)	/kə'mjuniti/	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)	/kəntrə'bjʊʃən/	something that you contribute or do to help produce or achieve with other people, or to help make something successful	Sự đóng góp, công hiến
4. Volunteer (v/n)	/vɒlən'tiər/	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
<p>Map quiz</p> <ul style="list-style-type: none"> - Teacher shows the shape of the countries. - Ss work in 4 groups. Each group raises their hands to take turns and guess what country it is. The group with all correct answers will get a bonus. - The team with the highest points is the winner. 	<p>Lists of countries:</p> <ul style="list-style-type: none"> ● Viet Nam ● Brunei ● Cambodia ● 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
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - 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. 	<p>New words:</p> <ol style="list-style-type: none"> 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				
<p>Task 1. Listen and read. (5 mins)</p> <ul style="list-style-type: none"> - 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. 	 <p>Questions:</p> <ul style="list-style-type: none"> - What can you see in the picture? - Who are the speakers? - What do you think they are discussing? <p>Suggested answers:</p> <ul style="list-style-type: none"> - Girls, books, photos, AYVP, ASEAN logo - The girls are the speakers. - They are discussing ASEAN. 				
<p>Task 2. Read the conversation again and write T (True) or F (False). (5 mins)</p> <ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. F (It was her cousin.) 2. T 3. F 4. F (She should be over 18.) 				
<p>Task 3. Match each word with its definition. (5 mins)</p> <ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <table border="0"> <tr> <td>1. c</td> <td>2. d</td> </tr> <tr> <td>3. b</td> <td>4. a</td> </tr> </table>	1. c	2. d	3. b	4. a
1. c	2. d				
3. b	4. a				
<p>Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)</p> <ul style="list-style-type: none"> - 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 	<p>Answer key:</p> <ol style="list-style-type: none"> 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

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
<p>Task 5. Role-play</p> <ul style="list-style-type: none"> - 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. 	<p><i>Students’ own creativity</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Prepare for the next lesson: Language.
- Prepare for the Project (Lesson 8).

Board Plan

<p><i>Date of teaching</i> 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.</p>
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- Task 3: Match each word with its definition.

- Task 4: Complete the sentences.

Extra activity: Role-play

***Homework**

Period 33. 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

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Matching game

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	Suggested answers: <i>tonight /t'naɪt/</i>

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.	<i>police /p'li:s/ potato /p'tetəʊ/ history /'hɪstri/ every /'evri/</i>
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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.	<i>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.</i>
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)

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
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Task 1. Match each word with its meaning. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. <i>b</i> 2. <i>c</i> 3. <i>d</i> 4. <i>a</i>
Task 2. Complete the sentences using the words and phrases in task 1. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. <i>leadership skills</i> 2. <i>contribution</i> 3. <i>cultural exchange</i> 4. <i>current issues</i>

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)	
<ul style="list-style-type: none"> - 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., <i>to apply for</i> => <i>applying for...</i>) - 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. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. <i>Applying for ASEAN scholarship online</i> 2. <i>listening to music</i> 3. <i>helping me translate the documents</i> 4. <i>starting a youth programme</i> 5. <i>Participating in the conference last year</i>
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)	
<ul style="list-style-type: none"> - 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. 	<p><i>Student's answer</i></p>

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.

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**

Period 34. 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

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)	/rɪ'leɪʃən/	the connection between people, groups, organizations, or countries
2. eye-opening (adj)	/'aɪ,əʊpənɪŋ/	surprising, and teaching you new facts about life, people, etc.
3. represent (v)	/,reprɪ'zent/	to speak, act, or be present officially for another person or people
4. live stream (n)	/'laɪvstri:m/	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
<p>Labelling game</p> <ul style="list-style-type: none"> - 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. 	<p>Put the news headlines in the correct category</p> 

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs. Discuss the questions. (5 mins)</p>	
<ul style="list-style-type: none"> - 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 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Where do you most often read the news? 2. What is your favourite news section: Politics, Education, Sports, or Culture?
<p>Vocabulary pre-teaching (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 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)

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)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key: 1. D 2. A 3. C</p>
Task 3. Read the news items again and match the highlighted words with their meanings. (7 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key: 1. c 2. d 3. b 4. a</p>
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)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key: 1. 121 (students) 2. 50 days 3. current social issues 4. (in) December 5. (on) the ASEAN webpage</p>

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

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
<p>Task 5. Work in groups. Discuss the following questions.</p> <ul style="list-style-type: none">- 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.	<p><i>Do you want to find more information about any of the news items in 2? Which one? Why?</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

UNIT 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 headline.

- Task 3. Match the words with their meanings.

- Task 4. Answer the questions.

- Task 5. Discussion

***Homework**

Period 35. 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

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)	/'kʌrənt/	of the present time
2. issue (n)	/'ɪʃuː/	a subject or problem
3. solution (n)	/sə'luːʃən/	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.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on 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

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.	How many countries belong to ASEAN today? 

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)

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. <i>current (adj)</i> 2. <i>issue (n)</i> 3. <i>solution (n)</i> 4. <i>skill (n)</i>
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. <i>c</i> 2. <i>a</i> 3. <i>e</i> 4. <i>f</i> 5. <i>b</i> 6. <i>d</i>
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	Suggested answers: 1. <i>C</i> 2. <i>E</i> 3. <i>A</i> 4. <i>B</i> 5. <i>D</i>

<ul style="list-style-type: none"> - Ask Ss to read through the explanations and examples in the Tips box and elicit more expressions. - Have Ss practise the conversations in pairs. 	
<p>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)</p>	
<ul style="list-style-type: none"> - 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. 	<p><i>Students' practice</i></p>

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)

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
<p>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)</p>	
<ul style="list-style-type: none"> - 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., <i>The first/second important skill is..., One of the most important skill is...</i> - 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. 	<p><i>Suggested answer:</i> <i>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.</i></p>

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**

Period 36. 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

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)	/'ri:dʒən/	a particular area or part of the world, or any of the large official areas into which a country is divided
2. youth (n)	/ju:θ/	the period of your life when you are young, or the state of being young
3. represent (v)	/,reprɪ'zent/	to speak, act, or be present officially for another person or people
4. opportunity (n)	/,ɒpə'tʃu:nəti/	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.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more 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.

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 <ul style="list-style-type: none">- 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.	<i>Link:</i> 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) <ul style="list-style-type: none">- 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: <i>Would you like to participate in the ASEAN School Tour Programme?</i> <i>Why/ Why not?</i>
Vocabulary pre-teaching (5 mins) <ul style="list-style-type: none">- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)- Teacher checks students' understanding with the "Rub out and remember" technique.- Teacher asks Ss to take notes on their notebooks.	Vocabulary: <i>1. region (n)</i> <i>2. youth (n)</i> <i>3. represent (v)</i> <i>4. opportunity (n)</i> <i>5. (to) come up with</i>

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)	
<ul style="list-style-type: none"> - 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: <i>A. Preparing for a cultural exchange event.</i>
Task 3. Listen to the conversation again and choose the correct answers A, B, or C. (8 mins)	
<ul style="list-style-type: none"> - 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: <i>1. B 2. A 3. C 4. C</i> <i>5. B</i>

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)

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
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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.

Question:

- *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**

Period 37. 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

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' 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.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>“Left or Right?”</p> <ul style="list-style-type: none"> - 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. 	<p>Key:</p> <ol style="list-style-type: none"> 1. <i>Will you get me a cup of coffee?</i> - Informal 2. <i>Would you mind bringing me some files?</i> - Formal 3. <i>I'm hungry. Can you come over?</i> - Informal 4. <i>Could you possibly give me a lift to work ?</i> - 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
<p>Task 1. Read the following proposal and match the headings (1–4) with the paragraphs (A–D) (7 mins)</p>	
<ul style="list-style-type: none"> - 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? 	<p><i>Answer key:</i> 1. B 2. D 3. A 4. C</p>
<p>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)</p>	
<ul style="list-style-type: none"> - 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. 	<p><i>Suggested answers:</i></p> <p>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...</p>

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)

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)	
<p>- Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in Activity 2.</p> <p>- 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.</p> <p>- 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.</p> <p>- Collect Ss' proposals and give face-to-face feedback in private or give them back with some written feedback.</p>	<p>Suggested answer:</p> <p>Title: ASEAN poster making event To: The Hanoi High School Youth Union Board Date: 10 January 20__ Prepared by: Grade 11 students</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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
<p>Cross-checking</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss - Teacher chooses some typical errors and corrects them as a whole class without nominating the Ss' names. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. <i>Organization: .../10</i> 2. <i>Legibility: .../10</i> 3. <i>Ideas: .../10</i> 4. <i>Word choice: .../10</i> 5. <i>Grammar usage and mechanics: .../10</i> <p style="text-align: right;"><i>TOTAL: .../50</i></p>

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

<p><i>Date of teaching</i></p> <p>Unit 4: ASEAN and Viet Nam</p> <p>Lesson 6: Writing</p> <p>*Warm-up</p> <ul style="list-style-type: none"> - Task 1: Match the headings. - Task 2: Discuss and add more ideas. - Task 3. Write a proposal about a welcome event. <p>* Cross-checking</p> <p>*Homework</p>

Period 38. 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.

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)	/,lu:nə ,nju: 'jɪər/	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)	/'ænsɛstər/	a person related to you who lived a long time ago
3. Buddhist (adj)	/'bʊdɪst/	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.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of 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
<p>Video: How Asians Celebrate Lunar New Year Worldwide</p> <ul style="list-style-type: none"> - 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. 	<p>Link: https://www.youtube.com/watch?v=FFC1jISbWzw</p>

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)

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
<p>Task 1. Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</p>	
<ul style="list-style-type: none"> - 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. 	<p>Answer key</p> <ol style="list-style-type: none"> 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)
<p>Useful expressions (7 mins)</p>	

<ul style="list-style-type: none"> - 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. 	<p>Useful expressions</p> <p>- Giving compliments</p> <ul style="list-style-type: none"> • <i>Nice work! Well done!</i> • <i>You did a really good job!</i> • <i>This is excellent. you are so good with ...!</i> • <i>You are a great presenter!</i> • <i>I love your ...!</i> <p>- Responding to compliments</p> <ul style="list-style-type: none"> • <i>Thanks for saying that.</i> • <i>I appreciate that.</i> • <i>Thank you. That means a lot to me.</i> • <i>I'm grateful for the kind words.</i> • <i>I'm (so) pleased to hear that.</i>
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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)

<ul style="list-style-type: none"> - 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. 	<p>Suggested answers:</p> <p>1.</p> <p><i>B: I've read your report on ASEAN. Well done! You've done a lot of research and organised all the information very clearly.</i></p> <p><i>A: I'm so pleased to hear that you like it. Thank you.</i></p> <p>2.</p> <p><i>A: I have attended the workshop on skills for future leaders in ASEAN. It was so well organised.</i></p> <p><i>B: Thank you. That means a lot to me.</i></p> <p><i>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.</i></p> <p><i>B: I really appreciate your kind words</i></p>
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e. Assessment

- Teacher observes 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)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS		
Task 1. Read the text and complete the table below (6 mins)			
- Ask Ss if they know any New Year Festivals in ASEAN. Elicit some questions to get more ideas,	Answer key:		
		Lunar New	Buddhist

<p>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.</p> <p>- In weaker classes, pre-teach some of the more difficult words and phrases, e.g., festivities, ancestors, scare...</p> <p>- Ask Ss to read the text and complete the table individually.</p> <p>- 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.</p>		Year	calendar
	Location	Viet Nam, Singapore, Indonesia and parts of Malaysia	Laos, Cambodia, Thailand & Myanmar
	Time	January or February	April
	Activities	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	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

Task 2. Discuss in pairs. What would you say to these people? (5 mins)

<p>- 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.</p> <p>- Ask some pairs to share their findings with the whole class.</p>	<p>Suggested answer: <i>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.</i></p>
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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)	
<p>1. Is Lunar New Year important to Vietnamese people?</p> <p>2. What are the traditions of Lunar New Year?</p> <p>List out some activities you would do in the Tet Holiday.</p>	<i>Students' creativity</i>

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**

Period 39. 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

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.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessively talkative students practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' 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! <ul style="list-style-type: none">- 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: <i>1. B 2. C 3. A</i> <i>4. B 5. B 6. C</i>

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)	
<ul style="list-style-type: none"> - 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 <u>c(o)rrect</u> answers on her test paper. 2. He's going to fly to Bangkok <u>t(o)night</u> . 3. The participants were <u>prob(a)bly</u> excited about the palace <u>hist(o)ry</u> . 4. I <u>b(e)lieve</u> that members expressed <u>diff(e)rent</u> opinions about the issue.
Task 2: Choose the correct words to complete the sentences. (4 mins)	
<ul style="list-style-type: none"> - 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. - Ask individual Ss to write their answers on the board, and check answers as a class. 	KEY: 1. an eye-opening 2. contribution 3. leadership 4. cultural
Task 3: Circle the underline part that is incorrect in each of the following sentences. Then correct it. (4 mins)	
<ul style="list-style-type: none"> - 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 observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)**a. Objectives:**

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

b. Content:

- Presentation of posters about features of an ASEAN country.

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.	

<ul style="list-style-type: none"> - 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. 	<p><i>Students' presentations</i></p>
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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

<p><i>Date of teaching</i> Unit 4: ASEAN and Vietnam Lesson 8: Looking back and project *Warm-up * Looking back - Pronunciation - Vocabulary - Language * Project: The colours of ASEAN *Homework</p>
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Period 40. UNIT 5: Global warming
Lesson 1: Getting started - A presentation about global warming

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Global warming*.
- Gain vocabulary to talk about global warming
- Get to know the language aspects: participle and past participle clauses.

2. Competences

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

3. Personal qualities

- Have responsibility for protecting the environment
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 5, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. global warming (n)	/ˌglɒbəl 'wɔːmɪŋ/	a gradual increase in world temperatures
2. consequence (n)	/'kɒnsɪkwəns/	a result of a particular action or situation, often one that is bad or not convenient
3. temperature (n)	/'tempɪrətʃər/	the measured amount of heat in a place or in the body
4. atmosphere (n)	/'ætməsfiər/	the mixture of gases around the earth
5. fossil fuel (n)	/'fɒsəl ˌfjʊəl/	fuels, such as gas, coal, and oil, that were formed underground from plant and animal remains millions of years ago
6. carbon dioxide (n)	/ˌkɑːbən daɪ'ɒksaɪd/	the gas formed when carbon is burned, or when people or animals breathe out

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of global warming.
- To set the context for the listening and reading part.

b. Content:

- Earth quiz

c. Expected outcomes:

- Students can have an overview of global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Earth quiz</p> <ul style="list-style-type: none"> - Teacher shows the quiz. - Ss work in 4 groups. Each group raises their hands to take turns and answer the multiple-choice questions. The groups get points for every correct answer. - The group with the highest points is the winner. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Most places on Earth are warmer than they were 100 years ago. 2. Where have some of the strongest and earliest impacts of global warming occurred? 3. How do scientists collect evidence about climate? 4. Which of the following gases does not trap heat? 5. As average global temperature rises, ____ 6. Which greenhouse gas is the main driver of Earth's current warming? <p>Key:</p> <ol style="list-style-type: none"> 1. True 2. In the Northern latitudes 3. All of the above 4. Nitrogen 5. average rainfall increases 6. Carbon dioxide

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. Global warming (n) 2. Consequence (n) 3. Temperature (n) 4. Atmosphere (n) 5. Fossil fuel (n) 6. Carbon dioxide (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 identify words and phrases related to global warming used in the text.
- To help Ss identify the causes and consequences of global warming.

b. Content:

- Task 1: Listen and read. (p.52)
- Task 2: Read the conversation again and complete the diagram, using the following phrases. (p.53)
- Task 3: Match the words to make phrases. (p.53)
- Task 4: Complete the sentences using words and phrases from exercise 1. (p.53)

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 1. Listen and read. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the pictures in the book (p.52) as well as the conversation 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. 	<p>Questions:</p> <ul style="list-style-type: none"> - <i>What can you see in the picture?</i> - <i>How many people are there in the conversation?</i> - <i>What do you think they are discussing?</i> <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>the Earth, the Sun</i> - <i>3 people</i> - <i>They are discussing global warming</i>
Task 2. Read the conversation again and complete the diagram, using the following phrases. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually first and complete the diagram with the phrases. Encourage them to read the conversation again. - Then put them in pairs to compare their answers. - Check answers as a class. Encourage Ss to provide evidence from the conversation for their answers. <p>E.g: Number 1 goes with choice c because Nam says, 'burnt for energy, fossil fuels release large amounts of carbon dioxide'. Number 2 goes with choice a, and the evidence is in Mai explanation 'they act like the glass in a greenhouse. Trapping too much of the sun's heat, they stop it from escaping back into space'.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> c a d b
Task 3. Match the words to make phrases. (5 mins)	
<ul style="list-style-type: none"> - Have Ss look at the words in the two columns. Explain that these words are used to make phrases mentioned in the conversation in Activity 1. - Ask Ss to match the words individually. - Check answers as a class. - Elicit the meaning of any words or phrases Ss don't know or find hard to understand. 	<p>Answer key:</p> <ol style="list-style-type: none"> c e b a d
Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)	
<ul style="list-style-type: none"> - Tell Ss to read the incomplete sentences and check comprehension. - Have Ss work individually. Encourage them to find the verb phrases in the conversation. 	<p>Answer key:</p> <ol style="list-style-type: none"> <i>Burnt</i> <i>Trapping</i> <i>adding</i>

<ul style="list-style-type: none"> - Check answers by having individual Ss read the sentences. - Ask them if they can name the grammar structure, i.e. present participle and past participle clauses. 	
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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 knowledge on the effects of global warming.

b. Content:

- Discussion

c. Expected outcomes:

- Students can identify one effect of global warming that they have personally experienced.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 5: Discussion What is one effect of global warming that you have personally experienced? (Students can tell more if possible)</p>	<p><i>Students’ own answers</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Prepare for the next lesson

Board Plan

<p><i>Date of teaching</i> Unit 5: Global warming Getting started - A presentation about global warming *Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. Global warming (n) 2. Consequence (n) 3. Temperature (n) 4. Atmosphere (n) 5. Fossil fuel (n) 6. Carbon dioxide (n) <ul style="list-style-type: none"> - Task 1: Listen and read. - Task 2: Complete the diagram. - Task 3: Match the words to make phrases. - Task 4: Complete the sentences. - Task 5: Discussion <p>*Homework</p>
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Period 41. UNIT 5: GLOBAL WARMING
Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use sentence stress appropriately to speak with a natural rhythm.
- Understand and use words and phrases related to global warming.
- Use present participle and past participle clauses correctly.

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

- Be aware of global issues and protect the environment
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 5, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Present participle	Past participle
The present participle is used to form a participle clause when the participle and the verb in the main clause have the same subject and the action is done by the same person or thing. The present participle is a verb form ending in -ing and it has an active meaning.	The past participle is a verb form usually ending in -ed, which normally has a passive meaning. Similar to present participles, past participles can form past participle clauses, but with a passive meaning.

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Video watching

c. Expected outcomes:

- Students can get further understanding of global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Ss work in 4 groups. - Teacher shows a video about causes and effects of global warming. - All teams watch the video and answer questions. - Teacher checks the answers of each group. - The group that has the most correct answers is the winner. 	<p>Link: https://ed.ted.com/lessons/climate-change-earth-s-giant-game-of-tetris-joss-fong</p> <p>Suggested questions and answers:</p> <ol style="list-style-type: none"> 1. Which game was mentioned? - Tetris 2. What else do we call carbon dioxide? - Greenhouse gas 3. Why do people cut down trees? - To make room for agriculture 4. How much has the amount of CO2 increased in the atmosphere since 1750? - By 40%

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise sentence stress appropriately.

b. Content:

- Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (p.53)
- Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p.53)

c. Expected outcomes:

- Students can say the given sentences with a natural rhythm.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (5 mins)</p>	
<ul style="list-style-type: none"> - Play the recording and ask Ss to listen to the sentences. Have them pay attention to the sentence stress (the stressed words in bold) and rhythm (the combination of stressed and unstressed syllables). - Play the recording again, pausing after each sentence for Ss to repeat. - Have Ss read the notes in the Remember! box. Check understanding by asking individual Ss to briefly explain what words to stress in their spoken sentences to sound natural and fluent. - Ask Ss to work in pairs, taking turns to read the sentences. Call on some Ss to read them out loud. 	<div style="background-color: #f9e79f; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center; margin: 0;">Remember!</p> <ul style="list-style-type: none"> • Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, articles) are not. • This combination of stressed and unstressed syllables produces the rhythm of spoken English. • To sound natural and fluent, you should try to stress the correct words in your spoken sentences. </div>
<p>Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (7 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to read the information in the Remember! box carefully. - Have them quickly look through the sentences, underline the stressed words, and practise saying the sentences with a natural rhythm. - Play the recording for Ss to check if they have correctly underlined the stressed words. In stronger classes, ask Ss 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. The <u>village</u> was <u>completely destroyed</u> by <u>floods</u>. 2. Some <u>gases</u> are <u>released</u> in the <u>air</u> through <u>human activities</u>. 3. Has the <u>earth's temperature increased</u> in the <u>past few years</u>?

<p>to mark the word stress, e.g ' village, com'pletely, de'stroyed.</p> <ul style="list-style-type: none"> - Check answers as a class. - Play the recording again, pausing after each sentence for Ss to repeat. - Ask Ss to work in pairs, taking turns to practise reading the sentences. Call on some Ss to read them out loud. 	<p>4. Some <i>environmental disasters</i> will <i>become more frequent</i>.</p>
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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 and phrases related to global warming.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.54)
- Task 2: Complete the sentences using the words and phrases in task 1(p.54)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that the words / phrases in the activity are related to global warming. - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. c 3. d 4. a 5. b
Task 2. Complete the sentences using the words and phrases in task 1. (6 mins)	
<ul style="list-style-type: none"> ➤ - Tell Ss to read the sentences carefully and decide which word in Activity 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. ➤ - Ask Ss to work individually to complete the sentences. Remind them to use the context clues to help them decide on each word. Then put Ss into pairs to compare their answers with a partner. ➤ - In weaker classes, have Ss look up the words in the glossary if necessary. ➤ - Check answers as a class by having Ss call out the missing word first, then read the whole sentence. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. renewable 2. waste 3. released 4. coal 5. fossil fuels

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise and practise present participle clauses.
- To help Ss recognise and practise past participle clauses.

b. Content:

- Task 1: Find and correct the mistakes in the following sentences. (p.55)
- Task 2: Rewrite these sentences using past participle clauses. (p.55)

c. Expected outcomes:

- Students can use participle clauses in sentences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Find and correct the mistakes in the following sentences. (6 mins)	
<ul style="list-style-type: none">- Focus Ss' attention on the structure of the present participle clause (a verb form ending in -ing).- Ask Ss to paraphrase the 2 examples in the Remember! box: 'Trapping too much of the sun's heat, greenhouse gases stop it from escaping back into space' => 'As / Since greenhouse gases trap too much of the sun's heat, they stop it from escaping back into space.''Walking on the beach, they picked up litter.' => 'While they were walking on the beach, they picked up litter.'- Ask Ss to focus on the subject in each sentence and ask questions to elicit that the participle and the verb in the main clause have the same subject and the actions are done by the same person or thing.- Have Ss correct the sentences individually or in pairs.- Check answers as a class.	<p>Answer key:</p> <ol style="list-style-type: none">1. Was waiting → Waiting2. Saw → Seeing3. were planting → planting
Task 2. Rewrite these sentences using past participle clauses. (7 mins)	
<ul style="list-style-type: none">➤ - Ask Ss to read the explanation and examples in the Remember! box carefully and check their understanding. Tell them to pay attention to the form of the past participle (a verb form usually ending in -ed) and two main uses of past participle clauses (i.e. giving the reason for an action and expressing a condition).➤ - Have Ss study the example before asking them to do the activity individually. Walk round the class and offer help if necessary.➤ - Put Ss into pairs and have them compare their sentences.➤ Check answers as a class.➤ - In weaker classes, have Ss write the sentences on the board and explain the paraphrases.	<p>Suggested answer:</p> <ol style="list-style-type: none">1. Not kept cool in hot weather, farm animals can suffer from heat stress.2. Worried about the consequences of deforestation, some farmers stopped burning trees to create farmland.3. Produced in huge amounts, carbon dioxide causes air pollution and climate change.

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

UNIT 5: GLOBAL WARMING

Lesson 2: Language

***Warm-up**

Video watching

*** Pronunciation**

- Task 1: Listen and repeat.
- Task 2: Underline the stressed words.

*** Vocabulary**

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

*** Grammar**

- Task 1: Find and correct the mistakes.
- Task 2: Rewrite these sentences.

***Homework**

Period 42. UNIT 5: GLOBAL WARMING
Lesson 3: Reading - The UN Climate Change Conference

I. OBJECTIVES

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

1. Knowledge

- Read for general ideas and for specific information in the news about the UN Climate Change Conference.

2. Competences

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

3. Personal qualities

- Be aware of global issues and find solutions for them
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 5, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

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

III. PROCEDURES

1. WARM-UP (6 mins)

a. Objectives:

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







b. Content:

- Describing 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
<p>Describing game</p> <ul style="list-style-type: none"> - Students work in 3 groups - Students look at the pictures and describe the situations before and after. - Ss raise hands to take turns describing the pictures. -Teacher leads into the new lesson. 	<p style="text-align: center;">WARM-UP</p> <p style="text-align: center;">Work in groups. Look at the pictures and describe the situations before and after.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> </div>

e. Assessment

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

2. ACTIVITY 1: PRE-READING (5 mins)

a. Objectives:

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage;
- Task 1. Work in pairs. Look at the pictures and discuss the environmental problems you see. (p.55)

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. Look at the pictures and discuss the environmental problems you see. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs to discuss the pictures and identify the environmental problems. - Ask some guiding questions. - Invite individual Ss to share their answers with the class. - Introduce the topic of the reading text. 	<p>Questions:</p> <p><i>What can you see in the pictures?</i></p> <p><i>Do you think human activities like farming can cause any negative impacts on the environment?</i></p> <p><i>How does deforestation contribute to global warming?</i></p> <p><i>Have you heard about global efforts to deal with climate change?</i></p>

e. Assessment

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

3. ACTIVITY 2: WHILE-READING (22 mins)

a. Objectives:

- To help Ss practise reading for main ideas in an article about the climate change conference.

b. Content:

- Task 2. Read the article and choose the best title for it. (p.55)
- Task 3. Read the article again. Match the highlighted words with their meanings. (p.56)
- Task 4. Read the article again and choose the correct answers A, B, or C. (p.56)

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 article and choose the best title for it. (8 mins)	
<ul style="list-style-type: none"> - Have Ss read the whole text quickly to get an overall idea. In weaker classes, go through the answer options and check understanding. - Ask Ss to work in pairs to compare their answers. Walk round the class and provide help if necessary. - Remind them that incorrect headings for a section are often "irrelevant" (i.e., not mentioned in the section), "too narrow" (i.e., only representing part of the section) or "too general" (i.e., not specific to that section only). - In weaker classes, have Ss read the article and find the most important pieces of information and summarise them. This can help them recognise the right title. - Check answers as a class. 	<p>Answer key:</p> <p><i>C - Main goals of this year's COP</i></p>

Task 3. Read the article again. Match the highlighted words with their meanings. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the article. Focus their attention on the context of the highlighted words and have them look for clues offering direct or indirect suggestions about their meanings, e.g. <i>CO₂</i> in paragraph 2 suggests that <i>emissions</i> are gases while <i>methane</i> is a gas as in paragraph 5 it is defined ‘a greenhouse gas’. Preposition <i>between</i> used after <i>balance</i> prompts equal things in a situation. - Check answers as a class. - Ask Ss to make sentences with each of the words to check understanding if time allows. 	Answer key: 1. <i>d</i> 2. <i>c</i> 3. <i>b</i> 4. <i>a</i>
Task 4. Read the article again and choose the correct answers A, B, or C. (7 mins)	
<ul style="list-style-type: none"> - Have Ss read the multiple-choice questions. Check Ss’ understanding and explain new or difficult vocabulary if necessary. - Ask Ss to read the article again. Have Ss work individually to answer the questions. Encourage them to discuss and compare their answers with a partner. - Check answers as a class. Have Ss explain the answers by providing evidence from the article, e.g. Choices A and B in question 1 are (the paraphrases of) key goals 2 and 3 while choice C is not (Paragraph 5 says, ‘The last key goal is to reduce methane emissions’). 	Answer key: 1. <i>C</i> 2. <i>A</i> 3. <i>C</i> 4. <i>B</i> 5. <i>B</i>

e. Assessment

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

4. ACTIVITY 3: POST-READING (9 mins)

a. Objectives:

- To check students’ understanding about 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:

- Task 5: Discussion (p.56)

c. Expected outcomes:

- Students can use the ideas and language in the reading passage to talk about their opinions

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
Task 5. Discussion <ul style="list-style-type: none"> - Ask Ss to work in groups of three or four. - Tell Ss to brainstorm and suggest some possible solutions to global warming. Have Ss think about things they can do as individuals to help fight global warming. - Suggest that Ss make use of graphic organisers for brainstorming, e.g., spidergrams. An example is at https://www.savecoastalwildlife.org/solutions-to-global-warming - Ask Ss from different groups to share their ideas with the rest of the class. Encourage them to explain how each action will help limit or stop global warming, e.g., Use less energy at home (less greenhouse gas emissions); Plant trees (more oxygen, less CO₂) - Praise for workable solutions and fluent delivery. 	Suggested solutions 1) <i>Use less energy at home</i> 2) <i>Plant trees</i> 3) <i>Walk, bike, or use public transport</i> 4) <i>Eat more vegetables and less meat</i> 5) <i>Choose eco-friendly products</i> 6) <i>Switch to green power</i> 7) <i>Follow 4Rs: Reduce, reuse, repair, recycle</i>

e. Assessment

- Teacher’s observation on Ss’ performance.

- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Write a short paragraph about effective methods to live healthily and increase life expectancy.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board Plan

Date of teaching

UNIT 5: GLOBAL WARMING

Lesson 3: Reading

The UN Climate Change Conference

***Warm-up**

- Task 1: Look at the pictures and discuss the environmental problems.
- Task 2: Choose the best title.
- Task 3: Match the highlighted words with their meanings.
- Task 4: Choose the correct answers.
- Task 5: Discussion

***Homework**

Period 43. UNIT 5: GLOBAL WARMING
Lesson 4: Speaking – Human activities and global warming

I. OBJECTIVES

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

1. Knowledge

- Present ideas clearly in a discussion.
- Talk about human activities and global warming.
 - Gain some language expressions to ask for and give opinions.

2. Competences

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

3. Personal qualities

- Have responsibility for protecting the environment
- Develop self-study skills.
- Actively join in class activities.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (6 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on cause-effect relation.
- To set the context for the speaking part;
- To help Ss get ready for the lesson by providing some background information.

b. Content:

- Matching game

c. Expected outcomes:

- Students can follow the instructions to perform the task successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Matching game</p> <ul style="list-style-type: none"> - Teacher shows some causes and effects of global warming on the screen. - Ss works in 4 groups. The groups raise hands to take turns to match the causes with the correct effects. - The group with the highest points is the winner. 	<p>Key:</p> <ol style="list-style-type: none"> 1. <i>Ice on the poles is melting - Sea level is rising</i> 2. <i>The snow fell all night - Schools and factories are closed today.</i> 3. <i>It rained all week - The town was flooded</i> 4. <i>Lightning struck the tree - It burned and blocked the road</i>

e. Assessment

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

2. ACTIVITY 1: CONTROLLED PRACTICE (12 mins)

a. Objectives:

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Introducing tips to give instructions.
- Task 1. Match the activities (1–3) with their possible effects on the environment (a–f). (p.56)
- Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (p.57)

c. Expected outcomes:

- Students can use key language more appropriately when they speak.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the activities (1–3) with their possible effects on the environment (a–f). (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to have a look at the activities and their possible effects on global warming. Check understanding. Explain any new words or phrases. - Have Ss match the activities with their effects on the environment. Ask them to discuss and compare answers with a partner. - Check answers as a class. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. c, e 2. a, d 3. b, f
Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to focus on the sentences in the box and make sure they understand their meaning. Have Ss read through the incomplete discussion about the reasons why cutting down or burning forests is the most serious problem causing global warming. - In weaker classes, ask questions to elicit the answers. <i>e.g. Mark starts the conversation by asking Mai for her opinion. Which of the options in the box expresses her opinion? Mark wants to know why she thinks that or the reasons. Which of the options is a suitable answer?</i> - Check answers as a class. - Have Ss read the explanations and examples in the Tips box. Focus their attention on the tips useful for presenting ideas clearly in a discussion and ask which of the tips and which words / phrases Mai has used (all the tips; words / phrases: <i>I think, There are two main reasons, First</i>). - Ask Ss to practise the conversation in pairs. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. B 2. D 3. A 4. C

e. Assessment

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

3. ACTIVITY 2: LESS CONTROLLED PRACTICE (10 mins)

a. Objectives:

- To provide a model conversation in which speakers discuss which human activity contributes most to global warming and practise presenting ideas clearly.
- To give Ss an opportunity to personalise the model conversation and discuss other causes of global warming.

b. Content:

- Task 3 Work in pairs. Talk about the other human activities that contribute to global warming. Use the ideas in task 1, the model and the tips in task 2 to help you. (p.57)

c. Expected outcomes:

- Students can present their ideas clearly.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3. Work in pairs. Talk about the other human activities that contribute to global warming. Use the ideas in task 1, the model and the tips in task 2 to help you.</p>	
<ul style="list-style-type: none"> - Explain the task and remind Ss of the tips for presenting ideas clearly in a discussion. - Ask Ss to work in pairs. They should talk about other human activities and how they contribute to global warming. - Remind Ss to use the expressions in the Tips box to state ideas, agree or disagree and introduce arguments. - Walk round to provide help if necessary. - Encourage them to swap roles so that each student has a chance to ask and answer about human activities and global warming. - Invite some pairs of Ss to role-play their conversation in front of the whole class. Praise for good effort, clear pronunciation, well-structured questions and interesting answers. 	<p><i>Students' practice</i></p>

e. Assessment

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

4. ACTIVITY 3: FREE PRACTICE (15 mins)

a. Objectives:

- To give Ss an opportunity to take part in a group discussion about global warming, then report their discussion to the whole class.

b. Content:

- Task 4. Work in groups. Decide which human activity contributes to global warming the most. Report to the whole class. (p.57)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about global warming and report to the class.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4. Work in groups. Decide which human activity contributes to global warming the most. Report to the whole class.</p>	
<ul style="list-style-type: none"> - Ask Ss to work in groups to prepare a discussion about human activities and global warming. - Tell groups to choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind group members that they need to listen without interrupting their classmates, wait for their turn to speak, take notes, and contribute ideas. - Walk round the class to provide help when necessary and encourage quiet group members to get involved. - Invite some groups to present their discussion in front of the class and answer any questions from the rest of the class. - Praise groups who present their opinions and arguments clearly. 	<p><i>Students' practice.</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

- *Date of teaching*
- **UNIT 5: GLOBAL WARMING**
- **Lesson 4: Speaking – Human activities and global warming**
- ***Warm-up**
- Matching game
-
- - Task 1: Match the activities with their effects.
- - Task 2: Complete the conversation.
- - Task 3: Talk about the other human activities that contribute to global warming.
- - Task 4: Decide which human activity contributes to global warming the most.
-
- ***Homework**

Period 44. UNIT 5: GLOBAL WARMING
Lesson 5: Listening – Black carbon and global temperature

I. OBJECTIVES

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

1. Knowledge

- listen for main ideas and specific information in a talk about black carbon and global temperature
- Memorise vocabulary to talk about climate change.

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

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 5, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. soot (n)	/sʊt/	a black powder composed mainly of carbon, produced when coal, wood, etc. is burned
2. soil (n)	/sɔɪl/	the material on the surface of the ground in which plants grow; earth
3. crop (n)	/krɒp/	a plant such as a grain, vegetable, or fruit grown in large amounts on a farm, or the total amount gathered of such a plant
4. melt (v)	/melt/	to turn from something solid into something soft or liquid

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they know the pronunciation and understand the meaning 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 the topic.
- To set the context for the listening part.

b. Content:

- Climate change quiz

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Climate change quiz</p> <ul style="list-style-type: none"> - Teacher shows the questions about climate change. - 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. 	<p>Questions (PPT slides):</p> <ol style="list-style-type: none"> 1. True or False: Wasting less food is a way to reduce greenhouse gas emissions. 2. Which of the following is a greenhouse gas? 3. What is the greenhouse effect? 4. What can you do to help fight climate change? <p>Key:</p> <ol style="list-style-type: none"> 1. True 2. All of the above 3. When the gases in our atmosphere trap heat and block it from escaping our planet 4. All of the above

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:

- Pre-teach vocabulary related to the content of the lesson.
- Task 1: Work in pairs. Match the words with their meanings. (p.57)

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

1. TEACHER'S AND STUDENTS' ACTIVITIES	2. CONTENTS
<p>3. Vocabulary pre-teaching (5 mins)</p> <ol style="list-style-type: none"> 4. - Teacher introduces the vocabulary. 5. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) 6. - Teacher checks students' understanding with the "Rub out and remember" technique. 7. - Teacher asks Ss to take notes in their notebooks. 	<p>8. Vocabulary:</p> <ol style="list-style-type: none"> 9. 1. soot (n) 10. 2. soil (n) 11. 3. crop (n) 12. 4. melt (v)
<p>13. Task 1. Work in pairs. Match the words with their meanings. (5 mins)</p> <ol style="list-style-type: none"> 14. - Ask Ss to look at the picture and try to elicit the pollutant, e.g. <i>Open fires release black carbon or soot.</i> 15. - Write the phrase 'black carbon' on the board. Ask Ss if they know its meaning. Tell them it is also known as 'soot'. 16. - Ask Ss to do the activity by matching the words with their meanings. Walk round the class and provide help if necessary. Point out the part of speech (v, n) and explain any difficult words or phrases. 17. - Check answers as a class. Make sure Ss understand the 	<p>18. Key:</p> <ol style="list-style-type: none"> 19. 1. c 20. 2. a 21. 3. d 22. 4. b

words by asking Ss to make sentences with them.

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;

b. Content:

- Task 2. Listen to a talk and choose the main idea. (p.57)
- Task 3. Listen to the talk again. Choose the correct answers A, B, or C (p.57)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

1. TEACHER'S AND STUDENTS' ACTIVITIES	2. CONTENTS
3. Task 2. Listen to a talk and choose the main idea. (7 mins)	
<p>4. - Tell Ss that they are going to listen to a talk about black carbon. Have Ss read the title options and check understanding.</p> <p>5. - Ask them to read the three ideas and check their understanding. In weaker classes, make sure Ss understand more difficult vocabulary such as <i>produce, contribute, sources, emissions, affect</i>. Pre-teach them if necessary.</p> <p>6. - Ss listen to the recording and do as instructed.</p> <p>7. - T reminds Ss that incorrect choices are often "irrelevant" (i.e., not mentioned in the talk), "too narrow" (i.e., only representing part of the talk) or "too general" (i.e., too broad or too vague).</p> <p>8. - Check answers as a class. Explain why C is the correct answer (i.e., black carbon emissions come from several sources and affect the earth's temperature) and why other answers are incorrect (i.e., A, B are 'irrelevant' or not mentioned).</p>	<p>9. Answer key:</p> <p>10. C</p> <p>11.</p>
12. Task 3. Listen to the talk again and choose the correct answers A, B, or C. (8 mins)	
<p>13. - Give Ss some time to read through the questions and underline key words to help them work out the answers. Check if they understand all the vocabulary.</p> <p>14. - In stronger classes, ask Ss if they can answer the questions without listening to the conversation again.</p> <p>15. - In weaker classes, pre-teach some difficult vocabulary such as <i>consist of, previously thought, last, increase, speed of melting</i>.</p> <p>16. - Play the recording once in stronger classes and twice in weaker classes.</p> <p>17. - If time allows, ask Ss to discuss their answers in pairs.</p> <p>18. - Check answers as a class. Play the recording, pausing at the places where Ss can find the answers, e.g. choice B is the answer to question 1 ('these huge fires are the world's biggest source of soot'), choice C is the answer to question 2 ('it only lasts for a few days or weeks'), choice C is the answer to question 3 ('when black carbon falls onto ice or snow, it warms the surface and increases the speed of melting'), choice A is the answer to question 4 ('offering me the opportunity to talk about black carbon', 'So what do you think we should do').</p>	<p>19.</p> <p>20. Answer key:</p> <p>21. 1. B</p> <p>22. 2. B</p> <p>23. 3. C</p> <p>24. 4. A</p>

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 give Ss an opportunity to use the ideas and language in the listening to talk about sources of black carbon in their city or neighbourhood.
- To give students authentic practice in using target language.
- To revise opinion phrases in the Speaking section.

b. Content:

- Task 4. Work in groups and answer the questions. (p.57)

c. Expected outcomes:

- Students can use the language and information from the unit to present their own ideas.

d. Organisation

A. TEACHER'S AND STUDENTS' ACTIVITIES	B. CONTENTS
C. Task 4. Work in groups and answer the questions. (p.57)	
D. - Ask Ss to work in groups. Have Ss decide if black carbon is found in their city or neighbourhood and give reason(s) for their answer. Tell Ss to note down their ideas. E. - In weaker classes, do the brainstorming with all Ss and write the best ideas on the board. F. - Invite some Ss from each group to present a summary of their discussions to the class.	G. Question: H. - Is black carbon found in your city or neighbourhood? I. - If so, where does it come from? J. K. <i>Student's practice</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

UNIT 5: GLOBAL WARMING

Lesson 5: Listening – Black carbon and global temperature

***Warm-up**

*** Vocabulary**

- Task 1: Match the words with their meanings.
- Task 2: Choose the main idea.
- Task 3: Choose the correct answers A, B, or C.
- Task 4: Answer the questions.

***Homework**

Lesson 6: Writing – A leaflet about ways to reduce black carbon emissions

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write a leaflet about ways to reduce black carbon emissions.

2. Competences

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

3. Personal qualities

- Be aware of global issues and protect the environment
- Develop self-study skills.
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 5, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

1. Anticipated difficulties	2. Solutions
3. Students may have underdeveloped writing skills.	4. - Guide students to make an outline before they write. 5. - Encourage students to work in pairs and in groups so that they can help each other. 6. - 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 leaflet.
- To set the context for the writing part.

b. Content:

- LEFT/RIGHT quiz.

c. Expected outcomes:

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

d. Organisation

1. TEACHER'S AND STUDENTS' ACTIVITIES	2. CONTENTS
3. Quiz - "Left or Right?" 4. - Teacher shows the questions one by one, the whole class answer the questions. 5. - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. 6. - Teacher leads in the lesson by linking formal request to proposal.	7. 8. (PPT slides) 9. Posters/ booklets/ poster/ banner/ leaflet

e. Assessment

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

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

a. Objectives:

- To help Ss build up ideas that they can later use for their writing.
- To familiarise Ss with the structure and language of a leaflet.

b. Content:

- Task 1: Work in pairs. Match the ways to reduce black carbon emissions (1–3) with the reasons (a–i) for doing so. (p.58)
- Task 2. Work in pairs. Label the parts of the leaflet with the words in the box. Use the tips on page 59 to help you. (p.58)

c. Expected outcomes:

- Students understand the reasons to reduce black carbon emissions.
- Students can identify the structure and language of a leaflet.

d. Organisation

A. TEACHER'S AND STUDENTS' ACTIVITIES	B. CONTENTS
C. Task 1. Work in pairs. Match the ways to reduce black carbon emissions (1–3) with the reasons (a–i) for doing so. (8 mins)	
<p>D. - Have Ss work in pairs. Tell them to look at the ways to reduce black carbon emissions and the reasons.</p> <p>E. - Explain any new words. Ask Ss to do the matching, then discuss and check their answers with a partner.</p> <p>F. - Check answers as a class.</p>	<p>G.</p> <p>H. Answer key:</p> <p>I. 1. a, c, d</p> <p>J. 2. f, g, i</p> <p>K. 3. b, e, h</p>
L. Task 2. Work in pairs. Label the parts of the leaflet with the words in the box. Use the tips on page 59 to help you. (7 mins)	
<p>M. - Ask Ss to work in pairs and study the five-part structure of the sample leaflet.</p> <p>N. - Tell them to read the tips for writing a leaflet and check their understanding.</p> <p>O. - In weaker classes, explain any new or difficult words, either in the tips or in the sample (e.g. slogan, call for action, renewable energy, warming effect, run out, solid fuels, switch to, organic waste etc.).</p> <p>P. - Ask Ss to look at the leaflet and label its parts, using the words in the box.</p> <p>Q. - Walk round the class to provide help if necessary.</p> <p>R. - Check answers as a class.</p>	<p>S. Key:</p> <p>T. 1. a 2. b 3. d</p> <p>U. 4. c 5. e</p>

e. Assessment

- Teacher observes Ss' work and gives feedback.

3. ACTIVITY 2: WHILE-WRITING (10 mins)

a. Objectives:

- To help Ss practise writing a leaflet about ways to reduce black carbon emissions.

b. Content:

- Task 3. You are organising your school's Green Fair. Write about 120–150 words to complete the leaflet in 2. Use the suggested ideas in 1, and the tips above to help you. (p.59)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3. You are organising your school's Green Fair. Write about 120–150 words to complete the leaflet in 2. Use the suggested ideas in 1, and the tips above to help you. (12 mins)	
<p>- Explain the task. Ask Ss to refer back to the suggested ideas in 1, and study the sample paragraph and tips in 2 carefully. Make sure Ss understand the structure and the language of a leaflet.</p> <p>- In weaker classes, provide the first paragraph of the</p>	<p>SAMPLE</p> <p><i>How dangerous is using solid fuels at home?</i></p> <p>Many people still use solid fuels like coal and wood for heating and cooking.</p>

<p>suggested answer below as a model by reading it aloud or displaying it on the board. Check Ss' understanding.</p> <ul style="list-style-type: none"> - Explain that they can use the ideas suggested in 1 when they develop their paragraphs. - Remind Ss that writers often provide detailed explanations or examples to support each idea in a paragraph. Set a time limit for Ss to write in class. - In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' paragraphs and give face-to-face feedback in private, or give them back with some written feedback. 	<p>However, when burnt at home, they produce black carbon and other pollutants. The tiny pieces of black carbon released from indoor stoves can enter the human body and cause serious health problems. Household air pollution kills millions of people every year.</p> <p><i>Use soot-free fuels!</i></p> <p><i>Renewable energy is the future!</i> Renewable energy is clean and free of black carbon and greenhouse gases, so it does not pollute the environment. Renewable energy can replace fossil fuels because it is convenient and reliable. Fossil fuels will be used up in this century while renewable energy will never run out because it comes from the Earth's natural sources.</p> <p><i>Power the planet with renewable energy!</i></p>
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e. Assessment

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

4. ACTIVITY 3: POST-WRITING (10 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
<p>CROSS-CHECKING</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss - Teacher chooses some typical errors and corrects as the whole class without nominating the Ss' names. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. <i>Organization: .../10</i> 2. <i>Legibility: .../10</i> 3. <i>Ideas: .../10</i> 4. <i>Word choice: .../10</i> 5. <i>Grammar usage and mechanics: .../10</i> <p><i>TOTAL: .../50</i></p>

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 5: GLOBAL WARMING

Lesson 6: Writing – A leaflet about ways to reduce black carbon emissions

***Warm-up**

- Task 1: Match the ways to reduce black carbon emissions with the reasons.

- Task 2: Label the parts of the leaflet.

- Task 3: Complete the leaflet.

*** Cross-checking**

***Homework**

Period 46. UNIT 5: GLOBAL WARMING
Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- To review expressions for giving warnings and responding.
- Understand the environmental impact of farming and how to reduce it

2. Core competence

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

3. Personal qualities

- Be ready to share the awareness to help the Earth when necessary.
- Protect their surrounding environment.

II. MATERIALS

- Grade 11 textbook, Unit 5, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. atmosphere (n)	/'ætməsfiə(r)/	the mixture of gases that surrounds the earth
2. crop (n)	/krɒp/	the amount of grain, fruit, etc. that is grown in one season
3. deforestation (n)	/,di:ˌfɒriˈsteɪʃn/	the act of cutting down or burning the trees in an area
4. farming (n)	/'fɑ:mɪŋ/	the activity of working on a farm or organizing the work there

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the impact of farming on the environment.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students can identify keywords and information from the video to answer the questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Ss work in groups and watch the video. - There are 3 questions which relate to the video. - T asks Ss to raise their hands and answer the questions. - The group which gets the most correct answers is the winner. <p>Questions:</p> <ol style="list-style-type: none"> 1. Farm animals contribute less to the emission of CO₂ than vehicles. True or False? 2. How many kilograms of plant protein are used in order to produce 1 kilogram of animal protein? 3. What can we do to reduce greenhouse gas? 	<p>Link:</p> <p>https://www.youtube.com/watch?v=7I0v3LhKhQg</p> <p>Suggested answer:</p> <ol style="list-style-type: none"> 1. False 2. 6 kilograms 3. We can consume fewer animal products or even go meat free.

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To help Ss learn about ways to reduce the impact of farming on global warming.
- To provide Ss with a model conversation in which people give and respond to warnings.

b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p 59)
- 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 59)

c. Expected outcomes:

- Students can use expressions for giving and responding to warnings.

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)	
<ul style="list-style-type: none"> - Ask Ss if their family have ever used a coal-burning stove for cooking or / and heating. - Tell Ss that they are going to listen to a conversation between two friends, Jane and Nga, about using a coal-burning stove. While listening, they should complete the conversation with the expressions they hear. - Give Ss some time to skim through the conversation and look for context clues for the missing expressions. In stronger classes, encourage them to work out the answers based on the context clues before they listen. - Play the recording for Ss to do the activity. - Check answers as a class. In weaker classes, play the recording again, pausing after each blank to confirm the correct answers. - Put Ss into pairs and have them practise the conversation. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. D 2. C 3. B 4. A
Useful expressions (5 mins)	
<ul style="list-style-type: none"> - Teacher gives students a list of expressions to prepare for Task 2 	<p>Useful expressions</p> <p>- Giving warnings</p>

	<ul style="list-style-type: none"> ● <i>I wouldn't... if I were you!</i> ● <i>Watch out (for something)!</i> ● <i>I (must) warn you ...</i> ● <i>mind your ...</i> <p>- Responding to compliments</p> <ul style="list-style-type: none"> ● <i>Thanks for (the) warning.</i> ● <i>I'll be (more) careful (next time). Thanks.</i> ● <i>Oh, really? I didn't know that. Thanks so much</i>
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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)

<ul style="list-style-type: none"> - Tell Ss that the words they used to fill in the gaps in Activity 1 are part of expressions for giving and responding to warnings. - Ask Ss to read the list of useful expressions and check their understanding. - Put Ss in pairs and explain the task: to role-play conversations like the one in Activity 1 but based on the two situations. Ss should play the roles given in this activity. - Give Ss a few minutes to plan their conversations before they role-play it (e.g., who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Walk round the class and provide help when necessary. - Invite some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of giving and responding to warnings and fluent delivery. 	<p>Situations:</p> <p>1. <i>Student A is burning rubbish. Student B is warning him/her about the dangers of open waste burning to people's health and the environment.</i></p> <p>2. <i>Student B is building a campfire. Student A is warning him/her about the risk of starting a forest fire and the health risks.</i></p>
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e. Assessment

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

3. ACTIVITY 2: CLIL - REDUCING THE ENVIRONMENTAL IMPACT OF FARMING (20 mins)

a. Objectives:

- To help Ss learn about ways to reduce the impact of farming on global warming.

b. Content:

- Task 1: Read the text and tick (✓) the pictures that show ways to reduce global warming. (p.60)
- Task 2: Work in groups. Discuss the following questions. (p.60)

c. Expected outcomes:

- Students understand and can relate what they have learnt about farming and global warming to their country.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Pre-teach vocabulary (4 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding and reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words</p> <ol style="list-style-type: none"> 1. atmosphere (n) 2. crop (n) 3. deforestation (n) 4. farming (n)

Task 1. Read the text and tick (✓) the pictures that show ways to reduce global warming. (6 mins)

- Ask Ss some questions to find out what they already know about the topic.
- Ask Ss what they want to know about the topic. Write their questions on the board.
- Put Ss into pairs and have them study the pictures. Ask them to tell you what they see in each one.
- Ask Ss to read the text and tick the pictures that illustrate the ways of limiting global warming mentioned in the text.
- Explain or elicit any new or difficult words, e.g. *face masks, be intended to, coal plants, flooded rice fields*. In stronger class, encourage Ss to guess their meaning from context.
- Check answers as a class by calling on pairs to speak out or write the answers on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Questions:

- Know:

Do you think farming causes global warming? Does it harm the environment? Does it emit any greenhouse gases? Which greenhouse gas comes from farming?

- Want to know:

Which farming activities contribute to global warming? How does raising farm animals make the planet hotter? Why can growing rice heat the earth's atmosphere? How can land-use increase the global temperature? What has been done to reduce the impact of farming on global warming?

Answer key:

1, 4

Task 2. Work in groups. Discuss the following questions. (10 mins)

- Tell Ss to read the text again and list the information about the farming activities *raising farm animals, growing rice, and land-use*, which contribute to global warming. Ask Ss if these activities in Viet Nam have a negative impact on global warming.
- Put Ss in groups and give them enough time to discuss their answers.
- Ask some groups to share their ideas with the whole class. Praise for good effort, clear pronunciation, well-structured and interesting answers.

Questions:

- What farming activities in Viet Nam do you think have a negative impact on the global temperature?

- What do you think are the alternatives to those activities?

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 5: GLOBAL WARMING

Lesson 7: Communication and Culture / CLIL

***Warm-up**

*** Everyday English**

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

*** CLIL**

- Vocabulary
- Task 1: Read the text and tick the pictures
- Task 2: Discussion.

***Homework**

Period 47. UNIT 5: GLOBAL WARMING
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 5;
- 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

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 5, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Quiz

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Quiz (PPT slides)</p> <ul style="list-style-type: none"> - Teacher shows the questions about global warming. - 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. 	<p><i>Key:</i></p> <ol style="list-style-type: none"> 1. True 2. China 3. 14% 4. Electricity & heat production 5. 2023

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise sentence stress and rhythm.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss revise the use of present participle and past participle clauses.

b. Content:

- Pronunciation: Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm. (p.60)
- Vocabulary: Choose the correct word or phrase to complete each sentence. (p.61)
- Grammar: Rewrite the sentences using present or past participle clauses. (p.61)

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
Pronunciation: Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually. Have them read the sentences silently and underlining the stressed words. - Play the recording, pausing after each sentence so that Ss can listen and check if they have underlined the correct words. - Check answers as a class by asking individual Ss to call out the stressed words in each sentence. - Play the recording again for Ss to repeat each sentence chorally. If time allows, have Ss practise reading the sentences, focusing on sentence stress and rhythm. 	<p>Key:</p> <ol style="list-style-type: none"> 1. Forests are helpful in cooling down our planet. 2. Plants can store a lot of carbon in their roots, branches, and leaves. 3. Oceans can also remove carbon from the atmosphere and store it. 4. Oceans may start releasing the carbon they store as global temperatures rise.
Vocabulary: Choose the correct word or phrase to complete each sentence. (4 mins)	
<ul style="list-style-type: none"> - Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words. - In weaker classes, have Ss work in pairs or groups. - Check answers as a class. 	<p>Key</p> <ol style="list-style-type: none"> 1. <i>coal</i> 2. <i>releasing</i> 3. <i>Renewable energy</i> 4. <i>fossil fuels</i>
Grammar: Rewrite the sentences using present or past participle clauses. (4 mins)	
<ul style="list-style-type: none"> - Explain to Ss that they are going to review the use of present and past participle clauses. - In weaker classes, have Ss review the grammar rules in the Language lesson before they do the exercise. If necessary, write the incomplete sentences on the board and explain the structures. - Walk round the class to provide help if necessary. - If time allows, ask Ss to work in pairs to compare answers. - Check answers as a class. - In stronger classes, ask individual Ss to read the completed sentences and explain which participle clause they have used. 	<p>Key:</p> <ol style="list-style-type: none"> 1. <i>Being a firefighter</i> 2. <i>Frightened by the forest fires</i> 3. <i>Flooded with water after the heavy rain</i> 4. <i>destroying all the wildlife there</i>

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise reporting survey results in an oral presentation.

b. Content:

Project: What can we do every day to help limit global warming

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Work in groups. Carry out a survey to find out how people in your area are reducing the negative impact of their daily activities on the environment and trying to limit global warming. Report your survey results to the class.</p>	
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation of survey results. - Have Ss work in their groups. Give them a few minutes to prepare for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick (✓) appropriate items while listening to their classmates' presentation 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. 	<p><i>Students' presentations</i></p>

e. Assessment

- T gives comments and feedback to all the 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 6.

Board Plan

<p><i>Date of teaching</i> Unit 5: GLOBAL WARMING Lesson 8: Looking back and project *Warm-up</p> <p>* Looking back - Pronunciation - Vocabulary - Language</p> <p>* Project What we can do every day to help limit global warming</p> <p>*Homework</p>
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Period 48. REVIEW 2

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 4-5.
- Review the vocabulary and grammar they have learnt in Unit 4-5.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Review 2
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. Have excessive talking students practice. - 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;
- To enhance students' skills of cooperating with teammates.


b. Content:

- Name ASEAN countries

c. Expected outcomes:

- Students can recall the previous knowledge and develop interest in the lesson

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Name ASEAN countries</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in 4 big groups. - Teacher gives each group a set of pictures of ASEAN countries' flags. - Students work in groups and write the name of the countries. - The fastest group with correct answers will be the winner. 	 <p>BRUNEI THAILAND MYANMAR LAOS INDONESIA</p> <p>MALAYSIA PHILIPPINES CAMBODIA SINGAPORE VIETNAM</p>

e. Assessment

- Teacher observes the groups, listens to Ss' answers and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To check if Ss can identify word stress and sentence stress, and provide further pronunciation practice;
- To check if Ss can identify words with elision and provide further pronunciation practice.

b. Content:

- Task 1: Read the following sentences. Underline the stressed words in each one. Then mark the stressed syllables in these words. Listen and check. (p.62)
- Task 2: Underline words with elisions in the following sentences. Listen and check. (p.62)

c. Expected outcomes:

- Students can revise different aspects of pronunciation learnt in Unit 4 and 5.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following sentences. Underline the stressed words in each one. Then mark the stressed syllables in these words. Listen and check. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences, underline the stressed words and then mark the stressed syllables. - Teacher has Ss work in pairs to compare their answers. - Teacher plays the recording for Ss to listen and repeat and check their answers. - Teacher checks answers as a class. Write the marked sentences on the board, if necessary. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. The <i>earth</i> is 'getting 'warmer and 'warmer. 2. There will be <i>more floods and storms</i> in the 'coming years. 3. 'ASEAN has <i>helped</i> its 'members to a'chieve <i>eco'nomi</i>c growth. 4. The 'burning of coal and oil re'leases a lot of 'carbon di'oxide into the air.
Task 2: Underline words with elisions in the following sentences. Listen and check. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences and underline the words with elision in each one. - Teacher plays the recording for Ss to listen and repeat and check their answers. - Teacher calls on some Ss to write their answers on the board. - Extension: Put Ss in pairs and ask each pair to think of at least 3 sentences and write them down on a piece of paper. Then the pairs take turns to read out their sentences. Have the rest of the class write down the sentences, and mark the sentence stress and any words with elision. 	<p>Answer key:</p> <ol style="list-style-type: none"> 5. The young ASEAN leaders had many <u>diff(e)rent</u> ideas. 6. It's very easy to use digital <u>cam(e)ras</u>. 7. She's giving a talk about the <u>hist(o)ry</u> of <u>choc(o)late</u>. 8. We'll have our discussion on ASEAN in the <u>libr(a)ry t(o)night</u>.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: VOCABULARY (10 mins)

a. Objectives:

- To check if Ss can understand and use topic-related words and phrases from Units 4 and 5 in meaningful contexts.

b. Content:

- Task 1. What are the missing letters? Complete the sentences using the pictures to help you. The first sentence is done for you. (p.62)
- Task 2. Complete the sentences using these words and phrases. (p.63)

c. Expected outcomes:

- Students can complete the tasks on vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. What are the missing letters? Complete the sentences using the pictures to help you. The first sentence is done for you. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work individually, then compare answers in pairs. Encourage them to use the pictures as clues. - Teacher checks answers as a class. Call on individual Ss to spell the words or write them on the board. - <i>Extension: Play a game to revise other key words Ss have learnt in Unit 5, e.g., coal, waste, carbon, global warming. Have a volunteer come to the front. Whisper one of the words into his / her ear and have the student draw the word on the board or mime it. In weaker classes, ask the student to write the first two or three letters on the board. Ask the rest of the class to make guesses. Give a point to the first student who correctly calls out the word. Continue with other words until all Ss have a go. The winner is the student with most points.</i> 	<p>Answer key:</p> <ol style="list-style-type: none"> 2. <i>emissions, deforestation</i> 3. <i>fossil fuels, greenhouse gases</i>
Task 2. Complete the sentences using these words and phrases. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss work in pairs. Tell them to read the sentences carefully and decide which word or phrase can be used to complete each of the sentences. Explain that they have to use context clues to decide on the suitable word or phrase. - Teacher reminds Ss that they have learnt these words or phrases in Units 4 and 5 - Teacher checks answers as a class and has Ss call out the word or phrase they have chosen for each sentence first. - Teacher then asks individual Ss to read the whole sentences. Confirm the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>current issues</i> 2. <i>greenhouse gas</i> 3. <i>leadership skills</i> 4. <i>contribution</i> 5. <i>Pollutants</i>

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (20 mins)

a. Objectives:

- To check if Ss can use gerunds, to-infinitives and present participle clauses
- To check if Ss can use gerunds and participle clauses.

b. Content:

- Task 1: Put the verbs in brackets in the correct forms. (p.63)
- Task 2: Rewrite the sentences using gerunds or participle clauses. (p.63)
- Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p.63)

c. Expected outcomes:

- Students can do the given tasks on grammar.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Put the verbs in brackets in the correct forms. (6 mins)	

<ul style="list-style-type: none"> - Teacher quickly reviews when gerunds, to-infinitives and present participles are used. In stronger classes, elicit the uses from Ss and ask them to give you some examples. - Teacher asks Ss to complete the sentences with the correct form of verbs in brackets. - Teacher answers as a class and ask Ss to identify the verb forms: gerunds, to-infinitives or participles. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>buying</i> 2. <i>Feeling</i> 3. <i>to reduce</i> 4. <i>wearing</i> 5. <i>to work</i>
<p>Task 2: Rewrite the sentences using gerunds or participle clauses. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss work in pairs. Tell them to read the sentences carefully and decide which word should be used to complete each sentence. - Teacher calls on Ss to read their complete sentences. Confirm the correct answers with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Used in this way</i> 2. <i>Going on the ASEAN tour</i> 3. <i>Cutting down the trees</i> 4. <i>Warmed by the Sun</i> 5. <i>preparing the guest list</i>
<p>Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss work individually. Tell them to read each sentence carefully and decide which option is incorrect. - Teacher calls on Ss to share their answers in pairs. - Teacher checks as a class and confirms the correct answers. For weaker classes, ask Ss to correct the mistakes in each sentence. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>C → collecting</i> 2. <i>C → injuring</i> 3. <i>A → Embarrassed</i> 4. <i>B → getting</i> 5. <i>B → cheered</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Prepare for the next lesson: Review 2 - Skills (1)

Board Plan

<p><i>Date of teaching</i> Review 2 Lesson 1: Language</p> <p>* Warm-up: Name ASEAN countries</p> <p>Pronunciation Task 1: Underline the stressed words. Task 2: Underline words with elision.</p> <p>Vocabulary Task 1: Find the missing letters. Task 2: Complete the sentences.</p> <p>Grammar Task 1: Put the verbs in brackets in the correct forms. Task 2: Rewrite the sentences. Task 3: Find the mistakes.</p> <p>* Homework</p>

Period 49. REVIEW 2
Lesson 2: Skills (1) - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Practise listening for general ideas and specific information
- Use the learnt ideas and language to discuss and practise problem-solving skills

2. Core competence

- Develop critical thinking skill;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can listen for comprehension and answer the given questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Teacher asks Ss to watch a short video and try to remember the information in the video. - After Ss listen, teacher shows the questions one by one. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson. 	<p><i>Link:</i> https://www.youtube.com/watch?v=7qQ0fD00Yxk</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Global warming and abnormal weather such as torrential rain and drought. 2. (One of the main causes of global warming is) CO2

Questions: 1. Which environmental problems are mentioned in the video? 2. What is one of the main causes of global warming? 3. What can be done to reduce CO ₂ emissions?	3. Three main ways: + Fully mastering combustion technology to completely burn fuel + Convert unused energy into electricity + Optimize thermal control
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e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: LISTENING (18 mins)

a. Objectives:

- To practise listening for main ideas
- To practise listening for specific information

b. Content:

- Task 1. Listen to a conversation between Nick and Ann. What are they talking about?
- Task 2. Listen again. Decide whether the following statements are true (T) or false (F).
- Extra activity

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and reorder the key information.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a conversation between Nick and Ann. What are they talking about? (8 mins)	
<ul style="list-style-type: none"> - Teacher focuses Ss' attention on the picture and asks them what it shows, e.g., it shows that people can reduce CO₂ emissions by recycling and using green energy such as solar and wind power. - Teacher tells Ss that they are going to hear a conversation between Nick and Ann. Ask Ss to look through the list of topics and guess what the two friends are going to talk about. Encourage them to note down their guesses in their notebooks. - Teacher calls on some Ss to share their predictions. - Teacher plays the recording for Ss to listen for the first time and check if their guesses are correct. - Teacher confirms the correct answer. Ask Ss to give the clues that help them work out the answer, e.g., words which are repeated many times in the recording such as <i>greenhouse gases, CO₂, reduce...</i> - For weaker classes, provide some strategies for listening for the main idea if Ss can't find the answers after the first time of listening such as: listen to the keywords, the first sentences in the conversation, linking words... 	<p><i>Answer keys: B</i></p>
Task 2. Listen again. Decide whether the following statements are true (T) or false (F). (10 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the sentences, and underline the keywords (e.g., 1: <i>planet, not warm, as usual</i>; 2: <i>Methane, increase, population growth</i>; 3: <i>emissions from cows, changed, usable energy</i>; 4: <i>scientists, green oceans, reduce, CO₂</i>; 5: <i>NZT project, involves, transport, storage, CO₂</i>). - Teacher plays the recording and has Ss write down their answers. - Teacher has Ss work in pairs to compare their answers. - Teacher checks answers as a class. - In weaker classes, play the recording again, pausing after the clues. In stronger classes, ask Ss to provide the clues for their answers, e.g., Statement 1 is false. Nick says, 'the winter is not as cold as usual' and Ann responds agreeing to him, 'Yep, our planet is getting warmer'. 	<p><i>Answer keys:</i></p> <ol style="list-style-type: none"> 1. F 2. T 3. T 4. F 5. T
Task 3. Extra activity (6 mins)	

<ul style="list-style-type: none"> - Teacher puts Ss into groups. - Teacher plays the recording and has them take notes. - Teacher gives groups a few minutes to discuss and plan their talks about ways to reduce greenhouse gas emissions. - Teacher invites some groups to present their talks in front of the class. - Teacher praises groups whose talks include correct facts and all the points. 	<i>Students' own ideas and presentations</i>
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e. Assessment

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

3. ACTIVITY 2: SPEAKING (20 mins)

a. Objectives:

- To give Ss an opportunity to use the ideas and language from the Listening in a group discussion and practise problem-solving skills.

b. Content:

- Work in groups. Discuss the technologies can be used in Vietnam.

c. Expected outcomes:

- Students come up with good ideas and are able to decide on the most important things that will help people to live a long and healthy life in the cities of the future.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in groups. Discuss if the following technologies mentioned in the Listening can be used in Viet Nam. Think about how they can help slow global warming. (9 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to recap the technologies mentioned in the Listening. If necessary, write the three points on the board and have Ss add more details related to each one. - Teacher asks Ss to work in groups of 3 or 4 to share their ideas. Remind them of the useful expressions in Unit 4, page 47 and ask them to refer to the technologies listed on the page. - Teacher walks round the class and gives support if necessary. Encourage them to use the suggested useful expressions from Unit 4, page 47. - Teacher invites some groups to present a summary of their discussion to the class. Encourage the rest of the class to ask questions. - Teacher praises for good effort, interesting ideas and fluent delivery. 	<p><i>Example:</i></p> <p><i>A: I think turning methane emissions from cows into energy is a great technology and it can be applied in Viet Nam. This will help save the local environment and provide more energy sources to the people in those areas.</i></p> <p><i>B: I agree with you. There are more dairy farms in Viet Nam now as the demand for milk and beef has increased. I also think that growing plants in the ocean is worth trying. Our country has a long coastline.</i></p> <p><i>A: Yes, you're right. These underwater green carpets will help remove carbon from the atmosphere and limit global warming.</i></p>

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 Review 1 - Skills - Reading and Writing.

Board Plan

Date of teaching

REVIEW 2

Lesson 2: Skills - Listening & Speaking

***Warm-up**

Watch a video

*** Listening**

- Task 1. Listen to a conversation. What are they talking about?

- Task 2. True or false.

- Task 3. Extra activity

*** Speaking**

- Discuss the technologies which can be used in Viet Nam.

***Homework**

Period 50:
REVISION FOR MID-TERM TEST (1)

I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, pronunciation and grammar taught.
- **Skills:** Integrated skills
- **Attitude:** To make students recall knowledge of A LONG AND HEALTHY LIFE, THE GENERATION GAP, CITIES OF THE FUTURE, ASEAN, GLOBAL WARMING

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).
- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

4. Stabilization (2 mins)

- Greets the whole class.
- Checks the attendance.

6. Check-up (during the lesson)

3 Classroom activities

R. START/ WARM UP ACTIVITY (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To get Ss to list out the topics they have learnt	<ul style="list-style-type: none"> - Show the slide with topics in the text book and ask Ss to match the units with the topics given: - Have a student answer - Check the answers 	<ul style="list-style-type: none"> - Ss' answers may vary. - Suggested answer:

S. PRACTICE ACTIVITIES

ACTIVITY 1: Choose the word whose underlined part is pronounced differently from that of the others.. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To revise pronunciation	<ul style="list-style-type: none"> - Guides and reminds Ss of some tips to do this kind of task. - Ask Ss to work individually to do activity - Go around the class to help if necessary. - Then ask Ss to compare their answers in pairs. - Call Ss to present answers. - Corrects and gives feedback. 	<ul style="list-style-type: none"> - Suggested answer:

ACTIVITY 2: Choose the word whose stress is placed differently from that of the others. (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work

To help Ss distinguish stress of different words.	<ul style="list-style-type: none"> - Asks students to look through the task then choose the words having different stress from the others. - Asks them to work in pairs to do the task and compare their answers - Calls some students to give the answers and then get the correct answers. 	- Suggested answer: ▪
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ACTIVITY 3: Choose the best option to complete the following sentences. (15 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of vocabulary and application of grammar	<ul style="list-style-type: none"> - Have Ss work in pairs and choose the correct answer for each question. - Calls some Ss to give the answers. 	

ACTIVITY 4: Mark the letter that indicates the word(s) CLOSEST in meaning to the underlined (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of learnt vocabulary and their application to find synonyms	<ul style="list-style-type: none"> - Have Ss work in pairs and find the words closest in meaning to the underlined ones. - Go around & provide help if any - Calls some Ss to give the answers. 	Suggested answer:

ACTIVITY 4: Mark the letter that indicates the word(s) OPPOSITE in meaning to the underlined (5 mins)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of learnt vocabulary and their application to find antonyms	<ul style="list-style-type: none"> - Have Ss work in pairs and find the words opposite in meaning to the underlined ones. - Go around & provide help if any. - Calls some Ss to give the answers. 	Suggested answer:

HOMEWORK: (5 ms)

- Summarise the main points of the lesson.
- Asks sts to:
- + raise questions if they don't understand any parts.
- + prepare the next lesson (Revision 2), and do the rest exercises.

IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation (Handout 2)

15. Knowledge

- Revise the vocabulary again and do pronunciation, vocabulary & grammar, closest/opposite meaning tasks.

16. Comprehension

- Find words and phrases to fill in the blanks as well as finding their synonyms/antonyms.

3. Low application

- Discuss and choose the best answers.

11. High application

- Explain for their choices

V. Appendix

Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|---------------------------|-------------------------------------|-------------------------------|---------------------------------|
| 1. A. <u>o</u> perate | B. prom <u>o</u> te | C. p <u>o</u> litics | D. p <u>o</u> pular |
| 2. A. <u>r</u> ecipe | B. inf <u>e</u> ction | C. r <u>e</u> gular | D. <u>e</u> xperience |
| 3. A. ch <u>o</u> res | B. bro <u>o</u> thers | C. g <u>e</u> rms | D. stud <u>e</u> nts |
| 4. A. b <u>a</u> cteria | B. org <u>a</u> nism | C. int <u>e</u> r <u>a</u> ct | D. ch <u>a</u> racteristic |
| 5. A. ped <u>e</u> strian | B. inf <u>r</u> ast <u>r</u> ucture | C. prop <u>o</u> s <u>a</u> l | D. <u>s</u> ustainable |
| 6. A. <u>u</u> rban | B. comm <u>u</u> nity | C. n <u>u</u> trient | D. contrib <u>u</u> tion |
| 7. A. <u>c</u> ultural | B. priv <u>a</u> cy | C. skysc <u>r</u> aper | D. exp <u>e</u> ctancy |
| 8. A. fill <u>e</u> d | B. improv <u>e</u> d | C. exam <u>i</u> n <u>e</u> d | D. influ <u>e</u> nc <u>e</u> d |

Mark the letter A, B, C, or D to indicate the word that differs from the other three in the position of the primary stress in each of the following questions.

- | | | | |
|--------------------|-------------------|-----------------|-----------------|
| 9. A. organism | B. behaviour | C. participate | D. relationship |
| 10. A. opportunity | B. representative | C. generational | D. association |
| 11. A. develop | B. regular | C. ancestor | D. physical |
| 12. A. community | B. electronic | C. expectancy | D. experiment |
| 13. A. curious | B. digital | C. volunteer | D. argument |
| 14. A. adapt | B. respect | C. propose | D. current |
| 15. A. awareness | B. discussion | C. politics | D. pollutant |
| 16. A. believe | B. welcome | C. exchange | D. install |

Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.

17. John's parents are very strict, so he _____ use his smartphone after 9 PM.
A. couldn't B. needn't C. mustn't D. doesn't have to
18. His view is very old-fashioned because he was brought _____ in a traditional family.
A. out B. to C. with D. up
19. Wanting to strengthen the relations between countries, all of the representatives support the new _____.
A. order B. responsibility C. contribution D. proposal
20. _____ differences exist between children and their parents, children and their grandparents, and between students and their teachers.
A. Generation B. Gender C. Gap D. Bridge
21. _____ natives are seen as people born after the Internet was developed in the early '80s.
A. Electronic B. Old C. Digital D. Young
22. City dwellers are able to lead an increasingly active lifestyle thanks to more _____ services for everyday life.
A. important B. traditional C. exciting D. convenient
23. The city power grid operates _____ every day thanks to many technicians.
A. efficient B. efficiently C. efficiency D. efficiencies
24. The doctor advised us to _____ salt and sugar. We should also do exercise and eat more green vegetables.
A. cut away B. cut off C. cut down on D. cut out
25. As a member of an international organisation, we _____ follow the organisation's rules and regulations.
A. can B. have to C. may D. might
26. The food we have _____ be unhealthy or we will get many diseases.
A. need to B. should C. can D. mustn't
27. After failing many times in _____ a new dish, she made a decision _____.
A. creating/ giving up B. to create/ to give up
C. to create/ give up D. creating/ to give up
28. My grandpa is very conservative. He never _____ about way of life.

- A. gives his opinion B. changes his mind C. gives his view D. keeps in mind
29. We appreciated _____ more opportunities _____ part in the story-telling contest.
A. giving/ to take B. to give/ taking C. given/ to take D. being given/ to take
30. She did a funny little curtsy which Josh and Silver couldn't help _____ at.
A. laugh B. laughing C. to laugh D. to laughing
31. Since 2007, Boston police have been using Shotspotter, a system that allows them to _____ the location of shots fired immediately.
A. detect B. select C. collect D. realize
32. China has already been experimenting with ways to make its cities more _____ for the last two decades.
A. sustainable B. harmless C. continued D. natural
33. _____ you usually feel _____ before an examination?
A. Are/ nervous B. Do/ nervously C. Do/ nervous D. Are/ nervously
34. - Do you think Margaret will take the job you offered her?
- I don't know. She seemed _____ in it, however.
A. interesting B. interestingly C. interested D. interest
35. Older generations can cope with difficulties because they have _____ many changes in their lives.
A. experienced B. refused C. looked for D. influenced
36. Gen Zers are very _____ as they always come up with new ideas or things.
A. experienced B. curious C. creative D. traditional
37. Generation gap refers _____ the difference in the ways of thinking and perception in the people of two different generations
A. about B. at C. on D. to
38. Young people need the right skills and knowledge to be able to _____ a contribution to the economy.
A. do B. make C. take D. play
39. _____ confident about her English, Mia decided to enter the English-speaking competition at her school.
A. Felt B. To feel C. Feeling D. Feel
40. _____ by the sun, the earth's surface releases heat into the air.
A. Warmed B. Warming C. To warm D. Warm
41. _____ in this way, an online dictionary can help you learn many new words.
A. Using B. To use C. Use D. Used
42. _____ in the hospital for 4 years, he has decided to give up his work.
A. To work B. Having worked C. Being working D. Worked
42. I _____ the book yet so I can't tell you what happens.
A. haven't finished B. don't finish C. didn't finish D. hadn't finished
43. The idea of smart cities _____ in the 21st century.
A. starts B. has started C. started D. was starting
44. I _____ that the best solution to conflicts in the family is communication.
A. am believing B. believe C. will believe D. was believing
45. To raise awareness _____ ASEAN and promote cultural exchanges, the ASEAN-Korea Centre regularly organises an ASEAN School Tour Programme.
A. in B. for C. to D. of
46. Do you mind _____ me translate the documents into Vietnamese?
A. to help B. helping C. helped D. help
47. The goal of the ASEAN talk show on women in sport is _____ gender equality in and through sport.
A. promoting B. celebrating C. representing D. managing
48. Lunar New Year is a time for Vietnamese people to _____ ancestors and get together with family.
A. offer B. welcome C. honour D. propose
49. One disadvantage of living in smart cities is that people do not _____ with many people face to face.

- A. produce B. interact C. replace D. operate
50. I know this area like the ___ of my hand because I have been living here for 10 years. A. right
B. left C. front D. back

Mark the letter A, B, C, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.

51. On New Year's Day, people often wish one another success and **prosperity**.
A. happiness B. luck C. health D. wealth
52. The major **shortcoming** of ASEAN as an organisation is the inability to go through many declarations, agreements, and instruments that they have proliferated over the years.
A. advantage B. benefit C. drawback D. success
53. These smart devices are expected to help people predict changes in traffic and **cope with** traffic jams.
A. interact B. fight C. operate D. replace
54. We can discuss how to make **room** for more pedestrian zones in our neighbourhood.
A. apartment B. hall C. chance D. space
55. Another factor lies in differences in musical tastes, fashion, and political **views** between young people and their parents
A. ideas B. tastes C. opinions D. Visions
56. Baby Boomers (born 1946-1964), were born in the aftermath of the World War II when there was a "**boom**" in birthrates.
A. population B. decrease C. explosion D. exploration

Mark the letter A, B, C, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.

57. Smart cities are built on new technologies to **improve** people's lives.
A. affect B. recover C. enhance D. worsen
58. Viet Nam and Laos will closely cooperate to strengthen the **solidarity** of ASEAN and enhance the vital role of the group in regional security structure.
A. agreement B. cooperation C. separation D. fellowship
59. In some cultures, people believe that water will help **wash away** bad luck, so they often splash each other with water on the New Year's Day.
A. remove B. decrease C. gain D. change
60. Cameras and sensors are set up in our building to make our residents **secure**.
A. harmful B. protected C. unsafe D. certain
61. The colour white symbolises a lot of things, and one is that it represents **purity** and innocence.
A. cleanness B. immorality C. honesty D. guiltlessness
62. I noticed that you was looking a little **under the weather**. You coughed a lot
A. as pale as a ghost B. green around the gills C. off color D. in the pink

Period 51:
REVISION FOR FIRST TERM TEST (2)

I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, grammar, and reading skills.
- **Skills:** Integrated skills
- **Attitude:** To make students recall knowledge of A LONG AND HEALTHY LIFE, THE GENERATION GAP, CITIES OF THE FUTURE, ASEAN, GLOBAL WARMING

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).
- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

5. **Stabilization** (2 mins)

- Greets the whole class, Checks the attendance.

7. **Check-up** (during the lesson)

8. **Classroom activities**

C. PRACTICE ACTIVITIES

ACTIVITY 1: Mark the letter A, B, C, or D that needs correction. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To revise the use of learnt lexical items & grammar from Unit 1-5	<ul style="list-style-type: none"> - Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers. - Corrects and gives feedback. 	- Suggested answer:

ACTIVITY 2: Mark the letter that best completes each of the following exchanges. (3ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To make Ss find appropriate exchanges in conversations	<ul style="list-style-type: none"> - Ask Ss to work individually to do activity - Go around the class to help if necessary. - Call Ss to present answers. - Corrects and gives feedback. 	- Suggested answer:

ACTIVITY 3: Read the paragraph and choose the best answers. (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a reading text	<ul style="list-style-type: none"> - Ask Ss to work individually to do activity (at home) - Call a student to give answers on the board. - Ccheck and give feedback. 	- Suggested answer:

ACTIVITY 4: Give correct word form (5ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work

To check Ss' application of word form to find correct answers for each sentence	- Ask Ss to work individually to do activity - Call a student to give answers on the board. - Check and give feedback/ explanations if any.	- Suggested answer:
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ACTIVITY 5: Choose the words to fill in the blanks. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' comprehension of a text and skills to find suitable words in the gaps	- Have Ss do this exercise at home - Call a student to give answers on the board. - Check and give feedback.	- Suggested answer:

ACTIVITY 6: Give correct verb form. (10ms)

Aims of the activity	Content, techniques for organising students' learning activities	Expected products and assessment of student work
To check Ss' application of verb tense to give correct verb form	- Ask Ss to work in pairs to do this exercise - Call Ss to read out loud the answers for each sentence. - Give comments and check.	- Suggested answer:

D. HOMEWORK

- Summarise the main points of the lesson.
- Asks Ss to:
 - + do the rest exercises (if they haven't finished), check & correct them. Otherwise, T collects all the Ss' papers and check for them.
 - + prepare the next lesson (Mid-term test).

IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation (Handout 2)

17. Knowledge

- Revise the vocabulary again and do pronunciation, vocabulary & grammar, closest/opposite meaning tasks.

18. Comprehension

- Find words and phrases to fill in the blanks as well as finding their synonyms/antonyms.

3. Low application

- Discuss and choose the best answers.

12. High application

- Explain for their choices

V. Appendix

Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following questions.

63. My little sister suggested to go to the beach for a change.

A B C D

64. I enjoy not have to get up early when I'm on holiday.

A B C D

65. Linda has worn her new yellow dress only once since she buys it.

A B C D

66. My grandmother keeps telling us that if we catch a cold, we should try natural remedies

A B C

before drinking any medicine.

D

67. Planted trees around the house on the south and west sides, they can save up to about

A B C

\$250 a year on cooling and heating.

D

68. Although the dish smelt well, he refused to eat saying that he was not hungry.

A B C D

Mark the letter A, B, C, or D to indicate the correct response to each of the following exchanges.

69. Linda and Peter are at the school gate,

- Linda: " _____ " - Peter: "Sorry I can't make it today. I'm quite busy."

A. Your parents must be proud of you. B. Come on, you can do better.

C. How about going to the zoo? D. You must be kidding.

70. Lan: "Is there anything else I can do for you?" - Nam: " _____ "

A. Good job B. You're right. C. I'd love to D. Thank you, but I think I'm fine

71. Two friends Diana and Anne are talking about Anne's new blouse.

- Diana: That blouse suits you perfectly, Anne. - Anne: _____

A. Never mind. B. Don't mention it. C. Thanks for saying that. D. You're welcome.

72. Tom: Mai, you did a really good job! Your presentation about ASEAN was great!

Mai: _____, Tom. I practised a lot before the presentation.

A. I'm so pleased to hear that B. I'm so exciting

C. I'm so tired of presentation D. I'm so tiring

73. Linda: Do you believe people will use driverless cars in the future?

Minh: _____, but I think the development of technology will help us do that.

A. I have no doubt about it B. I'm not really sure about it

C. Why do you ask me? D. I think so

Complete the sentences by choosing the appropriate word(s).

The Association of Southeast Asian Nations, or ASEAN, was (74) _____ on 8 August 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration by the Founding Fathers of ASEAN: Indonesia, Malaysia, the Philippines, Singapore and Thailand. Brunei Darussalam (75) _____ ASEAN on 7 January 1984, followed by Viet Nam on 28 July 1995, Lao PDR and Myanmar on 23 July 1997, and Cambodia on 30 April 1999, (76) _____ what is today the ten Member States of ASEAN.

ASEAN aims to accelerate the economic growth, social (77) _____ and cultural development in the region. It also promotes regional peace and stability as well as active collaboration and mutual assistance among the member countries. In addition, ASEAN always wants to (78) _____ close and beneficial cooperation with other international and regional organisations with similar aims and purposes.

74. A. established B. connected C. discovered D. opened

75. A. created B. joined C. changed D. discussed

76. A. putting up B. facing up C. making up D. using up

77. A. process B. problems C. activities D. progress

78. A. maintain B. participate C. persuade D. stop

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the questions.

Yoga is becoming increasingly popular in today's busy society because it offers a retreat from our chaotic and **hectic** lives. Practising yoga brings about a number of benefits.

One of the mental benefits of yoga is that it helps develop inner awareness. By focusing your attention on your body's abilities at the present moment, you can strengthen your mind and body. Yoga studios typically do not have mirrors, so people can concentrate on their inner selves rather than their outward appearance. Practising yoga has been found to increase mindfulness not just during class but in other areas of life too. Researchers have discovered that people who practise yoga are more mindful eaters, which leads to a more positive relationship with food and eating.

Moreover, yoga can also have a positive impact on a person's fitness levels. After eight weeks of practising yoga, participants experienced greater muscle strength and endurance, flexibility, and cardio-respiratory fitness. Yoga can also improve cardiovascular risk factors, such as blood pressure and lipid profiles. Researchers are studying if yoga can help people with depression and improve survival from cancer.

Practising yoga can help bring calm and mindfulness to your busy life. It has many mental and physical benefits, including developing inner awareness, improving fitness, and reducing cardiovascular risk factors. If you are interested in practising yoga, be sure to consult with your doctor before starting any new exercise programme.

79. What is the main idea of the passage?

- A. Yoga studios always have mirrors.
- B. Yoga is beneficial to our physical and mental health.
- C. Yoga can be practised in popular places.
- D. Yoga can treat serious diseases.

80. According to paragraph 2, what is one mental benefit of practising yoga?

- A. Development of inner awareness.
- B. Increased risk of cardiovascular disease.
- C. Improved muscle strength.
- D. Improved flexibility.

81. Which of the following is NOT true according to the passage?

- A. Practising yoga can lead to a more positive relationship with food and eating.
- B. Yoga studios always have mirrors to help people reflect themselves.
- C. Yoga can have a positive impact on a person's fitness levels.
- D. Researchers are studying if yoga can help people with depression and arthritis.

82. The word “**hectic**” in the first paragraph is closest in meaning to _____.

- A. very busy
- B. very demanding
- C. very easy
- D. very relaxing

83. The word “**it**” in the second paragraph refers to _____.

- A. awareness
- B. yoga
- C. mental benefits
- D. attention

Fill in each blank with the correct form of the words in brackets.

84. The high-rise building looks more _____ to visitors from a distance. (ATTRACT)

85. In order to be selected as a volunteer of the AYVP, you need to be _____ for the programme. (QUALIFY)

86. Applicants for the ASEAN Youth Volunteer Programme need to have good communication and _____ skills. (LEADER)

87. Regular exercises are physical or mental activities that we do _____ to stay healthy. (FREQUENT)

88. Many city _____, especially in developing countries, still live in poor living conditions although living standard in the city has been improved. (DWELL)

89. People in the city are worried about limited _____ because cameras and sensors are installed in many places. (PRIVATE)

90. There are some areas of poverty, but the country as a whole is fairly ____. (PROSPERITY)

91. Computer-controlled transport systems like electric buses and trains will produce less greenhouse gas _____. (EMIT)

Give the correct forms of the verbs in brackets.

92. She carries on (work) _____ on her project despite difficulties.

93. Are you afraid of (follow) _____ ?

94. Please avoid (talk) _____ to him as he is angry.

95. Tam’s mother advises her (not spend) _____ too much time on (play) _____ computer games.

96. _____ (support) by his family, Daniel takes part in the student exchange programme.

97. _____ (celebrate) one’s culture is the intention of this week’s event.

98. One of the consequences of overusing fossil fuels is _____ (increase) the global temperature.
99. I got a Singapore scholarship last semester. Since then, I _____ (try) to maintain my good academic records to retain it.
100. Handing out leaflets, the environmentalists encouraged people _____ (use) public transportation.
101. My mom _____ (look) tired. She has been doing housework for 2 hours.
102. The mayor (improve) _____ significantly the city's infrastructure since she was elected.
103. Although teenagers don't have to give up (use) _____ social media, they shouldn't spend too much time on it.
104. Because it rained heavily all yesterday morning, the environment worker (not have to) _____ water the neighbourhood's garden.
105. He (suffer) _____ from an infection when he was in a car accident last year.
106. _____ (Trap) too much of the sun's heat, greenhouse gases stop it from escaping back into space.

Finish the second sentence in each pair in such a way that it means the same as the sentence before it.

107. This is the first time he has visited Ha Long Bay.
He has _____
108. She started working here 2 years ago.
She has _____
109. The last time he met me was 5 months ago.
He hasn't _____
110. I haven't talked to him for 5 days.
It is _____
111. You can try to get Jim to lend you his car, but you won't succeed.
There's no point _____
112. He wished he had invited her to his birthday party.
He regretted _____
113. It won't be difficult to get a ticket for the game.
You won't have any _____
114. Driving on the left is strange and difficult for Americans.
Americans aren't _____
115. It is not necessary for him to water the plants.
He _____
116. You are not allowed to use the mobile phone during the exam.
You _____
117. When she saw the dog coming towards her, she quickly crossed the road. (Ving/ P2)

118. She didn't know where the theater was, so she asked for directions at the hotel reception. (Ving/ P2)

119. He was exhausted by his work. He threw himself on his bed. (Ving/ P2)

120. The house was built of wood, so it was clearly a fire risk. (Ving/ P2)

Period 52:
REVISION FOR FIRST TERM TEST (3)

I. Objectives

1. Knowledge, skills, attitude

- **Knowledge:** To help students revise vocabulary, grammar, and reading skills.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge of A LONG AND HEALTHY LIFE, THE GENERATION GAP, CITIES OF THE FUTURE, ASEAN, GLOBAL WARMING

2. Orientation for competency development

- To help students to develop learning competences (self-motivation and motivation of others towards problem solving, active participation in the learning process).

- To enable Ss to use the language for practice correctly in order to develop students' language competence, collaborative competence.

II. Preparation of teacher and students

On the teacher's part: Appliances for studying (textbooks, references, teaching aids, etc.)

On the students' part: Lesson preparation

III. Teaching procedures

6. Stabilization (2 mins)

- Greets the whole class, Checks the attendance.

9. Check-up (during the lesson)

10. Classroom activities

E. PRACTICE ACTIVITIES

- **Choose the word whose underlined part is pronounced differently from that of the others.**

1. A. controll B. social C. suppose D. operate

2. A. confused B. worried C. helped D. disabled

- **Choose the word whose stress is placed differently from that of the others.**

3. A. support B. believe C. current D. consist

4. A. principle B. emission C. applicant D. argument

- **Choose the best option to complete the following sentences.**

5. The government must take _____ actions against environmental pollution.

A. decisive B. unstable C. important D. soft

6. City dwellers are able to lead an increasingly active lifestyle thanks to more _____ services for everyday life.

A. important B. traditional C. exciting D. convenient

7. Different _____ in a family often result in interesting debates and occasional disagreements.

A. viewpoints B. hairstyles C. burdens D. trends

8. She said she met you once at the Hilton last year. _____ since then?

A. Have you met her B. Did you meet her

C. Were you met her D. Had you met her

9. The little boy looks _____ because he gets good grades in the exam.

A. happy B. unhappy C. happily D. unhappily

10. I had been waiting for my friends and suddenly they appear _____ at the end of the path.

A. noise B. noisy C. noisily D. quiet

11. It was his own fault, but I couldn't help _____ sorry for him.

A. feeling B. to feel C. having felt D. to have felt

12. The main goals of the ASEAN Youth Volunteer Program are _____ youth volunteering and helping the development of the ASEAN community.

A. promoting B. reducing C. proposing D. selecting

13. Although my best friend now lives in Da Nang, we still try to keep in touch _____ each other.

A. for B. on C. up to D. with

14. _____ in this way, an online dictionary can help you learn many new words.

A. Using B. To use C. Use D. Used

15. Children _____ break the rules, or quarrel with parents.

A. must B. mustn't C. have to D. don't have to

16. This is a 'green city' designed to reduce its negative _____ on the environment.

A. impact B. result C. impression D. force

- **Choose the word or phrase that is CLOSEST in meaning to the underlined part in each of the following questions.**

17. The scholarship is renewed annually and may be stopped if the students have poor academic records or bad behaviours.

A. every year B. every month C. every week D. every day

18. The government found it very difficult to cope with the rising unemployment.

A. try B. reduce C. manage D. increase

- **Choose the word or phrase that is OPPOSITE in meaning to the underlined part in each of the following questions.**

19. Viet Nam and Laos will closely cooperate to strengthen the solidarity of ASEAN and enhance the vital role of the group in regional security structure.

A. agreement B. cooperation C. separation D. fellowship

20. The theme of the upcoming conference is to remove barriers to create an inclusive and accessible society for all.

A. keep B. stick to C. get rid of D. abolish

- **Choose the sentence that best completes the following exchanges.**

21. Two friends are talking about the benefits of swimming.

Daisy: "As far as I know, swimming is a really helpful thing for everyone to improve their health"

Mark: " _____ "

A. That sounds great. B. That's fine for me.
C. Take part in this summer. D. I couldn't agree with you more.

22. Tim and Mary are talking about Johnson's family.

Tim: "What is Johnson's family like?" Mary: " _____ "

A. His family is just like me. B. They all like sports and games.
C. They are all warm-hearted and helpful. D. Oh, it's really a big one.

- **Choose the underlined part that needs correction.**

23. Linda worn her new yellow dress only once since she bought it.

A B C D

24. Young people need the right skills and knowledge to be able to make a contribution for the economy.

A B C D

25. My daughter likes riding bike, playing games, and goes out with friends.

A B C D

-**Read the passage, and choose the correct answer A, B, C or D for each question.**

An important part of being an adult is becoming more independent from your parents. First, make sure you are living somewhere other than your parents' house. If you want to be independent and make your own decisions about how you live, you will need to obtain your own housing that is completely separate from your parents both physically and financially. Secondly, make your own income and be as financially independent as possible. One of the main challenges in becoming independent as an adult is having a sufficient income to allow you to live without the financial assistance of your parents. This can be particularly difficult if you are still a university student, but it is not impossible. Seek scholarships and part-time jobs. If you are no longer a student, find employment that offers a salary that can cover your expenses. It may be necessary to obtain multiple sources of income in order to become financially self-sufficient and independent from your parents. Next, budget your expenses carefully. When first becoming financially independent, it may be necessary to cut back on some of your expenses and strictly follow a budget. Determine exactly what you can afford in terms of rent, food, clothing, transportation and entertainment based on your own income, create a budget and stick to it. While you may experience a dip in your standard of living at first, learning how to follow a budget and being self-sufficient will help you stay independent. Finally, avoid relying on your parents as a first option for help of any kind. Although your parents will always be an important source of social support in your life, if you want to be entirely independent as an adult, your parents should not be the first people you approach with questions, requests for help, or requests for financial assistance. This in no way means that you may never ask your parents for help again, it just means that as an independent adult, there should be other sources of support within your life that you can turn to when necessary.

26. What is the passage mainly about?
 A. the help from parents for their children.
 B. the importance of your own house in your life.
 C. the ways to use your money
 D. the steps for you to follow to become independent adults.
27. Why do we need to have our own housing to become more independent from parents?
 A. we will earn more money.
 B. we have no relationships with parents.
 C. our parents can't change our lifestyles and decisions.
 D. our parents will have more time for us.
28. Which of the following sentences is NOT TRUE?
 A. We can't earn money when we are still a university student.
 B. We should be financially independent from parents.
 C. Making our own income allows us to become financially independent from parents.
 D. We may earn money from several sources.
29. To become financially independent, we have to _____
 A. spend our money without a budget. B. cut back on all expenses all the time.
 C. spend all money on entertainment. D. create a budget and follow it.
30. If we want to be entirely independent as an adult, _____
 A. we have to rely on parents when we are in need.
 B. parents should not be the first people we approach for help.
 C. there should be other sources of support for your parents.
 D. we should never ask parents for help.

-Read the paragraph and choose the best answers to fill in the blanks.

Why is it that many teenagers have the energy to play computer games until late at night but can't find the energy to get out of bed (31) _____ for school? According to a new report, today's generation of children are in danger of getting so (32) _____ sleep that they are putting their mental and physical health at (33) _____. Adults can easily survive on seven to eight hours' sleep a night, (34) _____ teenagers require nine or ten hours. According to medical experts, one in five youngsters (45) _____ anything between two and five hours' sleep a night less than their parents did at their age.

31. A. behind time B. about time C. in time D. at time
 32. A. few B. less C. much D. little
 33. A. jeopardy B. threat C. risk D. danger
 34. A. or B. because C. whereas D. so
 35. A. puts B. gets C. brings D. makes

PART II: WRITTEN TEST

- Put the verbs in the correct tense or form.

36. My parents decided (take) _____ a taxi because it was late
 37. Since the beginning of the school year, the disabled students _____ (take) part in many activities like dancing, yoga and swimming.
 38. My nephew is looking forward _____ (get) a new job in the company.
 39. _____ (find) only in the Andes, the plant is used by local people to treat skin diseases.
 40. No one can avoid (influence) _____ by advertisement.

- Give the correct form of the word.

41. I was amazed to recognize that I could work more _____ with my time log. (EFFECT)
 42. International programmes should aim to enhance cooperation for peace, _____ and development. (STABLE)
 43. Children should be allowed to argue with parents because this encourages open _____ and a friendly environment. (COMMUNICATE)
 44. Myanmar, previously known as Burma, is _____ in Southeast Asia. (LOCATE)

-Rewrite the sentences without changing their meanings.

45. It is necessary for young people to plan for their future. (must)

46. As we didn't want to offend him, we said nothing about his paintings. (Ving/ P2)

47. Can you help me fix my car? (mind)

48. He has never seen this kind of intelligent robots.

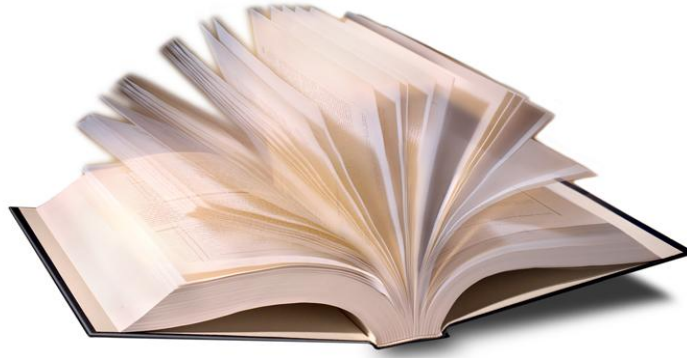
This is _____

49. I gave up writing articles when I left school.

I _____

50. When rubbish and organic waste are burnt in open fires, they produce a great amount of black carbon.
(Ving/ P2)

Period 53:
THE FIRST TERM TEST



I. Objectives :

1. Knowledge, skills, attitude

- **Knowledge:** Test Ss' ability of using language learnt in units 1-5

Test their knowledge learnt in Unit 1-5

To have students apply what they have learnt in unit 1-5 to to the mid-term test.

Finding Ss' common mistakes to check and correct them.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge learnt

2. Orientation for competency development

- To help students to develop learning competences.

- To enable Ss to use the vocabulary and language correctly in order to develop students' language competence.

II. Contents of the test:

Part 1: Phonetics

Part 2: Vocabulary

Part 3: Grammar

Part 4: Reading

Part 5: Writing

Part 6: Listening

Period 54: FIRST TERM TEST CORRECTION

I. Aim: To help Ss:

- Review Ss' ability of using language: past simple, present perfect, modal verbs, stative verbs, linking verbs, Gerund

- Review their knowledge about the topics: Healthy lifestyles, The Generation Gap, Cities of the Future , ASEAN, Global Warming

- Correct Ss' common mistakes.

II. METHODS

- Communicative, student-centered approach.

III. Teaching aids

Test, keys of the test.

IV. Time required: 45 minutes

V. Procedure:

- Ask Ss to re-explain the requirement of each exercise.
- Call some Ss to give the answers with explanation.
- Give feedback.

UNIT 6. PRESERVING OUR HERITAGE

Period 55 - Lesson 1: Getting started – Heritage sites in Vietnam

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

- Familiarize with the ways to keep fit and stay healthy;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. landscape (n)	/'lændskeɪp/	everything you can see when you look across a large area of land, especially in the country	Phong cảnh
2. monument (n)	/'mɒnjumənt/	a building, column, statue, etc. built to remind people of a famous person or event	Công trình tưởng niệm
3. architecture (n)	/'ɑ:kɪtektʃə(r)/	the design or style of a building or buildings	Kiến trúc
4. urban (adj)	/'ɜ:bən/	connected with a town or city	Đô thị
5. promote (v)	/prə'məʊt/	to help something to happen or develop	Đẩy mạnh, phát triển

Assumption

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

assigning tasks
- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

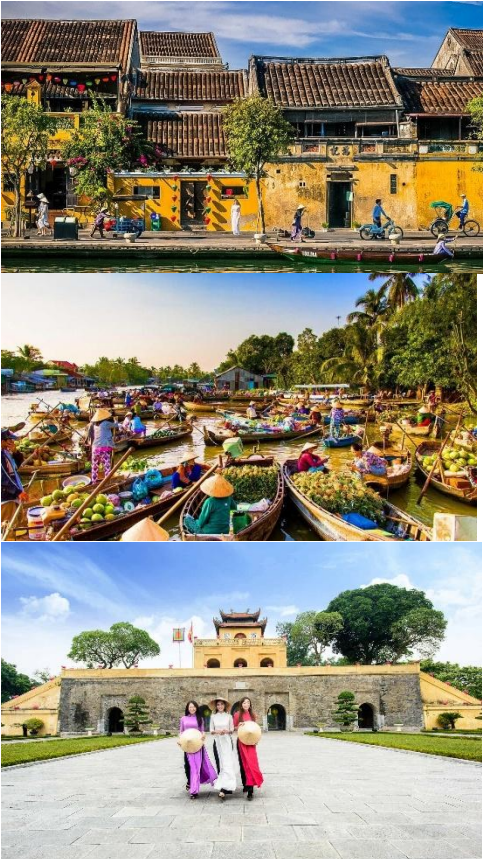

b. Content:

- Game: Name the places.

c. Expected outcomes:

- Students can name some famous destinations in Vietnam.

d. Organisation

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

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. landscape (n) 2. monument (n) 3. architecture (n) 4. urban (adj) 5. promote (v)

e. Assessment

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

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

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

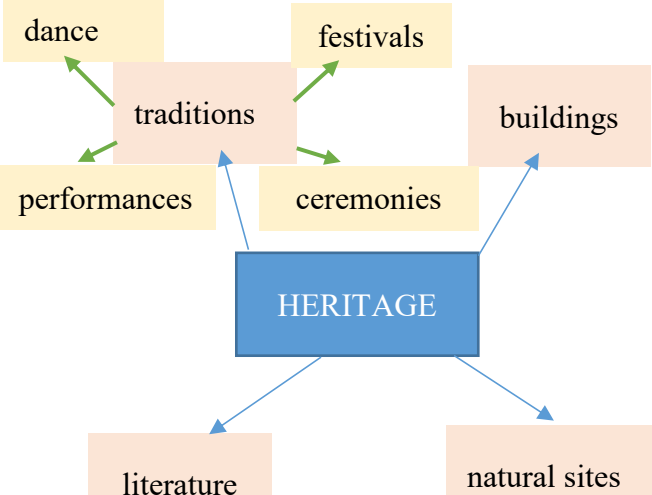
b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

<ul style="list-style-type: none"> - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to the topic. - Teacher puts Ss in pairs and asks them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Teacher calls on three Ss to read the conversation aloud. 	
<p>Task 2. Where can we do the following? Write T for Trang An, H for Hoi An and M for Mekong River Delta. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and read the activities carefully. Tell them to write T for Trang An, H for Hoi An and M for Mekong River Delta in the appropriate boxes - Teacher has Ss share their answers with the class. Encourage them to provide evidence from the conversation for their answers. - In stronger classes, ask Ss some additional questions to elaborate on the topic, e.g: <i>Have you ever been to those places? What did you do there?, ...</i> - Teacher confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. T 3. H 4. M
<p>Task 3. Match the words to make phrases used in Task 1 (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher checks Ss' understanding of the individual words (adjectives in column A and nouns in column B). Note that the meaning of one adjective in A may fit several nouns in B but they do not “collocate” with each other, so ask Ss to find the collocations in the conversation to work out the answers. - Teacher has Ss read the conversation quickly, find and underline the phrases,. - Then teacher asks Ss to do the matching. - Check answers as a class. - Teacher writes the adjectives on the board and calls on individual Ss to write the correct noun next to each adjective. Alternatively, ask one student to read an adjective and another student to say the noun that goes with it. 	<p>Answer key:</p> <p>1. c 2. d 3. b 4. a</p>
<p>Task 4. Complete the sentences, using phrases from Task 1. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss read each incomplete sentence. Check understanding and elicit the clause that they need to use to fill in the gaps. - Teacher asks Ss to find the clauses in the conversation and fill in the gaps. - Teacher checks answers as a class. Call on individual Ss to read the complete sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>to be recognized as a mixed heritage by UNESCO</i> 2. <i>to enjoy beautiful landscape</i> 3. <i>to learn about Vietnamese history</i> 4. <i>to promote Don ca Tai Tu to wider audience</i>

e. Assessment

- Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

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

b. Content:

- Role play

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

- Teacher 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

- Write a short paragraph about how to keep fit and stay healthy.
- Prepare for the project in Lesson 8

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: Preserving our heritages</p> <p>Lesson 1: Getting started</p>
<p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. landscape (n) 2. monument (n) 3. architecture (n) 4. urban (adj) 5. promote (v) <p>- Task 1. Listen and read (p.66)</p>

- Task 2. Where can we do the following? Write T for Trang An, H for Hoi An and M for Mekong River Delta. (p.67)
- Task 3. Match the words to make phrases used in Task 1 (p.67)
- Task 4. Complete the sentences, using phrases from Task 1. (p.67)
- Task 5: Role play

***Homework**

UNIT 6: PRESERVING OUR HERITAGE

Period 56 - Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

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

2. Core competence

- 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

- Be ready to have a healthy lifestyle;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

A to-infinitive clause can be used:

1. to express purpose

E.g: He studied hard to pass the exam.

2. to modify a noun or noun phrase that contain ordinal numbers (*the first, the second, etc.*), superlatives (*the best, the most beautiful, etc.*) and *next, last, and only*.

I bought some souvenirs to give to my parents.

E.g. Ethan is usually the last person to understand the joke.

Assumption

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

assigning tasks
- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video https://www.youtube.com/watch?v=zDsjiWWwG80 - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Ss watch the video once and list out name the destinations and cultural heritage of Vietnam that they see in the video. - All teams stick the paper on the boards. - Teacher checks answers of each group. - The group that has the most correct answers is the winner.</p>	<p>Suggested answers: - <i>Complex of Huế Monuments</i> - <i>Hội An Ancient Town</i> - <i>Mỹ Sơn Sanctuary</i> - <i>Hạ Long Bay</i> - <i>Phong Nha – Kẻ Bàng National Park</i> - <i>Imperial Citadel of Thăng Long</i> - <i>Tràng An Scenic Landscape Complex</i> - <i>Space of Gong Culture - Không gian văn hoá Công chiêng Tây Nguyên</i> - <i>Vietnamese Court Music - Nhã Nhạc Cung Đình Huế</i> - <i>Folk Songs - Quan họ Bắc Ninh</i> - <i>Ca Tru Singing</i> - <i>Art of Đờn ca tài tử music and song in southern Vietnam</i> - <i>Practices related to Viet beliefs in the Mother Goddesses of Three Realms - Tín ngưỡng thờ Mẫu Tam Phủ</i></p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words with their meanings (6 mins)	
<ul style="list-style-type: none"> - Teacher has Ss work independently or in pairs. - Teacher asks them to read the words and phrases carefully and match them to their meanings. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>d</i> 2. <i>a</i>

<p>- Teacher checks answers as a class. Call on one student to read aloud a word / phrase and another student to read its definition.</p>	<p>3. <i>e</i> 4. <i>b</i> 5. <i>c</i></p>
<p>Task 2. Complete the sentences using the words in Task 1 (6 mins)</p>	
<p>- Teacher has Ss work in pairs. Tell them to read the sentences carefully to decide which word / phrase in 1 can be used to complete each of the sentences. Explain that they can use the context clues to help them decide on the word / phrase.</p> <p>- Teacher checks answers as a class. Ask individual Ss to call out the word / phrase they have used in each sentence first.</p> <p>- Teacher confirms the correct answers. Ask Ss to give reasons why they have chosen the word / phrase for each sentence (based on the context clues), e.g. The first sentence needs an adjective and the context (novels set in World War Two) suggests “<i>historical</i>” is the best choice here.</p> <p>- Teacher asks some Ss to read the complete sentences.</p> <p>Extension: <i>Divide Ss into two teams. Have each team come up with a sentence with each of the target words. Have teams take turns reading out their sentences while a student from the other team race to write it down on the board. Give a time limit of 20 seconds for each sentence. Check all the sentences at the end. The winner is the team with five correct sentences or most correct words.</i></p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>historical</i> 2. <i>historic</i> 3. <i>restore</i> 4. <i>preserve</i> 5. <i>folk</i>

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 1. Combine the sentences using to-infinitive clauses (6 mins)</p>	
<p>- Teacher tells Ss to look at the Remember! box and introduces the use of a to-infinitive clause.</p> <p>- In stronger classes, explain that a to-infinitive clause can be used in other structures and have other functions, but this unit only focuses on two uses: to express purpose and to modify a noun or noun phrase.</p> <p>- Teacher asks Ss to work in pairs or individually to combine the sentences.</p> <p>- Teacher calls on some Ss to write the sentences on the</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Lan went to Hue to see the monuments there.</i> 2. <i>Minh created a website to give more information about local historic sites to visitors.</i> 3. <i>Peter took a boat trip around the floating market to listen to Cai Luong there.</i> 4. <i>My sister opened a small shop behind the</i>

<p>board.</p> <ul style="list-style-type: none"> - Teacher checks answers as a class and confirms the correct sentences. 	<p><i>museum to sell postcards and souvenirs to tourists.</i></p>
<p>Task 2. Work in pairs. Ask and answer questions about heritage sites of traditions, using to-infinitive clauses. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to work independently and rewrite the sentences replacing underlined relative clauses with to-infinitive clauses. - Teacher has Ss work in pairs to compare answers. - Teacher checks answers as a class. Confirm the correct answers. <p>Extension: For stronger classes, T may introduce more uses of to-infinitive clauses and assign Ss more exercise for them to practice. Common uses of to-infinitive clause may include: to-infinitive as a subject of a sentence e.g. <i>To learn English well is not always difficult</i>; to-infinitive clause with question words e.g. <i>My mom asked me how to use the mobile phone</i>; to infinitive clause with adjectives e.g. <i>It's important for the teacher to explain the rules of the game.</i> .</p>	<p>Suggested answer:</p> <ol style="list-style-type: none"> <i>1. The only thing to see at the Citadel of the Ho Dynasty is the stone walls.</i> <i>2. The Complex of Hue Monuments was the first site in Viet Nam to be <u>recognised</u> as a World Heritage Site by UNESCO.</i> <i>3. Bao Dai was the last king of the Nguyen Dynasty to rule Viet Nam.</i> <i>4. My brother is the youngest person to win a folk song competition.</i>

e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 3. Reading.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: Preserving heritage sites</p> <p>Lesson 2: Language</p>
<p>*Warm-up</p> <p>Watch a video</p> <p>* Pronunciation</p> <ul style="list-style-type: none"> - Task 1: Listen and repeat. Pay attention to the falling intonation and level-rising intonation in the following sentences. - Task 2: Listen and mark the intonation in these sentences, using falling intonation or level-rising intonation. Then practise saying them in pairs. <p>* Vocabulary</p> <ul style="list-style-type: none"> - Task 1: Match the words with their meanings - Task 2. Complete the sentences using the words in Task 1 <p>* Grammar</p> <ul style="list-style-type: none"> - Task 1. Combine the sentences using to-infinitive clauses - Task 2. Work in pairs. Ask and answer questions about heritage sites of traditions, using to-infinitive clauses. <p>*Homework</p>

UNIT 6: PRESERVING HERITAGE SITES

Period 57 - Lesson 3: Reading – Teenagers’ ideas for preserving heritage

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

- Acknowledge and be able to apply the ideas mentioned in the reading text to protect the heritage;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

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

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- Let students read the text again (if necessary).- Create a comfortable and encouraging environment

- for students to speak.
- Encourage students to work in pairs, in groups so that they can help each other.
- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

- Teacher observes the groups, collect their answers and give feedback.

2. ACTIVITY 1: PRE-READING (9 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:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Lead-in (4 mins)	
<ul style="list-style-type: none"> - Teacher asks specific questions about one particular type of heritage: <i>Why do people visit heritage sites?</i> <i>What can we do at heritage sites?</i> <i>What can we learn from them?</i> - Teacher tell Ss that there are no right or wrong answers and encourage Ss to come up with as many ideas as possible. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>People visit heritage sites to enjoy the beautiful scenery and learn the cultural values.</i> - <i>At heritage sites, we can go sight-seeing, participate in cultural activities, meet local people and learn about their traditions.</i>
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. appreciate (v) 2. challenge (n) 3. trending (adj) 4. entry (n) 5. keen (adj)

e. Assessment

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

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Read the article and circle the correct meanings of the highlighted words and phrases (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the whole text once to get an overall idea, then choose the correct meaning of the highlighted words in the text. - Teacher encourages Ss to base their guesses on the context in which the words are used rather than looking them up in the dictionary. - Teacher tells Ss to work in groups to discuss the best option and compare answers. - Check answers as a class and confirm the correct one. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A 3. C 4. B
Task 3. Read the article again. Match the section (A-C) with the heading (1-5) below. There are ONE extra heading. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the whole text again and match 	Answer key:

<p>the headings with the appropriate paragraphs. Note that there is one extra heading that Ss may not need to use.</p> <ul style="list-style-type: none"> - Teacher tells Ss to identify key words in the heading first. Remind Ss that the correct heading has to express the idea of the whole paragraph, not just one detail e.g. Heading 1 (Organising photo competitions of performing artists) only expresses one detail and the detail does not express the main idea of any paragraph given. - Teacher tells Ss to work in pairs to discuss and compare their answers. - Teacher checks answers as a class. 	<ol style="list-style-type: none"> 1. (Extra heading) 2. C 3. A 4. B
<p>Task 4. Read the article again and decide which paragraph includes the following information (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the text again and decide which paragraph includes each of the ideas. - Teacher tells Ss to read through the text to locate the answers, then read again, this time paying attention only to the parts of the text that contain the answers. - Teacher explains that the information in the statements is paraphrased and make sure Ss understand the vocabulary and the overall meaning of the statements. - Teacher has Ss work in pairs or groups to compare answers. - Teacher checks answers as a class. <p><i>Extension: Ask Ss to close their books. Choose three sentences from the text and write them on the board. Have Ss read them aloud several times. Then erase two or three words from each sentence and have Ss say them again, including the missing words. Erase more words and repeat until Ss are saying the full sentences from an almost empty board.</i></p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A 3. B 4. C

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Elicit the three ideas described in the text, i.e. promoting heritage sites and traditions through social media, organising events and discussions, and developing the folk arts. Ask individual Ss to write them on the board.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Discussion</p> <ul style="list-style-type: none"> - Teacher has Ss work in groups. Ask them to discuss each idea and decide the most effective one to preserve heritage. - Teacher tells Ss that there are no right or wrong 	<p><i>Students' own ideas.</i></p>

answers and encourage them to explain the reasons for their choice.

- Teacher invites one or two groups to present a summary of their discussions to the whole class.

e. Assessment

- Teacher 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

- Write a short paragraph about effective methods to live healthily and increase life expectancy.
- Do exercises on workbook.
- Prepare for the next lesson – Speaking.

Board Plan

Date of teaching

Unit 6: Preserving our heritage

Lesson 3: Reading – Teenagers' ideas for preserving heritage

***Warm-up**

*** Lead-in**

*** Vocabulary**

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

- Task 2. Read the article and circle the correct meanings of the highlighted words and phrases
- Task 3. Read the article again. Match the following headings (1-4) with the appropriate paragraph (A-C). There is ONE extra heading.
- Task 4. Read the article again and decide which paragraph includes the following information.
- Task 5: Discussion

***Homework**

UNIT 6: PRESERVING OUR HERITAGE
Period 58 - Lesson 4: Speaking – Preserving cultural heritage

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

- Gain some language expressions to talk about ways to preserve heritage;
- Make a conversation about ways to protect local heritage;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to talk about ways to preserve heritage;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. spread (v)	/spred/	to affect or make something affect, be known by, or be used by more and more people
2. involved (adj)	/ɪn'vɒlvd/	being part of something or connected with something
3. cultural heritage (n)	/'kʌltʃərəl 'herɪtɪdʒ/	<i>the heritage of tangible and intangible heritage assets of a group or society that is inherited from past generations.</i>
4. (to) set up	/set ʌp/	to create something or start it

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part;

b. Content:

- Game: Jumble words.

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-SPEAKING (13 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:

- Pre-teach vocabulary related to the content of the lesson;
- To introduce more ideas for the main speaking task;
- To introduce a model conversation in which speakers discuss ways to preserve heritage.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<p>New words:</p> <ol style="list-style-type: none"> 1. spread (v) 2. involved (adj) 3. cultural heritage (n) 4. (to) set up
Task 1. Work in pairs. Match the ways to preserve our heritage with the reason for doing so (4 mins)	
<ul style="list-style-type: none"> - Teacher quickly reviews the ways to preserve heritage described in the Reading lesson by asking the whole class to give ideas. - Teacher asks Ss to work in pairs and match each way with the appropriate reason for doing so. - Teacher calls on some Ss to give their answers to the 	<p>Answer key:</p> <p>1. b 2. a 3. d 4.c</p>

<p>class. Encourage them to give reasons for their answers.</p> <ul style="list-style-type: none"> - Teacher checks answers in front of the class as a whole. 	
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Task 2. Complete the conversation with the words and phrase in the box. Then practise it in pairs (5 mins)

<ul style="list-style-type: none"> - Teacher keeps Ss working in the same pairs. Ask them to read the conversation and complete it with the words and phrases in the box. - Teacher explains that the words and phrases in the box are used to keep the conversation going and to show that you are interested in it and encourage the speaker to continue speaking. - Teacher checks answers as a class. - Teacher asks Ss to practise the completed conversation in pairs and calls on some pairs to practice the conversation aloud in front of the class. . 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. D (Let me think) 2. B (Right) 3. A (Well) 4. C (Really) <p>Tips for keep a conversation going:</p> <ul style="list-style-type: none"> - Show that you are interested in it and encourage the speaker to continue speaking using words and phrases such as Yeah, Uh huh, OK, Right, I see, Really, Interesting... - Show that you have understood and are going to speak, use words and phrases such as Well, Let me think, Hold on a minute, That's a good question.
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e. Assessment

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

3. ACTIVITY 2: WHILE-SPEAKING (12 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students know how to make a similar conversation about ways to protect local heritage.

d. Organisation

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

e. Assessment

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

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

- Teacher 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 on workbook.
- Prepare for the next lesson – Listening.

Board Plan

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

*** Vocabulary**

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

- Task 1. Match the ways to preserve our heritage with the reason for doing so
- Task 2. Complete the conversation with the words and phrase in the box. Then practise it in pairs.
- Task 3. Work in pairs. Make a similar conversation about ways to protect local heritage
- Task 4. Work in groups. Think of a form of cultural heritage (such as a tradition, a festival, or a form of music) and discuss ways to preserve it. Report your group's ideas to the whole class.

***Homework**

UNIT 6: PRESERVING OUR HERITAGE

Period 59 - Lesson 5: Listening – A trip to Trang An Scenic Landscape Complex

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

- Be proud of a natural and cultural heritage site in Vietnam;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. limestone (n)	/'laɪmstəʊn/	a type of white rock that contains calcium, used in building and in making cement
2. valley (n)	/'væli/	an area of low land between hills or mountains, often with a river flowing through it
3. ecosystem (n)	/'i:kəʊsɪstəm/	all the plants and living creatures in a particular area considered in relation to their physical environment
4. interact (v)	/'ɪntər'ækt/	if one thing interacts with another, or if two things interact, the two things have an effect on each other
5. original (adj)	/'ɒrɪdʒənəl/	existing at the beginning of a particular period, process or activity

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none">- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none">- Make sure they understand the meaning and pronunciation of important words.- Teach them the skill of underlining key words in the

questions before they listen.
- Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening part;

b. Content:

- Game: Jigsaw puzzle

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Jigsaw puzzle</p> <ul style="list-style-type: none"> - Ss work in groups. - There are 4 questions related to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. - Teacher asks the Ss to explain the relationship between 4 questions and the key picture. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Who was the founding emperor of the Đinh dynasty of Vietnam? 2. What is a complex of Buddhist temples in Gia Viễn District, Ninh Bình Province, Vietnam? 3. Which movie took place in the northern part of Vietnam such as Vân Long and Tam Cốc (Ninh Bình Province), Hạ Long Bay (Quảng Ninh Province)? 4. What are they? Large holes in the side of a hill, cliff, or mountain, or one that is underground. <p>Answer keys:</p> <ol style="list-style-type: none"> 1. Đinh Bộ Lĩnh / Đinh Tiên Hoàng 2. Bái Đính Pagoda 3. The movie: Kong – The Skull Island. 4. Caves <p>➔ KEY PICTURE: Trang An Scenic Landscape Complex</p>

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-LISTENING (9 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:

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

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Lead-in (4 mins)	
- Teacher asks Ss some questions about Trang An	

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

e. Assessment

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

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 2. Listen to a talk. What is the talk mainly about? (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher tells Ss that they’re going to listen to a talk by a tour guide who is introducing Trang An to tourists. - Teacher asks Ss to have a guess about the summary of the talk. - Teacher plays the recording for the first time and asks Ss to circle the option that best summarise the main idea of the talk. - Teacher checks answers as a class. Explain why the other options cannot be the correct answers. (A and C are only parts of the talk, not the main idea.) - Teacher gives the correct answer. 	<p>Answer key:</p> <p><i>B. The tour guide is talking about the ecosystem of Trang An and efforts to preserve it.</i></p>
<p>Task 3. Listen to the talk again and complete each gap in the notes with no more than three words</p>	

and/or numbers. (9 mins)

- Teacher asks Ss to read the notes carefully to have an understand about the overall structure of the talk.
- Teacher makes sure that Ss understand that they can write up to three words per gap, and these words should be the exact words from the recording. In stronger classes, encourage them to work out the missing words based on what they remember from the first listening in Activity 1.
- Teacher plays the recording once (or twice in weaker classes) for Ss to complete the notes.
- Teacher asks Ss to work with a partner to compare their answers.
- Teacher calls on some Ss to write their answers on the board or read their answers aloud.
- Teacher checks answers as a class. Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.

Answer key:

1. 2014
2. three protected areas
3. 600 types
4. early humans
5. natural state

e. Assessment

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

Tapescript:

Hello everyone. Welcome to Trang An Scenic Landscape Complex. My name is Thanh and I'm your guide for this tour.

First, let me give you some quick facts. Trang An became the first site in Vietnam to be recognised by UNESCO as a mixed World Heritage Site in 2014. It's famous for its beautiful landscape and long cultural history. The site consists of three protected areas: Hoa Lu Ancient Capital, Trang An - Tam Coc - Bich Dong Scenic Area and Hoa Lu Special - Use Primary Forest. These areas are linked together by limestone mountains, valleys and rivers. Trang An ecosystem has more than 600 types of plants and 200 types of animals.

Trang An is also a place where nature meets culture. Evidence from the caves that we'll visit today shows how early humans interacted with the natural environment to deal with climate changes over a period of 30,000 years. The site also contains hundreds of temples and historic pagodas dating from different historical periods.

As you'll see, the site is a place of natural beauty and wild scenery that has not been changed or damaged by human activities. There is a long history of protection of the area and most of the site is still in its natural state. For example, the architecture of the pagodas and temples is kept in its original style. Any work to preserve, protect and promote the area is planned carefully.

Now, we'll start our tour with....(fading)

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES

CONTENTS

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

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 1: Preserving our heritage</p> <p style="text-align: center;">Lesson 5: Listening – A trip to Trang An Scenic Landscape Complex</p> <p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. limestone (n) 2. valley (n) 3. ecosystem (n) 4. interact (v) 5. original (adj) <ul style="list-style-type: none"> - Task 1. Work in pairs. Ask and answer the questions. - Task 2. Listen to a talk. What is the talk mainly about? - Task 3. Listen to the talk again and complete each gap in the notes with no more than three words and/or numbers. - Task 4. Work in pairs. Make some predictions about what the tour guide will say next. <p>*Homework</p>

UNIT 6: PRESERVING OUR HERITAGE

Period 60 - Lesson 6: Writing – A leaflet about ways to preserve Trang An Scenic Landscape Complex

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

- Be polite and clear when writing a short message;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Get to know what a leaflet is.

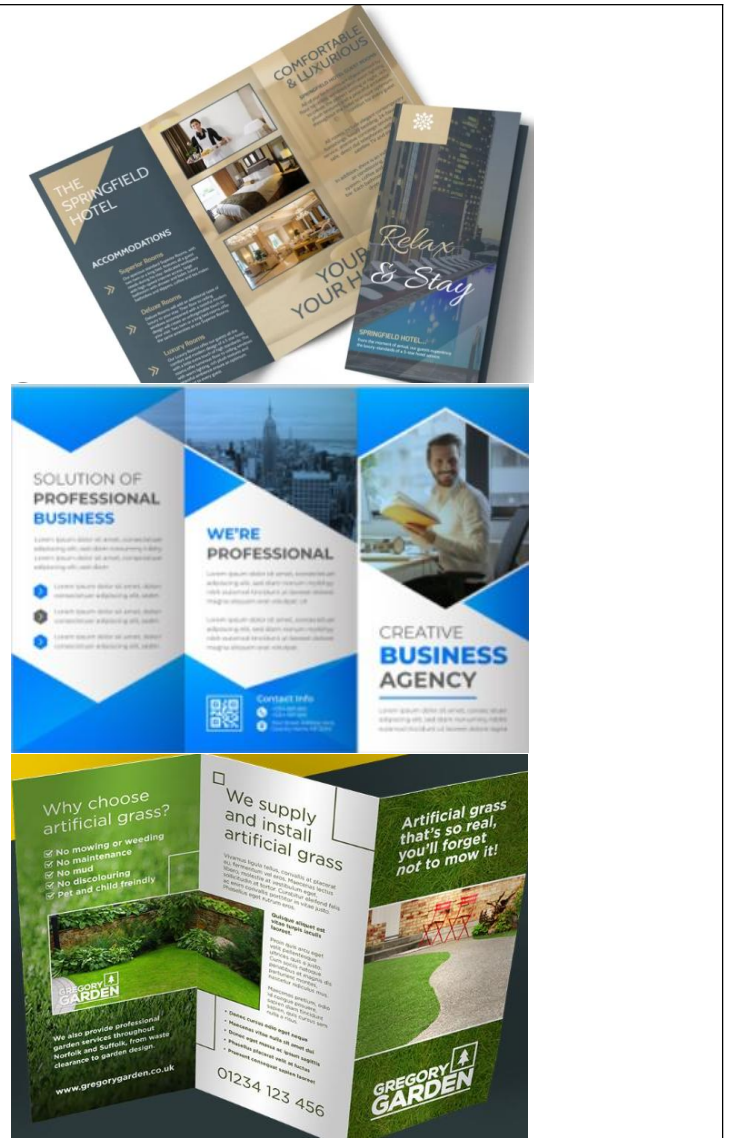
c. Expected outcomes:

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

d. Organisation

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

- Teacher introduces the lesson.



e. Assessment

- Teacher observes the students’ performance, collect their answers and give feedback.

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students have some ideas about problems and solutions to preserve Trang An Scenic Landscape Complex

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs. Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks. (4 mins)</p>	
<p>- Teacher has Ss work in pairs to match the problems with the possible solutions. - Teacher tells Ss to read both notes carefully to have an overview of the problems and solutions before doing the task.</p>	<p>Answer key: 1. B 2. D</p>

<ul style="list-style-type: none"> - In stronger classes, encourage Ss to come up with more potential problems and possible solutions, e.g the problem of poor management, the construction of new buildings near the heritage area and possible solutions may include better planning and stricter laws on heritage preservation. - Teacher calls on some Ss to present their answers to the class. - Teacher checks answers as a class. 	<p>3. C 4. A</p>
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Useful expressions (5 mins)

<ul style="list-style-type: none"> - Teacher gives Ss a handout and asks them to classify the items into correct categories. - Teacher lets Ss work in groups. - The groups show their answers on the board. - The whole class check the task together. 	<p>List of expressions:</p> <ul style="list-style-type: none"> - To talk about problems and consequences + ... <i>causes</i> + ... <i>leads to</i> + ... <i>results in</i> ... + <i>As a result,</i> ... + <i>As a consequence,</i> ... + <i>Consequently,</i> ... - To talk about solutions + <i>It is necessary to</i> ... + <i>It is recommended that</i> ... + <i>This problem can be solved if</i> ... + <i>To deal with this problem, we should</i> ... + <i>It is advisable / vital/ crucial to</i> ... + <i>It is urgent to</i> ...
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e. Assessment

- Teacher observes Ss' work and give feedback.

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2. Write a leaflet about the problems that Trang An may face and the possible solutions to them. Use the ideas in Task 1 and the outline below to help you.</p> <ul style="list-style-type: none"> - Teacher remind Ss of the structure of a leaflet and the purpose of each part as explained in Unit 5. - Teacher has Ss identify these parts in the outline on page 72 of the student's book e.g. <i>heading, subheadings, slogans, one idea per paragraph, call for action,</i>... and also asks them to identify which information is missing in the outline. - Teacher asks Ss to work individually and reads the instruction for the writing carefully (Ss have to complete the leaflet with problems that may damage Trang An and 	<p>Suggested answer:</p> <p>PREVERVE OUR HERITAGE – PRESERVE TRANG AN LANDSCAPE COMPLEX</p> <p><i>Trang An (Ninh Binh Province) was the first site in Viet Nam to be recognised by UNESCO as a mixed World Heritage Site in 2014. It is famous for its natural beauty and rich biodiversity. To preserve its beauty, we need to identify what problems Trang An may face and</i></p>

<p>possible solutions).</p> <ul style="list-style-type: none"> - Teacher gives Ss enough time so that they can finish the leaflet. - Teacher goes around the class and provides help when necessary. - Teacher corrects some pieces of writing in class. - Teacher collects Ss' writings and provide written feedback in the next lesson. - In weaker classes, provide some suggested answers if necessary. 	<p><i>find ways for preserving it.</i></p> <p><i>PRESERVING NATURE</i></p> <p><i>Trang An is affected by mass tourism. This kind of tourism can pollute rivers and valley. It can also damage the ecosystem because of the large number of visitors.</i></p> <p><i>To preserve Trang An, it is necessary to organize eco-tours to the heritage sites. We should also create a sustainable habitat for wildlife on the heritage site.</i></p> <p><i>PRESERVING CULTURE</i></p> <p><i>Another problem is young people's lack of knowledge about our cultural heritage. As a result, they are not be able to appreciate our traditions.</i></p> <p><i>This problem can be solved if schools teach the importance of heritage. Our heritage values should also be promoted on social media so that they reach wider audiences.</i></p>
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e. Assessment

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

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

a. Objectives:

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

b. Content:

- Students complete a task about tips to design a leaflet.

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

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

1. Brand (1) _____ and Logo
2. Make it (2) _____: The Purpose of the Leaflet
3. (3) _____ is the Leaflet For?
4. Speak (4) _____ to People
5. The Right Spacing
6. Eye-Catching, (5) _____ Imagery
7. The Power of Persuasion
8. Call to (6) _____

*colours different who
directly actions useful*

Answer keys:

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

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 6: Preserving our heritage

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

***Warm-up**

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

*** Useful expressions**

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

*** Tips to design a leaflet**

***Homework**

UNIT 7: PRESERVING OUR HERITAGE

Period 61 - Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Have some knowledge about how heritage is preserved around the world;
- Review expressions for asking for and giving directions.

2. Core competence

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

3. Personal qualities

- Be ready to give directions to others when necessary;
- Be aware of how to preserve heritage around the world .

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. crowdfunding (n)	/ˈkraʊdfʌndɪŋ/	the practice of funding a project or an activity by raising many small amounts of money from a large number of people, usually using the internet	việc gây quỹ
2. non-profit (adj)	/ˌnɒn ˈprɒfɪt/	without the aim of making a profit	phi lợi nhuận
3. regardless of (prep)	/rɪˈɡɑːdləs əv/	paying no attention to something/somebody; treating something/somebody as not being important	bất kể
4. fine (n)	/faɪn/	a sum of money that must be paid as punishment for breaking a law or rule	tiền phạt
5. unique (adj)	/juˈniːk/	being the only one of its kind	độc nhất vô nhị

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

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

1. WARM-UP (5 mins)

a. Objectives:

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


b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students know the names of famous places in Hanoi.

d. Organisation

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

	<ol style="list-style-type: none"> 1. Ho Chi Minh Mausoleum 2. Hanoi Flag Tower 3. One Pillar Pagoda 4. Ho Chi Minh Museum 5. Imperial Citadel of Thang Long
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e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that they are going to revise expressions used to ask for and give directions. - Teacher asks Ss to listen and complete the conversations with the expressions in the box. - Teacher plays the recording once in stronger classes or twice in weaker classes if necessary. - Teacher calls on some Ss to give their answers to the class. - Teacher checks answers as a class. Ask them to practise the conversations in pairs. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. A 2. D 3. C 4. B <p>Audio script:</p> <p>David: Excuse me, could you tell me the way to Thang Long Imperial Citadel? I'm lost.</p> <p>Nam: Sure. The citadel is not far from here. Go straight ahead until you get to Hoang Dieu street. You'll see it on your right. It's next to the park.</p> <p>David: Thank you.</p> <p>Extension: Bring some street maps of your town or neighbourhoods. Ask Ss to work in pairs and ask for and give directions to places which are familiar to them. Alternatively, they can use the maps on their mobile phones.</p>
Useful expressions (7 mins)	
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: asking for directions and giving directions. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <p>- Asking for directions:</p> <ul style="list-style-type: none"> + Can you tell me the way to ...? + Excuse me, is ... near here? + How do/can I get to ...? + What is the best/easiest way to ...? + Could you show me how to get to ...? <p>- Giving directions</p> <ul style="list-style-type: none"> + Go straight ahead/on.

- + *Walk along ... street/road.*
- + *Walk past the (post office/bank).*
- + *Turn left/right at the traffic lights/into Star Street.*
- + *Take the first/second road/turning on the left.*
- + *It's on your left/right.*
- + *It's next to/opposite/between/at the end of/behind/in front of...*
- + *It's (just) around the corner.*

Task 2: Work in pairs. Make similar conversation for these situations. (7 mins)

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



Sa

Sample conversations:

Situation 1.

A: Excuse me. Can you show me the way to Ho Chi Minh Mausoleum?

B: Sure, it's not far from here. Go straight ahead and turn right into Hung Vuong Street. Then walk along Hung Vuong Street and you can see it on the left.

B: Thank you so much.

Situation 2.

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

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

B: Thank you very much.

e. Assessment

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

3. ACTIVITY 2: CLIL (20 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students understand the information, practise reading skills and develop critical thinking to decide which methods are applicable in preserving heritage in Vietnam.

d. Organisation

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

e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 8. Looking back and project.

Board Plan

Date of teaching

Unit 6: Preserving our heritage

Lesson 7: Communication and Culture / CLIL

***Warm-up**

*** Everyday English. Asking for and giving directions**

- **Task 1:** Listen and complete the conversation with the expressions in the box. Then practice it in pairs

- **Task 2:** Work in pairs. Use the model in Task 1 to make similar conversation for these situations

*** CLIL (Culture) Preserving heritage around the world**

- **Task 1:** Read the text and answer the questions

- **Task 2.** Work in groups. Discuss the following questions. Are the methods of preserving heritage in the text used in Vietnam? Which one do you think works best in Vietnam?

***Homework**

UNIT 6: PRESERVING OUR HERITAGE
Period 62 - Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 6;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 6, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' reading comprehension of the related topic;

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;">Who is faster?</p> <ul style="list-style-type: none"> - Teacher lets Ss work in group of four. - Teacher gives each group a worksheet, in which they have to read and match the paragraphs with appropriate 	<p style="text-align: center;"><i>Match the headings (A-D) with the paragraphs (1-4)</i></p> <p>A. Form a volunteer group</p> <p>B. Offer tours.</p> <p>C. Host special events.</p> <p>D. Conduct community workshops</p> <p><i>1. Gather fellow residents who care about preserving your</i></p>

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

- Teacher observes the students' performance, collect their answers and give feedback.

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

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

b. Content:

- **Task 1:** Listen and mark the intonation in the following sentences, using falling or level-rising intonation. Then practise saying them in pairs. (p.74)
- **Task 2:** Choose the correct word to complete each sentence (p.75)
- **Task 3:** Rewrite the sentences using to-infinitive clauses (p.75)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and mark the intonation in the following sentences, using falling or level-rising intonation. Then practise saying them in pairs (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the recording and mark the changes in intonation in the sentences with falling tone, or rising tone. - Teacher plays the recording several times if necessary. 	<p>Audio script:</p> <p><i>1. The trip to Hoi An Ancient Town was amazing. ♪</i></p>

<ul style="list-style-type: none"> - Teacher asks some Ss to read the sentences aloud in front of the class. - Teacher puts Ss into pairs and have them read the sentences to each other. Encourage them to use correct intonation. Praise Ss who try to speak with correct intonation. 	<ol style="list-style-type: none"> 2. <i>Please turn off the air-conditioner. ♫ It wastes too much electricity. ♫</i> 3. <i>A boat tour is the best way to experience wildlife habitats. ♫</i> 4. <i>In Ha Long Bay you can go swimming, ↗ diving ↗ and fishing. ♫</i>
Task 2: Choose the correct word to complete each sentence (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to choose the correct word to complete each sentence. - Teacher has Ss do this activity individually, then compare their answers with their partners. - Teacher checks answers as a class. Ask some Ss to write the words on the board and explain their choices. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <i>Well-preserved</i> 2. <i>historical</i> 3. <i>folk</i> 4. <i>protected</i>
Task 3: Rewrite the sentences using to-infinitive clauses (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to rewrite the sentences using to-infinitive clauses. - Teacher has Ss do this activity individually, then compare their answers with a partner. - Teacher checks answers as a class. Ask some Ss to write the sentences on the board and explain the changes they made to the original sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Mai went to Soc Son to attend Giong Festival. 2. The first place to visit on the trip is Hue Imperial Citadel. 3. Our music teacher gave lessons in Xoan singing to help us appreciate our cultural heritage. 4. The most famous site to see is the old bridge across the river.

e. Assessment

- Teacher observes Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students practise giving an oral presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Instructions (given in Lesson 1 – Getting Started)	
<ul style="list-style-type: none"> - T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups. - 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 leaflet or a poster. - Teacher has Ss work in their groups. Give them a few minutes to prepare for the presentation. - Teacher gives Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations 	<p><i>Suggested checklist for peer assessment and self-assessment are attached below as appendixes.</i></p>

<p>and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.</p> <ul style="list-style-type: none"> - If necessary, teacher goes through the criteria for assessing their talk to make sure Ss are familiar with them. - Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Teacher gives praise and feedback after each presentation. - Teacher can also give Ss marks for their presentation as part of their continuous assessment 	
Students' presentations	
<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group make presentation, others listen and complete the evaluation sheet. 	

Suggested checklist for peer assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
<i>- The presenters greeted the audience.</i>		
<i>- The presenters spoke clearly and naturally.</i>		
<i>- The presenters cooperated when delivering their talk.</i>		
<i>- The presenters interacted with the audience.</i>		
<i>- The presenters used appropriate photos / pictures to illustrate their ideas.</i>		
<i>- The presenters concluded their talk appropriately.</i>		
CONTENT: <i>The presentation includes the following information:</i>		
<i>What the heritage is</i>		
<i>What it is famous for</i>		
<i>How important it is</i>		
<i>What we can do to preserve it</i>		
VISUAL AIDS:		

<i>The poster is well-organized and visually attractive.</i>		
<i>There are no spelling or grammar mistakes.</i>		

Suggested checklist for self-assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<i>DELIVERY</i>		
<i>- I greeted the audience.</i>		
<i>- I spoke clearly and naturally.</i>		
<i>- I cooperated with my group members when delivering the talk.</i>		
<i>- I interacted with the audience.</i>		
<i>- I used some photos/pictures to illustrate my ideas.</i>		
<i>- I concluded my part of the talk appropriately.</i>		
<i>CONTENT: Our presentation includes the following information:</i>		
<i>What the heritage is</i>		
<i>What it is famous for</i>		
<i>How important it is</i>		
<i>What we can do to preserve it</i>		
<i>VISUAL AIDS:</i>		
<i>The poster is well-organized and visually attractive.</i>		
<i>There are no spelling or grammar mistakes.</i>		

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 on workbook.
 - Prepare for Unit 7.

Board Plan

Date of teaching

Unit 6: Preserving our heritage

Lesson 8: Looking back and project

***Warm-up**

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project.** How can we preserve our heritage?

***Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Period 63 - Lesson 1: Getting started – Planning our education

GETTING STARTED

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Education options for school-leavers*;
- Gain vocabulary to talk about plan the education;
- Get to know the language aspects: Perfect gerunds.

2. Competences

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

3. Personal qualities

- Familiarize with the ways to plan the education;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 7
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	vietnamese equivalent
1. (university) entrance exam (n.ph)	/'en.trəns ɪg,zæm/	an exam that you take to be accepted into a university	kì thi đại học
2. option (n)	/'ɒp.ʃən/	one thing that can be chosen from a set of possibilities, or the freedom to make a choice	lựa chọn
3. academic (adj)	/'æk.ə'dem.ɪk/	relating to schools, colleges, and universities, or connected with studying and thinking, not with practical skills	có tính học thuật
4. vocational (adj)	/'vɒʊ'keɪ.ʃən.əl/	(of an educational course or a qualification) providing knowledge and skills that prepare you for a particular job	thuộc về nghề nghiệp
5. mechanic (n)	/'mæ'kæn.ɪk/	someone whose job is repairing the engines of vehicles and other engines	thợ sửa máy
6. sensible (adj)	/'sen.sə.bəl/	based on or acting on good judgment and practical ideas or understanding	hợp lý

Assumption

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail. Have excessive talking students practice.- 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 *Education options for school-leavers*;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Guessing game: Guess the name of famous universities in Vietnam

c. Expected outcomes:

- Students can distinguish healthy and unhealthy activities

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
GUESSING GAME <ul style="list-style-type: none">- Ss work in 4 big groups.- Teacher shows the pictures of 5 famous university in Vietnam and lets students in each group raise their hands to answer- The fastest team will give the answer and get the point with correct answer.- The first team with more correct answers will be the winner.	Lists of university: <ul style="list-style-type: none">+ <i>University of Languages and International Studies</i>+ <i>Foreign Trade University</i>+ <i>National Economics University</i>+ <i>Hanoi University of Science and Technology</i>+ <i>Thuongmai University</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>Word list:</p> <ol style="list-style-type: none"> 1. (university) entrance exam (n.ph) 2. option (n) 3. academic (adj) 4. vocational (adj) 5. mechanic (n) 6. sensible (adj)
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on 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 education.
- To help Ss identify the perfect gerunds.

b. Content:

- Task 1: Listen and read (p.76)
- Task 2. Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.77)
- Task 3. Find phrases in the conversation that mean the following. (p.77)
- Task 4. Complete the sentences using phrases from the conversation. (p.77)

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
<p>Task 1. Listen and read. (5 mins)</p> <ul style="list-style-type: none"> - 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. 	<div data-bbox="762 1256 1378 1496" data-label="Image"> </div> <p>Questions:</p> <ul style="list-style-type: none"> - What can you see? - What's in Mai's thought bubble? - What can you see in Nam's thought bubble? <p>Suggested answers:</p> <ul style="list-style-type: none"> - A female teacher and her students/Ms Hoa and her students, including Nam and Mai. - Mai doing a science experiment. - Nam repairing a car engine.
<p>Task 2. Read the conversation again. Decide whether the following statements are true (T) or false (F). (5 mins)</p> <ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. F 2. T

<ul style="list-style-type: none"> - 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. 	<p>3. <i>T</i> 4. <i>F</i></p>
Task 3. Find phrases in the conversation that mean the following. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings. - Teacher has Ss compare and share their answers with the class. - Check answers as a class. <p>Extension: Put Ss into groups and have each group write as many phrases as they can with the words <i>education, school</i> and <i>exam</i> (e.g. <i>primary/vocational/ university education, pursue/get/receive (your/an) education, education system/programme; go to/start/quit/ leave school, primary/secondary school ; take/do/sit/pass/fail an exam, revise for an exam, exams in Maths/English, exam paper/results</i>). Set a time limit of five minutes. When the time is up, put up their lists of phrases on the board. Ask Ss from different groups to read them aloud and count the correct ones. The winner is the group with most correct phrases.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>education fair</i> 2. <i>entrance exam</i> 3. <i>academic education</i> 4. <i>vocational school</i>
Task 4. Complete the sentences using phrases from the conversation. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read each sentence individually. Encourage them to try to complete it with an appropriate verb phrase without referring to the conversation. Then ask them to find the answers in the conversation. - Teacher checks answers: first ask the class to call out the correct perfect gerund or perfect participle clause, then call on individual Ss to read the complete sentences. - Teacher tells Ss that they will learn more about the grammar point in the following lesson. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Having won</i> 2. <i>having gone</i> 3. <i>Having watched</i>

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practice speaking skills;
- To help Ss memorize the basic knowledge on how to stay healthy.

b. Content:

- Role play

c. Expected outcomes:

- Students can give a short talk about good habits to stay healthy.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Role play</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in groups. - In each group, one student plays the role of teacher and others will be students - Teacher asks the students about their plans after high school and students will share their plans. - Ss have 3 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 give marks to the best group. 	<p><i>Students' own creativity.</i></p>

e. Assessment

- Teacher 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

- Write a short paragraph about how to keep fit and stay healthy.
- Prepare for the project in Lesson 8

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Education options for school-leavers</p> <p>Lesson 1: Getting started – Planning our education</p> <p>* Warm-up: Guessing game</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. (university) entrance exam (n. ph) 2. option (n) 3. academic (adj) 4. vocational (adj) 5. mechanic (n) 6. sensible (adj) <ul style="list-style-type: none"> - Task 1: Listen and read. - Task 2. Read the conversation again. Decide whether the following statements are true (T) or false (F). - Task 3. Find phrases in the conversation that mean the following. - Task 4. Complete the sentences using phrases from the conversation. - Task 5: Role play <p>*Homework</p>
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UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Period 64 - 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 *education after leaving school*;
- Recognise and practise intonation in Wh- and Yes/ No questions;
- Review the use of *Perfect gerunds and. Perfect participle clauses*.

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

- Understand about education after leaving school;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 7, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Perfect gerunds

The perfect gerund (*having done*) always refers to a time before that of the verb in the main clause. It is used to emphasise that the action was completed in the past.

It can be used as:

- the subject of a sentence.

Example: *Having studied science subjects made it easy for me to choose a university degree.*

- an object after some verbs, e.g. admit, deny, forget, mention, regret, and remember or after prepositions.

Example: *My friend didn't remember having lent me his English textbook.*

My cousin often talked about having studied for five years at a top university.

Perfect participle clauses

The perfect participle has the same form as the perfect gerund, e.g. *having asked, having studied*.

We can use perfect participle clauses to:

- describe an action that happened before the action in the main clause.

Example: *Having finished their course, they started looking for jobs.*

- talk about the reason for the action in the main clause.

Example: *Not having read the book, he can't give us his opinion.*

Assumption

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

assigning tasks
- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video about intonation in wh- and yes/no questions.

c. Expected outcomes:

- Students can listen and find out the rules for intonation in wh- and yes/no questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Teacher plays the video and asks Ss to pay attention to the intonation rules in the video - Ss watch the video and note down the rules. - Teacher calls some Ss to share and confirm the answers. - Teacher leads in the new lesson. 	<p>Link: https://www.youtube.com/watch?v=Wmo0ifHlp-8</p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss recognise and practise intonation in wh- and yes/no questions.
- To help Ss practise intonation in wh- and yes/no questions.





b. Content:





- **Task 1:** Listen and repeat. Pay attention to the falling or rising intonation in each of the following questions. (p.77)
- **Task 2:** Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (p.77)

c. Expected outcomes:

- Students can practise intonation in wh- and yes/no questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Pay attention to the falling or rising intonation in each of the following questions. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the recording. Have them pay attention to the rising or falling intonation in the given sentences. - Teacher asks Ss to work in pairs and take turns to read the sentences with correct intonation. - Teacher checks the answers as a class. - Teacher has Ss read the explanation in the <i>Remember!</i> box Ask questions to check understanding of the use of 	<p>Audio script:</p> <ol style="list-style-type: none"> 1. Did anyone go?  2. Would you like to share some of it with the class?  3. What are your plans for the future?  4. When does the course start? 

<p>rising and falling intonation in Wh- and Yes/No questions.</p>	
<p>Task 2: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the Wh- and Yes/No questions and mark the correct intonation pattern (rising or falling) at the end of each question. - Teacher plays the recording several times, if necessary, pause after each sentence for Ss to repeat. - Teacher checks answers as a class. - Teacher puts Ss into pairs and have them practise saying these questions. Walk round the class, praising pairs for good effort and using the appropriate intonation pattern. <p>Extension: In stronger classes, put Ss into groups and have each group write three Wh-questions and three Yes/No questions. Invite each group to read out their questions in front of the class. Have the other groups say if they use the appropriate intonation.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Do you want to go to university?  2. Have you talked with your parents about your plans?  3. How much does it cost to study at university?  4. What's your favourite subject at school? 

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 education after leaving school.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Match the words and phrases with their meanings. (p.78)
- **Task 2.** Complete the sentences using the correct forms of the words and phrases in 1. (p.78)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Match the words and phrases with their meanings. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the definitions of the phrases first and checks understanding. - Teacher has Ss match each word with the definition right next to it. - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. E 5. B
<p>Task 2. Complete the sentences using the correct forms of the words and phrases in 1. (6 mins)</p>	

<ul style="list-style-type: none"> - Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - 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. <p>Extension: In stronger classes, have Ss play a game individually or in pairs. Each student or pair writes a short meaningful text in which all four phrases have been used. Give a time limit of three minutes and have each student or pair read out their texts. The other Ss give a mark out of 10. Have Ss add up their marks. The winner is the student or pair with the highest score.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. higher education 2. qualifications 3. school-leavers 4. vocational education 5. graduation <p>Suggested answer:</p> <p><i>Every year, thousands of <u>school-leavers</u> finish secondary education. Most of them choose to continue their study in either <u>higher education</u> institutions or <u>vocational education</u> institutions. These students believe that with the right <u>qualifications</u> from these institutions, they will have a better chance of getting good jobs after <u>graduation</u>.</i></p>
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e. Assessment

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

4. ACTIVITY 3: GRAMMAR (15 mins)

a. Objectives:

- To help Ss recognise the difference between Modal verbs: must, have to, and should.
- To help Ss practise Modal verbs: must, have to, and should.

b. Content:

- **Task 1.** Find and correct the mistakes in the following sentences. (p.78)
- **Task 2.** Rewrite these sentences using perfect participle clauses. (p.79)
- **Task 3.** Work in pairs. Make sentences, using perfect gerunds and perfect participle clauses. (p.79)

c. Expected outcomes:

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Find and correct the mistakes in the following sentences. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the Remember! box and read the rules for using perfect gerunds. Check understanding by asking, e.g. <i>Which verbs are often followed by a perfect gerund? (admit, deny, forget, and remember); Can a perfect gerund be used as a subject / an object? (Yes); What are the similarities between gerunds and perfect gerunds?(They both can be used as subjects and objects); What are the differences between gerunds and perfect gerunds? (Their forms; perfect gerunds refer to the actions that were completed in the past)</i> - Teacher tells Ss to work in pairs or individually to complete the activity. - Teacher checks answers as a class. - Extension: Write more sentences with mistakes in using 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. I forgot <u>have</u> discussed this topic with you. → having 2. <u>Had</u> won many maths competitions helped me to win a place at university. → Having 3. Nam regretted not having <u>choose</u> a more interesting course at university. → chosen 4. He was proud of <u>had</u> won the first place at the Biology Olympiad. → having

<p>perfect gerunds on the board and have Ss correct them in pairs, e.g. <i>The thief denied stolen the expensive watch (denied having stolen); I remember saw this advertisement (remember having seen)</i></p>	
<p>Task 2. Rewrite these sentences using perfect participle clauses. (6 mins)</p>	
<p>- Teacher has Ss read the Remember box and ask questions to check Ss' understanding of the form and uses of perfect participle clauses. - Teacher asks Ss to read each sentence carefully and decide how they can complete another sentence with a participle clause that still has the same meaning as the given one. - Teacher has Ss work in pairs to write the sentences. - Teacher checks answers as a class. Invite individual Ss to write the sentences on the board.</p> <p>Extension: Have Ss work in pairs. Ask Ss to study these sentences again. One student says the original sentence. The other students, without looking at the book, says the new sentence. The student who says the original sentence should keep the book open to check if the partner says the correct sentence.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Having listened to an introduction about the course</i> 2. <i>Having studied the available courses carefully</i> 3. <i>Not having studied enough</i> 4. <i>Having answered the job interview questions</i>
<p>Task 3. Work in pairs. Make sentences, using perfect gerunds and perfect participle clauses. (4 mins)</p>	
<p>- Teacher lets Ss work in pairs. - Teacher asks Ss to make sentences using perfect gerunds and perfect participle clauses. - Teacher encourages Ss to apply the vocabulary they have learnt in the lesson.</p>	<p>Example:</p> <p><i>Having completed the project gave us a feeling of satisfaction.</i></p> <p><i>Having finished school, I can apply to university.</i></p>

e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 3. Reading.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Education options for school-leavers</p> <p>Lesson 2: Language</p> <p>*Warm-up Watch a video</p> <p>* Pronunciation - Task 1: Listen and repeat. Pay attention to the falling or rising intonation in each of the following questions. (p.77)</p>

- Task 2: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (p.77)

* **Vocabulary**

- Task 1: Match the words and phrases with their meanings. (p.78)

- Task 2. Complete the sentences using the correct forms of the words and phrases in 1. (p.78)

* **Grammar**

- Task 1. Find and correct the mistakes in the following sentences. (p.78)

- Task 2. Rewrite these sentences using perfect participle clauses. (p.79)

- Task 3. Work in pairs. Make sentences, using perfect gerunds and perfect participle clauses. (p.79)

* **Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Period 65 - Lesson 3: Reading – Options for school-leavers

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about options for school-leavers.

2. Competences

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

3. Personal qualities

- Acknowledge and understand options for school-leavers;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 7, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. opportunity (n)	/,ɒp.ə'tʃuː.nə.ti/	an occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something	cơ hội
2. independently (adv)	/,ɪn.dɪ'pen.dənt.li/	without being influenced or controlled in any way by other people, events, or things	một cách độc lập
3. hands-on (adj)	/,hænd'zɒn/	someone with a hands-on way of doing things becomes closely involved in managing and organizing things and in making decisions	thực tế
4. salary (n)	/'sæl.ər.i/	a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month	lương tháng

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To activate Ss' background knowledge about the topic and get Ss involved in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.



b. Content:

- Answer the questions

c. Expected outcomes:

- Students can talk about the options after leaving school.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Answer the questions</p> <ul style="list-style-type: none"> - Teacher asks Ss look at the pictures of a university student and a vocational school student. Have them to work in pairs and discuss which of the two options is more common in the area they live in. - Teacher encourages Ss to think of other options. - Teacher invites some pairs to share their answers with the class. 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A vocational school student</p> </div> <div style="text-align: center;">  <p>A university student</p> </div> </div> <p>Questions:</p> <ol style="list-style-type: none"> 1. Which of the two options for school-leavers is more common in your town? 2. Can you think of other options? <p><i>Students' answers</i></p>

e. Assessment

- Teacher observes the groups, collect their answers and give feedback.

2. ACTIVITY 1: PRE-READING (6 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:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these four words will appear in the reading text and asks students to open their textbook to discover further. 	<p>Word list:</p> <ol style="list-style-type: none"> 1. <i>opportunity (n)</i> 2. <i>independently (adv)</i> 3. <i>hands-on (adj)</i> 4. <i>salary (n)</i>

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Task 2. Read the article. Match the highlighted words with their meanings. (p.80)
- Task 3. Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is one extra heading. (p.80)
- Task 4. Read the article again and complete each gap with ONE word. (p.80)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Read the article. Match the highlighted words with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. the first word "<i>formal</i>" in this context is used as an adjective to describe the 'learning' to get 'an academic degree'. Among the given options, option 'e' (<i>received in a school, college, or university, with lessons, exams, etc.</i>) is the best match for this word. - Teacher tells Ss to work in groups to discuss the clues and compare answers. - Teacher checks answers as a class. <p>Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, have them check its meaning in a dictionary and write a short definition on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table and find the definition of their new word.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>e</i> 2. <i>c</i> 3. <i>a</i> 4. <i>b</i> 5. <i>d</i>
Task 3. Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is one	

extra heading. (7 mins)	
<ul style="list-style-type: none"> - Teacher elicits strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. - Teacher tells SS that they will have to choose the correct heading for each paragraph. In weaker classes, read through the three options first and check understanding. - Teacher asks Ss to work in pairs to compare their answers. - Teacher checks answers as a class. In stronger classes, ask Ss to explain their choices. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. a
Task 4. Read the article again and complete each gap with ONE word. (7 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that the information in the table is a summary of the main points of the two body paragraphs. - Teacher has Ss read the points in the table and predict the words they will need to complete the gaps. - Teacher reminds Ss of the maximum number of words they can use in each gap. - Teacher asks Ss to scan the text and choose the correct words or phrases to complete each gap. - Teacher has Ss compare answers in pairs or groups. - Teacher checks answers as a class. - Teacher invites some Ss to give evidence from the text for each of the answer, e.g. 1. <i>formal</i> (from the first sentence of the second paragraph.) 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>formal</i> 2. <i>degree</i> 3. <i>trade</i> 4. <i>apprenticeship</i> 5. <i>shorter</i>

e. Assessment

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

4. ACTIVITY 3: POST-READING (11 mins)

a. Objectives:

- To check students' understanding about 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:

- Discussion: *Which of the two options will be appropriate for you after leaving school? Why?*

c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own opinions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Discussion</p> <ul style="list-style-type: none"> - Teacher asks Ss to read the questions and choose their 	

option. In weaker classes, ask Ss to write down the reasons for their option.

- Teacher has Ss work in pairs to discuss their options
- Teacher encourages Ss to explain why they think this is the option for them. Walk round the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class.
- Teacher asks other students to listen and give comments.
- Teacher gives feedback and give marks to Ss' performance.

Suggested answers:

A: Which option will be appropriate for you after leaving school, B?

B: Well, I'm very interested in chemistry and want to become a teacher of chemistry. That's why I think I choose to study chemistry at a university. And what's your plan, A?

A: I've always wanted to become a chef in a famous restaurant. I think cooking courses at a vocational school will be appropriate for me.

e. Assessment

- Teacher 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 on workbook.
- Prepare for the next lesson – Speaking.

Board Plan

Date of teaching

Unit 7: Education options for school-leavers

Lesson 3: Reading – Options for school-leavers

***Warm-up**

*** Lead-in**

*** Vocabulary**

1. opportunity (n)
2. independently (adv)
3. hands-on (adj)
4. salary (n)

- Task 2. Read the article. Match the highlighted words with their meanings.
- Task 3. Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is one extra heading.
- Task 4. Read the article again and complete each gap with ONE word.
- Task 5: Discussion

***Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Period 66 - Lesson 4: Speaking – Vocational training vs. academic study

I. OBJECTIVES

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

1. Knowledge

- Talk about the benefits of vocational training and academic study ;
- Know how to end a conversation or discussion.

2. Competences

- Gain some language expressions to talk about the benefits of vocational training and academic study;

- Talk about the benefits of vocational training and academic study;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to talk about the benefits of vocational training and academic study;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 7, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none">- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

- To stir up the atmosphere and activate students' previous knowledge on vocational training and academic study;
- To set the context for the speaking part;

b. Content:

- Students complete the table using suggested and their own ideas.

c. Expected outcomes:

- Students can complete the table using suggested and their own ideas.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<p>Task 1: Brainstorming</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the table giving some of the benefits of vocational and higher education. - Teacher has Ss work in pairs to complete them with the suggested ideas and add their own ideas. - Teacher checks comprehension and explain any phrases Ss may find hard, e.g. <i>low cost, critical thinking skills, duration of study</i>. 	<p>Suggested answers:</p> <table border="0"> <tr> <td data-bbox="746 76 1085 602"> <p>Benefits of vocational training</p> <ul style="list-style-type: none"> • <i>cost less</i> • <i>provide shorter duration of study</i> • <i>develop practical skills</i> • <i>get familiar with work earlier</i> • ... </td> <td data-bbox="1085 76 1493 602"> <p>Benefits of academic study</p> <ul style="list-style-type: none"> • <i>can earn more</i> • <i>develop critical thinking skills</i> • <i>develop research skills</i> • <i>opportunities for further studies</i> • ... </td> </tr> </table>	<p>Benefits of vocational training</p> <ul style="list-style-type: none"> • <i>cost less</i> • <i>provide shorter duration of study</i> • <i>develop practical skills</i> • <i>get familiar with work earlier</i> • ... 	<p>Benefits of academic study</p> <ul style="list-style-type: none"> • <i>can earn more</i> • <i>develop critical thinking skills</i> • <i>develop research skills</i> • <i>opportunities for further studies</i> • ...
<p>Benefits of vocational training</p> <ul style="list-style-type: none"> • <i>cost less</i> • <i>provide shorter duration of study</i> • <i>develop practical skills</i> • <i>get familiar with work earlier</i> • ... 	<p>Benefits of academic study</p> <ul style="list-style-type: none"> • <i>can earn more</i> • <i>develop critical thinking skills</i> • <i>develop research skills</i> • <i>opportunities for further studies</i> • ... 		

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-SPEAKING (8 mins)

a. Objectives:

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Introducing tips to end a conversation or discussion;
- Complete and practice the model conversation.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to talk about the benefits of vocational training.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Complete the conversation with the sentences in the box. Then practise it in pairs.</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the first part of the conversation. Have Ss make predictions about what the speakers will talk about next, e.g. the third benefit, summary of the benefits. - Teacher puts Ss into pairs to discuss and decide on the order of the speakers' lines in the word box to complete the conversation. - Teacher tells Ss to read the useful expressions in the Tips box and ask if the speakers have used any of them to end their conversation. - Teacher checks answers as a class. <p>Tips to start a conversation or discussion:</p> <ul style="list-style-type: none"> - Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases. - Teacher asks Ss to give more examples. 	<p>Answer key:</p> <p>1. D 2. A 3. B 4. C</p> <p>.....</p> <p>Nam: <i>Now, let's think about one more benefit.</i></p> <p>Lan: <i>It's the cost. Vocational training is much cheaper than university education.</i></p> <p>Nam: <i>I couldn't agree more. So, we've decided on the three main benefits: more practical, shorter and cheaper.</i></p> <p>Lan: <i>Great! We're now ready to report to the class.</i></p> <p>Tips to end a conversation or discussion:</p> <p><i>We can end a conversation or discussion by:</i></p> <ul style="list-style-type: none"> • summarising it, e.g. <i>We've decided .../ We've agreed to .../ We've covered everything/ all points.</i> • concluding it, e.g. <i>Bye./ Great, we're now ready for .../ That's all we have today./ It was a very useful discussion/meeting.</i>

e. Assessment

- Teacher checks students' answers and gives feedback.

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

a. Objectives:

- To help Ss practise structures to end a conversation or discussion;
- To give Ss an opportunity to practice talking about the benefits of academic study;
- To provide Ss with some benefits of academic study.

b. Content:

- Task 3. Work in pairs. Talk about the benefits of academic study. Use the ideas in 1, the model in 2, and the tips above to help you. (p.81)

c. Expected outcomes:

- Students know how to talk about the benefits of academic study and use structures to end a conversation or discussion.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3. Work in pairs. Talk about the benefits of academic study. Use the ideas in 1, the model in 2, and the tips above to help you. (7 mins)</p>	
<p>- Teacher explains the task and focus Ss' attention on the useful phrases to end a conversation or discussion. Ask Ss to look at the conversation and the Tips box in activity 2 again to see how these phrases are used.</p> <p>- Teacher has Ss list the benefits of academic study from Activity 1: <i>develop critical thinking skills, develop research skills, give opportunities for further studies, can earn more.</i></p> <p>- Teacher has Ss work in their pairs from 2 and make their conversation. Give a time limit of 8-10 minutes. Walk round the class to monitor Ss' preparation and make sure that shy Ss also have the opportunity to contribute, e.g. <i>ask Ss to look at the list and put them in the order of importance.</i></p> <p>- In weaker classes, ask Ss to look at the model conversation in Activity 2, underline the benefits of vocational training, then they can replace with the benefits of academic study. T can also write some prompts on the board, e.g. <i>Now</i></p> <p>- Teacher invites some pairs of Ss to role-play their conversations in front of the whole class. When Ss finish their conversation, give further comments and correction if necessary. Praise for good effort, clear pronunciation and natural interaction.</p>	<p>Suggested answer:</p> <p><i>A: Now, let's decide on the three main benefits of academic study. First, I think it will help students develop <u>critical thinking skills</u>.</i></p> <p><i>B: I agree. Students can also their develop <u>research skills</u>.</i></p> <p><i>A: That's right. These skills are very important for university students.</i></p> <p><i>B: So, what do you think is the third benefit?</i></p> <p><i>A: I think it's the <u>opportunities for further studies</u>. University students get more opportunities to continue their studies after graduation.</i></p> <p><i>B: I can't agree more. So, we've decided on the three main benefits: developing critical thinking skills, developing research skills, and having more opportunities for further studies.</i></p> <p><i>A: Great! We're now ready to report to the class.</i></p>

e. Assessment

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

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

a. Objectives:

- To check students' understanding about the language use in ending a conversation or discussion;

- To help some students enhance discussing and presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 4. Work in groups. Discuss what kind of students/learners each option will be more suitable for. Give reasons for your decision. Report to the whole class. (p.81)

c. Expected outcomes:

- Students can use the language and ideas from the unit and develop their own ideas.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4. Work in groups. Discuss what kind of students/learners each option will be more suitable for. Give reasons for your decision. Report to the whole class.</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to form groups and have a group discussion about what kind of students or learners each option will be more suitable for. - For a weaker class, T can provide a sample plan as follows: <ul style="list-style-type: none"> + group members take turns expressing their opinion about which option is suitable for which students + groups decide on the most common opinion + groups prepare an outline of their summary and decide how to present it - Teacher tells groups to choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind members that they need to listen without interrupting their classmates, wait for their turn to speak, and contribute ideas. - Teacher walks around to offer help Ss, if necessary, and encourage quiet group members to get involved. - Teacher invites some groups to report the summary of their discussion and answer any questions from the rest of the class. - Teacher encourages the rest of the class to follow their friends' performance and compare with their own ideas. - Teacher gives feedback and give marks to Ss' performance. 	<p>Suggested summary of the discussion: <i>In our group, we all think that each education option has its own benefits. Academic study is suitable for those who want formal education and training. And vocational training is suitable for those who want to do some specific jobs.</i></p>

e. Assessment

- Teacher 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 on workbook.
- Prepare for the next lesson – Listening.

Board Plan

Date of teaching

Unit 7: Education options for school-leavers

Lesson 4: Speaking – Vocational training vs. academic study

***Warm-up**

- Task 1. Brainstorming

***. Pre-speaking**

- Task 2. Complete the conversation with the sentences in the box. Then practise it in pairs.

***. While-speaking**

- Task 3. Work in pairs. Talk about the benefits of academic study. Use the ideas in 1, the model in 2, and the tips above to help you.

***. Post-speaking**

- Task 4: Work in groups. Discuss what kind of students/learners each option will be more suitable for. Give reasons for your decision. Report to the whole class.

***Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Period 67 - Lesson 5: Listening – Vocational courses

I. OBJECTIVES

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

1. Knowledge

- Gain more knowledge about vocational courses;
- Memorize vocabulary to talk about vocational courses.

2. Competences

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

3. Personal qualities

- Be aware of different vocational courses;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 7, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none">- Explain the meaning of new words and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none">- Make sure they understand the meaning and pronunciation of important words.- Teach them the skill of underlining key words in the questions before they listen.- Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on family the topic and get Ss involved in the lesson;
- To set the context for the listening part;

b. Content:

- Look at the picture and answer the question

c. Expected outcomes:

- Students can answer the given questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Look at the picture and answer the questions	

- Teacher tells Ss to look at the picture and the questions. Help Ss to understand the questions and prepare for their answers by asking questions, e.g. *What can you see in the picture? (A person is showing others the way to prepare food.)*
- Teacher asks Ss to work in pairs to answer the questions. Encourage them to ask each other questions and give more details about their answers.
- Teacher invites some Ss to share their answers or their partner's answers with the class.



Questions:

1. *What kind of vocational course are they taking?*
2. *Do you think students need any special qualifications to apply for this course?*
3. *What do you think students expect to learn from this course?*

Suggested answers:

1. *They are taking a cooking course.*
2. *No, I don't think students need any special qualifications to apply for this course. Students just need their love for cooking.*
3. *I think students wants to get a job related to cooking.*

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-LISTENING (7 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:

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

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Choose the correct meanings of the underlined words and phrase.	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences containing key vocabulary items from the listening. Tell students to study the context clues carefully, then read the given options for each word in bold and try to choose the correct one. - Teacher has Ss check their answers in pairs. - Teacher confirms the correct answers as a class. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. <i>B</i> 2. <i>A</i> 3. <i>B</i>

e. Assessment

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

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

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about vocational courses.

b. Content:

- Task 3. Listen to a conversation between Mai and the receptionist at ABC Vocational School. What are they talking about? (p.81)
- Task 4. Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap. (p.81)

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 3. Listen to a conversation between Mai and the receptionist at ABC Vocational School. What are they talking about? (8 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the instructions to find out the context of this activity and its aim listening for the main idea. - Teacher has Ss read the options carefully and check if they understand all the vocabulary. - Teacher plays the recording and have Ss listen and choose the correct option. - Teacher asks Ss to compare their answers in pairs groups. - Teacher checks answers as a class and let Ss listen again, if necessary, e.g. <i>when working with weak classes</i>. 	<p><i>Answer key:</i> B</p>
Task 4. Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap. (12 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read through notes carefully and check if they understand all the vocabulary. - Teacher asks Ss to think about the type of information they will need to answer each of these questions, e.g. <i>1. length of time; 2. type of courses; 3. jobs/people in certain professions; 4. positions in a real restaurant; 5. booklet or magazine.</i> - Teacher reminds Ss of the word limit they will have for each answer. - Teacher plays the recording. Ask Ss to listen and fill in the gaps within the word limit. - Teacher has Ss compare their answers. - Teacher checks answers as a class and confirm the correct ones. - Extension: Play the recording, pausing before the last word of long sentences and have Ss recall or guess it, e.g. play the sentence until the word 'courses': <i>I'd like to ask for information about your...</i> Have Ss call out the last word. In stronger classes, ask Ss to write the words on the board. 	<p>Answer key:</p> <ol style="list-style-type: none"> <i>1. months</i> <i>2. Professional</i> <i>3. restaurant cooks</i> <i>4. apprentice</i> <i>5. (school) brochure</i>

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e. Assessment

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

Tapescript:

Mai:	<i>Good morning.</i>
Receptionist:	<i>Good morning. Welcome to ABC Vocational School. How can I help you?</i>
Mai:	<i>I watched a TV programme about your school last week. I'd like to ask for information about your courses.</i>
Receptionist:	<i>Sure. What's your name, please?</i>
Mai:	<i>I'm Nguyen Thanh Mai.</i>
Receptionist:	<i>OK, Mai. We offer a wide range of courses including tour guide training, hotel and restaurant management, and cooking. Are you interested in a specific trade?</i>
Mai:	<i>Yes, I'd like to know more about your cooking courses. How long does it take to complete a cooking course?</i>
Receptionist:	<i>Well, it depends. We have short cooking courses for all ages and abilities. They are usually two to three months, and mainly for people who want to learn about food preparation and have fun in the kitchen. We also have professional cooking courses, which take two years to complete, for those who want to train to be restaurant cooks.</i>
Mai:	<i>Do you offer any apprenticeships?</i>
Receptionist:	<i>Yes, once you join a course, you'll have the opportunity to work as an apprentice in a real restaurant and learn from the best chefs.</i>
Mai:	<i>That's amazing!</i>
Receptionist:	<i>Would you like to fill in the application form?</i>
Mai:	<i>Oh, I'm only in grade 11. I haven't discussed my plans with my parents either.</i>
Receptionist:	<i>OK, no problem. Please take a copy of our school brochure. It has detailed information about all the courses.</i>
Mai:	<i>Thank you so much. Goodbye.</i>
Receptionist:	<i>Bye, Mai. Good luck.</i>

4. ACTIVITY 3: POST-LISTENING (10 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.

b. Content:

- Task 5: Work in groups. Discuss the following questions. (p.82)

c. Expected outcomes:

- Students can use the language and ideas from the listening to discuss other information about the courses

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Work in groups. Discuss the following questions.</p> <ul style="list-style-type: none"> - Teacher asks Ss to recall what information Mai received when talking to the receptionist at ABC Vocational School (<i>names of courses, length of study, apprenticeship, brochure about the courses</i>). - Teacher puts Ss into groups to answer the question. Walk round the class and offer help. For weaker classes, give them some suggestions, e.g. <i>cost, number of students in a class,</i> 	<p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> • <i>Cost</i> • <i>Entrance exams or requirements for applicants</i> • <i>Number of students on a course / in a class</i> • <i>Job opportunities after finishing the</i>

job opportunities after finishing the course, ... Make sure Ss take notes of their ideas.
- Teacher invites Ss from some groups to share their ideas with the whole class.

professional courses

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 7: Education options for school-leavers

Lesson 5: Listening – Vocational courses

***Warm-up**

Task 1: Look at the picture and answer the questions

*** Pre-listening**

Task 2. Choose the correct meanings of the underlined words and phrase.

*** While-listening**

Task 3. Listen to a conversation between Mai and the receptionist at ABC Vocational School. What are they talking about?

Task 4. Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap.

*** Post-listening**

Task 5: Work in groups. Discuss the following questions.

***Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Period 68 - Lesson 6: Writing – A request letter about a course

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write a letter requesting information about a course;
- Apply structures to request information.

2. Competences

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

3. Personal qualities

- Be polite and clear when writing a formal letter;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 7, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' reading comprehension of short messages;
- To set the context for the writing part;

b. Content:

- Do a quiz game to get to know authentic short messages.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Hidden picture</p> <ul style="list-style-type: none"> - Ss work in groups. - There are 4 questions which relate to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. 	<p>Clues:</p> <ol style="list-style-type: none"> 1. Connected with a job that needs special training and skills 2. A person working for an employer to learn a skill or a job 3. A small book giving information about something 4. A person who has just left school <p>Answer key:</p> <ol style="list-style-type: none"> 1. professional 2. (an) apprentice 3. (a) brochure

4. (a) school-leaver
KEY WORD: LETTER

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-WRITNG (12 mins)

a. Objectives:

- To get students to build up ideas that they can later use for their writing

b. Content:

- Teach Ss use the given note to build up ideas for their writing

c. Expected outcomes:

- Students build up ideas for their writing.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Look at the advertisement about a vocational school and its tour guide training courses. You want to ask for more information. Complete the enquiries. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the advertisement about a vocational school and its tour guide training courses. - Teacher asks Ss to read the information about the course and check understanding, e.g. <i>Do applicants need any qualifications? Are the courses expensive?</i> - Teacher focuses Ss' attention on the text in the three boxes and ask, <i>Does the advert provide this information?</i> Then put Ss in pairs and have them work together to complete the enquiries under the advert. - Teacher walks around and offer help if necessary. - Teacher has some pairs read the completed sentences. Write the correct ones on the board. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>Could you please tell me if/whether I need to take a test?</i> 2. <i>I would like to know if/whether there are discounts for poor students.</i> 3. <i>I would appreciate it if you could tell me how much the daily wage is.</i>
<p>Useful expressions (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the given outline of the letter, the Useful expressions box and the information from Activity 1 - Teacher explains more about the structure of the letter and useful expressions. - Students note down the information. 	<p>Formal emails or letters asking for information usually have the following structure:</p> <ol style="list-style-type: none"> 1. Greeting. Example: <i>Dear Sir/Madam, (or name if known)</i> 2. Reason(s) for writing. Example: <i>I would like to have more information about .../I am writing to enquire about ...</i> 3. Enquiries (one paragraph for each of the things you want to ask about, using linking words or phrases). Example: <i>First, I would like to know ... /In addition, I wonder if .../I would appreciate it if you could tell me .../It would be great if you...</i> 4. Closing line. Example: <i>I look forward to</i>

hearing from you/receiving your reply.
 5. Signature. Example: *Yours sincerely*, (if you know the name of the person you are writing to)/
Yours faithfully, (if you don't know the name)

e. Assessment

- Teacher observes Ss' work and give feedback.

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

a. Objectives:

- To help Ss familiarize with the structure and language of an opinion essay;

b. Content:

- Task 2. Write a letter (140–170 words) to request information about the courses in 1

c. Expected outcomes:

- Students can write a complete essay of an opinion essay.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Write a letter (140–170 words) to request information about the courses in 1	
<ul style="list-style-type: none"> - Teacher tells Ss that the letter is to request the information about the courses in Activity 1. - In stronger class, encourage student to make more enquiries. - Teacher has Ss work individually to write their draft. - Teacher collects Ss' writings to mark and provide written feedback in the next lesson. - Extension: Put Ss in pairs and ask them to swap their draft letter for peer feedback. Encourage Ss to revise their letter and correct any mistakes before submitting. 	<p><i>Sample letter</i></p> <p><i>Dear Sir or Madam,</i></p> <p><i>I am writing to ask for more information about the tour guide training courses at the SGV Vocational School. I am over 18 years now and I am very interested in travelling and exploring different cultures. I would really like to apply for one of your courses.</i></p> <p><i>First, I would appreciate it if you could tell me what the entry requirements are. I finished upper-secondary school last summer. Could you please let me know if I still need to take a test? If there is one, please let me know where I can find detailed information about it.</i></p> <p><i>Next, I would like to know the course fee and the daily wage for the apprenticeship. It is very important for me to have this information so that I can decide if I can afford to study at your school.</i></p> <p><i>Finally, it would be great if you write back to me with details about what topics it will cover and how long it will take.</i></p> <p><i>I look forward to hearing from you.</i></p> <p><i>Yours faithfully,</i></p> <p><i>Hoang Bao Nam</i></p>

e. Assessment

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

4. ACTIVITY 3: POST-WRITING (10 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
<p>CROSS-CHECKING</p> <ul style="list-style-type: none">- Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review.- Ss do the task as required.- After peer review, Ss give the writing back to the owner and discuss how to improve it.- Teacher then chooses one piece of writing and gives feedback on it as a model.- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give opinions to other Ss- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.	<p>Writing rubric</p> <ol style="list-style-type: none">1. <i>Organization: .../10</i>2. <i>Legibility: .../10</i>3. <i>Ideas: .../10</i>4. <i>Word choice: .../10</i>5. <i>Grammar usage and mechanics: .../10</i> <p><i>TOTAL: .../50</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 7: Education options for school-leavers
Lesson 6: Writing – A request letter about a course

***Warm-up: Hidden picture**

Task 1. Look at the advertisement about a vocational school and its tour guide training courses. You want to ask for more information. Complete the enquiries.

*** Useful expressions**

Task 2. Write a letter (140–170 words) to request information about the courses in 1

*** Cross-checking**

***Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Period 69 - 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;
- Know about education after leaving school in Vietnam and in the UK;
- Review making an appointment.

2. Core competence

- Be able to make an appointment.
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be ready to offer help to others when necessary;
- Recognise the similarities and differences between education after leaving school in Vietnam and in the UK

II. MATERIALS

- Grade 11 textbook, Unit 7, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can get ready to learn how to make an appointment.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <p>- Teacher plays the video and asks Ss to answer the questions.</p>	<p><i>Link:</i> https://www.youtube.com/watch?v=qG9oD9qxX6g</p> <p>Questions:</p>

<ul style="list-style-type: none"> - Ss watch the video and note down the answers for the questions - Teacher calls some Ss to share and confirm the answers. - Teacher leads in the new lesson. 	<ol style="list-style-type: none"> 1. <i>How many people are there in the conversation?</i> 2. <i>What is the man doing?</i> <p>Answers:</p> <ol style="list-style-type: none"> 1. <i>There are two people in the conversation.</i> 2. <i>The man is calling to make an appointment with the doctor.</i>
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e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers make an appointment
- To review expressions for making an appointment

b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.83)
- 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.83)

c. Expected outcomes:

- Students can use appropriate language to ask for and give permission 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)									
<ul style="list-style-type: none"> - Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about?</i> - Teacher has Ss listen and complete the conversation with the expressions from the box. - Teacher checks answers by asking two Ss to read out the conversation. - Teacher has Ss underline expressions used to make an appointment (<i>Could I meet you...; What time shall I come to see you ...; Would ... suit you?</i>) and giving responses (<i>Sorry, I've got another appointment/ OK, then. See you ...</i>) - Teacher puts Ss in pairs and have them practise the conversation. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <i>could I meet you</i> 2. <i>I have got another appointment</i> 3. <i>shall I come</i> 4. <i>suit you</i> 								
Useful expressions (7 mins)									
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 3 groups: making an appointment, giving a positive response, giving a negative response and proposing another time/date. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <table> <tr> <td>Making an appointment</td> <td>Giving a positive response</td> </tr> <tr> <td>• <i>Will you be available on/at ...?</i></td> <td>• <i>All right, I'll see you then.</i></td> </tr> <tr> <td>• <i>I'd like to make/arrange an appointment with you on/at ...</i></td> <td>• <i>OK, I'll see you (next week) (at around 3 p.m.).</i></td> </tr> <tr> <td></td> <td>Giving a negative</td> </tr> </table>	Making an appointment	Giving a positive response	• <i>Will you be available on/at ...?</i>	• <i>All right, I'll see you then.</i>	• <i>I'd like to make/arrange an appointment with you on/at ...</i>	• <i>OK, I'll see you (next week) (at around 3 p.m.).</i>		Giving a negative
Making an appointment	Giving a positive response								
• <i>Will you be available on/at ...?</i>	• <i>All right, I'll see you then.</i>								
• <i>I'd like to make/arrange an appointment with you on/at ...</i>	• <i>OK, I'll see you (next week) (at around 3 p.m.).</i>								
	Giving a negative								

	<ul style="list-style-type: none"> • <i>Would ... suit you/be OK for you?</i> • <i>When's convenient for you?</i> <p>response and proposing another time/date</p> <ul style="list-style-type: none"> • <i>Sorry, I've got another appointment at that time.</i> <i>How about ...?</i> • <i>I'm afraid I can't make it at that time.</i> <i>Are you free on/at ...?</i>
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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)

<ul style="list-style-type: none"> - Teacher asks Ss to read through the given situations, giving them further explanations if necessary. - Teacher has Ss work in pairs. In weaker classes, underline the words and phrases in the conversation that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative and use the useful expressions given in the box. - Teacher has Ss spend a few minutes planning their conversations, e.g. <i>decide on the roles (a university representative / a school student); plan who says what.</i> Have Ss practise their conversation in pairs. - Teacher invites several pairs of Ss to act out their conversations in front of the class. - Teacher praises for good effort, clear pronunciation, fluent delivery and interesting ideas. 	<p><i>Students' answers</i></p>
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e. Assessment

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

3. ACTIVITY 2: CULTURE (10 mins)

a. Objectives:

- To help Ss practise the words in meaningful contexts.
- To help Ss learn about the UK education after secondary school.

b. Content:

- Task 1: Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap. (p.84)

c. Expected outcomes:

- Students understand the details in the text, memorise them and are able to use them in meaningful context.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap. (6 mins)</p>	

<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about UK education after secondary school, e.g. <i>What do you know about UK education after school? What are the options for school-leavers in the UK? Is higher education in the UK free?</i> - Teacher asks Ss what they want to know about the topic, e.g. <i>At what age do students leave schools? Do all school-leavers in the UK go to university? How long do Ss usually study for a bachelor's degree?</i> - Teacher puts Ss into pairs. Ask them to read the text about the UK education after secondary school and complete the notes. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Teacher checks answers as a class by calling on pairs to write the missing words or phrases on the board. - Teacher goes back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 18 2. technical education 3. higher education 4. university courses 5. bachelor's degree
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e. Assessment

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

4. ACTIVITY 3: EXTRA ACTIVITY (8 mins)

a. Objectives:

- To help Ss apply the knowledge to talk about the similarities and differences between education after leaving school in Viet Nam and in the UK.

b. Content:

- Talk about the similarities and differences between education after leaving school in Viet Nam and in the UK.

c. Expected outcomes:

- Students can talk about the similarities and differences between education after leaving school in Viet Nam and in the UK.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2. Work in groups. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.</p>	
<ul style="list-style-type: none"> - Teacher has Ss look back at the table in Activity 1 which summarises the information about the UK education after leaving school. - Teacher asks Ss to work in pairs, draw a similar table for Viet Nam, discuss and fill in this table. - In pairs, compare these two tables. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK. - Teacher invites several groups to report their discussion. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas. 	<p>Suggested answers:</p> <p>Similarities <i>Both systems provide vocational education after secondary school</i></p> <p>Differences: <i>In Viet Nam, students leave secondary school at 18. Then they can start university immediately.</i> <i>In some parts of the UK, students can leave school at 16.</i></p>

e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 8. Looking back and project.

Board Plan

Date of teaching

Unit 7: Education options for school-leavers

Lesson 7: Communication and Culture / CLIL

*Warm-up: Watch a video

* Everyday English. Making an appointment

- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs.

- 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.

* Culture: UK education after secondary school

- Task 1: Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap.

* Further Practice

- Task 2. Work in groups. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.

*Homework

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Period 70 - 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 7;
- 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

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 7, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards

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 excessive talking 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 the generation gap.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Mysterious creature

c. Expected outcomes:

- Students can get ready to learn about differences among generations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group having more points is the winner. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. <i>school-leavers</i> 2. <i>higher education</i> 3. <i>apprenticeships</i> 4. <i>institutions</i> 5. <i>graduation</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review intonation in Wh- and Yes/ No questions.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of perfect gerunds and perfect participle clauses.

b. Content:

- Task 1: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (p.84)
- Task 2: Complete the text. Use the correct form of the words and phrase in the box. (p.84)
- Task 3: Rewrite these sentences using perfect participle clauses or perfect gerunds. (p.85)

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
<p>Task 1: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (4 mins)</p> <ul style="list-style-type: none">- Teacher asks Ss to listen and mark the intonation (rising or falling) on the questions.- Teacher asks several pairs of Ss to say these exchanges out loud in front of the class.- Teacher confirms the correct answers. Correct Ss if necessary. Praise for good pronunciation and fluent delivery.	<p>Answer key</p> <ol style="list-style-type: none">1. <i>Are you interested in studying at university?</i> —————↗2. <i>How much is the fee for this cooking course?</i> —————↘3. <i>Did you attend the education fair?</i> —————↗4. <i>Who would like to train to become a tour guide?</i> —————↘
<p>Task 2: Complete the text. Use the correct form of the words and phrase in the box. (4 mins)</p> <ul style="list-style-type: none">- Teacher has Ss read the text, and the given words and phrase in the box. Tell Ss that all these words and phrases have been taught and used throughout the unit.- Teacher asks Ss to focus their attention on the gaps in the text.- Teacher tells Ss to study the context carefully and decide on the words or phrases to fill in these gaps.- Teacher asks Ss to choose the words or phrases from the box to complete the gaps in the text.- Teacher has Ss check their answers in pairs/ groups.- Teacher checks answers as a class by asking individual Ss to read the sentences.	<p>Answer key</p> <ol style="list-style-type: none">1. <i>school-leavers</i>2. <i>higher education</i>3. <i>apprenticeships</i>4. <i>institutions</i>5. <i>graduation</i>
<p>Task 3: Rewrite these sentences using perfect participle clauses or perfect gerunds. (4 mins)</p> <ul style="list-style-type: none">- Teacher asks Ss to read the given sentences. Then explain that they will need to use appropriate perfect gerunds or perfect participle clauses to complete the new sentences without changing the meaning.- Teacher asks Ss write their sentences first. Then ask them to check their answers in pairs / groups.- Teacher checks answers as a class by asking individual Ss to read a sentence each.	<p>Answer key:</p> <ol style="list-style-type: none">1. <i>Having finished school, my brother</i>2. <i>He did not remember having discussed</i>3. <i>Not having asked anyone for advice,</i>4. <i>Having won the first prize in the competition</i>

e. Assessment

- Teacher observes Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Presentation of generational differences among us.

c. Expected outcomes:

- Students practice giving an oral presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Instructions (given in Lesson 1 – Getting Started)	
<ul style="list-style-type: none">- 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 about an educational institution.- Teacher has Ss work in their groups. Give them a few minutes to prepare for the presentation.- Teacher gives Ss a checklist for peer and self-assessment. Explain that they will have to tick 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.- Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.- Teacher gives praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.	

Students' presentations

- All groups make presentations.
- When one group make presentation, others listen and complete the evaluation sheet.

e. Assessment

- T gives comments and feedback to all 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 on workbook.
- Prepare for Unit 3.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Education options for school-leavers</p> <p>Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary

- Language
 * **Project. Choosing the perfect educational institution**
 * **Homework**

Suggested checklist for peer assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- <i>The presenters greet the audience.</i>		
- <i>The presenters speak clearly and naturally.</i>		
- <i>The presenters cooperate when delivering their talk.</i>		
- <i>The presenters have interactions with the audience.</i>		
- <i>The presenters use some photos/pictures to illustrate their ideas.</i>		
- <i>The presenters conclude their talk appropriately.</i>		
CONTENT: <i>The presentation includes the following information about an educational institution</i>		
- what type of educational it is / where it is/ how big it is / how much the fee is...		
- what programmes or training it offers		
- what facilities it has		
- if/whether there are students activities or clubs		
-what job opportunities there are for students after graduation		

Suggested checklist for self-assessment:

Tick where appropriate *Comments (in English or Vietnamese)*

DELIVERY

- I greeted the audience.

-I spoke clearly and naturally.

- I cooperated with my group members when delivering the talk.

- I had interactions with the audience.

- I used some photos/pictures to illustrate my ideas.

-I concluded my part of the talk appropriately.

CONTENT: *Our presentation includes the following information about a volunteer project*

- What type of educational it is / where it is/ how big it is / how much the fee is...

- What programmes or training it offers

- What facilities it has

- If/whether there are students activities or clubs

- What job opportunities there are for students after graduation

UNIT 8: BECOMING INDEPENDENT
Period 71 - Lesson 1: Getting started – Earning your parents’ trust

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *becoming independent*;
- Gain vocabulary to talk about becoming independent;
- Get to know the language aspects: cleft sentence.

2. Competences

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

3. Personal qualities

- Familiarize with the ways to keep fit and stay healthy;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. independent (adj)	/,ɪn.dɪ'pen.dənt/	confident and free to do things without needing help from other people	Tự lập
2. trust (earn sb’s trust)	/trʌst/	the belief that sb/sth is good, sincere, honest, etc.	Niềm tin
3. (to) convince	/kən'vɪns/	to make someone feel certain that something is true	Thuyết phục
4. responsible (adj)	/rɪ'spɒnsɪbəl/	having the job or duty of doing sth or taking care of sb/sth	Trách nhiệm
5. (to) encourage	/ɪn'kʌr.ɪdʒ/	to give sb support, courage or hope	Động 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 becoming independent;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Categorizing game: Classify dependent and independent people with some activities

c. Expected outcomes:

- Students can distinguish independence and dependence

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>CATEGORIZING GAME</p> <ul style="list-style-type: none"> - Ss work in groups. Each group is given small pieces of paper on which activities of dependent and independent lifestyle are written. - Each group has to classify them into correct categories. - The first team to complete the task correctly is the winner. - Teacher asks the winner to go to the board and show the correct answers. 	<p>Lists of activities:</p> <ul style="list-style-type: none"> - Independent lifestyle <ul style="list-style-type: none"> + <i>Cook for yourself</i> + <i>Have good time management</i> + <i>Know how to keep house</i> + <i>keep your body clean</i> + <i>Think twice before deciding</i> + <i>Get enough good sleep</i> - Dependent lifestyle <ul style="list-style-type: none"> + <i>Ask parents for money</i> + <i>Wait parents to cook</i> + <i>Don't do your homework</i> + <i>Need mother to drop you off at school</i> + <i>communicate badly with people</i> + <i>Eat instant noodles all the time</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures, or explanations. - 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. 	<p>New words:</p> <ol style="list-style-type: none"> 1. independent (adj) 2. trust (earn sb's trust) 3. (to) convince 4. responsible (adj) 5. (to) encourage

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on 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 becoming independent.
- To help Ss identify the cleft sentence with "it is/was who/that...".


b. Content:

- Task 1: Listen and read (p.86)
- Task 2. Read the conversation again and decide who has these skills. (p.87)
- Task 3. Find words and a phrase in 1 that have the following meanings. (p.87)
- Task 4. Match the two halves to make sentences used in 1. (p.87)

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
<p>Task 1. Listen and read. (5 mins)</p> <ul style="list-style-type: none"> - 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. 	 <p>Questions:</p> <ul style="list-style-type: none"> - <i>What can you see in each picture?</i> - <i>What do you think they are discussing?</i> <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>2 friends, pan, food...</i> - <i>They are discussing about how to cook and how to earn parents' trust.</i>
<p>Task 2. Read the conversation again and decide who has these skills. (5 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read the conversation again and decide who has the skills 1-3. Have them to pay attention to the key words in the phrases first. Then give them time to read the conversation again and locate the part that contains the information for each phrase. - Then put Ss into pairs to compare their answers. - Check answers as a class. Encourage Ss to provide evidence from the conversation, e. g. Mike is good at managing money because he uses a money-management app that taught him how to be responsible with money. <p>Extension: Call out sentences from the conversation or other statements related to it, but make mistakes, e. g. Mark can cook, clean the house, and do laundry. Have Ss stand up when they hear a mistake and say No! Invite a student to correct the mistake. In stronger classes, vary the game by having Ss say the wrong statements.</p>	<p>Answer key:</p> <p>1. Mark 2. Mai 3. Nam</p>

Task 3. Find words and a phrase in 1 that have the following meanings. (5 mins)	
<p>Aim: To help Ss revise phrases related to earning parents' trust.</p> <ul style="list-style-type: none"> - Have Ss look at the words with scrambled parts. Explain that the words are part of phrases related to teen independence and they are all used in the conversation in Activity 1. - Ask Ss to read the definitions and unscramble the words so that the words / phrases on the left match the definitions on the right. - Have Ss work individually first. Then check answers as a class. - Elicit the meaning of any words Ss don't know or find hard to understand. <p>Extension: In stronger classes, ask Ss to choose other phrases from the conversation to scramble for their partners to guess / unscramble (convince, experience, encourage, etc.)</p>	<p>Answer key: <i>1 confidence, 2 independent, 3 responsibility 4. money-management</i></p>
Task 4. Match the two halves to make sentences used in 1. (5 mins)	
<p>Aim: To help Ss identify cleft-sentences used in the conversation.</p> <ul style="list-style-type: none"> - Tell Ss to read the sentence halves and check comprehension. - Have Ss work individually. - Check answers by having individual Ss read out the sentences. - Ask them if they can identify the grammar structure, i.e. cleft sentences with it is / was - Focus attention on the beginning of the sentence halves on the left (It's) and on the right (that / who). <p>Extension: Put Ss into pairs and have them change the cleft sentences to sentences with a normal word order, e. g. 1. My mum is calling me. 2. Earning parents' trust took a long time. 3. My parents still think I don't have the skills to be independent. 4. The app taught me to be responsible with money.</p>	<p>Answer key: <i>1d 2a 3b 4c</i></p>

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practice speaking skills;
- To help Ss memorize the basic knowledge on how to become independent.

b. Content:

- Role play

c. Expected outcomes:

- Students can give a short talk about good habits to stay healthy.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Role play	

<ul style="list-style-type: none"> - Teacher asks Ss to work in groups. - In each group, one student plays the role of a student. Others are advisors. - Advisors are giving advice on how to live independently. - Ss have 3 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 give marks to the best group. 	<p><i>Students' own creativity.</i></p>
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e. Assessment

- Teacher 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

- Write a short paragraph about how to live independently.
- Prepare for the project in Lesson 8

Board Plan

Date of teaching

Unit 1: BECOMING INDEPENDENT

Lesson 1: Getting started

***Warm-up**

*** Vocabulary**

1. independent (adj)
2. trust (earn sb's trust)
3. (to) convince
4. responsible (adj)
5. (to) encourage

- Task 1: Listen and read (p.86)
- Task 2. Read the conversation again and decide who has these skills. (p.87)
- Task 3. Find words and a phrase in 1 that have the following meanings. (p.87)
- Task 4. Match the two halves to make sentences used in 1. (p.87)
- Task 5: Role play

***Homework**

UNIT 8: BECOMING INDEPENDENT
Period 72 - 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 *Becoming independent*;
- identify and pronounce fall-rise intonation in invitations, suggestions and polite requests;
- Review the use of *cleft sentences*.

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

- Be ready to have independent lifestyle;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 8, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Cleft sentences with It is/was ... who/that...

- A cleft sentence is used to focus on a particular part of the sentence and to emphasize what we want to say.

It is/was + S/O/A + that/who

Eg:

1. **It was Nam that/who** taught Mai how to use the app in the library last weekend. (Focus on Nam - S)
2. **It was the app that** Nam taught Mai how to use in the library last weekend. (Focus on the app - O)
3. **It was in the library that** Nam taught Mai how to use the app last weekend. (Focus on Nam - A)

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video and answer the question: **What do humans need to do to stay healthy?**

c. Expected outcomes:

- Students can listen and find out some ways to stay healthy from the video clip.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video https://www.youtube.com/watch?v=VLCgMkTIdLA - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Ss watch the video once and list out what to do to be independent. - All teams stick the paper on the boards. - Teacher checks answers of each group. - The group that has the most correct answers is the winner.</p>	<p>Suggested answers: - <i>Learn how to save</i> - <i>set rules for yourself</i> - <i>Cap your spending</i> - <i>respect to be respected as an individual</i></p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise fall-rise intonation in invitations, suggestions and polite requests.
- To help Ss practise fall-rise intonation in invitations, suggestions and polite requests.

b. Content:

- **Task 1:** Listen and repeat. Pay attention to the fall-rise intonation in the following sentences. (p.87)
- **Task 2:** Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs. (p.87)

c. Expected outcomes:

- Students can pronounce correctly fall-rise intonation in invitations, suggestions and polite requests.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the fall-rise intonation in the following sentences. (5 mins)	
<p>Aim: To help Ss recognise and practise fall-rise intonation in invitations, suggestions and polite requests. - Ask Ss to listen to the sentences. Have them pay attention to the fall-rise intonation in invitations, suggestions and polite requests. - Ask Ss to listen to the sentences again, but this time, have them repeat the sentences. - Have Ss read the notes in the Remember! box. - Ask Ss to work in pairs and take turns to read the sentences. Call on some Ss to read them out loud. - In stronger classes, T can explain that the fall-rise intonation helps make invitations, suggestions, and requests sound friendlier or more polite.</p>	<ol style="list-style-type: none"> 1) Why don't you answer your phone? 2) Would you like me to help you install the software? 3) Can you show me the money-management app you told me? 4) Would you like a cup of tea?
Task 2: Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs. (7 mins)	
<p>Aim: To help Ss practise fall-rise intonation in invitations, suggestions, and polite requests. - Ask Ss to listen and pay attention to the sentences with the fall-rise intonation. - Have Ss listen to the recording again, pausing after each sentence for Ss to repeat. Correct any wrong</p>	<p>Answer key: 1) Shall we now talk about other learning methods? 2) Could you please pay attention when I'm talking to you? 3) Why don't we use public transport to go to</p>

<p>pronunciation.</p> <ul style="list-style-type: none"> - In stronger classes, ask individual Ss to read each sentence first, and then play the recording for them to check if they have correctly said the sentences. - Ask Ss to work in pairs and take turns to practise reading the sentences. Call on some Ss to read them out loud. <p>Extension: In stronger classes, have Ss write their own sentences expressing invitations, suggestions, and requests. Encourage them to say the sentences in front of the class. Have the rest of the class say if they are using the correct fall-rise intonation to sound friendlier or more polite.</p>	<p>school?</p> <p>4) Would you like to join our cooking course?</p>
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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 "Teens and independence".
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Match the words with their meanings. (p.88)
- **Task 2.** Complete the sentences using the correct forms of the words in 1. (p.88)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Match the words with their meanings. (6 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to work individually to do the matching. Then put them in pairs to compare their answers and discuss the meaning of each word. - In weaker classes, make sure Ss understand the abbreviations in brackets (v, n, adj). Read each word and elicit the part of speech they need to look for in the given definitions, e.g. What part of speech do you need to look for in the definition of 'self-motivated'? Which definition begins with an adjective? - Have Ss match each word with its meaning. - If necessary, do the first one as an example before asking Ss to match the rest individually or in pairs. - Weaker Ss may look up the words in the glossary. - Check answers as a class. 	<p><i>Answer key:</i> 1e, 2d, 3b, 4c, 5a</p>
<p>Task 2. Complete the sentences using the correct forms of the words in Task 1 (6 mins)</p>	
<ul style="list-style-type: none"> - Tell Ss to read the sentences carefully and decide which word in Activity 1 can be used to complete each of the sentences. Tell them to change the forms of some of the words if necessary. - Ask Ss to work individually to complete the sentences. Remind them to use the context clues to help them decide on each word. Then put Ss into pairs to compare their answers with a partner. - Have Ss call out the word they have used in each sentence before checking answers as a class. <p>Extension: In stronger classes, have Ss play a game. Put them</p>	<p><i>Answer key:</i> 1 trust 2 life skills 3 self-study 4 manage 5 self-motivated</p>

into groups and have each group create a short meaningful text using the five words. They can do that orally or in written form. Give groups a time limit of three minutes. The group with a coherent text and grammatically correct sentences is the winner.

Example: My friend is highly self-motivated. She studies hard, does a lot of self-study, and gets very good marks at school. She has also learnt many basic life skills like cooking meals, cleaning the house, managing time and money. She has earned her parents' trust.

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise cleft sentences with it is/was ... that/who.
- To help Ss practise cleft sentences with it is/was ... that/who.

b. Content:

- **Task 1.** Rewrite the sentences using cleft sentences focusing on the underlined parts. (p.88)
- **Task 2.** Ask and answer questions about the chores you and your family members do at home. Use cleft sentences. (p.87)

c. Expected outcomes:

- Students know how to use the cleft sentence and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Rewrite the sentences using cleft sentences focusing on the underlined parts. (6 mins)	
<ul style="list-style-type: none"> - Focus Ss' attention on the Remember! box. Ask them to read the explanations and the examples. - Check understanding by asking questions, e.g. When do speakers/writers use cleft sentences? (when they want to focus on a particular part of the sentence), What is the structure of this type of cleft sentence? (begins with It and the focus of the sentence is put after is / was). - Have Ss do the sentences individually or in pairs. - Check answers as a class. - In weaker classes, write the sentences on the board and explain the structures, e. g. 'It was at the age of seven that I started getting pocket money' has the same meaning as 'I started getting pocket money at the age of seven' but the former focuses on 'at the age of seven' while the latter does not. - In stronger classes, explain that there are other cleft sentences (What they like is ..., All I need is ...) and give Ss examples if necessary. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. It is John who is saving his pocket money to buy a new phone. 2. It is 20 dollars that he gets every week by doing chores around the house. 3. It was last weekend that John earned more pocket money helping his grandpa. 4. It was gifts for friends and family members that he bought with his pocket money. 5. It is by taking part-time jobs that teenagers can earn pocket money.
Task 2. Ask and answer questions about the chores you and your family members do at home. Use cleft sentences. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to complete the sentences. Tell them to pay attention to the underlined part of each sentence (namely, the part we want to focus on). - Have Ss to work individually. Walk round the class and offer help if necessary. - Put Ss into pairs and have them compare their sentences. - Check answers as a class. Invite individual Ss to read the 	<p>Suggested answer:</p>

sentences aloud.

e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 3. Reading.

Board Plan

Date of teaching

Unit 1: BECOMING INDEPENDENT

Lesson 2: Language

***Warm-up**

Watch a video

*** Pronunciation**

- Task 1: Listen and repeat. Pay attention to the fall-rise intonation in the following sentences.
- Task 2: Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs.

*** Vocabulary**

- Task 1: Match the words with their meanings.
- Task 2. Complete the sentences using the correct forms of the words in 1.

*** Grammar**

- Task 1. Rewrite the sentences using cleft sentences focusing on the underlined parts.
- Task 2. Ask and answer questions about the chores you and your family members do at home. Use cleft sentences.

***Homework**

UNIT 8: A LONG AND HEALTHY LIFE

Period 73 - Lesson 3: Reading – How to become independent

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about how to live independently.

2. Competences

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

3. Personal qualities

- Acknowledge and be able to apply the tips on how to develop independent lifestyle in their own life;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 8, Reading
- Computer connected to the Internet

- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- guessing

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
<p style="text-align: center;">GUESSING</p> <ul style="list-style-type: none"> - Ss work in groups. - Call on each group one student to the board to explain the words by using body language. - The rest of the groups must guess the word, if they are wrong, the chance turns to others. - The groups with more correct answers will be the winner. 	<p style="text-align: center;">GUESSING</p> <p>Some verbs:</p> <ul style="list-style-type: none"> - cook, live alone, get around, relax, communicate, work,

e. Assessment

- Teacher observes the groups, collect their answers and give feedback.

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

a. Objectives:

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage;

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Task 1. Tick the appropriate box to see how independent you are. Add up your points. If your total score is nine or above, you are independent. Compare with a partner. (4 mins)

- Focus Ss' attention on the heading and the table.
- Have Ss read through the rubrics. Invite some Ss to read the questions out loud while others follow along and tick the correct boxes. Have Ss add up their points according to their answers.
- Ask Ss to work in pairs to compare their answers. Invite some Ss to share their answers with the class, e.g. I have 3 points for question 1, 6 points for questions 2, 3, and 4, and 1 point for question 5. My total score is 10. I'm an independent teenager.
- Lead in to the topic of the reading text, e. g. Would you like to become more independent as a teenager? You'll find more information about the skills necessary for an independent teenager in the following article.

Students' answer

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

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

a. Objectives:

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

b. Content:

- Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings. (p.89)
- Task 3. Read the text again and match the highlighted phrases in the text with their meanings. (p.90)
- Task 4. Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap. (p.90)

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
<p>Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings. (6 mins)</p>	
<ul style="list-style-type: none"> - Have Ss read the whole text quickly to get an overall idea. Walk round the class and provide help if necessary. - In weaker classes, go through the options and check - Ask Ss to work in pairs to discuss and compare their answers. - In weaker classes offer help if they cannot decide on the correct answers. Explain that each heading should cover the main content of the paragraph it heads. To do the matching, Ss should read through all the headings, underline the key words and look for them or their synonyms in the paragraphs, e. g. heading 3 Develop time-management skills should go with paragraph C as we can find the key words time, management and their related words (schedule, 	<p>Answer key: A5, B4, C3</p>

<p>sleep, hours, etc.) in this paragraph.</p> <p>- Check answers as a class.</p>	
<p>Task 3. Read the text again and match the highlighted phrases in the text with their meanings. (7 mins)</p>	
<p>- Ask Ss to read the article again.</p> <p>- Focus Ss' attention on the context of the highlighted words and have them look for clues offering direct or indirect suggestions about their meanings, e. g. Ss can match '1. get around' with 'c. to be able to travel to different places' because they can use the words 'transport, walking, cycling' as clues.</p> <p>- If necessary, tell Ss that all phrases are phrasal verbs and their meaning is idiomatic.</p> <p>- Have Ss guess the meaning of each of the words, based on the context. Tell them to work individually first, then compare their choices with a partner.</p> <p>- Check answers as a class.</p>	<p>Answer key: <i>1c, 2e, 3b, 4a, 5d</i></p>
<p>Task 4. Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap. (7 mins)</p>	
<p>- Have Ss look at the diagrams and read through the steps. Check Ss' understanding and explain new / difficult vocabulary for them if necessary.</p> <p>- Ask Ss to read the text again. Have Ss work individually and fill the gaps. Encourage them to discuss and compare their answers with a partner.</p> <p>- Check answers as a class. Have Ss explain the answers by providing evidence from the article.</p> <p>Extension: Have Ss create a diagram with information from paragraph. Help Ss by asking questions about the paragraph, e.g. What basic life skill should you learn first? (Getting around using public transport, walking or cycling) What is the next skill should you learn? (Communicating well and developing good relationships with people). Ask Ss work in groups and present their diagrams to the class.</p>	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. best option 2. choice 3. a to-do-list 4. night's sleep

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Discussion: *Which of the skills mentioned in the text do you have? What other skills do you think teenagers need to become independent?*

c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own lifestyle.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Discussion	

- Ask Ss to work in groups of three or four.
- Have Ss talk about the skills they have, brainstorm and suggest other skills they think they need to become independent.
- In stronger classes, encourage Ss to use cleft sentences if possible, e.g.
'It is getting around using public transport that teenagers need to become independent' or 'It is the time-management skills that I already have.'
- Ask Ss from different groups to share their ideas with the rest of the class. Praise for good answers and fluent delivery.

Students' own ideas.

e. Assessment

- Teacher 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

- Write a short paragraph about some skills teenagers should have to live independently.
- Do exercises on workbook.
- Prepare for the next lesson – Speaking.

Board Plan

Date of teaching

Unit 8: Becoming Independent

Lesson 3: Reading – How to become independent

***Warm-up**

*** Lead-in**

- Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings.
- Task 3. Read the text again and match the highlighted phrases in the text with their meanings.
- Task 4. Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.
- Task 5: Discussion

***Homework**

REVIEW 3.1
Period 74 - LANGUAGE

I. OBJECTIVES

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

1. Knowledge

- Revise the language and Ss have learnt in Units 6-7-8: sentence stress and practice speaking with a correct intonation, the phrases related to preserving heritage, education after leaving schools and teen independence and life skills.
- Summarise Ss' answers and add some more information if necessary.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Review 3
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- Revise what students have learnt in the three units.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Review

c. Expected outcomes:

- Students can remember all about sentence stress, intonation and vocab related to topics in Units 6,7,8.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- Introduce the review by asking Ss if they remember what they have learnt so far in units 6,7,8 in terms of language.	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. <i>intonation</i> 2. <i>Words and phrases related to preserving heritage, education after school and teen independence</i> 3. <i>To infinitive, perfect gerunds and participle clauses and cleft sentences</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (6 mins)

a. Objectives:

- To help Ss review intonation and sentence stress.

b. Content:

Mark the intonation in the following sentences, using falling intonation, rising intonation, level-rising intonation or fall-rise intonation symbols. Then listen and check. Practice saying them in pairs. (p.96)

c. Expected outcomes:

- Students can practise speaking with a correct intonation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Mark the intonation in the following sentences, using falling intonation, rising intonation, level-rising intonation or fall-rise intonation symbols. Then listen and check. Practice saying them in pairs. (6 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read the sentences and mark the changes in intonation using the appropriate arrows which indicate different patterns of intonations. - Play the recording and have Ss check their answers. Check answers as a class. - Play the recording again, pausing after each sentence for Ss to repeat as naturally as possible. 	<ol style="list-style-type: none"> 1. Could you show me the way to the Museum of History? ↗ 2. What do you want to see during the festival? ↘ 3. How about going on a boat trip this weekend? ↘ ↗ 4. I want to go to a vocational school after finishing secondary school. ↘ 5. Would you like to go to the cinema with me? ↘ ↗ 6. Why don't you join the cooking classes? ↘ ↗ 7. During my trip, I visited a historic monument, an ancient pagoda, and an old village. ↗ ↗ 8. Are you good at time management? ↗

e. Assessment

- Teacher observes Ss's work and give feedback.

2. ACTIVITY 2: VOCABULARY (29 mins)

a. Objectives:

- To help Ss revise words and phrases they have learnt in 3 units.

b. Content:

- Task 1. Complete the following sentences using the words and phrases in the box. (p.96)
- Task 2. Choose the correct word or phrase to complete each of the following sentences. (p96)

c. Expected outcomes:

- Students can use all the vocabulary they have learnt in the three units to complete the tasks.

d. Organisation

<p>Task 1: Complete the following sentences using the words and phrase in the box. (7 mins)</p>	
<p>Aim: To help Ss review the phrases related to preserving heritage, education after leaving schools and teen independence and life skills.</p> <ul style="list-style-type: none"> - Have Ss do this activity individually and then share their answers with a partner. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. manage 2. school leavers 3. vocational school 4. cultural heritage 5. qualifications

<ul style="list-style-type: none"> - Call on one or two Ss to write their answers on the board. - Check and confirm the correct ones. 	6. self-motivated 7. folk singing 8. preserve
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Task 2: Choose the correct word or phrase to complete each of the following sentences. (6 mins)

<p>Aim: To help Ss further practice the use of the words related to preserving heritage, education after leaving schools and teen independence and life skills.</p> <ul style="list-style-type: none"> - Have Ss do this activity individually or in pairs. - Call on some Ss to give their answers. - Ask Ss to provide reasons for their answers <p>e.g. for question 1, the correct word is ‘historic’ because it means ‘very important in history’.</p> <ul style="list-style-type: none"> - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. historic 2. certificate 3. money-management 4. vocational 5. Decision-making 6. graduation 7. restored 8. academic
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e. Assessment

- Teacher observes Ss’s work and give feedback.

3. ACTIVITY 3: GRAMMAR (16 mins)

a. Objectives:

- To help Ss review the use of to-infinitive clauses, perfect participle clauses and cleft sentences.

b. Content:

- Task 1. Choose the correct answers a, B, C, or d to complete the following sentences. (p.97)
- Task 2. Rewrite the sentences beginning with the words given. (p97)

c. Expected outcomes:

- Students can use to-infinitive clauses, perfect participle clauses and cleft sentences to complete the tasks.

d. Organisation

Task 1: Choose the correct answers a, B, C, or d to complete the following sentences. (6 mins)

<ul style="list-style-type: none"> - Review to-infinitive clauses, perfect participle clauses and cleft sentences by explaining the most important notes of each grammatical point. - Ask Ss to do the activity individually. - Have Ss compare their answers in pairs. - Call on some Ss to read their sentences aloud or call on some Ss to write their answers on the board. - Check answers as a class. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. D 5. A 6. C 7. A 8. B
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Task 2: Rewrite the sentences beginning with the words given. (10 mins)

<ul style="list-style-type: none"> - Ask Ss to do the exercise individually. - Have Ss compare their answers in pairs. - Call on some Ss to read their sentences aloud or write them on the board. - Check answers as a class. 	<ol style="list-style-type: none"> 1. It was at a university in Canada that I applied to study. 2. Having watched the documentary, I came up with some ideas for my project. 3. We went to Hoi An to see old beautiful Japanese bridges and French houses. 4. Having done the project, I felt more confident
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in my abilities.

5. It was community work that gave many young people of Gen Z real-life experiences.

6. Marie Curie is the only person to win a Nobel prize in two different fields.

7. Having done the course, I got better at managing my study time.

8. It was in 2010 that The Imperial Citadel of Thang Long was recognized as the world heritage.

e. Assessment

- Teacher observes Ss's work and give 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 on workbook.

- Prepare for Skills 1.

Board Plan

Date of teaching

REVIEW 3.1: LANGUAGE

***Warm-up**

*** Language**

- Pronunciation

- Vocabulary

- Grammar

***Homework**

REVIEW 3.2
Period 75 - SKILLS: LISTENING & SPEAKING

I. OBJECTIVES

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

1. Knowledge

- Revise the listening skills for main and specific information and improve speaking skills of discussion.
- Summarise Ss' answers and add some more information if necessary.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Review 3.2
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking 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 a basic life skill;
- To set the context for the speaking part;

b. Content:

- Choosing the essential things to live on an island alone.

c. Expected outcomes:

- Students choose and explain why they choose those things.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - T shows some items on the screen (or may use relia), then asks students to choose which two things they need if they intend to live on an island alone. - Students choose and explain. - T listens, observes and gives comments. 	<p>Some items: <i>blanket, knife, water, mosquito net, papers, lighter, torch, food, clothes...</i></p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 2: LISTENING (15 mins)

a. Objectives:

- To help students revise the listening skills for main and specific information.

b. Content:

- Task 1: Listen to a short talk by a student advisor. What is it about? (p.98)
- Task 2: Listen again and complete the notes with no more than TWO words for each answer. (p.98)

c. Expected outcomes:

- Students use all the skills to do the exercises.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen to a short talk by a student advisor. What is it about? (7 mins)	
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to a talk by a student advisor and ask them to predict what the talk is about. - Call on some Ss to share their predictions. - Have Ss read the three options about the main idea of the talk. - Play the recording for Ss to listen for the first time and check if their guesses are correct. - Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. The word 'Tips' in A means 'Advice' so the answer is A. In option C, we have 'Advice' but it is about how to learn a foreign language, not about how to become independent. - For weaker classes, play the recording again if Ss can't find the answers after the first time of listening. 	<p>Key: A</p>
Task 2: Listen again and complete the notes with no more than TWO words for each answer. (8 mins)	
<ul style="list-style-type: none"> - Ask Ss to look at the notes, underline the keywords and decide what part of speech they need to fill in each blank (e.g. 1: verb; 2: noun (phrase); 3: noun (phrase); 4: noun (phrase); 5: noun (phrase). - Play the recording again and have Ss write down their answers. in their notebooks. - Have Ss work in pairs to compare their answers. - Check answers as a class. - In weaker classes, play the recording again, pausing after the sentences containing the - missing word. 	<p>Key:</p> <ol style="list-style-type: none"> 1. study for 2. conversations with 3. pocket money 4. work experience 5. independence
<p>Tapescript:</p> <p>More and more school leavers are choosing to study abroad after finishing secondary school. While this is definitely an exciting experience, it's living independently in a foreign country that is challenging for many students. In today's talk, I'll share some tips with you to help you become more independent when studying abroad.</p> <p>First of all, you should learn the foreign language well. This way, you will become more independent while attending the lectures at the university and studying for the exams afterwards. A good knowledge of the local language will also help you take part in conversations with local people, thus making you more confident in your daily life.</p> <p>Another way to become more independent is to get a part-time job, which will allow you to earn some pocket money. You will also learn how to be more organised and feel more independent by gaining some work experience. The best thing is that you will be regularly paid, cover some of your expenses and even save some money.</p> <p>Cooking for yourself is also a good way to become more independent. When you are living abroad, you have to learn to cook if you don't want to eat junk food or spend a lot of money at restaurants. Knowing to cook and knowing what ingredients you put in your meals will give you a sense of freedom and</p>	

independence.

e. Assessment

- Teacher observes the groups and gives feedback.

3. ACTIVITY 3: SPEAKING (20 mins)

a. Objectives:

- To help students improve the skills of discussion in pairs and groups.

b. Content:

- Task 1: Work in pairs. What can you do to become more independent while studying abroad? Give your reasons? (p.98)
- Task 2: Work in groups. What skills do you think you will gain while studying abroad? Report your group's answer to the class. (p.98)

c. Expected outcomes:

- Students use all the skills to do the exercises.

d. Organisation

Task 1: Work in pairs. What can you do to become more independent while studying abroad? Give your reasons? (10 mins)

- Have Ss work in pairs and discuss things Ss should do to become independent while studying abroad.
- In weaker classes, tell them to use the ideas and expressions in the listening to help them with discussion. In stronger classes, encourage Ss to come up with their own ideas using their own vocabulary and language expressions.
- Tell Ss to use the example as guidelines for their discussion.
- Go around the class and provide help when necessary.

Suggested ideas for discussion

- Learn the language of the country where you study
- Get a part-time job
- Learn how to cook for yourself
- Travel alone
- Make friends

Task 2: Work in groups. What skills do you think you will gain while studying abroad? Report your group's answer to the class. (10 mins)

- Ask Ss to work in groups and brainstorm ideas for further discussion.
- Tell Ss to think of activities international students do and what skill this activity helps them gain, e.g. Students meet people from different cultures. And this helps them gain intercultural communication skills.
- Call on some Ss to present their ideas in front of the class.
- Praise for interesting ideas and fluent delivery.

Suggested answers:

- Time-management (important for submitting assignments on time, scheduling time for revisions, doing part-time jobs, playing sports, relaxing, etc.)
- Language skills
- Cooking skills
- Managing money
- Learning to take care of yourself (cleaning, shopping, doing laundry, etc.)
- Strengthen your communication and study skills
- Problem-solving skills
- Cultural awareness or understanding (familiar with new culture and customs)
- I think learning how to cook for yourself is very important to become independent. When you live abroad, it is the life skill you must have because it saves you money. Besides, It also makes you confident to introduce your country's special dishes to your international friends.
- I think travelling alone is a good way to become independent. By travelling alone, you will have to organize everything beforehand

and afterwards. Therefore, you will have to take care of everything. The experience you have will really make independent then.

e. Assessment

- T gives comments and feedback students' answers.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework (2 mins)

- Do exercises on workbook.
- Prepare for Review 3.3: Skills 2

Board Plan

Date of teaching

REVIEW 3.2

SKILLS: LISTENING AND SPEAKING

***Warm-up**

*** Skills**

LISTENING

- Task 1: Listen to a short talk by a student advisor. What is it about?
- Task 2: Listen again and complete the notes with no more than TWO words for each answer.

SPEAKING

- Task 1: Work in pairs. What can you do to become more independent while studying abroad? Give your reasons?
- Task 2: Work in groups. What skills do you think you will gain while studying abroad?

Report your group's answer to the class.

***Homework**

REVIEW 3.3
SKILLS: READING AND WRITING

I. OBJECTIVES

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

1. Knowledge

- practice reading for main idea and specific information.
- Summarize Ss' answers and add some more information if necessary.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Review 3
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking students practice. - 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 a basic life skill;
- To set the context for the reading part;

b. Content:

- Songs

c. Expected outcomes:

- Students are excited to start the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Ask students to listen to some pieces of music. - Ask students to give names of the songs. 	<p>Suggested words: <i>songs</i></p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: READING (15 mins)

a. Objectives:

- To help Ss practice reading for main idea and specific information.

b. Content:

- **Task 1:** Read the text. Choose the best heading (1–5) for each paragraph (a–C). There are TWO extra headings. (p.98)

- **Task 2:** Read the text again and decide whether the statements are true (T) or false (F). (p.99)

c. Expected outcomes:

- Students can use all the skills to complete the tasks successfully.

d. Organisation

Task 1: Read the text. Choose the best heading (1–5) for each paragraph (A–C). There are TWO extra headings. (7 mins)

- Ask Ss to read the whole text once to get an overall idea.
 - Have Ss read again paying attention to the main idea of each paragraph and match it with appropriate heading.
 - Note that there are two extra headings which are not used.
 - Tell Ss to work in groups to compare answers.
 - Check answers as a class.

Key:

- 1. D
- 2. B
- 3. A

Task 2: Read the text again and decide whether the statements are true (T) or false (F). (8 mins)

- Ask Ss to read the text again and complete the exercise.
 - Check answers as a class.
 - Ask Ss to provide evidence from the text to support each answer, e.g. the information for question 1 is available in the first paragraph (Recognised as UNESCO’s world cultural heritage in 2013).

Key:

- 1. T
- 2. F
- 3. F
- 4. T
- 5. T

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 2: WRITING (20 mins)

a. Objectives:

- To help Ss practise writing an email requesting information about Don Ca Tai Tu.

b. Content:

- **Task 1:** Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member. (p.99)

- **Task 2:** Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you. (p.99)

c. Expected outcomes:

- Students complete the tasks successfully.

d. Organisation

Task 1: Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member. (5 mins)

- Tell Ss to read the advertisement and check understanding by asking questions, e.g. What kind of club is it? Is it open to everyone? What kind of people does it invite to join the club?
 - Tell Ss to imagine that they want Put them in pairs and have them think about what kinds of information they want to know about joining the club.
 - In weaker classes, write the best ideas on the board, any requirements for becoming a club member including age and education, if members will have to pay a fee, benefits of becoming a member...

Task 2: Write an email (140–170 words) to the club president asking for more information about how to become a club member. use the outline below to help you. (15 mins)

<p>- Ask Ss to work individually and write an email requesting information about becoming a member of the Don ca tai tu club.</p> <p>Tell Ss that they can use the suggested ideas and outline in the box. Remind them to pay attention to word choice, linking words, sentence structures and punctuation.</p> <p>- Give Ss enough time to complete their email. Walk around the class and offer help.</p> <p>- In stronger classes, encourage them to use their own ideas. In weaker classes, read the sample answer below and write some key words from it as prompts on the board.</p> <p>- Call on some Ss to read their paragraphs to the class. Encourage the rest of the class to ask questions or make comments.</p> <p>- Collect Ss' proposals to mark and provide written feedback in the next lessons.</p>	<p>Suggested answer :</p> <p>Dear Sir / Madam,</p> <p>I am writing this email to ask for information about joining the Don ca tai tu club.</p> <p>First, I would like to know if there is an application form that I need to complete. If not, do you need any other information about me, such as age, school, interests, music skills?</p> <p>Second, I wonder whether there is a club fee. If there is one, how much is it and how often do I need to make payments? Are there any discounts for students?</p> <p>Finally, I want to know what benefits I will get for my membership. Will I get any training in Dan ca tai tu singing? Will I get any free tickets to enjoy Dan ca tai tu performances?</p> <p>I look forward to hearing from you.</p> <p>Yours faithfully,</p>
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e. Assessment

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

4. CONSOLIDATION (5 mins)

a. Wrap-up

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

b. Homework

- Do exercises on workbook.

- Prepare for Unit 9.

Board Plan

Date of teaching

REVIEW 3.3

SKILLS: READING AND WRITING

***Warm-up**

*** Skills**

READING

- Task 1: Read the text. Choose the best heading (1–5) for each paragraph (a–C). There are TWO extra headings.

- Task 2: Read the text again and decide whether the statements are true (T) or false (F). **WRITING**

- Task 1: Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member.

- Task 2: Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you.

***Homework**

Period 76 – Mid-term test revision (1)

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 6,7.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Handouts
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

A. PHONETICS

Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|------------------------|--------------------|-------------------|--------------------|
| 1. A. <u>any</u> | B. <u>plan</u> | C. <u>can</u> | D. <u>fan</u> |
| 2. A. <u>focal</u> | B. <u>song</u> | C. <u>folk</u> | D. <u>go</u> |
| 3. A. <u>culture</u> | B. <u>truly</u> | C. <u>club</u> | D. <u>rubbish</u> |
| 4. A. <u>history</u> | B. <u>heritage</u> | C. <u>whether</u> | D. <u>heavy</u> |
| 5. A. <u>challenge</u> | B. <u>check</u> | C. <u>chorus</u> | D. <u>cheerful</u> |

Mark the letter A, B, C, or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

- | | | | |
|-----------------------|-----------------------|-----------------------|-------------------------|
| 6. A. <u>idea</u> | B. <u>winner</u> | C. <u>postcard</u> | D. <u>music</u> |
| 7. A. <u>entry</u> | B. <u>student</u> | C. <u>country</u> | D. <u>advice</u> |
| 8. A. <u>society</u> | B. <u>traditional</u> | C. <u>information</u> | D. <u>encouragement</u> |
| 9. A. <u>media</u> | B. <u>heritage</u> | C. <u>importance</u> | D. <u>instrument</u> |
| 10. A. <u>scenery</u> | B. <u>condition</u> | C. <u>monument</u> | D. <u>history</u> |

B. VOCABULARY

Mark the letter A, B, C, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following sentences.

11. Some videos about country life are now **trending** on social media.
A. developed B. familiar C. popular D. common
12. This way, they will be able to **give voice to** suggestions and solutions to problems they care about.
A. write B. run C. express D. hear
13. Another problem might be young people's lack of knowledge about our cultural heritage. **As a result**, they don't care much about the condition of heritage.
A. However B. Moreover C. Furthermore D. Therefore
14. We should **promote** heritage values on social media so that young people know more about traditional culture.
A. donate B. encourage C. develop D. expand
15. The landscape is not changed or **damaged** by human activities. It is strictly protected.
A. destroyed B. rebuilt C. embarrassed D. surprised

Mark the letter A, B, C, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following sentences.

16. Hoi An is an **ancient** town which became a World Heritage Site in 1999. Its houses are small and old.
A. old B. wealthy C. poor D. modern

17. Preserving is to keep something in its **original** state or in good condition and prevent it from being damaged.

- A. renewed B. updated C. derived D. designed

18. The clubs will hold events for young people to experience and learn about **traditional** performing arts, such as *Don Ca Tai Tu, Ca Tru...*

- A. common B. classic C. new D. historic

19. A postcard challenge will invite people to create and share **unusual** and exciting cards about the heritage sites they have visited.

- A. amazing B. familiar C. astonishing D. awesome

20. This heritage site has **natural** importance because people love its scenery.

- A. home-made B. organic C. expected D. man-made

Give the correct forms of words in brackets.

21. They organized a competition to encourage young people to express their _____ (APPRECIATE) to their cultural heritage.

22. They suggested using _____ (SOCIETY) media activities, such as photo competitions, to help people know about their heritage sites.

23. Forming _____ (HISTORY) society or local groups who have been interested in their history is some students' idea.

24. We should set up folk clubs to _____ (PRESERVATION) this kind of music.

25. When you join the club, you can learn some _____ (TRADITION) musical instruments.

Mark the letter A, B, C, or D to indicate the correct answer to each of the following sentences.

26. Cultural _____ may include temples, pagodas and monuments.

- A. instrument B. landscape C. values D. heritage

27. All buildings in Trang An are kept in their _____ state, which helps scientists learn about lifestyles from the 15th to the 19th century.

- A. original B. floating C. cultural D. historical**

28. The authority plans to _____ the old monuments which were damaged by the storm.

- A. preserve B. restore C. build D. paint

29. We should increase _____ to preserve some kind of traditional music because there are very few musicians left.

- A. success B. awareness C. enthusiasm D. efforts

30. The best way to preserve cultural heritage is to raise people's _____ of its importance.

- A. awareness B. attention C. behaviour D. attitude

31. Traditional arts are not _____, which is not interesting for young people.

- A. outdated B. exciting C. fashionable D. creative

32. Learning about cultural heritage at school helps students understand its _____.

- A. lesson B. value C. effect D. consequence

33. Promoting cultural heritage on _____ spreads information to more people quickly.

- A. radio B. songs C. newspapers D. social media

34. We may let people know about our culture; we should introduce cultural heritage to foreign _____ through tourism activities.

- A. visitors B. experts C. students D. volunteers

35. Creating _____ topics or challenges on social media is a good way to get people's attention to our culture.

- A. growing B. increasing C. trending D. raising

36. The best way _____ London is by taking a guided tour.

- A. seen B. to see C. seeing D. having seen

37. _____ traffic, they are leaving early for work.

- A. Avoided B. Having avoided C. To avoid D. To avoiding

38. _____ to stay fit, he goes jogging every morning.

- A. To want B. Wanted C. Wanting D. To be wanted

39. The Complex of Hue Monuments was the first site in Viet Nam _____ to the World Heritage List.

- A. adding B. to add C. to be added D. added

40. Henry VIII of England was the only king _____ six times.

- A. to marry B. married C. was married D. marrying

Fill in the blanks with suitable prepositions.

41. Folk songs are traditional ones to a particular group or country and usually passed _____ from generation to generation.
42. The authorities hope the harsher punishments can stop people ____ destroying or damaging cultural sites and items.
43. The best way to preserve cultural heritage is to raise people’s awareness _____ its importance.
44. My friends show no interest _____ the clubs of folk music, singing or dancing.
45. They will be able to give voice _____ suggestions and solutions to problems they care _____.

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 11 to 17.

Due to natural disasters or man-made damages during the war, a great deal of historical sites and artifacts have been damaged. It is difficult to repair these sites, as it may take a lot of time, cost, and there is a lack of the information on how the original work actually looked. Rebuilding cultural heritage sites and artifacts is similar to solving a big jigsaw puzzle without knowing what it should look like - everything starts from the beginning and guesses.

One project has been **run** by a group of scientists to help with the time-consuming restoration of the heritage sites. The technologies in the project are robotics, 3-D scanning, modern machines and artificial intelligence.

These artifact pieces are scanned by high-tech computers to predict their original architecture. Throughout the process, the computer system is guided by humans to ensure that the pieces are accurately rebuilt. The computer software collects all pieces and connects them together to draw a picture of what the original heritage site looked like.

The second component brings robots into the workplace. The robot should be able to scan those pieces of a heritage site on its own, and connects them together as a complete **one**. The robot looks like an average person to save a large amount of time and human resources when gathering the information about the heritage sites.

(Adapted from <https://amt-lab.org/blog>)

46. Which best serves as the title for the passage?
- A. Why we restore cultural heritage sites
 - B. How technology helps restore heritage sites
 - C. How we promote our world heritage sites
 - D. Why robots replace human beings
47. The word **run** can be best replaced by _____.
- A. moved quickly
 - B. chosen
 - C. set up
 - D. carried
48. Which of the following statements about high-tech computers is true?
- A. It is impossible to predict the heritage's original shape.
 - B. It works automatically without people's control.
 - C. It can show us how heritage sites looked like.
 - D. The computer system cannot work properly.
49. The word **one** can be best replaced by _____.
- A. heritage site
 - B. robot
 - C. workplace
 - D. person
50. Which of the following is NOT mentioned as the use of robots?
- A. Robots do not waste our natural resources.
 - B. Robots can help us collect the information about heritage sites.
 - C. If we use robots, the time spent on gathering information about heritage sites can be reduced.
 - D. Robots can connect all pieces of a world heritage site to make a complete one.

Period 77 – Mid-term test revision (2)

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 7,8.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Handouts
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

I. Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

1. A. hands-on B. graduation C. salary D. qualification
2. A. entrance B. professional C. mechanic D. apprenticeship
3. A. decision B. business C. sensible D. skill

II. Mark the letter A, B, C, or D to indicate the word that differ from the other three in the position of primary stress in each of the following questions.

4. A. doctorate B. specific C. technical D. practical
5. A. secondary B. management C. bachelor D. apprentice

III. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions

6. Further education courses are usually described as either _____ or vocational.
A. academic B. practical C. learning D. technical
7. The Swedes regard _____ training as a part of a young person's education.
A. work B. occupation C. vocation D. vocational
8. Having his father work very hard for many years helped Nam make his _____.
A. decide B. decision C. decisive D. decisively
9. It's not hard for students to _____ university nowadays.
A. focus on B. ask for C. succeed in D. get into
10. She is a _____ because she has just left school.
A. graduate B. school-leaver C. doctorate D. educator
11. We've talked to ___ experts about what young people should do after leaving school.
A. educate B. education C. educational D. educator
12. He received many letters from secondary school students asking _____ the different options for school-leavers.
A. for B. about C. to D. from
13. Vocational education will help you _____ the practical skills and knowledge necessary for a specific job.
A. take B. catch C. gain D. keep
14. Apprenticeship provides students with _____ experience and gives them wages to cover their living costs.
A. hands-off B. hands-free C. hands-on D. hands-down
15. He _____ getting one of the most prestigious companies' scholarships.
A. focused on B. succeeded in C. asked about D. asked for
16. Students can get a _____ related to an academic subject at college or university.

A. certificate B. credit C. degree D. qualification

17. _____ is a period of time working for and learning from a skilled person.

A. Apprenticeship B. Probation C. Undergraduate D. Postgraduate

18. _____ the desalination plant, the company could offer an effective solution to the problem of water scarcity.

A. To build B. Having built C. Being built D. Having been built

19. The public praised the local farmers for _____ millions of trees on the surrounding hills.

A. plant B. being planted C. being planting D. having planted

20. _____ trees around the house on the south and west sides, they can save up to about \$250 a year on cooling and heating.

A. To plant B. To have planted C. Having planted D. Being planted

21. We admired the Japanese _____ the city of Fukushima after the disaster.

A. to rebuild B. of having rebuilt C. to being rebuilt D. for having rebuilt

IV. Complete the sentence using the correct form of the words in the brackets.

22. (VOCATION) _____ schools are those who want to develop skills for particular jobs.

23. He didn't get the job he wanted because he didn't have the right (QUALIFY) _____.

24. University students love their opportunity to live (DEPENDENT) _____ and join different clubs.

25. They can get into university if they earn high grades or pass the university (ENTER) _____.

26. Having won several biology (COMPETE) _____, I want to study biology and become a scientist.

V. Mark the letter A, B, C, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.

27. I want to become a restaurant cook, so I'm looking for a **professional** cooking course.

A. checked B. trained C. accepted D. connected

28. My mother is an **expert** at making cakes. She usually sells her cakes to famous restaurants.

A. learner B. teacher C. master D. trainer

29. They will participate in workshops and get **hands-on** experience leading classes.

A. sensible B. formal C. official D. practical

VI. Mark the letter A, B, C, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.

30. During vocational education, students learn **specific** skills for their careers.

A. common B. special C. detailed D. particular

31. Learning from **skilled** people is the best way of training because no teacher tells you what exactly happens when you work.

A. experienced B. sensible C. inexperienced D. creative

32. They just want to have a job **immediately** after they graduate from university.

A. urgently B. instantly C. shortly D. later

VII. Give the correct verb form.

33. _____ (plan) the content, we are now looking for supporting information.

34. _____ (treat) the environment irresponsibly, humans now have to suffer.

35. The students were praised for _____ (take) part in the Green Summer activities.

36. They regretted _____ (not tell) him the truth.

VIII. Read the text and choose the best answers.

EXAM OR CONTINUOUS ASSESSMENT?

How do you feel when you sit for an exam? Do you always succeed in getting all your ideas down on paper, or do you sometimes feel that you're (37) _____ a mess of it? (38) _____ from those lucky few who sail through exams, most secondary school pupils find them very stressful. Many teachers are (39) _____ of the problems their students face and use a different method for measuring their progress: continuous. With continuous assessment, students are given (40) _____ tasks to do throughout the year. All their marks are added together to produce a total mark (41) _____ the end of the year. Students have to (42) _____ more responsibility for their education because they can't rely on doing well on just one day. Also, they have more time to think over their work, meaning that they are able to do their best.

37. A. doing B. having C. making D. taking

38. A. Apart B. According C. Except D. But

39. A. aware B. intelligent C. recognisable D. knowledgeable
 40. A. variety B. various C. vary D. variably
 41. A. at B. on C. in D. from
 42. A. do B. get C. make D. take

IX. Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

One way of training for your future occupation in Germany is by pursuing a dual vocational training programme. Such programmes offer plenty of opportunity for on-the-job training and work experience. Programmes usually last between two and three and a half years and comprise theoretical as well as practical elements. You will spend one or two days a week, or several weeks at once, at a vocational school where you will acquire the theoretical knowledge that you will need in your future occupation. The rest of the time will be spent at a company. There you get to apply your newly acquired knowledge in practice, for example by learning to operate machinery. You will get to know what your company does, learn how **it** operates and find out if you can see yourself working there after completing your training.

This combination of theory and practice gives you a real head start into your job: by the time you have completed your training, you will not only have the required technical knowledge, but you will also have **hands-on** experience in your job. There are around 350 officially recognised training programmes in Germany, so chances are good that one of them will suit your interests and talents. You can find out which one that might be by visiting one of the jobs and vocational training fairs which are organised in many German cities at different times in the year.

Employment prospects for students who have completed a dual vocational training programme are very good. This is one of the reasons why this kind of training is very popular with young Germans: around two thirds of all students leaving school go on to start a vocational training programme.

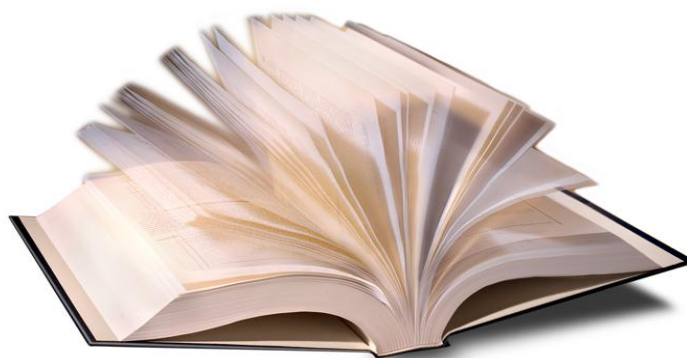
43. Which of the following is probably the best title of the passage?
 A. Employment Opportunities and Prospects in Germany
 B. Higher Education System in Germany
 C. Dual Vocational Training System in Germany
 D. Combination of Theory and Practice in Studying in Germany
44. The word "**it**" in the first paragraph refers to _____.
 A. company B. machinery C. knowledge D. organisation
45. Which of the following statements best describes the dual vocational training programmes?
 A. These programmes consist of an intensive theoretical course of two and a half years at a vocational school.
 B. These programmes require you to have only practical working time at a certain company.
 C. These programmes offer you some necessary technical skills to do your future job.
 D. These programmes provide you with both theoretical knowledge and practical working experience.
46. The word "**hands-on**" in the second paragraph is closest in meaning to _____.
 A. theoretical B. practical C. technical D. integral
47. How many German school leavers choose this vocational training programme?
 A. well over 75% B. around one out of five C. less than a third D. about 70%

X. Rewrite the sentences using having P2

48. After we talked with the environmentalists, we changed our attitude to nature.
 →
49. You have saved the lives of hundreds of wild animals. Thank you for that.
 →
50. Since she didn't finish the project on time, she was punished.
 →

Period 79:

THE MID-TERM TEST



I. Objectives :

1. Knowledge, skills, attitude

- **Knowledge:** Test Ss' ability of using language (grammar + vocabulary)

To have students apply what they have learnt in unit 6-8 to to the mid-term test.

Finding Ss' common mistakes to check and correct them.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge

2. Orientation for competency development

- To help students to develop learning competences.

- To enable Ss to use the vocabulary and language correctly in order to develop students' language competence.

II. Contents of the test:

Part 1: Phonetics

Part 2: Vocabulary

Part 3: Grammar

Part 4: Reading

Part 5: Writing

Part 6: Listening

UNIT 8: BECOMING INDEPENDENT
Period 79 - Lesson 4: Speaking – Learning basic life skills

I. OBJECTIVES

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

1. Knowledge

- Give detailed instructions on learning basic life skills.;
- Memorize vocabulary to talk about a basic life skill.

2. Competences

- Gain some language expressions to talk about life skill;
- Talk about the steps to give instructions for learning a life skill;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to give instructions on learning basic life skill;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 8, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Tips

To give instructions, you should use:

- | | |
|---|---|
| <ul style="list-style-type: none"> • the imperative form of the verb.
<i>Example: Don't .../Avoid .../Make sure ...</i> • modal verbs.
<i>Example: You could .../You should .../You mustn't ...</i> | <ul style="list-style-type: none"> • linking words or phrases.
<i>Example: First,/To begin with,/First of all, ...
Second,/Secondly, ...
Then,/After that,/In addition, ...
Last but not least,/Finally, ...</i> |
|---|---|

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on a basic life skill;
- To set the context for the speaking part;

b. Content:

- Watch a video on how to .

c. Expected outcomes:

- Students can follow the instructions and memorize some of the steps.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;">Watch a video</p> <ul style="list-style-type: none"> - Teacher ask ss to watch a video about how to boil eggs. - Call on some students to answer some questions: <ul style="list-style-type: none"> + What should we prepare? + What are the steps to boil eggs? 	<p>Link: https://www.youtube.com/watch?v=FTha4zARGN4</p>

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-SPEAKING (9 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:

- Introducing tips to give instructions.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to give instructions on a basic life style.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss these questions. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to have a look at the pictures and read through the questions. - Have them work in pairs to discuss the first question. Set a time limit of two minutes and invite some pairs to share their answers with the class. - Tell Ss to look at the diagram and read through the steps. Explain any new words or phrases. - Have Ss put the steps in order. Encourage them to work with a partner. - Check answers as a class. 	<p>Answer key: 1B, 2D, 3E, 4C, 5A</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

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

a. Objectives:

- To help Ss practise linking words and phrases in giving instructions;
- To give Ss an opportunity to practice giving instructions on a basic life skill.

b. Content:

- Task 2. Read the following instructions on how to do laundry. Circle the correct answers. (p.90)
- Task 3. Work in pairs. Read the steps in cooking rice in a rice cooker. Use the model in 2 and the tips above to give instructions. (p.91)
- Task 4. Work in groups. Add more steps or tips, and report to the whole class. Vote for the best recipe for cooking rice in a rice cooker. (p.91)

c. Expected outcomes:

- Students know how to give instructions on a basic life skill.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Read the following instructions on how to do laundry. Circle the correct answers. (6 mins)	

<ul style="list-style-type: none"> - Ask Ss to read the instructions and the tips carefully, focusing on how to do the laundry and check their comprehension. - Have Ss decide on the right choices. Tell them to work in pairs to check and discuss their answers. - Check answers as a class. - Alternatively, call on some Ss to take turns and share their answers with the whole class. Correct any wrong answers. In stronger classes, ask other Ss to decide if the answers are correct and give explanations. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1 sort, 2 Secondly, 3 load, 4 remove, 5 Finally
<p>Task 3. Work in pairs. Read the steps in cooking rice in a rice cooker. Use the model in 2 and the tips above to give instructions. (7 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to study the pictures with steps in cooking rice in a rice cooker. Tell them that this is one of the basic life skill teenagers need to become independent. - Check to make sure Ss understand the vocabulary used in the pictures. Explain any difficult words / phrases or structures. - Have Ss refer back to the sample and tips in Activity 2 to help them. Ask Ss to work in pairs. They should give instructions to each other on how to cook rice in a rice cooker. - Walk round to provide help if necessary. <p>Extension: Have Ss think of another life skill and write detailed instructions, e. g. cleaning your bedroom. There are several steps in cleaning your bedroom. First of all, pick up all rubbish and throw it away. Secondly, pick up any dirty clothes and put them in the laundry basket. Next, remove your bed sheets, put them in the laundry basket, and put the new ones on. Then, wipe all surfaces clean with a wet cloth or dust the furniture. Finally, clean the floor or vacuum the carpet. You could also sweep the floor with a broom and clean it with a wet cloth.</p>	<p>Sample answer</p> <p><i>There are several steps in cooking rice in a rice cooker. First of all, rinse the rice to remove any dirt on it. Secondly, measure the rice and the water. You should add two cups of water for every cup of regular rice. Then, combine the rice and the water in the non-stick container that comes with the rice cooker. Finally, turn on the rice cooker and wait for a few minutes until the rice is cooked.</i></p>
<p>Task 4. Work in groups. Add more steps or tips, and report to the whole class. Vote for the best recipe for cooking rice in a rice cooker. (7 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to work in groups of three to discuss and decide on the additional steps or tips in cooking rice in a rice cooker. - In weaker classes, provide more help by making suggestions of the steps and tips by asking questions, e.g. Do you use a non-stick container in the cooker? Do you have to clean the container? Should you check if the rice cooker works? Is it necessary to identify the type of rice to find out how much water it needs? etc. You can offer help by writing or projecting the questions / steps / tips on the board. - Walk round the class to provide help when necessary. - Invite some groups to present their instructions with additional steps / tips clearly in front of the class. 	<p><i>Students' practice</i></p> <p>Additional steps (2-4)</p> <ol style="list-style-type: none"> 1. Rinse the rice to remove dirt 2. Clean the non-stick container 3. Check if the rice cooker works 4. Identify the type of rice to find out how much water it needs 5. Measure the rice and water: 2 cups of water for 1 cup of regular rice 6. Combine the rice and water in the non-stick container 7. Turn the cooker on and wait

<ul style="list-style-type: none"> - Praise groups for good effort and clear, detailed instructions. 	<p>Additional recipe tips</p> <ol style="list-style-type: none"> 1. Use chicken broth or coconut juice instead of water to add flavour 2. Put dried spices in the water before turning the cooker on
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e. Assessment

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

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

a. Objectives:

- To check students' understanding about the language use in giving instructions for an exercise routine;
- To help some students enhance presentation skills;
- To practise pair working;
- To give students authentic practice in using target language.

b. Content:

- Further practice: Students give instructions for another life skill.

c. Expected outcomes:

- Students can use the language and ideas from the unit to be more independent.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Further practice</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and come up with instructions for another life skill. - Teacher invites some pairs to demonstrate skill in front of the class and give instructions. - Teacher encourages the rest of the class to follow their instructions and do the exercises. - Teacher gives feedback and give marks to Ss' performance. 	<p><i>Students' practice.</i></p>

e. Assessment

- Teacher 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 on workbook.
- Prepare for the next lesson – Listening.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 8: Becoming independent</p> <p style="text-align: center;">Lesson 4: Speaking – Learning basic life skills</p> <p>*Warm-up</p> <ul style="list-style-type: none"> - Task 1. Work in pairs. Discuss these questions. - Task 2. Read the following instructions on how to do laundry. Circle the correct answers. - Task 3. Work in pairs. Read the steps in cooking rice in a rice cooker. Use the model in 2 and the tips above to give instructions. - Task 4. Work in groups. Add more steps or tips, and report to the whole class. Vote for the best
--

recipe for cooking rice in a rice cooker.

- Task 5: Further practice

***Homework**

UNIT 8: BECOMING INDEPENDENT
Period 80 - Lesson 5: Listening – Becoming independent learners

I. OBJECTIVES

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

1. Knowledge

- listen for main ideas and specific information in a conversation about becoming independent learners.

2. Competences

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

3. Personal qualities

- Be aware of how to become independent learners;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 8, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on becoming independent learners;
- To set the context for the listening part;

b. Content:

- Reorder steps when you want to learn a new thing.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Quizizz	
<ul style="list-style-type: none"> - Show some jumbled sentences on the screen. - Ask ss to put them in the correct order. 	<ol style="list-style-type: none"> 1. Reward yourself at important milestones. 2. Learn through practical experience. 3. Teach yourself using many sources.

4. Compare your work with an expert's.

Suggested answer:

3-2-4-1

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

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

a. Objectives:

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

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

c. Expected outcomes:

- Students are ready to listen.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Tick the columns to complete the following table about you. Compare your answers in pairs. (4 mins)	
<p>- Ask Ss to look at the title and the table.</p> <p>- Have Ss read through the questions in the table and check comprehension. Explain or teach any difficult vocabulary.</p> <p>- Ask Ss to tick the columns and compare their answers with a partner. If Ss have 3 'yes' answers or more, they have characteristics of independent learners.</p> <p>- Invite some pairs to share their answers with the whole class, e.g. I can say that my partner / classmate / friend Ngoc Minh has characteristics of an independent learner. She said 'yes' to questions all the 4 questions.</p>	<p><i>Students' answer.</i></p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

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

a. Objectives:

- To help Ss practise listening for the main idea;

- To help Ss practise listening for specific information;

- To provide Ss with some basic information about becoming independent learners.

b. Content:

- Task 2. Listen to a conversation between Mai and Mike, and choose the correct answers A, B, or C. (p.91)

- Task 3. Listen to the conversation again and answer each of the following questions using no more than THREE words or numbers. (p.92)

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 Mai and Mike, and choose the correct answers A, B, or C. (6 mins)	
- Tell Ss that they are going to listen to a conversation	Answer key:

<p>between Mai and Mike.</p> <ul style="list-style-type: none"> - Ask Ss to read through the questions and the choices before they listen to the talk. - Make sure that Ss understand the vocabulary. Elicit or explain any unfamiliar or difficult words. - Play the recording and have Ss do the activity. - Check answers as a class. - If necessary, play the recording again, pausing at the places where they can get the correct information. Remind Ss that incorrect choices are often “irrelevant” (i.e., not meet the requirements) or “too narrow” (i.e., only representing part of the talk) or “too general” (i.e., too broad or too vague). In question 1, choices A and B are too narrow, while in question 4 (which asks for the information not mentioned in the recording) choices A and C are irrelevant as they are mentioned in the recording. - In stronger class, invite some Ss to give answers and have the rest of the class check if they are correct. Ask them to provide explanations for their answers. 	<p>1C, 2A, 3B, 4B</p>
<p>Task 3. Listen to the conversation again and answer each of the following questions using no more than THREE words or numbers. (7 mins)</p>	
<ul style="list-style-type: none"> - Give Ss some time to read through the questions and underline key words to help them work out the answers. - Focus Ss’ attention on the instruction ‘using no more than THREE words or a number’. - Ask Ss if they can answer any of the questions without listening to the recording again. Write their answers on the board. - Play the recording once in stronger classes and twice in weaker classes. - If time allows, ask Ss to discuss their answers in pairs. - Check answers as a class. Play the recording, pausing at the places where Ss can hear the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1 Four / 4 2 Their own learning 3 (Detailed) study plans 4 Asking difficult questions

e. Assessment

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

Tapescript:

Mai: Mike, our teacher mentioned that university students are expected to be independent learners. How do you think we can become independent learners?

Mike: That’s an interesting question... Look, this website has information about it. It says independent learners has four main characteristics.

Mai: So what are they?

Mike: First, they’re self-motivated. They enjoy learning new things. No one has to force them to study. They never wait for their parents or teachers to help them or tell them what to do.

Mai: I agree. It’s the motivation for learning that makes people study hard.

Mike: Secondly, independent learners are responsible. They take responsibility for their own learning.

Mai: Are there any examples?

Mike: Yes, they set their own learning goals and make detailed study plans to achieve them. These study plans should also include time to relax and enjoy a good night’s sleep.

Mai: I see.

Mike: Thirdly, they never give up. Once they start working on a task, they try very hard to complete it.

Mai: I definitely agree.

Mike: Finally, they're curious. They want to know more about the world. They're not afraid of asking difficult questions, but they also try to find the answers themselves.

Mai: I couldn't agree more. I hope I can try to become an independent learner.

4. ACTIVITY 3: POST-LISTENING (8 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.

b. Content:

- Students realize what characteristics of independent learners they think they have.

c. Expected outcomes:

- Students can use the language and ideas from the unit to become an independent learner.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- Ask Ss to work in groups. Have Ss decide which of the characteristics of independent learners mentioned in the listening they have. Tell Ss to note down their partners' ideas.- Give Ss some time to discuss and decide on the characteristics they want to develop in the future. Encourage them to provide reasons.- Invite some Ss from each group to present a summary of their discussions to the class.	

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 8: Becoming independent

Lesson 5: Listening – Becoming independent learners

*Warm-up

- Task 1. Tick the columns to complete the following table about you. Compare your answers in pairs.
- Task 2. Listen to a conversation between Mai and Mike, and choose the correct answers A, B, or C.
- Task 3. Listen to the conversation again and answer each of the following questions using no more than THREE words or numbers.
- Task 5: Develop a characteristic of independent learners.

***Homework**

UNIT 8: BECOMING INDEPENDENT

Period 81 - Lesson 6: Writing – An article about pros and cons of self-study

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write an article;
- Write an article about the pros and cons of self-study

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

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 8, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and inspire ss by a video;
- To set the context for the writing part;

b. Content:

- a video.

c. Expected outcomes:

- Students feel excited about self-study.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;">Video</p> <ul style="list-style-type: none">- Ask ss to watch a video.- Ask ss what they have learned from the video and how they feel.	<p>Link: https://www.youtube.com/watch?v=mtYahZhSy0M</p>

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

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

a. Objectives:

- To help students develop ideas for their writing.;
- To help students revise some common expressions in writing an article.

b. Content:

- Some pros and cons of self-study;

c. Expected outcomes:

- Students understand the structure and are familiar with the language of an article.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs. Read the following ideas and decide if they are pros and cons of self-study. Think of other pros and cons to add. (4 mins)</p>	
<ul style="list-style-type: none"> - Have Ss work in pairs. Focus their attention on the title and the pictures and ask questions, e.g. Who do you see in the pictures? What are they doing? Are they studying by themselves? Do you know what pros and cons mean? Elicit Ss answers. - Tell them to look at the table and read through the statements. Explain any new words. - Put them in pairs to discuss and decide if they are pros or cons of self-study. - Ask Ss to tick the columns, then discuss and check their answers with a partner. - Encourage Ss to think of other pros and cons of self-study, e. g. pros: Ss can learn at their own pace Cons: Ss miss the opportunity to learn things from teachers and peers etc. - Check answers as a class. 	<p>Answer key: Pros: 1, 3, 5 Cons: 2, 4, 6</p>

e. Assessment

- Teacher observes Ss' work and give feedback.

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

a. Objectives:

- To help Ss practise writing some common structures in an article;
- To help Ss write a complete an article about the pros and cons of self-study.

b. Content:

- Task 2. Write an article about the pros and cons of self-study. Use the ideas in 1 and the outline with useful expressions below to help you. (p.92)

c. Expected outcomes:

- Students can write a complete article.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2. Write an article about the pros and cons of self-study. Use the ideas in 1 and the outline with useful expressions below to help you. (16 mins)</p>	
<ul style="list-style-type: none"> - Explain the task. Ask Ss to refer back to the suggested ideas in Activity 1, and study the outline with the expressions in the box and the model in Unit 3 carefully. - In weaker classes, provide the first two parts of the article, i.e. the introduction and the first body paragraph (given in the sample answer) as a model by reading them aloud or 	<p>Sample answer: Pros and cons of self-study <i>Independent learning often involves self-study – learning at home without a teacher.</i> <i>Let's look at its pros and cons.</i> <i>First, self-study gives learners more freedom.</i></p>

<p>displaying them on the board. Check Ss' understanding.</p> <ul style="list-style-type: none"> - Remind Ss that writers often provide detailed explanations or examples to support each idea in a paragraph, e. g. Self-study gives learners more freedom. They decide what they should study and how to study depending on their abilities. - Set a time limit for Ss to write in class. - In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' articles and give face-to-face feedback in private, or give them back with some written feedback. 	<p><i>They decide what they should study and how to study depending on their abilities. Secondly, it can make learners responsible. They set their learning goals and make study plans to achieve them. Finally, it makes them more confident. Completing tasks and solving problems on their own boost learners' confidence.</i></p> <p><i>On the other hand, learners may need more time to learn things. They study at their own pace, with no one to push them or help them. Moreover, they may not develop certain life skills. For example, as they always study alone, they may have difficulty communicating or developing relationships. Finally, they may not learn practical skills. Focusing too much on theoretical knowledge, they may fail to apply their academic skills in real life.</i></p> <p><i>In conclusion, learners should understand both the advantages and disadvantages to choose the right option. However, as education is changing all the time, they may have to get used to the challenges of independent learning.</i></p>
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e. Assessment

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

4. ACTIVITY 3: POST-WRITING (12 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
<p>CROSS-CHECKING</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss - Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names. 	<p>Writing rubric</p> <ul style="list-style-type: none"> 6. <i>Organization: .../10</i> 7. <i>Legibility: .../10</i> 8. <i>Ideas: .../10</i> 9. <i>Word choice: .../10</i> 10. <i>Grammar usage and mechanics: .../10</i> <i>TOTAL: .../50</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 8: BECOMING INDEPENDENT

Lesson 6: Writing – An article

***Warm-up**

- Task 1. Work in pairs. Read the following ideas and decide if they are pros and cons of self-study. Think of other pros and cons to add.
- Task 2. Write an article about the pros and cons of self-study. Use the ideas in 1 and the outline with useful expressions below to help you.

*** Cross-checking**

***Homework**

UNIT 1: A LONG AND HEALTHY LIFE
Period 82 - 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;
- Distinguish bacteria and viruses and how to deal with them;
- Review expressions for offering help and responding to offers.

2. Core competence

- Be able to offer help and respond to offers;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be ready to offer help to others when necessary;
- Protect their own health as well as their families'.

II. MATERIALS

- Grade 11 textbook, Unit 1, Communication and Culture
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. tuberculosis (n)	/tju:ˌbɜ:kjuˈləʊsɪs/	a serious disease, caused by bacteria, in which swellings appear on the lungs and other parts of the body	bệnh viêm phổi
2. organism (n)	/'ɔ:gənɪzəm/	a living thing, especially one that is extremely small	loài sinh vật
3. diameter (n)	/daɪˈæmɪtə(r)/	a straight line going from one side of a circle or any other round object to the other side, passing through the centre	đường kính
4. antibiotic (n)	/ˌæntɪbaɪˈɒtɪk/	a substance, for example penicillin, that can destroy or prevent the growth of bacteria and cure infections	thuốc kháng sinh
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.	tế bào

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

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

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Mysterious creature

c. Expected outcomes:

- Students can get ready to learn about differences between bacteria and viruses.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Mysterious creature</p> <ul style="list-style-type: none"> - Ss work in groups. - There are 4 questions which relate to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. 	<p>Clues:</p> <ol style="list-style-type: none"> 1. <i>The kind of education that takes place over the Internet</i> 2. <i>A substance that is put into the body of a person or animal to protect them from a disease by causing them to produce antibodies</i> 3. <i>A covering for your face or for part of your face</i> 4. <i>A set of measures aimed at stopping the spread of an infectious disease, based on staying away from other people as much as possible.</i> <p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Online learning</i> 2. <i>Vaccine</i> 3. <i>Mask</i> 4. <i>Social distancing</i> <p>KEY WORD: Corona virus</p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers offer help and respond to offers.
- To review expressions for offering help and responding to offers.

b. Content:

- **Task 1:** Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.15)
- **Task 2:** Work in pairs. Make similar conversation for these situations (p.15)

c. Expected outcomes:

- Students can use appropriate language to express help and respond to offers 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 practice it in pairs (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss if they have ever been to the gym or know how to use fitness equipment. - Teacher tells Ss that they are going to listen to conversation between a teenager, Tam, and a trainer. While listening, they should complete the conversation with the words they hear. - Teacher gives Ss some time to skim through the conversation. Check understanding of words such as <i>treadmill</i> or <i>workout</i>. Use the photo to illustrate these words if necessary. - Teacher plays the recording once in stronger classes and twice in weaker classes. - Teacher checks answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Teacher puts Ss into pairs and have them practise the conversation. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <i>A</i> 2. <i>C</i> 3. <i>B</i> 4. <i>D</i>
Useful expressions (7 mins)	
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: offering help and responding to offers. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <p>- Offering help:</p> <ul style="list-style-type: none"> + <i>Can I give you a hand?</i> + <i>Can I help you with ...?</i> + <i>Let me help you with ...</i> + <i>What can I do for you?</i> + <i>Is there anything (else) I can do for you?</i> <p>- Responding to offers</p> <ul style="list-style-type: none"> + <i>That's very kind/nice of you.</i> + <i>Thanks for your help.</i> + <i>Thanks, but I think I'm fine.</i> + <i>You are so kind. Thanks a lot.</i>
Task 2: Work in pairs. Make similar conversation for these situations. (7 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that the words they used to fill in the gaps in Task 1 are used to offer help and respond to offers. - Teacher asks Ss to read the list of useful expressions and check understanding. - Teacher puts Ss in pairs and explain the task: to role-play conversations similar to the one in Task 1, but based on the two situations. Ss should play the roles given in this activity. - Teacher gives Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them 	<p>Sample conversations:</p> <ol style="list-style-type: none"> 1. <i>A: Let me help you with the squats.</i> <i>B: Oh, please. They're so difficult to do.</i> <i>A: Here, let me show you. You should sit on your heels with your knees bent up close to your body. Do it with me.</i> <i>B: Oh, like this?</i> <i>A: Yes. Well done!</i> <i>B: Thanks for your help.</i> 2. <i>B: Can I help you with anything, Madam?</i> <i>A: Oh, please. I'm looking for some food</i>

to swap roles. - Teacher walks round the class and provide help when necessary. - Teacher asks some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery	<i>which is healthy for my family.</i> <i>B: Well, I'll recommend fresh fruits and vegetables. They're very good for our health. You can find plenty of them over there.</i> <i>A: That's very kind of you.</i> <i>B: You're welcome.</i>
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e. Assessment

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

3. ACTIVITY 2: CLIL (15 mins)

a. Objectives:

- To introduce words / phrases related to health and fitness.
- To help Ss practise the words in meaningful contexts.
- To help Ss relate what they have learnt about bacteria and viruses to real-life situations.

b. Content:

- **Task 1:** Read the text and complete the comparison table below (p.16)
- **Task 2.** Discuss in pairs. What would you say to these people? (p.16)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS															
Pre-teach vocabulary (4 mins)																
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words</p> <ol style="list-style-type: none"> 1. tuberculosis (n) 2. organism (n) 3. diameter (n) 4. antibiotic (n) 5. cell (n) 															
Task 1. Read the text and complete the comparison table below (6 mins)																
<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about the topic, e.g. <i>Do you know what bacteria and viruses are? What is the similarity between bacteria and viruses? What is the difference?</i> - Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What are some diseases caused by viruses? Common cold, flu, AIDS and Covid-19 What are some diseases caused by bacteria? (tuberculosis and food poisoning) What are some ways to treat or prevent diseases caused by them? (Using medicines such as antibiotics or vaccines)</i> - Teacher asks Ss to study the comparison table in Task 1. Make sure they understand the first column. Encourage them to guess the answers. - Teacher tells Ss that they are going to read about viruses and bacteria. As they read, they should fill in the comparison table to show the differences between viruses and bacteria. 	<p>Answer key:</p> <table border="1"> <thead> <tr> <th></th> <th>Bacteria</th> <th>Viruses</th> </tr> </thead> <tbody> <tr> <td>Living or not when entering human body?</td> <td>Living</td> <td>Not living</td> </tr> <tr> <td>Which is smaller?</td> <td>Bigger</td> <td>Smaller</td> </tr> <tr> <td>Examples of diseases they can cause</td> <td>tuberculosis or food poisoning</td> <td>Common cold, flu, AIDS and Covid-19</td> </tr> <tr> <td>How to treat/prevent diseases caused by them?</td> <td>Antibiotics</td> <td>Vaccines</td> </tr> </tbody> </table>		Bacteria	Viruses	Living or not when entering human body?	Living	Not living	Which is smaller?	Bigger	Smaller	Examples of diseases they can cause	tuberculosis or food poisoning	Common cold, flu, AIDS and Covid-19	How to treat/prevent diseases caused by them?	Antibiotics	Vaccines
	Bacteria	Viruses														
Living or not when entering human body?	Living	Not living														
Which is smaller?	Bigger	Smaller														
Examples of diseases they can cause	tuberculosis or food poisoning	Common cold, flu, AIDS and Covid-19														
How to treat/prevent diseases caused by them?	Antibiotics	Vaccines														

<p>- Teacher explains or elicits any new or difficult words, e.g. <i>organism, infectious, food poisoning, antibiotics, germs, infect</i>. In stronger class, encourage them to guess their meaning from context as they read the text.</p> <p>- Teacher has Ss read the text and complete the table individually.</p> <p>- Check answers as a class.</p> <p>- Teacher goes back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.</p>	
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Task 2. Discuss in pairs. What would you say to these people? (5 mins)

<p>- Teacher asks Ss to read the two statements and check their understanding.</p> <p>- Teacher tells Ss to read the text again before they decide how to respond to them.</p> <p>- If time allows, have Ss discuss their answers in pairs.</p> <p>- Teacher asks some Ss to share their answers in front of the class. Ask other Ss if they agree or disagree, and give/add more reasons to explain their answers.</p>	<p>Suggested answers:</p> <p>- To Anne: Covid 19 is caused by (Corona) viruses. Antibiotics are useful for treating diseases caused by bacteria, not viruses. A better way to protect yourself from viruses in general and Corona viruses in particular is to get vaccinated.</p> <p>- To Joe: Not all bacteria are bad or dangerous. Some bacteria are useful for our body and nature (e.g. some can help us to digest food or absorb nutrients, some can help to decompose rubbish in nature). Therefore, we should not try to get rid of them all.</p>
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e. Assessment

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

4. ACTIVITY 3: EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss gain some knowledge about Coronavirus and Covid-19 pandemic.
- To help Ss be aware of some measures to protect themselves from coronavirus.

b. Content:

- Watch a video about Covid-19 pandemic and discuss.

c. Expected outcomes:

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watch a video about Covid-19 pandemic and discuss (6 mins)	
<p>* Extension:</p> <p>- Teacher asks the students to share their knowledge about pandemics or diseases caused by viruses and/or bacteria.</p>	<p>Diseases caused by viruses:</p> <ul style="list-style-type: none"> • AIDS. • Common cold. • Ebola. • Genital herpes. • Influenza. • Measles. • Chickenpox and shingles. • Coronavirus disease 2019 <p>Diseases caused by bacteria</p>

<p>- Teacher plays a video about pandemics such as Covid-19 pandemic. Ask Ss comprehension questions to check understanding or have them summarize the main points.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. How can the coronavirus spread? 2. What are some measures to avoid the spreading of the conoravirus? 	<ul style="list-style-type: none"> • <i>Tuberculosis.</i> • <i>Pneumonia.</i> • <i>Cholera.</i> <p>Link https://www.youtube.com/watch?v=8z9BsKpCJY0</p> <p>Suggested answer:</p> <ol style="list-style-type: none"> 1. <i>Via vectors like objects we have touched through sneezing or coughing</i> 2. <i>Wash your hands, use hydro alcoholic gel, avoid touching your face, keep a safe distance, don't touch your mask, cough or sneeze into your elbow</i>
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e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 8. Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: A long and healthy life</p> <p>Lesson 7: Communication and Culture / CLIL</p> <p>*Warm-up</p> <p>* Everyday English. Offering help and responding to offers.</p> <ul style="list-style-type: none"> - Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs - Task 2: Work in pairs. Make similar conversation for these situations <p>* CLIL (Biology) Viruses and Bacteria</p> <ul style="list-style-type: none"> - Task 1: Read the text and complete the comparison table below (p.16) - Task 2. Discuss in pairs. What would you say to these people? <p>* Further Practice</p> <p>Watch a video about Conona virus</p> <p>*Homework</p>
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UNIT 8: BECOMING INDEPENDENT
Period 83 - 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 8;
- 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

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 8, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking 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 becoming independent.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Revise what students have learnt

c. Expected outcomes:

- Students remember what they have learnt and are able to do all the exercises.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Questions</p> <ul style="list-style-type: none"> - What have you learned in Unit 8? 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. Identify and pronounce fall-rise intonation in invitations, suggestions and polite requests. 2. Cleft sentences with It is/was ... who/that... 3. What we need to become independent.

e. Assessment

- Teacher listens and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review fall-rise intonation in invitations, suggestions and polite requests.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review cleft sentences.

b. Content:

- **Task 1:** Read the sentences using fall-rise intonation. Then listen and compare. Practise saying them in pairs. (p.94)
- **Task 2:** Choose the correct answers a, B, or C to complete the sentences. (p.94)
- **Task 3:** Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets. (p.95)

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: Read the sentences using fall-rise intonation. Then listen and compare. Practise saying them in pairs. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually. Have them read the sentences and mark the fall-rise intonation at the appropriate words. - Play the recording, pausing after each sentence for Ss to listen and repeat. - Have Ss practise reading the sentences in pairs, focusing on the fall-rise intonation. 	<ol style="list-style-type: none"> 1. Shall we look for a part-time job to earn some pocket money? 2. Do you feel like doing a vegetarian cooking course? 3. Would you please give me some advice on how to set my goals? 4. Could you help me improve my communication skills?
Task 2: Choose the correct answers A, B, or C to complete the sentences. (4 mins)	
<ul style="list-style-type: none"> - Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words. - In weaker classes, have Ss work in pairs or groups. - Check answers as a class. <p><i>Extension: If time allows, ask Ss to find the place where each word / phrase first appears in the unit and call out the section of the unit where it appears, e.g. manage first appears in the Getting started section.</i></p>	<p>Answer key 1A 2A 3C 4B</p>
Task 3: Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets. (4 mins)	
<ul style="list-style-type: none"> - Explain to Ss that they are going to review the use of cleft sentences. - In weaker classes, have Ss review the grammar rules in the Language section before they do the exercise. If necessary, complete the first sentences on the board as an example and explain the sentence structure. - Walk round the class to provide help if necessary. - If time allows, ask Ss to work in pairs to compare 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. No. It is the dog-walking job that I'd like to apply for. 2. No. It was a new motorbike that he bought me last week. 3. No. It is Tuan that / who is the best decision-maker in my class. 4. No. It is the after tomorrow that the soft-skill class starts.

answers.
- Check answers as a class.

e. Assessment

- Teacher observes Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their presentation about which life skill they need to develop in order to become independent.

b. Content:

- Presentation of posters about how to live independently.

c. Expected outcomes:

- Students practice giving a poster presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Instructions (given in Lesson 1 – Getting Started)

- 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.

- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.

- Give Ss a checklist for peer and self-assessment.

Explain that they will have to tick (✓) appropriate items while listening to their classmates' presentation 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.

Students' presentations

- All groups exhibit their posters and make presentations.

- When one group make presentation, others listen and complete the evaluation sheet.

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- <i>The presenters greeted the audience.</i>		
- <i>The presenters spoke clearly and naturally.</i>		
- <i>The presenters cooperated when delivering their talk.</i>		
- <i>The presenters interacted with the audience.</i>		

- The presenters used some photos / pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately.		
CONTENT: The presentation includes the following information:		
Description of the life skill		
How important the skill is for teens to become independent		
The main steps of the skill development		
Other activities helpful for its development		

Suggested checklist for self-assessment:

Tick where appropriate

Comments (in English or Vietnamese)

DELIVERY

- I greeted the audience.
- I spoke clearly and naturally.
- I cooperated with my group members when delivering the talk.
- I interacted with the audience.
- I used some photos/pictures to illustrate my ideas.
- I concluded my part of the talk appropriately.

CONTENT: Our presentation includes the following information:

What is the life skill

How important is it for teens to become independent

What are the main steps of the skill development

What other activities will be helpful for its development

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 on workbook.

- Prepare for Unit 9.

Board Plan

Date of teaching

Unit 8: BECOMING INDEPENDENT

Lesson 8: Looking back and project

***Warm-up**

*** Looking back**

- Pronunciation

- Vocabulary

- Language

*** Project. How to become independent posters**

***Homework**

Period 84: MID-TERM TEST CORRECTION

I. Aim: To help Ss:

- Review Ss' ability of using language learnt in Unit 6-8
- Review their knowledge about the topics learnt in Unit 6-8
- Correct Ss' common mistakes.

II. METHODS

- Communicative, student-centered approach.

III. Teaching aids

Test, keys of the test.

IV. Time required: 45 minutes

V. Procedure:

- Ask Ss to re-explain the requirement of each exercise.
- Call some Ss to give the answers with explanation.
- Give feedback.

UNIT 9: SOCIAL ISSUES

Period 85 - Lesson 1: A social awareness club meeting

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *social issues*.
- Understand and use words and phrases related to social issues.

2. Competences

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

3. Personal qualities

- Understand the effect of social issues.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 9, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning
1. Awareness (n)	/ə'weə.nəs/	knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience
2. Campaign (n)	/kæm'peɪn/	a planned group of especially political, business, or military activities that are intended to achieve a particular aim
3. Bully (v)	/'bʊl.i/	to hurt or frighten someone, often over a period of time, and often forcing that person to do something they do not want to do
4. peer pressure (n)	/'piə ,preʃ.ə/	the strong influence of a group, especially of children, on members of that group to behave as everyone else does
5. body shaming (n)	/'bɒd.i ʃeɪ.mɪŋ/	criticism of someone based on the shape, size, or appearance of their body

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

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

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Quiz: Multiple choice.

c. Expected outcomes:

- Students can have an overview of global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
QUIZ <ul style="list-style-type: none"> - Teacher shows the quiz. - Ss work in 4 groups. Each group raise hands to take turn and answer the multiple-choice questions. The team gains bonus with every correct answer. - The team with highest points is the winner. 	List of answers: <ol style="list-style-type: none"> 1. Homelessness 2. Climate change 3. School violence/ bullying 4. Childhood obesity

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	New words: <ol style="list-style-type: none"> 1. Awareness (n) 2. Campaign (n) 3. Bully (v) 4. peer pressure (n) 5. body shaming (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on 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 global warming.
- To help Ss identify the causes and consequences of global warming.

b. Content:

- Task 1: Listen and read (p.100)
- Task 2. Who suggests the following ideas? Tick (✓) the correct box. (p.101)
- Task 3. Find five social issues in 1. use the pictures and hints below to help you. (p.101)
- Task 4. Complete the summary with words from task 1. (p.101)

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
<p>Task 1. Listen and read. (5 mins)</p> <ul style="list-style-type: none"> - Ask Ss to open their books. - Ask Draw Ss' attention to the illustration ... Ask Ss to skim through the conversation and ask, e.g. Who are the speakers? (Nam, Mai and Mark) What do you think they are discussing? (Social issues). - Play the recording twice for Ss to listen and read silently along. Have Ss underline words / phrases related to social issues. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on two or three pairs of Ss to read the conversation aloud. 	<p><i>Students' performance.</i></p>
<p>Task 2. . Who suggests the following ideas? Tick (✓) the correct box. (5 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read the conversation again. - Ask Ss to identify and underline the key words in the statements in the tables. Then have them read the conversation again and locate the part that contains information about each statement. Have them compare the information with each statement in the table. - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Mai 2. Nam 3. Mark/Nam
<p>Task 3. Find five social issues in 1. use the pictures and hints below to help you. (5 mins)</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and the first letters of the missing words. Explain that these words are related to social issues and they are all in the conversation in Activity 1. - Ask Ss to write down the words. - Check answers as a class. - Explain the meaning of any words Ss don't know or find hard to understand, e.g. What is peer pressure? (Pressure from people of your age or social group to behave like them to be liked or accepted) 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. poverty 2. crime 3. overpopulation 4. bullying 5. peer pressure 6. body shaming

Task 4. Complete the summary with words from task 1. (p.101). (5 mins)

- Tell Ss to read the summary.
- Ask Ss to complete the sentences, using words from Activity 1.
- Check answers as a class.
- Elicit what type of linking words and phrases there are, i.e., to show contrast (although, however), and to indicate reasons (because).

Answer key:

1. *although* 2. *However* 3. *because*

e. Assessment

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

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

- To help Ss practice speaking skills.
- To help Ss memorize the basic knowledge on effect of social issues.

b. Content:

- Discussion, project preparation

c. Expected outcomes:

- Students can plan activities for a campaign to raise people's awareness about a social issue.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Discussion</p> <ul style="list-style-type: none"> - Ss open their books at the last page of Unit 9, the Project section, look at the picture and say what the topic of the project is (A social awareness campaign). - Explain the project requirements: Ss will have to design and give an oral presentation about a campaign to raise people's awareness about different social issues in your community. Each group is responsible for planning activities for one social issue. The presentation should discuss (1) what the social issue is and how it affects the community; (2) who will participate in the campaign, and who can help to fix this issue; (3) the activities in the campaign; and (4) the goals of the campaign. The class will listen and vote for the best presentation. - Suggest the steps Ss should follow: 1) Collecting information (searching the Internet, reading newspapers, etc.); 2) Illustrate their ideas on computer or on posters etc. 3) Rehearse for the oral presentation. - Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work. - Help Ss set deadlines for each task and support them throughout the process. - In each of the next lessons, help Ss work on the structure of their presentation. Encourage them to prepare some notes to refer to when they speak. - Ss practice their presentation in their group for 5-10 minutes. Encourage groups to meet after classes for further practice so that they can be well-prepared for 	<p><i>Students' own creativity.</i></p>

their group presentations in the last lesson.

e. Assessment

- Teacher 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

Board Plan

Date of teaching

UNIT 9: SOCIAL ISSUES

Lesson 1: A social awareness club meeting

***Warm-up**

*** Vocabulary**

1. Awareness (n)
2. Campaign (n)
3. Bully (v)
4. peer pressure (n)
5. body shaming (n)

- Task 1: Listen and read (p.100)
- Task 2. Who suggests the following ideas? Tick (✓) the correct box. (p.101)
- Task 3. Find five social issues in 1. use the pictures and hints below to help you. (p.101)
- Task 4. Complete the summary with words from task 1. (p.101)
- Task 5: Discussion

***Homework**

UNIT 9: SOCIAL ISSUES

Period 86 - Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use intonation appropriately to speak with a natural rhythm.
- Understand and use words and phrases related to social issues.
- Use linking words and phrases correctly.

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

- Understand how to use intonation in choice questions.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 9, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Intonation in choice questions

Choice questions are questions that include a list of choices. Each choice mentioned before the word ‘or’ has rising intonation at the end, while the last one has falling intonation at the end.

We use linking words and phrases to connect ideas, clauses, or sentences.

Below are some common linking words and phrases:

To add ideas and information	Besides (this/that), ... Moreover, ... In addition (to + noun or gerund), ...
To contrast ideas	However, ... Although ..., ... In spite of/ Despite (noun or gerund), ... By contrast, ...
To give reasons	Because ..., ... Because of (noun or gerund), ... As/Since ...,
To show results	As a result, ... As a consequence, ... Therefore, ...

Form	Pronunciation	Meaning
1. Violent (adj)	/ˈvaɪələnt/	using force to hurt or attack
2. Drug (n)	/drʌg/	any natural or artificially made chemical that is used as a medicine

3. Alcohol (n)	/ˈæɪ.kə.hɒl/	a clear liquid that can make you drunk, also used as a solvent (= a substance that dissolves another) and in fuel and medicines
4. Crime (n)	/kraɪm/	an action or activity that is against the law, or illegal activity generally

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Mini game

c. Expected outcomes:

- Students can have an overview of global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Listen & Answer - Students work in 4 groups. - Ss will hear and find the words/ phrases with raised voice in 3 sentences below. - Raise your hands to get turn and answer.	Answers: 1. <i>Thanks- really</i> 2. <i>Train- ten</i> 3. <i>You- your sister- always argue</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise the intonation in choice questions..

b. Content:

- **Task 1:** Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (p.101)
- **Task 2:** Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (p.101)

c. Expected outcomes:

- Students can speak with a natural rhythm.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (5 mins)	
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to some sentences from Getting started. - Play the recording and have Ss pay attention to the rising tone and the falling tone in each intonation pattern. - Play the recording again and have Ss repeat. - Ask Ss to read the notes in the Remember! box. Check understanding by asking individual Ss to list the choices before and after the word 'or' in each question. - Ss practise saying the questions in pairs. 	Students' performance
Task 2: Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to read quickly through the sentences. Check understanding. - Have Ss work in pairs to take turns to read each sentence aloud. Ask them to pay attention to the rising and falling tones on the choices. - Ask Ss to mark the falling and rising tones in each question. - Check answers by asking Ss to draw the correct arrows for each question on the board. - Have Ss practise them in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Is peer pressure good ↗ or bad ↘? 2. Is this a social ↗ or environmental issue ↘? 3. Should our campaign focus on poverty ↗, crime ↗ or climate change ↘? 4. Do you talk to your parents ↗, share problems with your friends ↗ or ask your teachers for advice ↘

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 and phrases related to social issues.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Find five words in the word search and write them next to the correct definition. use the glossary (page 130) to help you. (p.102)
- **Task 2.** Complete the sentences using the correct forms of the words in task 1 (p.102)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<ol style="list-style-type: none"> 1. Violent (adj) 2. Drug (n) 3. Alcohol (n) 4. Crime (n)
Task 1. Find five words in the word search and write them next to the correct definition. use the glossary (page 130) to help you. (6 mins)	
<ul style="list-style-type: none"> - Tell Ss that the words / phrases in the activity are related to social issues. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Violent 2. Drug 3. Alcohol 4. Campaign

<ul style="list-style-type: none"> - Have Ss find five words in the wordsearch. Encourage Ss to look at the definitions below the wordsearch to have a better understanding of the words. - If necessary, T does the first one as an example before asking Ss to do the rest. - Check answers as a class. 	5. Bully
Task 2. Complete the sentences using the correct forms of the words in task 1 (6 mins)	
<ul style="list-style-type: none"> - Tell Ss to read the sentences carefully and decide which word in Activity 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Check answers as a class. Confirm the correct answers. - Ask some Ss to read the complete sentences. 	<p><i>Answer key:</i> 1. alcohol 2. bullied 3. drugs 4. violent 5. campaign</p>

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise different types of linking words or and phrases.
- To help Ss practise using linking words/phrases.

b. Content:

- **Task 1.** Connect these sentences, using linking words or phrases. (p.102)
- **Task 2.** Work in pairs. add more sentences to each item. use different linking words and/or phrases. (p.102)

c. Expected outcomes:

- Students know how to use linking words/phrases in sentences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Connect these sentences, using linking words or phrases. (6 mins)	
<ul style="list-style-type: none"> - Encourage Ss to study the Remember! box. Tell them that there are several types of linking words/phrases with different meanings (i.e. to add ideas, to contrast ideas, to give reasons, and to show results) and sentence structure (i.e. some words/phrases are followed by a clause, while others are followed by nouns or gerunds; some are used to connect two dependent clauses of a sentence, while others can be used to connect two sentences or independent clauses). Give some examples to illustrate these differences. - Ask Ss to match the two parts to link the sentences. Tell them to pay attention to the meaning of each linking word/phrase and the relationship between the parts of the sentences, e.g. 1. "moreover" indicates an addition of ideas and information. - Check answers as a class. Go through each item and ask Ss to explain why they linked the two sentences or clauses, e.g. 1. 1 goes with b because b adds more ideas (that victims of bullying often prefer to be silent) to 1. 	<p><i>Answer key:</i> 1. b 2. c 3. a 4. d</p>
Task 2. Work in pairs. add more sentences to each item. use different linking words and/or phrases. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to fill in the blanks using linking words or phrases. Tell them to pay attention to the meaning of each sentence and the linking words/phrases. - Check answers as a class by having individual Ss read 	<p><i>Suggested answer:</i> 1 As a result/As a consequence /Therefore 2. However</p>

aloud the completed sentences and explain why they have used the linking word or phrase, e.g., 1. I used as a result (Therefore) here because the second sentence gives the result of the action in the first sentence (i.e., some people become violent after drinking alcohol).

3. Moreover / In addition / Besides
4 However / In spite of this / Despite this

e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 3. Reading.

Board Plan

Date of teaching

UNIT 9: SOCIAL ISSUES

Lesson 2: Language

***Warm-up**

Mini game

*** Pronunciation**

- **Task 1:** Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (p.101)

- **Task 2:** Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (p.101)

*** Vocabulary**

- **Task 1:** Find five words in the word search and write them next to the correct definition. use the glossary (page 130) to help you. (p.102)

- **Task 2.** Complete the sentences using the correct forms of the words in task 1 (p.102)

*** Grammar**

- **Task 1.** Connect these sentences, using linking words or phrases. (p.102)

- **Task 2.** Work in pairs. add more sentences to each item. use different linking words and/or phrases. (p.102)

***Homework**

UNIT 9: SOCIAL ISSUES

Period 87 - Lesson 3: Reading- Peer pressure

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and specific information in an article about peer pressure.

2. Competences

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

3. Personal qualities

- Acknowledge and understand more about the effect of peer pressure.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 9, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning
1. Depression (n)	/dɪ'preʃ.ən/	the state of feeling very unhappy and without hope for the future
2. self-confidence (n)	/ˌself'kɒn.fɪ.dəns/	the belief that you can do things well and that other people respect you
3. Smoker (n)	/'sməʊ.kər/	someone who smokes tobacco regularly
4. hang out	/'hæŋ 'aʊt/	to spend a lot of time in a place or with someone

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the categories of peer pressure.

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

b. Content:

- Mini 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
<p>Watch and answer</p> <ul style="list-style-type: none"> - Students work in 4 groups - Ss watch the video and decide if the statements below are True or False. - Ss raise hands to get turn and answer. -Teacher leads into the new lesson. 	<ol style="list-style-type: none"> 1. Teenagers are considered easily affected by peer pressure. - T 2. Positively, peer pressure can motivate us to try and become better. - T 3. Social media always bring stress to us when we see other peers having success and comfortable lives. - F 4. To define a clear life goal, respect yourself and others are effective ways to avoid peer pressure. - T

e. Assessment

- Teacher observes the groups, collect their answers and give 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:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.
- Task 1. Work in pairs. Discuss the question. (p.103)

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 question. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs and discuss the questions. - Have some Ss share their answers with the whole class. - Lead in to the topic of the reading text by explaining that these acts of making friends do things they do not like are examples of (i.e. Peer pressure). 	Student's performance
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. Depression (n) 2. self-confidence (n) 3. Smoker (n) 4. hang out

e. Assessment

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

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

a. Objectives:

- To help Ss practise reading for main ideas in an article about peer pressure.

b. Content:

- Task 2. Read the article. match the highlighted words and phrase with their meanings. (p.103)
- Task 3. Read the article again. Which paragraph contains the following information?
Write A, B, or C. (p.103)
- Task 4. Read the article again and choose the best answers A, B, or C. (p.104)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. match the highlighted words and phrase with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Ask Ss to locate the words/phrase in the text by focusing on highlighted words. - Ask Ss to read the sentences which contain these words/phrases carefully and try to guess the meanings of these words/phrases. - Ask Ss to match the words with their meanings. T walks round the class and provide help if necessary. - Check answers as a class. If necessary, check understanding of the words by asking Ss to make sentences with them. 	<p>Answer key: <i>1D 2B 3C 4A</i></p>
Task 3. Read the article again. Which paragraph contains the following information? Write A, B, or C. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the five statements and underline key words, e.g., 1. definition, peer pressure 2. peer pressure, cause, social issues. - Ask Ss to read each part of the text quickly, then match each statement (1-4) with each part [A-C]. Encourage them to underline clues in the reading text to explain for their answers later. - Check answers as a class. 	<p>Answer key: <i>1. A 2. B 3. C 4. A</i></p>
Task 4. Read the article again and choose the best answers A, B, or C. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to read each question and the choices given. Encourage them to underline key words in each question and choices. - Ask Ss to scan through the article to locate the information for questions 1, 3 and 4. Draw their attention to key words in both the questions and the text which help them to locate information faster. - As for Question 2, ask Ss to identify which part of the text discusses the consequence of peer pressure. Then ask them to read the part carefully to identify which consequences (A-C) is listed as a consequence of peer pressure. Eliminate those answers. - Check answers as a class. 	<p>Answer key: <i>1.C 2. A 3. C 4. B</i></p>

e. Assessment

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

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

a. Objectives:

- To check students' understanding about 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:

- Discussion: "Have you, or has someone you know, experienced any of the problems mentioned in this article?"
- Task 5: Discussion (p.104)

c. Expected outcomes:

- Ss can use the language and ideas from the unit to reflect on their own experiences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Discussion</p> <ul style="list-style-type: none"> - Ask Ss to work in pairs. Ask them to list the problems of peer pressure mentioned in the text, e.g. falling under bad influence from friends, stressful relationship between parents and children, depression, low confidence. - Discuss if they, or someone they know, have similar problems or not. Encourage them to talk about these experiences. - Invite some Ss to share their answers with the whole class. Ask questions, when necessary, e.g. When did that happen? Where did that happen? How did you feel about it? What did you do? 	<p><i>Student's performance</i></p>

e. Assessment

- Teacher 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 on workbook.
- Prepare for the next lesson – Speaking.

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 9: SOCIAL ISSUES</p> <p>Lesson 3: Reading- Peer pressure</p> <p>*Warm-up</p> <p>* Lead-in</p> <p>- Task 1. Work in pairs. Discuss the question. (p.103)</p> <p>* Vocabulary</p> <p>1. Depression (n)</p>
--

2. self-confidence (n)

3. Smoker (n)

4. hang out

- Task 2. Read the article. match the highlighted words and phrase with their meanings. (p.103)

- Task 3. Read the article again. Which paragraph contains the following information?

Write A, B, or C. (p.103)

- Task 4. Read the article again and choose the best answers A, B, or C. (p.104)

- Task 5: Discussion

***Homework**

UNIT 9: SOCIAL ISSUES

Period 88 - Lesson 4: Speaking – Experiencing peer pressure.

I. OBJECTIVES

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

1. Knowledge

- Present ideas clearly in a discussion.
- Talk about experiences of peer pressure and responding to peer pressure situations.

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

- Acknowledge and be able to know why peer pressure can easily affect the teenagers.
- Develop self-study skills.
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 9, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning
1. Positive (adj)	/'pɒz.ə.tɪv/	full of hope and confidence, or giving cause for hope and confidence
2. Permission (n)	/pə'mɪʃ.ən/	the act of allowing someone to do something, or of allowing something to happen
3. Poverty (n)	/'pɒv.ə.ti/	the condition of being extremely poor
4. make fun of	/,meɪk 'fʌn əv/	to make a joke about someone or something in a way that is not kind

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none">- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on peer pressure.

- 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:

- Multiple choice quiz.

c. Expected outcomes:

- Students can follow the instructions and memorize some of the steps.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Quiz</p> <ul style="list-style-type: none"> - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raise hands to take turn and match the causes with the correct effect. - The team with highest points is the winner. 	<p><i>Answers:</i> 1. B 2. C 3. C 4. D 5. B</p>

e. Assessment

- Teacher observes the students' performance, collect their answers, and give feedback.

2. ACTIVITY 1: PRE-SPEAKING (9 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:

- Pre-teach vocabulary related to the content of the lesson.
- Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful). (p.104)

c. Expected outcomes:

- Students understand different examples of peer pressure.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<p>New words:</p> <ol style="list-style-type: none"> 1. Positive (adj) 2. Permission (n) 3. Poverty (n) 4. make fun of
Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful). (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually and look at the pictures and the examples of peer pressure. Tell them to order these types of peer pressure from the most to the least powerful. Explain that the most powerful peer pressure is the one that is hardest to resist. - T walks around to provide help if necessary. 	<p><i>Students' performance</i></p>

e. Assessment

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

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

a. Objectives:

- To help Ss personalize the topic.

- To help Ss review different techniques communication strategies they have learned for starting, maintaining, and ending a conversation / discussion.

b. Content:

- Task 2. Work in pairs. Talk about your experiences of peer pressure. use the following guiding questions. (p.105)

- Task 3 Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. (p.105)

c. Expected outcomes:

- Students know how to present ideas clearly.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
Task 2. Work in pairs. Talk about your experiences of peer pressure. use the following guiding questions. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to look at the questions. Tell them that they are going to work in pairs to answer these questions. - Before they start, quickly review communication strategies for starting, maintaining, and concluding a conversation or discussion, e.g. Can you tell me how can we start a conversation? When we end the conversation or discussion, what do we usually do? What questions do we normally use to keep the conversation going? - Encourage Ss to use these strategies when they answer the questions in pairs. - Walk around and provide help if necessary. 	<p><i>Students’ performance</i></p>
Task 3. Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. (8 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the situations and check understanding. Draw their attention to the example answer and ask if they agree with it. Brainstorm other possible responses as a class. - Put Ss in groups and have them come up with responses to the other situations. Encourage them to continue using the techniques communication strategies for starting, maintaining, and concluding a discussion. - Have each group agree who will be the group note taker to take notes of their ideas. Ss can then use the notes to formulate the final response that everyone/most people in the group agree on. - Set a time limit for this activity. - T walks around to provide help if necessary. 	<p>Suggested answer:</p> <p><i>2. I’m not ashamed of my old phone. We are students and not making any money yet, so buying a new phone will cost our parents too much money. Besides, my phone is still working properly and I don’t see any reason why I should buy a new one.</i></p> <p><i>3. That’s a great idea! Learning with stronger students will motivate me to study harder. Besides, I could learn some useful techniques from you and others to improve my grades.</i></p> <p><i>4. No way! Skipping class without permission is disrespecting our teachers. Besides, I don’t want to fall behind with my school work.</i></p>

e. Assessment

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

4. ACTIVITY 3: POST-SPEAKING (13 mins)

a. Objectives:

- To give Ss an opportunity to take part in a group discussion about peer pressure, then report their discussion to the whole class.

b. Content:

- Task 4. Report your answers to the whole class. Vote for the most interesting responses. (p.105)

c. Expected outcomes:

- Students can use the language and ideas from the unit to present ideas about peer pressure.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4. Report your answers to the whole class. Vote for the most interesting responses. (13 mins)</p> <ul style="list-style-type: none"> - Have some Ss or groups share their answers to each situation in front of the class. - Praise for good effort, well-structured responses, and fluent delivery. - After all groups present their responses to a situation, ask the class to vote for the best answer. Count the votes for each group and announce the best response for each situation. 	<p><i>Students' practice.</i></p>

e. Assessment

- Teacher 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 on workbook.

- Prepare for the next lesson – Listening.

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 9: SOCIAL ISSUES</p> <p>Lesson 4: Speaking – Experiencing peer pressure.</p>
<p>*Warm-up</p> <p>Multiple choice quiz</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. Positive (adj) 2. Permission (n) 3. Poverty (n) 4. make fun of <ul style="list-style-type: none"> - Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful). (p.104) - Task 2. Work in pairs. Talk about your experiences of peer pressure. use the following guiding questions. (p.105) - Task 3 Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. (p.105) - Task 4. Report your answers to the whole class. Vote for the most interesting responses. (p.105) <p>*Homework</p>

UNIT 9: SOCIAL ISSUE
Period 89 - Lesson 5: Listening – Types of bullying.

I. OBJECTIVES

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

1. Knowledge

- Listen for main ideas and specific information in a conversation about types of bullying.
- Memorize vocabulary to talk about bullying.

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

- Develop self-study skills.
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 9, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning
1. Offensive (adj)	/ə'fɛn.sɪv/	causing someone to feel upset and angry, often because of being rude
2. Ashamed (adj)	/ə'ʃeɪmd/	feeling guilty or embarrassed about something you have done or about a quality in your character
3. Physical (adj)	/'fɪz.i.kəl/	relating to things you can see or touch, or relating to the laws of nature
4. Cyberbullying (n)	/'saɪ.bə,bʊl.i.ɪŋ/	the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic.
- To set the context for the listening part.

b. Content:

- Multiple choice quiz.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raise hands to take turn and match the causes with the correct effect. - The team with highest points is the winner.	<i>Answers:</i> 1. A 2. C 3. D 4. D 5. B

e. Assessment

- Teacher observes the students' performance, collect their answers and give 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:

- Pre-teach vocabulary related to the content of the lesson.
- Task 1: Choose the word or phrase with the closest meaning to the underlined one. (p.105)

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Choose the word or phrase with the closest meaning to the underlined one. (5 mins)	
- Write the phrase "bullying" on the board. Help Ss to recall what "bullying" is. (i.e. to frighten or hurt a weaker person). Tell Ss that they are going to learn more about different types of bullying today. - Ask Ss to do the exercise by choosing the words or phrases with the closest meanings to the underlined ones. - Check answers as a class.	Suggested answers: 1. B 2. B 3. B
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. Offensive (adj) 2. Ashamed (adj) 3. Physical (adj) 4. Cyberbullying (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on 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;

b. Content:

- Task 2. Listen to a conversation between two students and match the pictures with the type of bullying. (p.105)
- Task 3. Listen again. Circle the correct answers. (p.105)

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 and match the pictures with the type of bullying. (7 mins)	
<ul style="list-style-type: none"> - Tell Ss to listen to a conversation between two students, Mai and Mark. Explain them that this is related to the conversation they heard in Getting started and takes place a few days after it, but without Nam. If necessary, quickly summarize the main ideas of that conversation. - Encourage Ss to study the pictures and the example before they listen. - Play the recording for Ss to listen and do the matching. - Check answers as a class. Play the recording again, pausing after the description of each type of bullying and checking understanding. 	<p>Answer key: <i>1D 2B 3A 4C</i></p>
Task 3. Listen again. Circle the correct answers. (8 mins)	
<ul style="list-style-type: none"> - Tell Ss to study the statements. Help them identify that Questions 1-3 are for specific information, while Question 4 is for making prediction. - Encourage them to underline the key words in each statement. Remind them that they are likely to hear paraphrases of these key words in the recording. - Ask them to focus on the highlighted words. Make sure they notice the differences or contrast between them. Remind them that these are the most important key information they should pay attention to when listening to the recording. - As for Question 4, encourage them to pay close attention to the last part of the talk, and recognise any clues about what they are going to do or say next. - Tell Ss to listen again. Ask them to circle the correct answer. - Check their answers as a class. 	<p>Answer key: <i>1. more</i> <i>2. was bullied by others</i> <i>3. cyberbullying</i> <i>4. how</i></p>

e. Assessment

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

Tape script:

Audio script – Track ...:

- Mai So at our club meeting last time, we decided to plan our campaign around bullying among teenagers. We've also thought that it'd be useful to do some research on the topic before this meeting. So what have you found out, Mark?*
- Mark Well, I've learned that there are three main types of bullying - physical, verbal and social bullying.*
- Mai I guess physical bullying involves violent behaviour such as hitting, kicking, or pushing people.*
- Mark That's right. And verbal bullying means using words to attack others, such as shouting at, or saying something offensive to them.*
- Mai What about social bullying?*
- Mark Well, it happens when people keep telling lies or bad things about someone behind their back or making them feel ashamed in public.*
- Mai That's very mean. As we use more technology, bullying is also becoming more common on social media.*
- Mark That's cyberbullying, which takes place over digital devices such as mobile phones and computers. People sometimes tell lies or post offensive comments about someone else on social media.*
- Mai My friend was the victim of cyberbullying. Some people kept posting very rude comments about her weight on social media. She became very upset and cried a lot.*
- Mark I'm sorry for your friend. Body shaming is now one of the most common forms of cyberbullying.*
- Mai I agree. So let's meet next week and start planning our campaign.*

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 give students authentic practice in using target language.

b. Content:

- Task 4. Work in groups. Discuss the following questions. (p.106)

c. Expected outcomes:

- Ss use the language and ideas from the listening to talk about their own experiences related to bullying.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (p.47)	
<p>Question:</p> <ul style="list-style-type: none"> • What types of bullying have you experienced or seen happening to people around you? <p>- Ask Ss to work in groups. Have them talk about if they have experienced or seen any type of bullying in the text. Encourage them to talk about these experiences by giving more specific questions (if necessary), e.g. What type of bullying did you or someone you know experience? How did you/that person feel? What did you/that person do?</p>	<i>Student's performance</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises on workbook.

- Prepare for the next lesson –Writing.

Board Plan

Date of teaching

UNIT 9: SOCIAL ISSUE

Lesson 5: Listening – Types of bullying.

*Warm-up

* Vocabulary

1. Offensive (adj)
2. Ashamed (adj)
3. Physical (adj)
4. Cyberbullying (n)

- Task 1: Choose the word or phrase with the closest meaning to the underlined one. (p.105)

- Task 2. Listen to a conversation between two students and match the pictures with the type of bullying. (p.105)

- Task 3. Listen again. Circle the correct answers. (p.105)

- Task 4. Work in groups. Discuss the following questions. (p.106)

*Homework

UNIT 9: SOCIAL ISSUES

Period 90 - Lesson 6: Writing – A proposal against cyberbullying

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write a proposal.
- Apply structures to express suggestions and request.

2. Competences

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

3. Personal qualities

- Be convincing when writing a proposal for a school campaign against cyberbullying.
- Develop self-study skills.
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 9, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' comprehension of cyberbullying.
- To set the context for the writing part.

b. Content:

- Mini game.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watch and answer. <ul style="list-style-type: none">- Students work in 4 groups- Ss watch the video and decide if the statements below are True or False.- Ss raise hands to get turn and answer.-Teacher leads into the new lesson.	<ul style="list-style-type: none">5. Online and offline bullying have no connection. - F6. Gossip and rumors can be considered cyberbullying. - T7. It is difficult to stop the spread of cyberbullying. - T8. Controlling online status and spending time with close people in real life can help us counteract cyberbullying. - T

e. Assessment

- Teacher observes the students' performance, collect their answers, and give feedback.

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

a. Objectives:

- To help Ss build up ideas that they can later use for their writing.

b. Content:

- Teach Ss elements of a proposal.
- Task 1: You are planning a school campaign against cyberbullying. Work in groups to discuss these questions. (p.106)

c. Expected outcomes:

- Students understand the reason to reduce .black carbon emissions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. You are planning a school campaign against cyberbullying. Work in groups to discuss these questions. (p.106) (10 mins)	
<ul style="list-style-type: none"> - Tell Ss that they are going to write a proposal for a school campaign against cyberbullying. - Review the structure of a proposal. Writing its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss to refer to the Writing section in Unit 4 to check their answers. - Ask Ss to work in groups and discuss the questions. Remind them that the questions also reflect the structure of a proposal so once they answer the questions, they will also have a plan their writing. - Walk around and provide help if necessary. - Have some groups report their answers to the class. Ask questions to clarify details, such as Who is going to organise the events? Who are you going to invite to give the talks? or Who will benefit from this? 	Student's performance

e. Assessment

- Teacher observes Ss' work and give feedback.

3. ACTIVITY 2: WHILE-WRITING (17 mins)

a. Objectives:

- To familiarize Ss with the structure and language of a proposal.
- To help Ss practise writing a proposal for a school campaign against cyberbullying.

b. Content:

- Task 2. Write a proposal for the campaign (150–180 words) to your head teacher. use the ideas in task 1 and the outline with useful expressions below to help you. (p.106)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Write a proposal for the campaign (150–180 words) to your head teacher. use the ideas in task 1 and the outline with useful expressions below to help you. (17 mins)	
<ul style="list-style-type: none"> - Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in Activity 1. - Go through the outline with the useful expressions and check understanding. In weaker classes, give examples of 	Student's performance

how to complete the sentences and encourage Ss to use the sentences, e.g. Cyberbullying has become a common issue nowadays because more students are using digital devices.

- 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 writing tasks and give face-to-face feedback in private or give them back with some written feedback.

e. Assessment

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

SAMPLE

Title: A proposal for a school campaign against cyberbullying

To: Ms. Le Thi Hoa

Date: February 14th, 2022

Prepared by: Vu Hoang Ha, President of the Social Awareness Club

Introduction

Cyberbullying has become a common issue nowadays because more students are using digital devices. Moreover, there have been reports of people making offensive comments about others online. Therefore, we would like to propose a school campaign against cyberbullying.

Campaign details

The campaign will include a series of activities organised by the school Social Awareness Club. They will take place in our school hall after classes. The campaign will last for a month, from the 1st of March until to the 1st of April. All students who are interested will be able to participate in the activities. The main events will include several talks by cyberbullying experts and sharing sessions for students to talk about their experiences of cyberbullying.

Goals and benefits

Our goals are to raise awareness of cyberbullying, and to promote responsible and safe use of the Internet. The campaign will also help students identify cyberbullying and report it when they see it.

Conclusion

We hope that you will consider our proposal. We believe that this campaign will encourage students to make friends and promote a positive atmosphere in the school, which will ensure cyberbullying does not happen.

(176 words)

4. ACTIVITY 3: POST-WRITING (10 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 (10 mins) - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss	Writing rubric <i>11. Organization: .../10</i> <i>12. Legibility: .../10</i>

<p>do the peer review.</p> <ul style="list-style-type: none"> - 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 correct as a whole class without nominating the Ss' names. 	<p><i>13. Ideas: .../10</i> <i>14. Word choice: .../10</i> <i>15. Grammar usage and mechanics: .../10</i> <i>TOTAL: .../50</i></p>
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e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 9: SOCIAL ISSUES</p> <p>Lesson 6: Writing – A proposal against cyberbullying</p> <p>*Warm-up</p> <ul style="list-style-type: none"> - Task 1: You are planning a school campaign against cyberbullying. Work in groups to discuss these questions. (p.106) - Task 2. Write a proposal for the campaign (150–180 words) to your head teacher. use the ideas in task 1 and the outline with useful expressions below to help you. (p.106) <p>* Cross-checking</p> <p>*Homework</p>
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UNIT 9: SOCIAL ISSUES
Period 91 - Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- express disappointment and sympathy.
- understand some of the social problems facing teens in the US today.

2. Core competence

- Access and consolidate information from a variety of sources.
- Actively join in class activities.

3. Personal qualities

- Be ready to share the awareness to fight social issues.

II. MATERIALS

- Grade 11 textbook, Unit 9, Communication and Culture
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning
1. Sympathy (n)	/'sɪm.pə.θi/	(an expression of) understanding and care for someone else's suffering
2. Anxiety (n)	/æŋ'zai.ə.ti/	an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future
3. Victim (n)	/'vɪk.tɪm/	someone or something that has been hurt, damaged, or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance
4. The poverty line (n)	/'fɑ:.mɪŋ/	the official level of income that is needed to achieve a basic living standard with enough money for things such as food, clothing, and a place to live

Assumption

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

III. PROCEDURES

1. WARM-UP (3 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the impact of farming on the environment.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Mini game

c. Expected outcomes:

- Students can get ready to learn about differences between bacteria and viruses.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Listen to 4 speakers: - Students work in 4 groups. - You will hear and find if 4 speakers below express positivity or negativity. - Raise your hands to get turn and answer.	Negativity: 1, 2 Positivity: 3, 4

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH- EXPRESSING DISAPPOINTMENT AND SYMPATHY (20 mins)

a. Objectives:

- To provide a model conversation in which express disappointment and sympathy.
- To review expressions for expressing disappointment and sympathy.

b. Content:

- **Task 1:** Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.107)
- **Task 2:** Work in pairs. use the model in task 1 to make similar conversations for these situations. one of you is Student a, the other is Student B. use the expressions to help you. (p.107)

c. Expected outcomes:

- Students can use expressions for giving and responding to warnings

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) - Ask Ss in what situations people express disappointment and/or sympathy, e.g., when something bad has happened, or when people are ill or failed an exam. - Tell Ss that they are going to listen to a conversation between two teenagers, Mark and Mary. While listening, they should complete the conversation with the expressions from the box. - Give them some time to skim through the conversation. - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Ask Ss to underline the phrases used by the speakers to	Answer key 1. C 2. B 3. A

<p>express disappointment and sympathy. - Put Ss into pairs and have them practise the conversation.</p>	
<p>Useful expressions (7 mins) - Teacher gives students a list of expressions to prepare for Task 2</p>	<p>Useful expressions - Expressing disappointment</p> <ul style="list-style-type: none"> • <i>What a pity/shame!</i> • <i>It's a pity/shame that ...</i> • <i>That's (so)/How disappointing.</i> • <i>That's too bad</i> <p>- Responding to compliments</p> <ul style="list-style-type: none"> • <i>I'm (so) sorry (to hear that) ...</i> • <i>I (can) sympathize (with you/him/her).</i> • <i>That's so sad (that ...).</i> • <i>I know how it feels</i>
<p>Task 2: Work in pairs. use the model in task 1 to make similar conversations for these situations. one of you is Student a, the other is Student B. use the expressions to help you. (7 mins)</p>	
<p>- Tell Ss that the words they used to fill in the gaps in Activity 1 are expressions for expressing disappointment and sympathy. - Ask Ss to read the list of useful expressions in the box and check understanding. - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them., e.g. how they are going to start the conversation, who the two speakers are - friends/classmates in the first situation, student and teacher in the second, what is wrong with their brother/sister, what the community project is about and why they can't finish it. - Ask Ss to practise their conversations. Encourage them to swap roles. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, appropriate use of the expressions for disappointment and sympathy, clear pronunciation and fluent delivery .</p>	<p><i>Students' activity</i> <i>Sample conversations:</i></p> <p>1. <i>A: I'm afraid I can't go on the class trip tomorrow.</i> <i>B: What a shame! We've been planning for the trip for weeks. What's wrong?</i> <i>A: My brother's ill and I have to take care of him.</i> <i>B: I'm so sorry to hear that. I wish he'd get well soon.</i> <i>A: Thanks.</i></p> <p>2. <i>A: I don't think I'll be able to finish the community project on time.</i> <i>B: That's too bad! And you don't look so well today. Is everything OK?</i> <i>A: Not really. I'm so stressed about the exams next week so I don't have time for the project. I can't sleep well either.</i> <i>B: I can sympathize. Exams can be stressful. Try some sports to feel less stressed, and good luck with the exams.</i> <i>A: Good idea. Thank you.</i></p>

Task 1- Audio script

Mary: I'm afraid I can't go to the cinema with you, Mark.

Mark: What a pity! I really wanted you to watch the film.

Mary: Maybe another time. My brother is going to see a doctor tomorrow and I promised to go with him.

Mark: I'm sorry to hear that. What's wrong with him?

Mary: He's been bullied at school. We think he's suffering from depression and needs help.

Mark: I can sympathize. I was also the victim of bullying and had a very painful experience. I hope he'll be fine.

Mary: Thank you for your sympathy, Mark.

e. Assessment

- Teacher observes Ss's work and give feedback.

- Teacher gives score to evaluate Ss' performance.

3. ACTIVITY 2: CLIL- SOCIAL PROBLEMS FACING TEENS IN THE US TODAY (20 mins)

a. Objectives:

- To help Ss learn about social problems facing teens in the us.

b. Content:

- **Task 1:** Read the text and match each percentage in the chart with one social problem mentioned in the text. (p,107)

- **Task 2.** Work in pairs. Discuss the following questions. (p.108)

c. Expected outcomes:

- Students understand and can relate what they have learnt social problems to their country.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Pre-teach vocabulary (4 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding and reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words</p> <ol style="list-style-type: none"> 1. Sympathy (n) 2. Anxiety (n) 3. Victim (n) 4. The poverty line (n)
Task 1. Read the text and match each percentage in the chart with one social problem mentioned in the text. (6 mins)	
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. Do you know what social issues may be facing teenagers in the US today? Are they similar to the issues we have discussed in this unit? - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. What are the most serious issues facing teenagers in the US today? What can be done about these issues? - Ask Ss to study the chart. Make sure they understand the main idea what each bar represents, i.e., the percentage of teens, and what words they need to fill in the blanks, i.e., top social problems among teenagers. - Explain or elicit any new or difficult words, e.g., admit, likely, poverty line. - Have Ss read the text and complete the chart individually. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Anxiety and depression 2. Bullying 3. Drug (addiction) 4. (Drinking) Alcohol 5. Poverty
Task 2. Work in pairs. Discuss the following questions. (10 mins)	
<p>Questions:</p> <ul style="list-style-type: none"> • Are the problems mentioned in the text similar to those facing Vietnamese teens? • Are there any other problems among teenagers in Viet Nam? <p>- Put Ss in pairs. Have them discuss each problem mentioned in the text and decide if Vietnamese teens experience it as well, e.g., Anxiety and depression: I don't</p>	<p><i>Students' own answers</i></p>

<p>think this is a major problem in Viet Nam. There is a lot of pressure on young people to do well at school, but they have extra support from their family and can cope better.</p> <p>- Then ask groups to discuss the second questions. Alternatively, brainstorm the answers as a whole class activity, e.g., violence, social media addiction, juvenile delinquency.</p> <p>- Ask some pairs to share their answers in front of the class.</p>	
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e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 8. Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 9: SOCIAL ISSUES</p> <p>Lesson 7: Communication and Culture / CLIL</p>
<p>*Warm-up</p> <p>* Everyday English. Giving and responding to warnings.</p> <p>- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.107)</p> <p>- Task 2: Work in pairs. use the model in task 1 to make similar conversations for these situations. one of you is Student a, the other is Student B. use the expressions to help you. (p.107)</p> <p>* CLIL Reducing the environmental impact of farming.</p> <p>- Vocabulary</p> <p>- Task 1: Read the text and match each percentage in the chart with one social problem mentioned in the text. (p,107)</p> <p>- Task 2. Work in pairs. Discuss the following questions. (p.108)</p> <p>*Homework</p>

UNIT 9: SOCIAL ISSUES
Period 92 - 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 9;
- 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

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 9, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking 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 review students' rising and falling intonation.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Mini game

c. Expected outcomes:

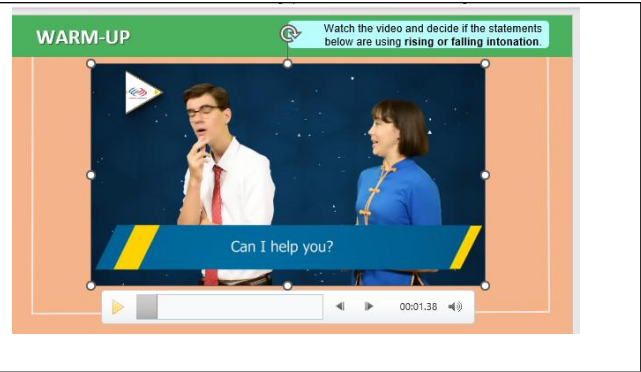
- Students can get ready to learn about differences between bacteria and viruses.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Watch and answer

- Ss work in 4 groups.
- Teacher shows the video about daily conversations.
- Ss watch the video and decide if the statements below are using rising or falling intonation. Ss raise hands to get turn and answer.
- After the game, group with the highest point is the winner.
- Teacher leads in the lesson.



e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review intonations in choice questions.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of linking words and phrases.

b. Content:

- **Task 1:** Mark the intonation in these questions, using (rising intonation) or (falling intonation). Listen and check. Then practise saying them. (p.108)
- **Task 2:** Solve the crossword. use the words you have learnt in this unit. (p.108)
- **Task 3:** Choose the best answer to complete each sentence below. (p. 108)

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
<p>Task 1: Mark the intonation in these questions, using (rising intonation) or (falling intonation). Listen and check. Then practise saying them. (4 mins)</p> <ul style="list-style-type: none"> - Ask students to mark the intonations in the choice questions. - Check answers as a class by playing the recording and writing the appropriate arrows on the board. - Ask Ss to practise the questions in pairs. Ask them to use appropriate rising and falling tones. - Ask some Ss to read the questions out loud in front of the class. 	<p>Key +Audio script - Track</p> <ol style="list-style-type: none"> 1. Should we report bullying to teachers ↗ or speak to our parents ↘ first? 2. Is this social awareness campaign about poverty ↗ or crime ↘? 3. Have you ever experienced any physical ↗, verbal ↗, or social bullying ↘? 4. Do you worry about peer pressure ↗, body-shaming ↗ or bullying ↘?
<p>Task 2: Solve the crossword. use the words you have learnt in this unit. (4 mins)</p> <ul style="list-style-type: none"> - Select some words from the unit to write on the board, one letter at a time. Have individual Ss call out their guesses. - Ask Ss to solve the crossword. Encourage them to look at the clues and identify the parts of speech of each missing word. - Have Ss complete the activity. - Check answers as a class. - If time allows, ask them to find the texts where these words first appear in the unit and call out the section of 	<p>KEY:</p> <pre> 1 C A M P A I G N O N F I 2 D E P R E S S I O N E N C 3 V I O L E N T </pre>

the unit where it appears, e.g. campaign first appears in the Getting started.	
Task 3: Choose the best answer to complete each sentence below. (4 mins)	
<p>- Explain to Ss that they are going to review the use of linking words and phrases. In weaker classes, give Ss some time to review the grammar rules in the Language lesson before doing the activity.</p> <p>- Correct answers as a class by asking individual Ss to read the answers out loud.</p> <p>- If time allows, encourage Ss to explain their choices. E.g., ‘In addition,’ is the correct answer for Question 1 because it adds more ideas to the first sentence.</p>	<p>Answer key:</p> <p>1. In addition 2. Therefore 3. Because 4. In spite of</p>

e. Assessment

- Teacher observes Ss’s work and give feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise reporting survey results in an oral presentation.

b. Content:

Work in groups. Your class is starting a campaign to raise people’s awareness about different social issues in your community. each group is responsible for planning activities for one social issue.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Project: A social awareness campaign Work in groups. Your class is starting a campaign to raise people’s awareness about different social issues in your community. each group is responsible for planning activities for one social issue.</p>	
<p>- Give a group presentation. use these questions as cues.</p> <ul style="list-style-type: none"> • What is the social issue? How does it affect the community? • Who will participate in your campaign? Who can help to fix this issue? • What activities do you plan to include in your campaign? What are their goals? <p>- 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.</p> <p>- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.</p> <p>- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates’ presentation and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.</p> <p>- If necessary, go through the assessment criteria to make sure Ss are familiar with them.</p> <p>- Invite two or three groups to give their presentations.</p>	

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.	
Students' presentations	
- All groups exhibit their results and make presentations. - When one group make presentation, others listen and complete the evaluation sheet.	

e. Assessment

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

- Suggested checklist for peer assessment.

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- <i>The presenters greeted the audience.</i>		
- <i>The presenters spoke clearly and naturally.</i>		
- <i>The presenters cooperated when delivering their talk.</i>		
- <i>The presenters interacted with the audience.</i>		
- <i>The presenters used some photos / pictures to illustrate their ideas.</i>		
- <i>The presenters concluded their talk appropriately.</i>		
CONTENT: <i>The presentation includes the following information:</i>		
<i>What the social issue is and how it affects the community</i>		
<i>Who will participate in the campaign, and who can help to fix this issue</i>		
<i>The activities in the campaign</i>		
<i>The goals of the campaign</i>		

- Suggested checklist for self-assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- <i>I greeted the audience.</i>		

- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I interacted with the audience.		
- I used some photos/pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information:		
What the social issue is and how it affects the community		
Who will participate in the campaign, and who can help to fix this issue		
The activities in the campaign		
The goals of the campaign		

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises on workbook.
- Prepare for Unit 10.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 9: SOCIAL ISSUES</p> <p>Lesson 8: Looking back and project.</p>
<p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none"> - Pronunciation - Vocabulary - Language <p>* Project. A social awareness campaign.</p> <p>*Homework</p>

UNIT 10. THE ECOSYSTEM

Period 93 - Lesson 1: Getting started – Ecosystems and humans

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *The ecosystem*;
- Gain vocabulary to talk about ecosystems;
- Get to know the language aspects: Compound nouns.

2. Competences

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

3. Personal qualities

- Be aware of the responsibility for protecting the ecosystems;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 10, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. flora (n)	/'flɔ:rə/	the plants of a particular area, type of environment or period of time	Hệ thực vật
2. fauna (n)	/'fɔ:nə/	all the animals living in an area or in a particular period of history	Hệ động vật
3. insect (n)	/'ɪnsɛkt/	any small creature with six legs and a body divided into three parts. Insects usually also have wings. Ants, bees and flies are all insects.	Côn trùng
4. organism (n)	/'ɔ:gənɪzəm/	a living thing, especially one that is extremely small	Sinh vật
5. biodiversity (n)	/ˌbaɪəʊdaɪ'vɜ:səti/	the existence of a large number of different kinds of animals and plants which make a balanced environment	Đa dạng sinh học

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a	<ul style="list-style-type: none"> - Explain expectations for each task in detail.

speech	<ul style="list-style-type: none"> - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Guess the place.

c. Expected outcomes:

- Students can name the targeted place which is the topic of the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>GAME: GUESS THE PLACE</p> <ul style="list-style-type: none"> - Teacher divides class into 2 teams and explains the rules of the games. - There are three clues for Ss to guess the place. - Teacher shows each clue, one by one. - If one team: <ul style="list-style-type: none"> + gets the correct answer after the 1st clue → they get 3 points. + gets the correct answer after the 2nd clue → they get 2 points. + gets the correct answer after the 3rd clue → they get 1 point. - The team with the correct answer is the winner. 	<p>Clues:</p> <ol style="list-style-type: none"> 1. <i>This landscape forms the habitat for some of Asia's rarest animal and plant species.</i> 2. <i>Visitors in April and May have the chance to see thousands of vibrant butterflies.</i> 3. <i>This place is located 120 km southwest of Hanoi, and nestled between the provinces of Ninh Binh, Thanh Hoa and Hoa Binh.</i> <p>→ CUC PHUONG NATIONAL PARK</p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub 	<p>New words:</p> <ol style="list-style-type: none"> 1. flora (n) 2. fauna (n) 3. insect (n)

<p>out and remember” technique.</p> <p>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</p>	<p>4. organism (n)</p> <p>5. biodiversity (n)</p>
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e. Assessment

- Teacher checks students’ pronunciation and gives feedback.
- Teacher observes Ss’ writing of vocabulary on 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 ecosystems;
- To help Ss identify the compound nouns.

b. Content:

- Task 1. Listen and read (p.110)
- Task 2. Read the conversation and decide whether these statements are True or False (p.111)
- Task 3. Complete the diagram with words and phrases in Task 1 (p.111)
- Task 4. Use the words in the box to form compound nouns mentioned in Task 1. Match them with the meaning below (p.111)

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)	
<p>- Teacher sets the context of the conversation. Have Ss look at the picture. Ask Ss questions about it, e.g.</p> <p>+ <i>What can you see in the picture 1?</i></p> <p>+ <i>Can you tell your friends what you know about this place?</i></p> <p>+ <i>What can you see in picture 2?</i></p> <p>+ <i>How do you understand the picture?</i></p> <p>- Teacher encourages Ss to use their imagination and accept all answers. Then explain that Ms Hoa, Nam, and Mai are in class and they are talking about the ecosystem.</p> <p>- Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words/phrases related to the ecosystem in the conversation.</p> <p>- Teacher has Ss compare the words they have underlined in pairs and discuss their meaning. Then check comprehension as a class.</p> <p>- Teacher calls on three Ss to read the conversation aloud.</p>	<p>Suggested answers:</p> <p><i>1. Cuc Phuong National Park</i></p> <p><i>2. Cuc Phuong National Park is situated in Ninh Binh province. This park is known as the first national park and the largest nature reserve in the country.</i></p> <p><i>3. The hands are holding different kinds of animals.</i></p> <p><i>4. We should protect the wildlife.</i></p>
Task 2. Read the conversation and decide whether these statements are True or False (5 mins)	
<p>- Teacher asks Ss to work in pairs and read each statement carefully. Ask them to guess whether these questions are True or False, then read the conversation and locate the part of the conversation that contains the information.</p> <p>- Teacher calls out each question and has different pairs provide their answers.</p>	<p>Answer key:</p> <p><i>5. F</i></p> <p><i>6. T</i></p> <p><i>7. T</i></p>

<p>- Teacher confirms the correct answers. Extension: Teacher asks Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g., <i>Where did Nam go last week? What did he like about his trip? Why are many ecosystems lost, damaged or destroyed?</i></p>	
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Task 3. Complete the diagram with words and phrases in Task 1 (5 mins)

<p>- Teacher has Ss read the conversation quickly again, and find suitable words to complete the diagram. - Teacher calls on individual S to write the answers on the boards. Check with the whole class.</p>	<p>Answer key: 1. <i>Living</i> 2. <i>flora</i> 3. <i>fauna</i> 4. <i>bacteria</i> 5. <i>non-living</i></p>
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Task 4. Use the words in the box to form compound nouns mentioned in Task 1. Match them with the meaning below (5 mins)

<p>- Teacher has Ss read the four definitions and checks their understanding. - In weaker classes, teacher encourages Ss to read the conversation again and underline the compound nouns. Then try to match them with the given definitions. - Teacher checks answers by calling on individual Ss to read out the compound nouns.</p>	<p>Answer key: 1. <i>climate change</i> 2. <i>natural resources</i> 3. <i>national park</i> 4. <i>raw materials</i></p>
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e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practice speaking skills;
- To help Ss memorize the information about ecosystems that they have learnt in the lesson.

b. Content:

- Role play

c. Expected outcomes:

- Students can give a short presentation about ecosystems.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Role play - Teacher asks Ss to work in groups. In each group, one student will play the role of the teacher and others are students. - The teacher and the students are going to discuss what an ecosystem is and how important ecosystems are to our planet. - Ss have 3 minutes to prepare for the role play. - Teacher invites one or two groups to come to the stage</p>	<p><i>Students' own creativity.</i></p>

and do the role play.
- Teacher asks other groups to listen and gives comments.
- Teacher gives feedback and gives marks to the best group.

e. Assessment

- Teacher 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 workbook.
- Prepare for the project in Lesson 8

Board Plan

Date of teaching

**Unit 10: The ecosystem
Lesson 1: Getting started**

***Warm-up**

*** Vocabulary**

1. flora (n)
2. fauna (n)
3. insect (n)
4. organism (n)
5. biodiversity (n)

- Task 1. Listen and read (p.110)
- Task 2. Read the conversation and decide whether these statements are True or False (p.111)
- Task 3. Complete the diagram with words and phrases in Task 1 (p.111)
- Task 4. Use the words in the box to form compound nouns mentioned in Task 1. Match them with the meaning below (p.111)
- Task 5: Role play

***Homework**

UNIT 10: THE ECOSYSTEM
Period 94 - 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 *Plants and animals*;
- Revise intonation in question tags;
- Review and practise the use of compound nouns.

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

- Be aware of the importance of protecting the ecosystem;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 10, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

A compound noun is a noun that is made with two or more words. It is usually formed by:	
1. noun + noun	<i>E.g: bus stop</i>
2. adj + noun	<i>E.g: wildlife</i>
3. V-ing + noun	<i>E.g: washing machine</i>
4. noun + V-ing	<i>E.g: film-making</i>
5. verb + preposition	<i>E.g: break-out</i>

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - 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 Plants and animals;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Categorizing game

c. Expected outcomes:

- Students can learn some more new words about plants and animals.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Categorizing game</p> <ul style="list-style-type: none"> - Ss work in groups. Each group is given small pieces of paper on which names of plants and animals are written. - Each group has to classify them into correct categories. - The first team to complete the task correctly is the winner. - Teacher asks the winner to go to the board and show the correct answers. 	<p>Answer keys:</p> <p>Mammals: human, squirrel, hedgehog, deer, bat, dolphin</p> <p>Birds: seagull, crow, owl, eagle, peacock, parrot</p> <p>Insects and invertebrates: wasp, butterfly, snail, beetle, worm, ant</p> <p>Flowers: marigold, orchid, daffodil, poppy, lily, daisy</p> <p>Trees and other plants: cactus, palm, bamboo, oak, seaweed, mushroom</p> <p>Sea and river creatures: lobster, squid, trout, octopus, oyster, salmon</p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss revise intonation in question tags;
- To help Ss practise intonation in question tags.

b. Content:

- **Task 1:** Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs (p.111)
- **Task 2:** Mark the intonation in the question tags, using falling intonation or rising intonation. Then practise saying the conversations in pairs. (p.111)

c. Expected outcomes:

- Students can put correct intonation in question tags.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher writes the first sentence on the board and calls on one or two Ss to read it. Check if Ss are familiar with question tags. If necessary, explain how these questions are formed, e.g. <i>We add question tags to statements to invite a response from the listener. When the statement is positive, we use a negative question tag. If the statement is negative, we use a positive question tag.</i> - Teacher reads the question and asks questions to elicit the intonation, e.g. <i>Did I raise or lower my voice on the question tag? What do you think this means?</i> - Teacher focuses Ss' attention on the Remember! box and has Ss read the explanation and examples. - Teacher plays the recording of the first exchange and ask Ss to listen and repeat, paying attention to the intonation of question tag. Have Ss say what intonation 	<p>Audio script:</p> <ol style="list-style-type: none"> <i>So we need to protect local ecosystems, don't we? ↘ Yes, we do.</i> <i>You'll take the books back to the library, won't you? ↗ OK, I'll do that tomorrow.</i> <i>We don't want our planet to lose biodiversity, do we? ↘ No, we don't.</i> <i>An ecosystem is a community of living things, isn't it? ↗ No, it isn't. It's a community of both living and non-living things.</i> <i>You went to Cuc Phuong National Park</i>

<p>the speaker uses and why, e.g. <i>The speaker uses falling intonation because he/she is sure of the answer.</i></p> <ul style="list-style-type: none"> - Teacher plays the recording of the second exchange and ask Ss to listen and repeat, paying attention to the intonation of the question tag. Have Ss say what intonation the speaker uses and why, e.g. <i>The speaker uses rising intonation because he/she is not sure of the answer.</i> - Teacher plays the rest of the recording and asks Ss to repeat. - Teacher has Ss practise reading the sentences in pairs. Walk round the class and encourage Ss to try to use appropriate intonation. Call on some pairs to role-play the conversation aloud. 	<p><i>last weekend, didn't you? √</i> <i>Yes. I did.</i></p>
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Task 2: Mark the intonation in the question tags, using falling intonation or rising intonation. Then practise saying the conversations in pairs (7 mins)

<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences. Then teacher checks comprehension. - Teacher has Ss mark the intonation on the question tag in each sentence individually. Then ask them to work in pairs to compare their answers. - Teacher checks answers as a class by playing the recording. Pause after each question tag and confirm the intonation. Call on individual Ss to mark the intonation on the question tags on the board. - Teacher puts Ss in pairs again and has them practise reading the sentences to each other. 	<p>Answer key:</p> <p>1. A: <i>Sorry, I didn't hear my alarm this morning.</i> B: <i>So you were late again, weren't you?</i> √</p> <p>2. A: <i>I couldn't watch the match last night. We won, didn't we?</i> ↗ B: <i>Yes, we did.</i></p> <p>3. A: <i>There are several ecosystems that can be found in Viet Nam.</i> B: <i>Yes! Viet Nam is biologically diverse, isn't it?</i> √</p> <p>4. A: <i>We are using up fossil fuels, aren't we?</i> √ B: <i>Yes, we should find more alternative sources of energy.</i></p> <p>5. A: <i>People should stop damaging the environment, shouldn't they?</i> √ B: <i>Yes, I agree with you.</i></p>
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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 help Ss understand the meanings of the words / phrases that have been introduced in Getting Started or will be encountered in the unit.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Match the words and phrases with their meanings (p.112)
- **Task 2.** Complete the sentences using the words and phrases in Task 1 (p.112)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Match the words and phrases with their meanings (6 mins)</p> <ul style="list-style-type: none"> - Teacher reads the words on the left and makes sure Ss 	<p>Answer key:</p>

<p>understand the abbreviations in brackets (n, np, adj).</p> <ul style="list-style-type: none"> - In weaker classes, teacher reads each word and elicits the part of speech students need to look for in the definitions, e.g., <i>What part of speech do you need to look for in the definition of 'native'?</i> Which definition contains verbs? - Teacher asks Ss to work in pairs to do the matching. - Teacher checks answers as a class. Call on one student to read aloud a word and on another student to read its definition. 	<p><i>1.e</i> <i>2.d</i> <i>3.a</i> <i>4.b</i> <i>5.c</i></p>
<p>Task 2. Complete the sentences using the words and phrases in Task 1 (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss work in pairs. Tell them to read the sentences carefully to decide which word in 1 can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase. - Teacher checks answers as a class. Have individual Ss call out the word they have used for each sentence first. - Teacher confirms the correct answers. - In stronger classes, ask Ss to explain why they have chosen the word for each sentence (the clues in the context), e.g. <i>The first sentence needs a noun and it refers to a place with different kinds of plants and animals. The second sentence needs a noun to go with "wildlife", and the words 'conservation' is the best choice.</i> - Teacher asks individual Ss to read the whole sentences. <p>Extension: In stronger classes, have Ss play a competitive game. Divide them into several teams. Call out one of the five words and have teams write as many sentences with it as they can. Give a time limit of one minute. Repeat for the other words. Invite each team to read their words. The team with the most correct sentences is the winner.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> <i>1. Tropical forests</i> <i>2. conservation</i> <i>3. native</i> <i>4. species</i> <i>5. mammals</i>

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss understand how to form and use compound nouns;
- To help Ss practise forming compound nouns and using them in context.

b. Content:

- **Task 1.** Use the words in the box to make five compound nouns. (p.112)
- **Task 2.** Work in pairs. Use the words in the box to make compound nouns. Then make sentences with them. (p.112)

c. Expected outcomes:

- Students know how to form and use compound and can apply it to use them in context.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Use the words in the box to make five compound nouns. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher tells Ss to look at the nouns in Activity 4 in GETTING STARTED. Elicit the formation of compound nouns e.g., <i>How many words is a compound noun formed from? What word combinations are most common? Are compound nouns always written as one word?</i> - Teacher has Ss read the explanation and examples in the Remember! box. Check understanding and provide more 	<p>Answer key: <i>endangered species, life expectancy, rainforest, nature reserve, vocational school</i></p>

<p>examples if necessary.</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs or individually to form five compound nouns from words given in the box. - Teacher calls on individual Ss to write their answers on the board. Check answers as a class. Have Ss explain the meaning of each compound word by giving examples or making sentences with them, e.g. <i>The tiger is an endangered species. Women have a longer life expectancy than men.</i> 	
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Task 2. Work in pairs. Use the words in the box to make compound nouns. Then make sentences with them. (7 mins)

<ul style="list-style-type: none"> - Teacher has Ss read the instruction and check to make sure they all understand what they have to do. Point to the example in the first sentence and the two words that have been crossed out in the box. Ask questions, e.g. <i>Can we make a compound from 'globe' and 'warm'? What do we need to change?</i> - Teacher asks Ss to look at the words in the box and form the other four compound nouns. - Teacher puts Ss in pairs to compare their answers use the compound nouns to make sentences. - Teacher checks answers as a class. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 2. <i>wildlife</i> 3. <i>sea level</i> 4. <i>swimming pools</i> 5. <i>mobile phone</i>
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e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 3. Reading.

Board Plan

<p><i>Date of teaching</i> Unit 10: The ecosystem Lesson 2: Language</p> <p>*Warm-up Categorizing game</p> <p>* Pronunciation</p> <ul style="list-style-type: none"> - Task 1: Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs - Task 2: Mark the intonation in the question tags, using falling intonation or rising intonation. Then practise saying the conversations in pairs. <p>* Vocabulary</p> <ul style="list-style-type: none"> - Task 1: Match the words and phrases with their meanings - Task 2. Complete the sentences using the words and phrases in Task 1 <p>* Grammar</p> <ul style="list-style-type: none"> - Task 1. Use the words in the box to make five compound nouns. - Task 2. Work in pairs. Use the words in the box to make compound nouns. Then make sentences

with them.
***Homework**

UNIT 10: THE ECOSYSTEM

Period 95 - Lesson 3: Reading – U Minh Thuong – A unique national park

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about U Minh Thuong National Park.

2. Competences

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

3. Personal qualities

- Be aware of the values of U Minh Thuong National Park and ready to protect it;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 10, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. unique (adj)	/ju'ni:k/	being the only one of its kind	Độc đáo
2. mangrove (n)	/'mæŋgrəʊv/	a tropical tree that grows in mud or at the edge of rivers and has roots that are above ground	Cây đước
3. delta (n)	/'deltə/	an area of land, like a triangle in shape, where a river has split into several smaller rivers before entering the sea	Đồng bằng
4. pangolin (n)	/pæŋ'gəʊlɪn/	a small animal from Africa or Asia that eats insects, and has a long nose, tongue and tail, and hard scales on its body	Con tê tê
5. floating (adj)	/'fləʊtɪŋ/	staying on or near the surface of a liquid and not sink	Nổi

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- Let students read the text again (if necessary).- Create a comfortable and encouraging environment for students to speak.

- Encourage students to work in pairs, in groups so that they can help each other.
- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Quiz: National Parks in Vietnam.

c. Expected outcomes:

- Students can have some knowledge about famous national parks in Vietnam.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;">Quiz</p> <ul style="list-style-type: none"> - Teacher divides the class into 4 groups. - Clues about national parks in Vietnam are shown on the slides. - If one team know the name of the national park, they say BINGO and grab the chance to answer. - If the answer is correct, they have one point. - If the answer is incorrect, the chance is for another team. - The group with the highest points will be the winner. - Teacher leads in the lesson. 	<p>Quiz content:</p> <ol style="list-style-type: none"> 1. This national park has a favorable geographical position: bordering with Ha Long Bay, near Haiphong city and others Red River Delta provinces. 2. This national park has everything to offer, from an amazingly biodiverse area of tourist resorts, a string of mysterious French ruins to a host of intriguing mini-hikes and trekking trails. 3. This is a national park and UNESCO World Heritage Site. It is approximately 500 km south of Hanoi or about 1,200 km north of Ho Chi Minh City. 4. It is situated in Bac Can Province, about 240 km from Hanoi. It spans over 23,000 hectares of beautiful waterfalls, deep rivers, valleys, lakes and caves, all set amongst towering peaks. 5. The park covers a flat plain that extends from eastern Cambodia into northern Dak Lak and southern Gia Lai provinces in Vietnam. 6. Located in Kien Giang Province, it is recognized as one of the three highest priority sites for wetland conservation in the Mekong Delta. <p>Answer keys:</p> <ol style="list-style-type: none"> 1. <i>Cat Ba National Park</i> 2. <i>Ba Vi National Park</i> 3. <i>Phong Nha – Ke Bang National Park</i> 4. <i>Ba Be National Park</i> 5. <i>Yok Don National Park</i> 6. <i>U Minh Thuong National Park</i>

e. Assessment

- Teacher observes the groups, collect their answers and give feedback.

2. ACTIVITY 1: PRE-READING (9 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:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Lead-in (4 mins)	
<ul style="list-style-type: none"> - Teacher shows photos of the park or shows video clips to get Ss engaged then put them into pairs to discuss the two questions. + <i>Have you ever been to U Minh Thuong National Park? Where is it?</i> + <i>What did/can you see in the park?</i> - Teacher calls on some pairs to share their ideas. - Teacher elicits the things that Ss may see in U Minh Thuong national park. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> + <i>U Minh Thuong National Park is in Kien Giang Province.</i> + <i>We can enjoy the beautiful scenery, visit the rare animals and plants.</i>
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. <i>unique (adj)</i> 2. <i>mangrove (n)</i> 3. <i>delta (n)</i> 4. <i>pangolin (n)</i> 5. <i>floating (adj)</i>

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Task 2. Read the article and match the headings (1-4) with the appropriate paragraph (A-D). (p.113)
- Task 3. Read the article again and complete the sentences with no more than three words. (p.113)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Read the article and match the headings (1-4) with the appropriate paragraph (A-D) (10 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the four headings and checks Ss' understanding. - Teacher asks Ss to skim the text and identify the main idea of each paragraph, then match the heading with a suitable paragraph. Remind Ss to underline key words or phrases in the text which help them identify the correct heading. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>C</i> 2. <i>D</i> 3. <i>A</i> 4. <i>B</i>

- Teacher checks answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text, e.g. 1. *Flora and fauna* (paragraph C: *plants, birds, mammals*); 2. *Best time to visit* (paragraph D: *ideal time, November...*); 3. *Location* (paragraph B: *located, place, site...*); 4. *Geography* (paragraph B: *large area of fresh water wetlands, surrounded by waterways...*)

Task 3. Read the article again and complete the sentences with no more than three words. (10 mins)

- Teacher asks Ss to read the statements and underline the key words in each of them.

- Teacher checks whether Ss have got the right key words (e.g., 1. *famous, rare, rich*; 2. *waterways, surround, national park*; 3. *two hundred*; 4. *32*; 5. *best time, visit*).

- Teacher tells Ss to scan the text to locate the answers, then read again, this time paying attention only to the parts of the text that contain the information. Remind them to complete each sentence with no more than THREE words.

- Teacher has Ss work in pairs or groups to compare answers.

- In weaker classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information. In stronger class, ask Ss to explain their answers by providing clues from the text.

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

Answer key:

1. *biodiversity*
2. *central part*
3. *mammal species*
4. *species of plants*
5. *August to November*

e. Assessment

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

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

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To help Ss use the ideas and discuss the solutions to protect the national park.

b. Content:

- Discussion on the reasons why we need to protect the national park and the solutions.

c. Expected outcomes:

- Students can use the language and ideas from the unit to give ideas on how to protect the national park.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4. Discussion</p> <p>- Teacher puts Ss into pairs. Have them discuss the two questions. Remind them that national parks are important for local ecosystems, such as U Minh Thuong so they need to protect them.</p> <p>- Teacher invites one or two pairs of Ss to present their ideas to the class. Praise for interesting ideas and fluent delivery.</p>	<p>Suggested answers: <i>We need to protect national parks to maintain the local ecosystems. There are several ways of protecting those parks such as building up conservation campaigns, raising funds or doing scientific research to save endangered species.</i></p>

e. Assessment

- Teacher 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

- Write a short paragraph about how to protect national parks in Vietnam.
- Do exercises on workbook.
- Prepare for the next lesson – Speaking.

Board Plan

Date of teaching

Unit 10: The ecosystem

Lesson 3: Reading – U Minh Thuong – A unique national park

***Warm-up**

*** Lead-in**

*** Vocabulary**

1. unique (adj)
2. mangrove (n)
3. delta (n)
4. pangolin (n)
5. floating (adj)

- Task 2. Read the article and match the headings (1-4) with the appropriate paragraph (A-D).
- Task 3. Read the article again and complete the sentences with no more than three words.
- Task 4: Discussion

***Homework**

UNIT 10: PRESERVING OUR HERITAGE
Period 96 - Lesson 4: Speaking – Ways to protect local biodiversity

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about ways to protect local biodiversity;
- Memorize vocabulary to discuss ways to protect local biodiversity.

2. Competences

- Gain some language expressions to talk about ways to protect local biodiversity;
- Make a conversation about ways to protect local biodiversity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to talk about ways to protect local biodiversity;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 10, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. mass tourism (noun phrase)	/mæs 'tʊərɪzəm/	a kind of tourism in which there is huge gathering of tourist in a destination and creates huge impact upon its carrying capacity.	Du lịch đại trà
2. carbon footprint (noun phrase)	/,kɑ:bən 'fʊtprɪnt/	a measure of the amount of carbon dioxide that is produced by the activities of a person or company	Dấu chân carbon
3. shelter (n)	/'ʃeltə(r)/	a structure built to give protection, especially from the weather or from attack	Nơi sống
4. native (adj)	/'neɪtɪv/	(of animals and plants) existing naturally in a place	Bản địa

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part;

b. Content:

- Watch a video.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video https://www.youtube.com/watch?v=kHhspf5IfdE</p> <ul style="list-style-type: none">- Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.- Ss watch the video once and answer the question: <i>What did the group of students do in the video to protect biodiversity?</i>- All teams stick the paper on the boards.- Teacher checks answers of each group.- The group that has the most correct answers is the winner.	<p>Suggested answers:</p> <ul style="list-style-type: none">- <i>Discuss reasons for deforestation and the effects</i>- <i>Develop a list of actions to restore the forest</i>- <i>Animate a community radio program</i>- <i>Organize role-play activities to raise awareness</i>

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-SPEAKING (13 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.
- To help Ss personalize the topic;
- To help Ss review different communication strategies they have learned for giving their opinions and reasons in a conversation.

b. Content:

- Pre-teach vocabulary related to the content of the lesson;
- To introduce more ideas for the main speaking task;

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching (5 mins)</p> <ul style="list-style-type: none">- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)- Teacher checks students' understanding with the "Rub out and remember" technique.- Teacher asks Ss to take notes on their notebooks.	<p>New words:</p> <ol style="list-style-type: none">1. <i>mass tourism (n.phr)</i>2. <i>carbon footprint (n.phr)</i>3. <i>shelter (n)</i>4. <i>native (adj)</i>
<p>Task 1. Look at the table below. Which of the followings are ways to protect local biodiversity. Tick</p>	

the correct boxes. Add more if you can. (4 mins)	
<ul style="list-style-type: none"> - Teacher reminds Ss of the reading text about U Minh Thuong National Park, and elicits what is it famous for, e.g., <i>rich and rare biodiversity, ecosystem conservation, many species of birds and mammals, and what we should do, e.g., protect its biodiversity.</i> - Teacher asks Ss to read the list in the table and decide which of the actions can help protect biodiversity. - Teacher checks answer as a class. - Teacher lets Ss brainstorm two more ideas, e.g., <i>protect local habitats by following walking paths or hiking trails when outdoors, reduce the amount of water your use, educate people about the importance of biodiversity.</i> 	<p>Answer key: 1, 2, 4</p>
Task 2. Work in pairs. Choose a way to protect local biodiversity from the list in Task 1, and tell your partner about it. (5 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to refer back to the three ways of protecting the local diversity in 1 and think of ideas to answer the three questions. - Teacher asks Ss to look at the example and note down the necessary phrases or expressions to use for their ideas - Teacher asks Ss to look at the questions. Tell them that they are going to work in pairs to answer these questions. - Before they start, quickly review the communication strategies for giving their opinions and reasons in a conversation by asking, e.g. <i>How can we give opinion and reasons in a conversation?</i> - Teacher encourages Ss to use these strategies when they answer the questions in pairs. - Teacher walks around and provide help if necessary. 	<p>Suggested answer: <i>Plants play an important role in ecosystems. They provide food and shelter for many animal species. Each plant supports the ecosystem and biodiversity of the local area. We can help by researching the local flora, and planting more native plants.</i></p>

e. Assessment

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

3. ACTIVITY 2: WHILE-SPEAKING (12 mins)

a. Objectives:

- To give Ss an opportunity to use the language and ideas from the unit to respond to real-life situations related to biodiversity protection.

b. Content:

- Task 3. Work in groups. Your class is on a field trip to a national park. Read the situations below and think of some possible responses. Provide reasons for each answer.
(p.114)

c. Expected outcomes:

- Students know how to response to real-life situations related to biodiversity protection.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3. Work in groups. Your class is on a field trip to a national park. Read the situations below and think of some possible responses. Provide reasons for each answer. (12 mins)	
- Ask Ss to read the instruction and check their understanding.	Suggested answers:

<ul style="list-style-type: none"> - Put Ss in groups and have them come up with responses to the other situations. Encourage them to continue using the communication strategies for giving opinions and reasons. - Have each group agree who will be the group note taker to take notes of their ideas. Ss can then use the notes to formulate the final response that everyone most people in the group agree on. - Set a time limit for this activity. - Walk round the class and offer help if necessary. 	<p>2. <i>You shouldn't feed the animals with these snacks because the animals in the national parks have to follow a strict time table. What to eat and when to eat are decided by the zoo keepers so that the animals will be kept in the best health conditions. Our snacks may not be good for their health.</i></p> <p>3. <i>Throwing rubbish into the water or on the grass is not good for the environment because it will badly affect the scenery in the national park. Moreover, it can pollute the environment there.</i></p> <p>4. <i>You shouldn't build a fire in the park because it can easily create a forest fire. If the trees are burnt, the wild species in the forest are damaged. In addition, a large amount of carbon dioxide will be released, which are harmful to people living near that area.</i></p>
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e. Assessment

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

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

a. Objectives:

- To give Ss an opportunity to summarise and present a group discussion to the class;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 4. Report your answer to the whole class. Vote for the best answer. (p114)

c. Expected outcomes:

- Students can use the language and ideas from the unit to present about the protection of local biodiversity.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4. Report your answer to the whole class. Vote for the best answer.</p>	
<ul style="list-style-type: none"> - Teacher has some Ss or groups share their answers to each situation in front of the class. - Teacher praises for good effort, well-structured responses and fluent delivery. - After all groups present their responses to a situation, ask the class to vote for the best answer. Count the votes for each group and announce the best response for each situation. <p><i>Extension: Put Ss in groups. Have each group come up with another situation and then "challenge" other groups to give a response impromptu. The group which has come up with the situation can decide which answer is best.</i></p>	<p><i>Students' practice.</i></p>

e. Assessment

- Teacher 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 on workbook.
- Prepare for the next lesson – Listening.

Board Plan

Date of teaching

Unit 10: The ecosystem

Lesson 4: Speaking – Ways to protect local biodiversity

*Warm-up

* Vocabulary

1. mass tourism (n.phr)
2. carbon footprint (n.phr)
3. shelter (n)
4. native (adj)

- Task 1. Look at the table below. Which of the followings are ways to protect local biodiversity.

Tick the correct boxes. Add more if you can

- Task 2. Work in pairs. Choose a way to protect local biodiversity from the list in Task 1, and tell your partner about it.

- Task 3. Work in groups. Your class is on a field trip to a national park. Read the situations below and think of some possible responses. Provide reasons for each answer.

- Task 4. Report your answer to the whole class. Vote for the best answer.

*Homework

UNIT 10: THE ECOSYSTEM
Period 97 - Lesson 5: Listening – Human impact on ecosystems

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about humans' impact on ecosystem;
- Memorize vocabulary to talk about humans' impact on ecosystem.

2. Competences

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

3. Personal qualities

- Be aware of what people can do to restore the ecosystems;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 10, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning
1. coral reef (n)	/'kɒrəl ri:f/	a hard substance that is red, pink or white in colour, and that forms on the bottom of the sea from the bones of very small creatures.
2. expert (n)	/'ekspɜ:t/	a person with special knowledge, skill or training in something
3. food chain (n)	/'fu:d tʃeɪn/	a series of living creatures in which each type of creature feeds on the one below it in the series
4. run out of (phrasal verb)		to use up or finish a supply of something
5. restore (v)	/rɪ'stɔ:(r)/	to bring back a situation or feeling that existed before

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the

questions before they listen.
- Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening part;

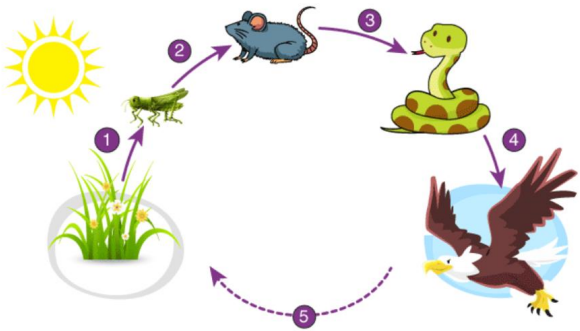
b. Content:

- Game: Food chain

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Food chain</p> <ul style="list-style-type: none"> - Ss work in groups. - Teacher explains what a food chain is. - Teacher asks Ss to put the animals in the correct positions in the food chain. - Ss stick the animal on their paper and put the paper on the board. - Teacher corrects and gives feedback. - Teacher leads in the lesson. 	<p><i>Content:</i></p>  <p>1 The grasshopper eats the plants 2 The mouse eats the grasshopper 3 The snake eats the mouse</p> <p>4 The eagle eats the snake 5 When the eagle dies, fungi break down the body and turn them into nutrients</p>

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-LISTENING (9 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:

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

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Choose the correct meaning of these words (4 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and guess the meaning of the words or phrases. Explain that they will appear in the recording. Tell them to look at the given pictures as suggestion. - Teacher calls on some pairs to share their answers. Correct answers as a whole class. 	<p>Suggested answers:</p> <p>1.B 2.A 3.A</p>

- Teacher elicits the topic by asking questions such as “ <i>What the listening is about</i> ”, “ <i>What the human impact on ecosystems are</i> ”.	4.B
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. coral reef (n) 2. expert (n) 3. food chain (n) 4. run out of (v) 5. restore (v)

e. Assessment

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

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

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about humans’ impact on ecosystem.

b. Content:

- Task 2. Listen to a talk and choose the correct answers A, B or C. (p.115)
- Task 3. Listen to the talk again and decide the statements are True or False. (p.115)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
Task 2. Listen to a talk and choose the correct answers A, B or C (6 mins)	
- Teacher has Ss read each of the question and three options, and underline the most important key words in the questions, e.g. (1. <i>why, Dr Logan, give a talk</i> ; 2. <i>Which, benefits, provided, a healthy ecosystem, NOT mentioned</i> ; 3. <i>How much, coral reef, disappeared</i> ; 4. <i>What, happen, result, damaging, ecosystem balance</i> ; 5. <i>What, Dr Logan, talk, next</i>). Ss should also underline the key words in the options to help them work out the difference between the options, then think of synonyms or paraphrases they might hear. - Teacher plays the recording and tells Ss to listen and choose the best answer for each question. - Teacher has Ss compare their answers in pairs / groups. - Teacher checks answers as a class and confirm the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening.	Answer key: 1. B 2.C 3.B 4.B 5.A
Task 3. Listen to the talk again and decide the statements are True or False (9 mins)	
- Teacher has Ss read each of the statements and underline key words, e.g. (1. <i>Threat, Earth, biodiversity, come, human activities</i> ; 2. <i>Nearly half, world’s forest, destroyed</i> ; 3. <i>disappearance, species, cause problem, food chain</i> ; 4. <i>Health, human beings, depend, healthy ecosystem</i>). Tell Ss to pay more attention to these words and phrases, and the context around them. Remind Ss that the statements may	Answer key: Key: 1. T 2. F 3. T 4. F

<p>include paraphrased or different information from what they hear in the recording so they should listen for synonyms, antonyms or phrases with similar meanings.</p> <ul style="list-style-type: none"> - Teacher tells Ss to decide whether each statement is true or false based on their listening in 2. - Teacher plays the recording again and has Ss check whether their answers are correct. - Teacher has Ss compare their answers in pairs / groups. - Teacher checks answers as a class and confirms the correct ones. Invite individual Ss to explain why each statement is true or false, and correct the false sentences. - Teacher lets Ss listen again, pausing at the places where Ss can find the information. 	
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e. Assessment

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

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

a. Objectives:

- To check students' understanding and memorize the information in the recording;
- To give Ss the opportunity to use the ideas and language in the listening to talk about their opinions and give reasons.
- To help some students enhance presentation skills;
- To practise team working;

b. Content:

- Discussion: What can humans do to protect and restore the earth's ecosystems?

c. Expected outcomes:

- Students can express their opinions on the given topic and present their ideas.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher asks Ss to work in groups and discuss the question. Teacher walks round the class and offer help. - Teacher calls on Ss from different groups to share their ideas with the class. 	<p>Suggested ideas:</p> <ul style="list-style-type: none"> - Try eco-friendly products - Plant more trees - Reduce, reuse and recycle materials - Save water - Conserve energy - Buy local, in-season produce and organic food if possible

e. Assessment

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

Tapescript:

Nam: Good morning. I'd like to introduce Dr Steve Logan – an environmental expert with a lot of experience in biodiversity conservation. He'll talk about the importance of ecosystems at our environmental club's meeting. Please welcome, Dr Logan.

Mr Logan: Thank you, Nam. As you know, an ecosystem includes living and non-living things, and each of them plays an important role. A healthy ecosystem brings many benefits, such as cleaning our air and water, providing food and controlling climate changes. But human activities are damaging our planet's biodiversity. Half of our coral reefs have disappeared and it's believed that 90% of the world coral reefs will die by 2050 due to warming oceans and pollution. We've cut down one third of the world's forests to make space for farming or houses. As a result, many animals and plants have lost their habitats, and many species are disappearing.

Nam: So people are destroying the balance of local ecosystems, aren't they? But this in turn will affect human life.

Mr Logan: That's right. One day we may not have fresh air to breathe or water to use. This may happen if we damage the fine balance among all living and non-living things in the ecosystems. As species disappear, the food chain may break down. We may run out of food, suffer from health problems and face more natural disasters. So what can we do to restore ecosystems?

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises on workbook.

- Prepare for the next lesson – Writing.

Board Plan

Date of teaching

Unit 10: The ecosystem

Lesson 5: Listening – Human impact on ecosystems

***Warm-up**

*** Vocabulary**

1. coral reef (n)

2. expert (n)

3. food chain (n)

4. run out of (v)

5. restore (v)

- Task 1. Choose the correct meaning of these words.

- Task 2. Listen to a talk and choose the correct answers A, B or C.

- Task 3. Listen to the talk again and decide the statements are True or False.

- Task 4. Discussion: What can humans do to protect and restore the earth's ecosystems?

***Homework**

UNIT 10: THE ECOSYSTEM

Period 98 - Lesson 6: Writing – An opinion essay about spending more money on restoring local ecosystems

I. OBJECTIVES

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

1. Knowledge

- Write an opinion essay to present their point of view on whether we should spend more money on restoring local ecosystems.

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

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 10, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and review vocabulary of the previous lessons;
- To set the context for the writing part;

b. Content:

- Jumbled words

c. Expected outcomes:

- Students review some vocabulary of the previous lessons.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Jumble words</p> <ul style="list-style-type: none">- Teacher divides class into 2 groups.- Teacher shows each jumble word on the screen.- If a team can answer the word, students raise their hands and say BINGO to get the chance to answer.- If Ss have a correct answer, they get one point for their team.- The team with more points will be the winner of the game.	<p><i>Words:</i></p> <ol style="list-style-type: none">1. R/U/N/A/L/T/A E/I/D/A/S/S/T/R (2 words)2. N/E/B/A/C/A/L3. L/O/C/A/R F/E/R/E (2 words)4. M/O/C/E/Y/S/T/S/E5. A/N/R/D/E/A/N/G/R/E C/E/S/I/P/S/E (2 words) <p><i>Answer key:</i></p> <p>NATURAL DISASTER BALANCE CORAL REEF ECOSYSTEM</p>

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

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

a. Objectives:

- To help Ss generate ideas about restoring local ecosystems.

b. Content:

- Task 1. Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems. (p.116)

c. Expected outcomes:

- Students have some ideas about restoring local ecosystems.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems. (4 mins)</p> <ul style="list-style-type: none"> - Teacher has Ss work in groups. Tell them to read the statements and discuss which of them are for or which against restoring local ecosystems. Ss may refer back to the ideas in the reading (the importance of national parks in local ecosystems) and listening sections (how human can influence the ecosystems). - Teacher calls on some pairs to share their answers. - Teacher checks answers as a class. - Teacher asks Ss to think of more ideas which are for or against restoring local ecosystems. Write the best suggestions on the board E.g., <i>The air quality is getting worse; People hunt wild animals; People are changing into green living lifestyle.</i> 	<p>Answer key:</p> <p>For: 2,4,5 Against: 1,3, 6</p>
<p>Useful expressions (5 mins)</p> <ul style="list-style-type: none"> - Teacher gives Ss a handout and asks them to classify the items into correct categories: Introduction, Body, Conclusion - Teacher lets Ss work in groups. - The groups show their answers on the board. - The whole class check the task together. 	<p>List of expressions:</p> <p>- Introduction</p> <ul style="list-style-type: none"> + <i>Today, many people argue that ...</i> + <i>From my point of view/In my opinion, this is/people should ...</i> <p>- Body</p> <ul style="list-style-type: none"> + <i>Firstly, the most important reason why we should/should not ... is that ...</i> + <i>Secondly, we should/should not ... because/as/since ... (this) has caused ... That's why ...</i> + <i>Finally, ... this has led/affected ...</i> <p>- Conclusion</p> <ul style="list-style-type: none"> + <i>In conclusion, I firmly believe that ... it is essential to ...</i>

e. Assessment

- Teacher observes Ss' work and give feedback.

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

a. Objectives:

- To help Ss practise writing an opinion essay on restoring local ecosystems.

b. Content:

- Task 2. Write an opinion essay (150-180 words) presenting your point of view on whether we should spend more money on restoring local ecosystems. Use the ideas in Task 1 and the outline below to help you (p.116)

c. Expected outcomes:

- Students can write a complete opinion essay on restoring local ecosystems.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2. Write an opinion essay (150-180 words) presenting your point of view on whether we should spend more money on restoring local ecosystems. Use the ideas in Task 1 and the outline below to help you.</p> <ul style="list-style-type: none">- Teacher asks Ss to study the outline or they may refer to the structure in Unit 2.- Teachers puts Ss into groups and has them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of reasons to support their view.- Teacher sets a time limit for the task. Walk round the class to give further support if needed.- When Ss finish writing, teacher gives them time to check their own essay.	<p>Suggested answer:</p> <p><i>Today many people argue that we should spend more money on restoring local ecosystems. From my point of view, this is a great idea for the following reasons.</i></p> <p><i>Firstly, the most important reason why we should invest in restoring the ecosystems is that we are already suffering from the impact of its damage. Both air and water pollution have increased and are affecting our health.</i></p> <p><i>Secondly, habitat loss has caused the disappearance of many plant and animal species. This has affected the balance of local ecosystems since all living things play an important role. When plants or animals die out, the food chain may also break down. That is why we should spend more money on protecting and restoring all wildlife.</i></p> <p><i>Finally, much of our local forest has been cut down to make space for houses and farm land. This has led to more natural disasters in the region. For example, floods have become more common. They destroy people's houses, fields and crops every year. To prevent damage from natural disasters, we should spend more money on planting more trees and restoring our forest.</i></p> <p><i>In conclusion, I firmly believe that it is essential to spend more money on restoring local ecosystems. Investing in nature conservation will help create a healthy and stable living environment for future generations.</i></p>

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Students exchange their writing for peer review.

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
<p>CROSS-CHECKING</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss - Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names. 	<p>Writing rubric</p> <ul style="list-style-type: none"> <i>16. Organization: .../10</i> <i>17. Legibility: .../10</i> <i>18. Ideas: .../10</i> <i>19. Word choice: .../10</i> <i>20. Grammar usage and mechanics: .../10</i> <i>TOTAL: .../50</i>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 10: The ecosystem</p> <p>Lesson 6: Writing – An opinion essay about spending more money on restoring local ecosystems</p> <p>*Warm-up</p> <ul style="list-style-type: none"> - Task 1. Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems. * Useful expressions -Task 2. Write an opinion essay (150-180 words) presenting your point of view on whether we should spend more money on restoring local ecosystems. * Peer-review *Homework

UNIT 10: THE ECOSYSTEM
Period 99 - Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Have some knowledge about protecting ecosystems around the world;
- Review expressions to talk about likes and dislikes.

2. Core competence

- Be able to express likes and dislikes;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be able to express likes and dislikes in different ways;
- Be aware of how to protect ecosystems around the world.

II. MATERIALS

- Grade 11 textbook, Unit 10, Communication and Culture
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. fancy (v)	/'fænsi/	to want something or want to do something	Thích
2. cruelty (n)	/'kru:əlti/	cruelty (to somebody/something) behaviour that causes physical or mental pain to others and makes them suffer, especially deliberately	Sự tàn ác
3. barrier (n)	/'bæriə(r)/	something that exists between one thing or person and another and keeps them separate	Hàng rào
4. snorkelling (n)	/'snɔ:kəlɪŋ/	the sport or activity of swimming underwater with a snorkel	Môn lặn biển
5. marine (adj)	/mə'ri:n/	connected with the sea and the creatures and plants that live there	Thuộc về đại dương

Assumption

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

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video

c. Expected outcomes:

- Students can identify expressions to talk about likes and dislikes in a video.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																		
<p>Watch a video https://www.youtube.com/watch?v=sAPK6-pEoPk</p> <ul style="list-style-type: none"> - Ss work in pairs and watch a video. - Ss answer the questions: <i>Which expressions are used to talk about likes and dislikes in the video?</i> - In pairs. One student lists out the expressions to talk about likes, one notes down the dislikes. - Teacher calls some pairs to write their answers on the board. - Teacher checks the answers and leads in the lesson. 	<p>Answer key:</p> <table> <thead> <tr> <th><i>Likes</i></th> <th><i>Dislikes</i></th> </tr> </thead> <tbody> <tr> <td><i>I'd love to</i></td> <td><i>... sounds better to me</i></td> </tr> <tr> <td><i>I love them.</i></td> <td><i>Not my style</i></td> </tr> <tr> <td><i>Sounds good</i></td> <td><i>I don't like</i></td> </tr> <tr> <td><i>Sounds great</i></td> <td><i>No thanks</i></td> </tr> <tr> <td><i>Perfect</i></td> <td><i>No way</i></td> </tr> <tr> <td><i>Great</i></td> <td><i>It's just awful</i></td> </tr> <tr> <td><i>Wonderful</i></td> <td><i>It's terrible</i></td> </tr> <tr> <td></td> <td><i>I'm not a fan</i></td> </tr> </tbody> </table>	<i>Likes</i>	<i>Dislikes</i>	<i>I'd love to</i>	<i>... sounds better to me</i>	<i>I love them.</i>	<i>Not my style</i>	<i>Sounds good</i>	<i>I don't like</i>	<i>Sounds great</i>	<i>No thanks</i>	<i>Perfect</i>	<i>No way</i>	<i>Great</i>	<i>It's just awful</i>	<i>Wonderful</i>	<i>It's terrible</i>		<i>I'm not a fan</i>
<i>Likes</i>	<i>Dislikes</i>																		
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<i>Great</i>	<i>It's just awful</i>																		
<i>Wonderful</i>	<i>It's terrible</i>																		
	<i>I'm not a fan</i>																		

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To review how to express likes and dislikes.
- To help Ss practise expressing likes and dislikes in authentic situations.

b. Content:

- **Task 1:** Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.116)

- **Task 2:** Work in pairs. Use the model in Task 1 to make similar conversation for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you (p.117)

c. Expected outcomes:

- Students can use appropriate language to express likes and dislikes in certain situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (6 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about?</i> 	<p>Answer key 1. C 2.A. 3.B</p> <p>Audio script:</p>

<ul style="list-style-type: none"> - Teacher gives Ss a few minutes to read the expressions in the box and the conversation. In stronger classes, encourage Ss to guess the answers based on context clues. - Teacher has Ss listen and complete the conversation with the words from the box. - Teacher checks answers by asking two Ss to read out the conversation. - Teacher has Ss underline expressions used to express likes and dislikes (<i>Do you fancy...; Don't you like...; I really love; I can't stand; I'm not a fan...</i>) - Teacher puts Ss in pairs and has them practise the conversation. - Teacher invites some pairs to role play the conversation in front of the class. 	<p><i>Alice: There're so many activities for visitors in this park. Do you fancy going on an elephant ride, Mai?</i></p> <p><i>Mai: No, thanks. I'm not a fan of elephant rides.</i></p> <p><i>Alice: Don't you like elephants? They are very gentle creatures.</i></p> <p><i>Mai: That's why we shouldn't ride on them. I can't stand animal cruelty.</i></p> <p><i>Alice: Yes, you're right. Perhaps we should learn more about the birds in the park.</i></p> <p><i>Mai: Good idea! I really love bird-watching</i></p>
<p>Useful expressions (7 mins)</p> <ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: expressing likes and dislikes - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <p>- Expressing likes:</p> <ul style="list-style-type: none"> + <i>I love/adore ...</i> + <i>I'm really into ...</i> + <i>I'm a (big) fan of ...</i> + <i>I'm keen on ...</i> + <i>I'm into ...</i> <p>- Expressing dislikes:</p> <ul style="list-style-type: none"> + <i>I hate/don't like ...</i> + <i>I can't bear/stand ...</i> + <i>I'm not really into ...</i> + <i>... is not my favorite</i>
<p>Task 2: Work in pairs. Use the model in Task 1 to make similar conversation for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher reminds Ss that the expressions they used in 1 are for expressing likes and dislikes. Brainstorm more expressions or have Ss study the useful expressions in the table. - Teacher gives Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g., <i>how they are going to start the conversation, which national park they are going to, what they like or dislike doing there.</i> - Teacher walks around the class and provides help if needed. - Teacher calls on some pairs to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for likes/dislikes, clear pronunciation and fluent delivery. 	<p>Sample conversations:</p> <p>Situation 1.</p> <p><i>A: In our field trip to Cat Ba National Park, we should bring snacks to feed the birds. They like snacks.</i></p> <p><i>B: I'm not really into that idea. Snacks are not good for their health. Moreover, it can be harmful to other wildlife animals.</i></p> <p><i>B: Really, I don't know that. How about burning the camp fire in the forest?</i></p> <p><i>A: I think we should do it. It can lead to the forest fire. It's clearly stated in the national park regulations.</i></p> <p>Situation 2.</p> <p><i>A: We are going to have an eco-friendly party. What should we prepare for it?</i></p> <p><i>A: Shall we decorate the party with flowers and plants. It will be the greenest party ever.</i></p>

	<p><i>B: Oh I love it. We can also use paper cups, straws and plates instead of plastic ones.</i></p> <p><i>A: I'm really into that idea. How about organizing a fashion show in which our friends are wearing clothes made from eco-friendly materials?</i></p> <p><i>B: Perfect. Let's do it.</i></p>
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e. Assessment

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

3. ACTIVITY 2: CLIL (20 mins)

a. Objectives:

- To help Ss practise reading comprehension;
- To help Ss learn about how to protect the ecosystems around the world.
- To give Ss an opportunity to relate what they have learnt in the reading text to their own culture.

b. Content:

- **Task 1:** Read the text and tick the correct project in the table (p.117)
- **Task 2.** Work in groups. Discuss the following questions. Are there similar projects in Vietnam? Do you think the projects in Task 1 can be applied in Vietnam? (p.118)

c. Expected outcomes:

- Students understand the information, practise reading skills and develop critical thinking to decide is the projects are applicable in Vietnam.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Pre-teach vocabulary (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words</p> <ol style="list-style-type: none"> 1. <i>fancy (v)</i> 2. <i>cruelty (n)</i> 3. <i>barrier (n)</i> 4. <i>snorkelling (n)</i> 5. <i>marine (adj)</i>
Task 1. Read the text and tick the correct project in the table (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about the topic, e.g., <i>Do you know any ecological projects that help protect ecosystems in other countries? Have you heard of the Great Green Wall in Africa? What is its goal? Have you heard of the Belize Barrier Reef? Where is it?</i> - Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What did they do in those projects? Are they successful?</i> - Teacher puts Ss into pairs. Ask them to read the text and complete the table by putting a tick under the correct project. - Teacher walks round the class and offer help, explaining unfamiliar words or answering questions. - Teacher checks answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer. 	<p>Answer key:</p> <p><i>The Great Green Wall: 2,3.</i></p> <p><i>Belize Barrier Reef System: 1,4</i></p>

<p>- Teacher goes back to the questions on the board, i.e., <i>the things Ss wanted to know about the topic</i>. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.</p>	
<p>Task 2. Work in groups. Discuss the following questions. Are there similar projects in Vietnam? Do you think the projects in Task 1 can be applied in Vietnam? (8 mins)</p>	
<p>- Teacher asks Ss to work in groups to discuss whether Viet Nam have similar projects of protecting ecosystems. - Teacher provides some prompts, guiding questions (<i>Do we have the same projects in Vietnam? Where are they implemented?...</i>) and examples of ecological projects in Vietnam. (such as Ecovillage projects (http://environment-ecology.com/ecovillages/424-ecovillage-projects-in-vietnam.html; Green buildings (https://www.vietnam-briefing.com/news/green-buildings-in-vietnam-how-sustainable-are-they.html/, https://unhabitat.org/vietnam-materials) - Teacher invites some groups to present a summary of their discussion to the class.</p>	<p><i>Students' own ideas</i></p>

e. Assessment

- Teacher 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 on workbook.
- Prepare for Lesson 8. Looking back and project.

Board Plan

<p><i>Date of teaching</i> Unit 10: The ecosystem Lesson 7: Communication and Culture / CLIL</p>
<p>*Warm-up</p> <p>* Everyday English. Expressing likes and dislikes</p> <ul style="list-style-type: none"> - Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.116) - Task 2: Work in pairs. Use the model in Task 1 to make similar conversation for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you (p.117) <p>* CLIL (Culture) Preserving heritage around the world</p> <ul style="list-style-type: none"> - Task 1: Read the text and tick the correct project in the table (p.117) - Task 2. Work in groups. Discuss the following questions. Are there similar projects in Vietnam? Do you think the projects in Task 1 can be applied in Vietnam? (p.118) <p>*Homework</p>

UNIT 6: THE ECOSYSTEM
Period 100 - 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 10;
- 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

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 10, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking 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 help Ss review vocabulary;

b. Content:

- Miming game.

c. Expected outcomes:

- Students can develop speaking skills and review vocabulary of the unit.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;">MIMING GAME</p> <ul style="list-style-type: none"> - Teacher lists out some words that Ss have learnt in Unit 10 - Teacher has a volunteer come to the front then whispers one of the words into his/her ears. - Ss have to draw or mime the word. The rest of the class makes guesses. The first student who 	<p>Suggested words:</p> <p><i>Flora and fauna</i></p> <p><i>Bacteria</i></p> <p><i>Ecosystem</i></p> <p><i>Insect</i></p> <p><i>Climate change</i></p>

correctly calls out the word gets a point. - The class plays the game together. - T checks if the answers are correct or incorrect and leads in the lesson	<i>Biodiversity</i>
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e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss further revise intonation in question tags and practise speaking with a natural intonation.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss revise the use of compound nouns.

b. Content:

- **Task 1:** Mark the intonation in the question tags. Then listen and check. Practise saying them in pairs. (p.118)
- **Task 2:** Choose the correct word or phrase to complete each sentence (p.118)
- **Task 3:** Find and correct the mistakes in the following sentences (p.118)

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: Mark the intonation in the question tags. Then listen and check. Practise saying them in pairs. (4 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to mark the intonation on the question tags in each sentence individually, then compare their answers in pairs. - Teacher plays the recording for Ss to check their answers. - Teacher has Ss practise saying the sentences out loud in pairs, making sure they use appropriate intonation on the question tags in bold. - Teacher asks several Ss to say these sentences out loud in front of the class. Praise for using appropriate intonation and fluent delivery. 	<p>Audio script and key:</p> <ol style="list-style-type: none"> 1. <i>I don't know where my key is. Help me find it, will you? ↗</i> 2. <i>People have destroyed so many forests, haven't they? ↘ When's deforestation going to stop?</i> 3. <i>I've been to Yellowstone. It's a famous natural park in the USA, isn't it? ↘</i> 4. <i>I don't know much about Sam. He didn't graduate from university, did he? ↗</i>
Task 2: Choose the correct word or phrase to complete each sentence (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read each sentence and check comprehension. Then focus Ss' attention on the options. - Teacher tells Ss to study the context carefully and decide on the suitable word to complete each sentence. - Teacher has Ss check their answers in pairs / groups. - Teacher checks answers as a class by asking individual Ss to read the sentences. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <i>species</i> 2. <i>conservation</i> 3. <i>Ecosystems</i> 4. <i>resources</i>
Task 3: Find and correct the mistakes in the following sentences (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read each sentence and find the mistake and correct it. - Teacher has Ss check their answers in pairs / groups. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>bus stop => bus stop</i>

- Teacher checks answers by asking individual Ss to read a sentence each.	2. <i>sunsetting</i> => <i>sunset</i> 3. <i>sightsee</i> => <i>sightseeing</i> 4. <i>wildlives</i> => <i>wildlife</i>
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e. Assessment

- Teacher observes Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Presentation of posters about “Restore and protect a local ecosystem?” in class.

c. Expected outcomes:

- Students practise giving an oral presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Instructions (given in Lesson 1 – Getting Started)	
<ul style="list-style-type: none"> - T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups. - 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 and a poster. - Teacher has Ss work in their groups. Give them a few minutes to prepare for the presentation. - Teacher gives Ss a checklist for peer and self-assessment. Explain that they will have to tick 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, teacher goes through the criteria for assessing their talk to make sure Ss are familiar with them. - Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Teacher gives praise and feedback after each presentation. - Teacher can also give Ss marks for their presentation as part of their continuous assessment 	<p><i>Suggested checklist for peer assessment and self-assessment are attached below as appendixes.</i></p>
Students' presentations	
<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group make presentation, others listen and complete the evaluation sheet. 	

Suggested checklist for peer assessment:

Tick where appropriate

Comments (in English or Vietnamese)

DELIVERY

- *The presenters greeted the audience.*
- *The presenters spoke clearly and naturally.*
- *The presenters cooperated when delivering their talk.*
- *The presenters interacted with the audience.*
- *The presenters used appropriate photos / pictures to illustrate their ideas.*
- *The presenters concluded their talk appropriately.*

CONTENT: *The presentation includes the following information:*

What the heritage is

What it is famous for

How important it is

What we can do to preserve it

VISUAL AIDS:

The poster is well-organized and visually attractive.

There are no spelling or grammar mistakes.

Suggested checklist for self-assessment:

Tick where appropriate

Comments (in English or Vietnamese)

DELIVERY

- *I greeted the audience.*
- *I spoke clearly and naturally.*
- *I cooperated with my group members when delivering the talk.*
- *I interacted with the audience.*
- *I used some photos/pictures to illustrate*

my ideas.

- I concluded my part of the talk appropriately.

CONTENT: *Our presentation includes the following information:*

What the heritage is

What it is famous for

How important it is

What we can do to preserve it

VISUAL AIDS:

The poster is well-organized and visually attractive.

There are no spelling or grammar mistakes.

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 on workbook.

- Prepare for End-of-term test.

Board Plan

Date of teaching

Unit 10: The ecosystem

Lesson 8: Looking back and project

***Warm-up**

*** Looking back**

- Pronunciation

- Vocabulary

- Language

*** Project.** Restore and protect a local ecosystem.

***Homework**

REVIEW 4

Period 101 - Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 9 and 10.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Review 4
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To revise the vocabulary related to the topic of Unit 9 and Unit 10.

b. Content:

- Miming game: Students guess the word using the clue given. The results are the words that they have learnt in 2 units.

c. Expected outcomes:

- Students can recall the important new words that they have learnt.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
MINI GAME: CATCH A WORD - Divide 2 teams and tell students the rules of the game - T shows the pictures to students - Introduces the lesson	Answers: <i>Depression, national park, ecosystem, crime, food chain, pressure</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To check if Ss can identify intonation in tag and choice questions and provide further pronunciation practice.

b. Content:

- Mark the intonation, using ↘ (falling intonation) or ↗ (rising intonation). Then listen and check. Practise saying the sentences in pairs. (p.120)

c. Expected outcomes:

- Students can express intonation in tag and choice questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Mark the intonation, using ∨ (falling intonation) or ↗ (rising intonation). Then listen and check. Practise saying the sentences in pairs. (12 mins)

- Ask students to study the questions. Encourage them to identify the type of questions (i.e. tag or choice questions).
- Briefly review intonation in tag and choice questions on the board.
- Ask Ss to mark the intonation in these questions. Then play the recording for them to check their answers.
- Ask Ss to practise saying the questions in pairs, using the correct intonations.
- Ask some Ss to say these questions out loud in front of the whole class.

Extension: Ask Ss to work in pairs and change the tag questions into choice questions, and vice versa, e.g., 1. This is an example of negative peer pressure, isn't it? 6. Have you been to Cuc Phuong or U Minh National Park? Ask Ss to practise saying the new questions in pairs. Invite some Ss to say their sentences in front of the class.

Audio script – Track ... & key:

1. Is this an example of negative peer pressure ↗ or bad decision-making ∨?
2. Have you ever experienced physical ↗ or verbal bullying ∨?
3. Is the most serious issue cutting down trees ↗, hunting wild animals ↗ or littering ∨?
4. Is your awareness campaign going to focus on social issues ↗, environmental problems ↗ or educational themes ∨?
5. Cutting down forests is destroying ecosystems, isn't it ∨? Governments should stop deforestation.
6. You have been to Cuc Phuong National Park, haven't you ↗? – No, I haven't.
7. Buying products made from wild animals is not good, isn't it ∨? We shouldn't do it.
8. People don't want to harm the environment, do they ∨? But they do so little to protect it, don't they ∨?

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 check Ss if Ss can understand and use topic-related words and phrases from Units 9-10.

b. Content:

- What are the missing letters? Complete the sentences using the pictures to help you. (p. 120)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
What are the missing letters? Complete the sentences using the pictures to help you. (12 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually, then compare answers in pairs. Encourage them to use the pictures as clues. - Check answers as a class. Call on individual Ss to spell the words or write them on the board. - In weaker classes, do the first item as a class. Read the beginning of the sentence and ask Ss what the picture shows. Elicit the answer (alcohol) from Ss. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Alcohol – violent 2. Ashamed – bullied 3. Depression – pressure 4. Crime – physical 5. Species – national park 6. Fauna – flora

<p>- Remind them that these are words they learnt in Unit 9 and Unit 10.</p> <p>- In weaker classes, put Ss in pairs to work on the activity.</p> <p>- Check answers as a class by asking individual Ss to spell the words on the board</p> <p>Extension: Play a game to revise other key words Ss have learnt in Unit 9 and Unit 10. Have a volunteer come to the front. Whisper one of the words into his / her ear and have the student draw the word on the board or mime it. In stronger classes, ask the student to write the first two or three letters. Ask the rest of the class to make guesses. Give a point to the first student who correctly calls out the word. Continue with other words until all Ss have a go. The winner is the student with most points.</p>	<p>7. Biodiversity</p>
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e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To check if Ss can use linking words and phrases.
- To check if Ss can use the compound nouns correctly.

b. Content:

- **Task 1.** Write one sentence using the linking words and phrases in brackets. Do not change the meaning of the original sentences. (p.121)
- **Task 2.** Circle the correct answer. (p.121)

c. Expected outcomes:

- Students know how to adapt linking words/ phrases and compound nouns for real life conversations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Write one sentence using the linking words and phrases in brackets. Do not change the meaning of the original sentences. (7 mins)</p>	
<p>- Ask Ss to read the sentences and check understanding.</p> <p>- Have Ss study the linking words and phrases and try to recall how they are used (i.e. whether they are followed by a noun/gerund or by a clause; whether they are used to add information or show reasons). In weaker classes, review the rules on the board.</p> <p>- Ask Ss to work individually, then compare their sentences in pairs.</p> <p>- Check answers as a class and provide explanations if necessary. E.g., 1. We use "because of" before a noun phrase to give explanations.</p> <p>Extension: Ask Ss to work in pairs to connect these sentences using other linking words or phrases they know, e.g.. 1. Many teenagers are victims of cyberbullying, so they become depressed. Invite some Ss to share their answers new sentences with the whole class.</p>	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Because of cyberbullying, many teenagers become depressed. / Many teenagers become depressed because of cyberbullying. 2. As people pollute the environment, ecosystems are damaged. / Ecosystems are damaged as people pollute the environment. 3. Although our awareness campaign was a success, there are still a lot of things to do to stop cyberbullying. / There are still ... 4. Since the forest has become 5. In spite of the many campaigns to protect the national park, some trees are still being cut down. 6. Despite the peer pressure from my friends, I didn't 7. In addition to working on 8. Despite the/our effort to save our local park, it was sold to a property developer.
<p>Task 2. Circle the correct answer. (6 mins)</p>	
<p>- Ask Ss to read the sentences and pay attention to answer</p>	<p>Answer key:</p>

<p>options.</p> <ul style="list-style-type: none"> - Remind them that these are words they have learnt in different units so far. - Quickly remind students of how compound nouns are often formed. - Check answers as a class. <p>Extension: Ask students if they remember in which unit these compound nouns first appear. <i>E.g., national park in Unit 10, cyberbullying in Unit 9.</i></p>	<p><i>1. national 2. Cyberbullying 3. nature 4. vocational 5. life 6. generation 7. climate 8. social</i></p>
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e. Assessment

- Teacher 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 on workbook.
- Prepare for Review 4. Lesson 2. Listening and Speaking.

Board Plan

<p><i>Date of teaching</i> REVIEW 4 Lesson 1: Language</p> <p>*Warm-up Mini game</p> <p>* Pronunciation - Mark the intonation, using ∨ (falling intonation) or ↗ (rising intonation). Then listen and check. Practise saying the sentences in pairs. (p.120)</p> <p>* Vocabulary - What are the missing letters? Complete the sentences using the pictures to help you. (p. 120)</p> <p>* Grammar - Task 1. Write one sentence using the linking words and phrases in brackets. Do not change the meaning of the original sentences. (p.121) - Task 2. Circle the correct answer. (p.121)</p> <p>*Homework</p>
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REVIEW 4

Period 102 - Lesson 2: Skills (1) - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Review the Listening and Speaking skills they have learnt in Unit 9 and 10.

2. Core competence

- Develop critical thinking skill.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.vn

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can listen for comprehension and answer the given questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video. https://www.youtube.com/watch?v=D9OOXCu5XMg</p> <ul style="list-style-type: none">- Teacher asks Ss to watch a short video and try to remember the information in the video.- After the Ss listen, teacher shows the question.- Ss raise their hands to grab the chance to answers.- T checks if the answers are correct or incorrect and leads in the lesson. <p>Question: “What message does the video convey?”</p>	<p>Suggested answers: <i>The message is that it's good to be yourself. The film's goal is to empower children of all ages to find the courage to look inside and love themselves as they are.</i></p>

e. Assessment

- Teacher observes the students and give feedback.

2. ACTIVITY 1: LISTENING (18 mins)

a. Objectives:

- To practise listening for main ideas

- To practise listening for specific information

b. Content:

- **Task 1.** Listen to a talk show. Put the main points in the order they are mentioned. There is one extra choice. (p.121)

- **Task 2.** Listen to the talk show again. Choose the correct answers A, B, or C. (p.122)

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and solve the exercises successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a talk show. Put the main points in the order they are mentioned. There is one extra choice. (9 mins)	
<ul style="list-style-type: none"> - Ask Ss if they remember what body-shaming is. Tell them that they are going to listen to a talk show about body-shaming. - Ask Ss to read the ideas (A-D) and put them in the order that they appear on the recording. Remind them that there is ONE extra option. - Play the recording for Ss to listen and number the points. - Check answers as a class. 	<p><i>Answer keys:</i> 1. A 2. D 3. B</p>
Task 2. Listen to the talk show again. Choose the correct answers A, B, or C. (9 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the questions and options, and check understanding. - T identifies the types of questions and review some strategies for each type, e.g., underlining key words for Q2 (listening for information not given in the text), paying attention to paraphrases for Q3 (making inference), and understanding the organization of ideas for Q4 (making prediction). - Check answers as a class. - Extension: Put Ss into pairs. Ask them to summarize the main contents of the talk. Invite some Ss to share their summary in front of the class. 	<p><i>Answer keys:</i> 1. A 2. C 3. A 4. B</p>

Audio script

TV host Good evening, everyone. Welcome to Teens' World. Today we have in our studio Dr. Janet Harrison. She's a psychologist who has worked on teen issues for many years. Welcome to our program, Dr. Harrison.

Dr. Harrison Thank you for having me here.

TV host You told us that you'd like to discuss a serious teen problem today. What's it?

Dr. Harrison Well, it's body-shaming - the act of making fun of someone because of his or her appearance.

TV host Oh, I recall being called "fat" and "ugly" by one of my classmates when I was at secondary school. Is it an example of body-shaming?

Dr. Harrison I'm sorry to hear that, and yes, it is. Although body-shaming is not a new topic, it has recently become more common today. You see, as young people are using more and more Internet, body-shaming can be done online. People can post anything offensive about others and invite others to join them.

TV host That sounds terrible!

Dr. Harrison It is. Victims of body-shaming may have to suffer from a lot of health and mental problems. The most common ones are depression and low self-confidence.

TV host So, do you have any suggestion for teenagers who are the victims?

Dr. Harrison Well, the first thing they should do is ... (fading)

e. Assessment

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

3. ACTIVITY 2: SPEAKING (19 mins)

a. Objectives:

- To help Ss develop ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

b. Content:

- **Task 1:** Work in pairs. Which of the ways below do you think is the best way to deal with body shaming? give your reasons. (p.122)
- **Task 2.** Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. Report to the class and vote for the best response. (p.122)

c. Expected outcomes:

- Students come up with good ideas and good ways to deal with body shaming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Which of the ways below do you think is the best way to deal with body shaming? give your reasons. (9 mins)	
<ul style="list-style-type: none"> - Put Ss in pairs. Ask them to discuss which they think is the best way to deal with body-shaming. - Before they start, quickly review different techniques for starting, maintaining, and concluding a conversation or discussion by writing on the board some key communication strategies and eliciting useful expressions, e.g. <i>Can you tell me one way to start a conversation? When we end a conversation, what should we do?</i> - Encourage Ss to use the expressions when they discuss the questions in pairs. - Go through each point and ask Ss how each point will help victims of body shaming. e.g., 1) People should ignore negative comments especially online and pretend that they don't even hear them. Responding to rude comments will only give the other person more attention and more opportunities to be rude and offensive. - Walk around and provide help if necessary. 	<i>Students' performance</i>
Task 2. Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. Report to the class and vote for the best response. (10 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the situations carefully. - Tell Ss that they are going to work in groups to discuss each situation and provide a suitable response. Encourage them to continue using the communication strategies for starting, maintaining and concluding a discussion. - Put Ss in groups and assign one person to be the group note taker to take notes of their ideas. Ss can use the notes to formulate the final response that most group members agree on. - Set a time limit for the activity. - Have some Ss present their ideas the whole class. - Ask other Ss to vote for the best idea. Announce and praise the winners. 	<i>Students' performance</i>

e. Assessment

- Teacher 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 on workbook.
- Prepare for Review 4. Lesson 3. Reading and Writing.

Board Plan

Date of teaching

REVIEW 4

Lesson 2: Skills (1) - Listening & Speaking

*Warm-up

Watch a video.

* Listening

- **Task 1.** Listen to a talk show. Put the main points in the order they are mentioned. There is one extra choice. (p.121)

- **Task 2.** Listen to the talk show again. Choose the correct answers A, B, or C. (p.122)

* Speaking

- **Task 1:** Work in pairs. Which of the ways below do you think is the best way to deal with body shaming? give your reasons. (p.122)

- **Task 2.** Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. Report to the class and vote for the best response. (p.122)

*Homework

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 8.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Handouts
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

I. Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|--------------------------|----------------------|-------------------------|-------------------------|
| 51. A. <u>a</u> dmission | B. se <u>pa</u> rate | C. motiva <u>t</u> e | D. <u>a</u> round |
| 52. A. <u>c</u> onvince | B. <u>c</u> ertain | C. <u>c</u> ommunicate | D. <u>c</u> reate |
| 53. A. <u>i</u> dentify | B. <u>i</u> nstall | C. hab <u>i</u> t | D. <u>i</u> nstruction |
| 54. A. <u>e</u> nergy | B. se <u>v</u> eral | C. independ <u>e</u> nt | D. sp <u>e</u> cific |
| 55. A. curio <u>s</u> | B. rin <u>s</u> e | C. clothe <u>s</u> | D. res <u>p</u> onsible |

II. Mark the letter A, B, C, or D to indicate the word that differ from the other three in the position of primary stress in each of the following questions.

- | | | | |
|--------------------|----------------|---------------|-----------------|
| 56. A. independent | B. responsible | C. motivation | D. installation |
| 57. A. develop | B. encourage | C. confidence | D. important |
| 58. A. communicate | B. advantages | C. community | D. management |
| 59. A. improve | B. combine | C. install | D. contact |
| 60. A. achieve | B. option | C. laundry | D. problem |

III. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.

61. We have to _____ his trust before he will confide in us.
A. earn B. make C. do D. take
62. Paul is directly _____ for the management of the football competitions between schools in our neighbourhood.
A. reliable B. decisive C. dependent D. responsible
63. Now that their sons are more _____, they have more time for themselves.
A. dependent B. independent C. independence D. dependence
64. He's got the _____ to walk into a room of strangers and immediately start a conversation.
A. management B. confidence C. achievement D. situation
65. How can he fit everything into his busy _____?
A. freedom B. life skills C. schedule D. decision
66. The two partners still talk on the phone _____ time to time.
A. from B. at C. for D. in
67. We based our decision _____ the facts in the report.
A. for B. on C. at D. of
68. She has had to _____ some very difficult decisions.
A. do B. get C. take D. make
69. _____ the police had rescued from the fire.
A. The baby B. The baby that

- C. It was the baby who _____ D. The baby whom _____
 70. _____ my parents gave me the fish tank.
 A. It was on my birthday when _____ B. It was my birthday on that _____
 C. It was my birthday that _____ D. It was on my birthday that _____
 71. _____ a high level of blood cholesterol.
 A. It is eggs that contain _____ B. Those are eggs it contains _____
 C. It is eggs that contains _____ D. It is eggs contain _____
 72. _____ me how to play the drum.
 A. It was my uncle who taught _____ B. My uncle who taught _____
 C. It was my uncle taught _____ D. It is my uncle teaching _____

V. Mark the letter A, B, C, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.

73. Teaching is all about motivating people to learn.
 A. increasing B. challenging C. inspiring D. activating
 74. Gavin came up with the idea of dividing the rooms in half.
 A. thought of B. communicated C. managed D. presented

VI. Mark the letter A, B, C, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.

75. Even the smallest baby can identify its mother by her voice.
 A. convince B. affect C. recognise D. confused
 76. After quitting his job and starting his own business, Saransh felt as free as a bird, able to make his own decisions and follow his dreams.
 A. completely free B. restricted C. liberated D. independent

IV. Complete the sentences. Use the correct form of the words and phrases in the box.

77. She played the piano _____ but her timing was not good. (CONFIDENCE)
 78. You can't be _____ on your parents all your life. It's time you got a job. (DEPEND)
 79. Children should be allowed to argue with parents because this encourages open _____ and a friendly environment. (COMMUNICATE)
 80. There are no simple _____ to the problem of overpopulation. (SOLVE)
 81. Nothing is more precious than independence and _____ (FREE)
 82. The _____ for the decision is the desire to improve our service to our customers. (MOTIVATE)

V. Rewrite these sentences, using Cleft sentences to emphasize the underlined part:

33. Ted brought the book to me.
 34. England won the World Cup in 1966.
 35. People speak English all over the world.
 36. The dog saved a little boy from the storm.
 37. Fred gave Mary the money.
 38. Vietnamese people celebrate Tet as the greatest occasion in a year.
 39. I took these photographs in the countryside.
 40. John will finish his study in July.

VI. Identify the mistakes.

41. To develop making-decision skills, please keep a diary for tasks and appointments.
 A B C D
 42. It was in 1930 when the first World Cup was organised.
 A B C D
 43. American teenagers who plan to go to college are high motivated and confident.

44. I usually set my learning goals and make plans to achieve it.
A B C D
45. To become independence, you need to master some life skills such as time-
A B C
management skills.
D

VII. Read the passage, and choose the correct answer A, B, C or D for each question.

An important part of being an adult in the USA is becoming more independent from your parents. First, make sure you are living somewhere rather than your parents' house. If your parents own the property in which you live, they will have a say in how you maintain that property. If you want to be independent and make your own decisions about how you live, you will need to obtain your own housing that is completely separate from your parents both physically and financially.

Second, generate your own income and be as financially self-sufficient as possible. One of the main challenges in becoming independent as an adult is acquiring a sufficient income to allow you to live without the financial assistance of your parents. This can be particularly difficult if you are still a university student, but it is not impossible. Seek scholarships and part-time jobs. If you are no longer a student, find employment that offers a salary that can cover your expenses. It may be necessary to obtain multiple sources of income in order to become financially self-sufficient and independent from your parents.

Next, budget your expenses carefully. When first becoming financially independent, it may be necessary to cut back on some of your expenses and strictly stick to a budget. Determine exactly what you can afford in terms of rent, food, clothing, transportation and entertainment based on your own income. While you may experience a dip in your standard of living at first, learning how to follow a budget and be self-sufficient will help you stay independent.

Finally, avoid relying on your parents as a first resort option for help of any kind. This, in no way, means that you may never ask your parents for help again, it just means that as an independent adult, there should be other sources of support within your life that you can turn to when necessary.

46. You need to have your own accommodation so that _____.
 A. your parents can't change your lifestyles and decisions
 B. you have no relationship with your parents
 C. your parents will have a say in how you maintain that property
 D. you will be as financially self-sufficient as possible
47. All of the following statements are true about acquiring your own income EXCEPT that _____.
 A. it allows you to become financially independent from your parents
 B. you can't earn a living when you are still a university student
 C. you have to look for scholarships and part-time jobs as being a student
 D. sometimes you have to do several jobs in order to earn enough money
48. An important task of becoming financially independent of your parents is that _____.
 A. you learn how to set a budget that increases your standard of living
 B. you have to cut back on your expenses sharply all the time
 C. your salary can cover your medical and legal expenses
 D. you have to plan a reasonable budget and obey it strictly
49. If you want to be entirely independent as an adult, _____.
 A. you have to avoid relying on your parents whenever you are in trouble
 B. you should never ask your parents for help again in any way
 C. your parents should not be the first people you approach for help
 D. there should be other sources of support that your parents can rely on
50. The main idea of the text is _____.
 A. the importance of your own accommodation in your life
 B. the steps for you to follow to become independent adults
 C. the budget of your expenses and its benefits
 D. the instructions to make you independent all your life

Period 104 – Second term revision (2)

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 9.

2. Core competence

- Develop critical thinking skills;

- Be collaborative and supportive in pair work and team work;

- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Handouts

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

I. Choose the word which has a different stress pattern from the others.

1. A. alcohol B. awareness C. anxiety D. campaign

2. A. body B. poverty C. confident D. violent

II. Find the word which has a different sound in the part underlined.

3. A. influence B. dangerous C. remember D. hesitate

4. A. sensitivity B. cyberbullying C. representative D. sympathetic

III. Choose the best answer.

5. Examples of _____ can range from insults on instant messages to photos shared without consent.

A. hurting B. frightening C. cyberbullying D. violence

6. There is tremendous peer _____ among teenagers to dress in a certain way.

A. stress B. tension C. pressure D. reaction

7. She wrote a great piece about the relationship between weight loss contests and the detrimental effects of body _____.

A. shape B. shaming C. size D. weight

8. The problems of _____, homelessness and unemployment are all interconnected.

A. happiness B. hopelessness C. honesty D. poverty

9. Carol showed up for the meeting _____ I asked her not to be there.

A. even though B. despite C. provided that D. because

10. I turned on the fan _____ the room was hot.

A. due to B. despite C. even though D. because

11. The sky was grey and cloudy. _____, we went to the beach.

A. Therefore B. However C. Even though D. In spite of

12. I ask Mary to run the office while I'm away _____ I know I can depend on her.

A. unless B. since C. although D. therefore

13. _____ Nancy is an honest person, I still wonder whether she's telling the truth about the incident.

A. In spite of B. Since C. Though D. In the event that

14. We should help the police to fight _____ if we want to live in a safe neighbourhood.

A. poverty B. overpopulation C. pollution D. crime

15. We often organise charity events to raise money for people living in _____.

A. burden B. poverty C. depression D. pressure

16. Avoid using _____ language, which may hurt people.

A. offensive B. violent C. attentive D. embarrassing

17. _____ of bullying often feel angry, helpless, and afraid.

A. Teenagers B. Victims C. Participants D. Witnesses

18. Not many people are brave enough to stand _____ bullies.
 A. in with B. in on C. up with D. up to
19. You shouldn't be ashamed _____ your appearance.
 A. of B. about C. with D. for
20. Many parents today work long hours. _____, they miss seeing their children grow up.
 A. As a consequence B. Besides C. However D. Although
21. Despite _____ many complaints about bullying, the school hasn't introduced any anti-bullying policies.
 A. receiving B. received C. to receive D. we received
22. Many cities are facing the problem of _____ as more people are moving to large urban areas.
 A. bullying B. industrialisation C. overpopulation D. circulation

IV. Mark the letter A, B, c, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.

23. Don't feel ashamed to admit that you do not know something.
 A. proud B. embarrassed C. confident D. sympathetic
24. 55% of the teens in the survey said that bullying was a major problem for them.
 A. simple B. great C. main D. minor

V. Mark the letter A, B, c, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.

25. Children normally feel a lot of anxiety about their first day at school.
 A. worry B. nervousness C. stress D. calmness
26. It is said that more support should be provided to help teenagers avoid serious social issues and enjoy a happy life.
 A. guide B. awareness C. discouragement D. shame

VI. Identify the mistakes.

27. We go to the park to play because of it is warm and sunny.
 A B C D
28. The price of oil has gone down due for the increase in production.
 A B C D
29. Bodyshaming is criticizing yourself or others because of some aspect of physically appearance.
 A B C D
30. The boy does not want to go to school because he is afraid of being bully.
 A B C D

VII. Give correct forms of the words in brackets

31. Tiredness, loss of appetite, and sleeping problems are all classic symptoms of _____. (depressed)
32. Poverty is a more _____ problem than pollution. (press)
33. There is considerable _____ among staff about job losses. (anxious)
34. The government has promised to solve our _____ issues. However, little has been achieved so far. (environment)
35. She's very good at coping in _____ situations. (stress)

VIII. Read the text. Match the headings (A-F) below with the paragraphs (1-4). There are TWO extra headings.

- A. Cyberbullying
- B. Smoking and drinking
- C. Being overweight
- D. Peer pressure
- E. Stress
- F. School violence and bullying

Common issues facing teenagers today

Being a teenager is not easy. According to a recent survey, the most common issues facing teenagers today include the following:

36. _____
 Many parents think that social media is largely to blame as this is where teens often see images of famous or normal people drinking or smoking. This behaviour is often presented as 'cool' and

'fashionable'. In the USA, more than one out of five secondary school students admitted having drunk alcohol regularly.

37. _____

While schools are supposed to provide a safe and healthy environment, they might actually be among the most dangerous places for many students. It is not uncommon for teenagers to experience bullying or physical violence at school. Often, victims suffer in silence as they feel reporting a bully won't make a difference.

38. _____

Academic pressure and family expectations are the main reasons for this issue. Many young people nowadays spend a lot of time studying, doing homework, or revising for tests. In Korea, for example, students often spend between 12 to 16 hours per day at school and at an educational centre, and sleep only four hours per night.

39. _____

The figures for the USA and the UK are alarming. Many young people spend their free time on social media and don't get enough exercise to maintain a healthy weight. Stress can also lead to weight gain as it encourages people to turn to food for comfort and stress relief.

IX. Choose the word among A, B, C or D that best fits the blank space in the following passage.

Hundreds of years ago, life was harder than it is today. People didn't have modern machines. Yet life today has brought new problems. One of the biggest is pollution. Water pollution has made our rivers and lakes dirty. It kills our fish and pollutes our drinking water. Noise pollution makes us talk (40)_____ and become angry more easily. Air pollution is the most serious kind of pollution to all living things in the world. Cars, planes and factories all pollute our air every day. Sometimes the polluted air is (41)_____ thick that it is like a quilt over a city. This kind of quilt is called smog. Many countries are making rules to fight pollution. Factories must now (42)_____ their water before it is thrown away, and they mustn't let dirty smoke go into the air. We need to do many other things. We (44)_____ put waste things in the dustbin and do not throw them on the ground. We can go to work by bus with our friends in the (44)_____ car. If there are fewer people driving, there will be less pollution. Rules are not enough. Every person must help to fight pollution.

40. A. quieter B. louder C. quicker D. sweeter

41. A. so B. too C. very D. really

42. A. freshen B. boil C. clear D. clean

43. A. need B. might C. can D. ought

44. A. similar B. same C. different D. separate

IX. Complete the sentences without changing their meaning.

45. Many people avoid using a microwave oven for fear of its rays. It has been shown to be safe. (although)

→ _____.

46. Because there is an increase in cyberbullying, many schools have to update their anti-bullying policies.

→ Because of the _____.

47. Many teenagers have to deal with physical bullying. They also have to deal with cyberbullying.

→ In addition _____.

48. In spite of developing health problems, some people continue to drink too much.

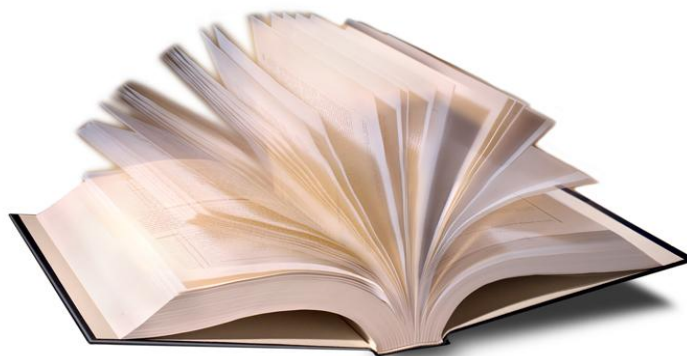
→ Although _____.

49. I'm getting anxious about my English exam, and I don't think I have enough time to revise for it. (Besides)

→ _____.

50. The Internet is a great source of information, but it may not be reliable. (However)

→ _____.



I. Objectives :

1. Knowledge, skills, attitude

- **Knowledge:** Test Ss' ability of using language learnt in Unit 6-10

Test their knowledge learnt in Unit 6-10

To have students apply what they have learnt in unit 6-10 to to the mid-term test.

Finding Ss' common mistakes to check and correct them.

- **Skills:** Integrated skills

- **Attitude:** To make students recall knowledge

2. Orientation for competency development

- To help students to develop learning competences.

- To enable Ss to use the vocabulary and language for correctly in order to develop students' language competence.

II. Contents of the test:

Part 1: Phonetics

Part 2: Vocabulary

Part 3: Grammar

Part 4: Reading

Part 5: Writing

Part 6: Listening