

## UNIT 1: A LONG AND HEALTHY LIFE

### Lesson 1: 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## 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

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

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. (to) work out</li> <li>2. (be) full of</li> <li>3. diet (n)</li> <li>4. balanced (adj)</li> <li>5. fit (adj)</li> </ol>

**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:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Listen and read.</b> (5 mins)</p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	 <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see in each picture?</li> <li>- Who are the speakers?</li> <li>- What do you think they are discussing?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- Water, vegetables, tape measure</li> <li>- Nam and his friend Mark are the speakers.</li> <li>- They are discussing a healthy lifestyle.</li> </ul>
<p><b>Task 2. Read the conversation again and decide whether the following statements are true (T) or false (F).</b> (5 mins)</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work independently to find the answers.</li> <li>- Teacher has Ss compare the answers in pairs before checking with the whole class.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F (Nam used to eat a lot of fast food and have bad habits.)</li> <li>2. T</li> <li>3. T</li> </ol>
<p><b>Task 3. Fill in the blanks to make phrases from Task 1 with the following meanings.</b> (5 mins)</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. energy</li> <li>2. habits</li> <li>3. regular</li> <li>4. balanced</li> </ol>
<p><b>Task 4. Complete the text based on the conversation in Task 1. Use the correct forms of the verbs in brackets.</b> (5 mins)</p> <ul style="list-style-type: none"> <li>- Teacher tells Ss to read the summary. Focus attention on the verbs in brackets.</li> <li>- 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.</li> <li>- Check answers as a class.</li> <li>- Elicit the verb tenses, i.e. Past Simple and Present Perfect</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. ate</li> <li>2. has started</li> <li>3. (has) given</li> <li>4. visited</li> <li>5. has just celebrated</li> </ol>

**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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 5. Role-play</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups.</li> <li>- In each group, one student plays the role of grandpa who is in his 90s and still very strong and healthy. Others are grandchildren.</li> <li>- Grandpa is giving advice on how to be healthy.</li> <li>- Ss have 3 minutes to prepare for the role-play.</li> <li>- Teacher invites 1 or 2 groups to come to the stage and do the role-play.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and gives marks to the best group.</li> </ul>	<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

- 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><b>Unit 1: A long and healthy life</b></p> <p><b>Lesson 1: Getting started</b></p> <p><b>*Warm-up</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. (to) work out</li> <li>2. (be) full of</li> <li>3. diet (n)</li> <li>4. balanced (adj)</li> </ol>
--

5. fit (adj)

- 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

**\*Homework**

## UNIT 1: A LONG AND HEALTHY LIFE

### 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 *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, Unit 1, Language
- 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 <b>did</b> 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 <b>have done</b> 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 <b>lived</b> 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 <b>have just moved</b> to Hai Phong.</i>

#### Assumption

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

	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
--	---

### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>VIDEO WATCHING</b></p> <p><a href="https://www.youtube.com/watch?v=UxnEuj1c0sw">https://www.youtube.com/watch?v=UxnEuj1c0sw</a></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.</li> <li>- Ss watch the video once and list out good habits to stay healthy mentioned in the video.</li> <li>- All teams stick the paper on the boards.</li> <li>- Teacher checks the answers of each group.</li> <li>- The group that has the most correct answers is the winner.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <i>Eat a good balance of all kinds of food</i></li> <li>- <i>Drink lots of water</i></li> <li>- <i>Do lots of exercises</i></li> <li>- <i>Keep clean and wash off germs</i></li> <li>- <i>Have enough sleep</i></li> </ul>

##### e. Assessment

- Teacher observes the groups and gives feedback.

#### 2. ACTIVITY 1: PRONUNCIATION (12 mins)

##### a. Objectives:

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

##### b. Content:

- **Task 1:** Listen and repeat. Pay attention to the strong and weak forms of the auxiliary verbs. Then practice saying them. (p.9)
- **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



<b>Task 1. Match each word (1-5) with its meaning (a-e).</b> (6 mins)	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that the words / phrases in the activity are related to health.</li> <li>- 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.</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Check the answers as a class.</li> </ul>	<b>Answer key:</b> 1. B 2. C 3. A 4. D 5. E
<b>Task 2. Complete the following sentences using the correct forms of the words in Task 1.</b> (6 mins)	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first.</li> <li>- Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1.</li> <li>- Teacher asks some Ss to read the complete sentences.</li> <li>- <b>Extension:</b> Invite individual Ss to add other topic-related words they have learnt from Getting started or Task 1. 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.</li> </ul>	<b>Answer key:</b> 1. examined 2. treatment 3. strength 4. muscles 5. suffering from

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Put the verbs in brackets in either the past simple or the present perfect.</b> (6 mins)	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks Ss to pay attention to the meaning of each sentence and underline the key words (such as <i>ago</i>, <i>yesterday</i> with Past Simple, and <i>yet</i>, <i>already</i>, <i>for</i>, <i>since</i> with Present Perfect).</li> </ul>	<b>Answer key:</b> 1. saw 2. suffered 3. have been improved 4. has just examined

<ul style="list-style-type: none"> <li>- Teacher asks Ss to pay attention to the active voice or passive voice of the verbs.</li> <li>- Teacher gives Ss time to complete the task.</li> <li>- 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>.</li> <li>- <b>Extension:</b> 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></li> </ul>	
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher lets Ss work in pairs.</li> <li>- 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.</li> <li>- Teacher requires Ss to use the correct past simple and present perfect tense.</li> <li>- 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).</li> <li>- <b>Extension:</b> <i>In stronger class, teacher may ask one student to report what his/her partner has shared and vice versa.</i></li> </ul>	<p><b>Suggested answer:</b></p> <ul style="list-style-type: none"> <li>- I have exercised regularly for a year.</li> <li>- I went swimming last weekend.</li> <li>- I went to the gym and did weigh-lifting yesterday. I wanted to build up my muscles and increase my strength.</li> <li>- The last time I had a medical treatment was 2 weeks ago.</li> </ul>

**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**

<p><i>Date of teaching</i></p> <p><b>Unit 1: A long and healthy life</b></p> <p><b>Lesson 2: Language</b></p> <p><b>*Warm-up</b> Video watching</p> <p><b>* Pronunciation</b></p> <ul style="list-style-type: none"> <li>- Task 1. Listen and repeat.</li> <li>- Task 2. Read the sentences out loud. Listen and check.</li> </ul> <p><b>* Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Task 1. Match each word with its meaning.</li> </ul>
---

- 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

### Lesson 3: 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, Unit 1, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. life expectancy (n)	/'laɪf ɪkspektənsi/	the number of years that a person is likely to live	tuổi thọ
2. ingredient (n)	/ɪn'ɡri:diənt/	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)	/'nju:triənt/	a substance that is needed to keep a living thing alive and to help it to grow	chất dinh dưỡng

4. (to) give off	/gɪv ɒf/	to produce something such as a smell, heat, light, etc.	phát ra, tỏa ra
5. repetitive (adj)	/rɪ'petətɪv/	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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Crossword</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups and take turns to choose a word. If they get the correct answer, they will have 1 point.</li> <li>If the answer is wrong or the group cannot find out the answer, the chance is for other groups.</li> <li>- After 6 words, if a group can guess the key word, they can answer it. 5 points for the key word.</li> </ul>	<p><u>Clues:</u></p> <p><b>KEY WORD: A way of living that helps you enjoy more aspects of your life.</b></p> <ol style="list-style-type: none"> <li>1. Eating too much fat can cause _____ diseases.</li> <li>2. Go on a _____ means to begin a specific nutritional plan in an attempt to lose weight or achieve some other health benefits.</li> <li>3. A clear liquid that has no color or taste when it is pure.</li> <li>4. A disease or period of sickness affecting the body or mind.</li> <li>5. The noun of 'strong'</li> <li>6. What is it? (Picture)</li> </ol>

<p>- If the keyword is incorrect, that group will be out of the game.</p>	<p>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.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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> </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	
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																																																																																																																											

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Work in pairs. Look at the photos and discuss the questions.</b> (4 mins)</p>	
<ul style="list-style-type: none"> <li>- 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 their answers.</li> <li>- Teacher has some Ss share their answers with the whole class.</li> <li>- Teacher introduces the topic of the reading text.</li> </ul>	<p><b>Questions:</b>  <i>Which photos show healthy habits?</i>  <i>Which ones show unhealthy habits?</i></p> <p><b>Suggested answers:</b></p> <p><i>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.</i></p> <p><i>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.</i></p>

	<p>C. <i>Exercising is a healthy habit. Working out regularly helps you to keep fit, lose weight, develop muscles etc.</i></p> <p>D. <i>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.</i></p>
---	---

<p><b>Vocabulary pre-teaching</b> (5 mins)</p>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. life expectancy (n)</li> <li>2. ingredient (n)</li> <li>3. nutrient (n)</li> <li>4. (to) give off</li> <li>5. repetitive (adj)</li> </ol>

**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:**

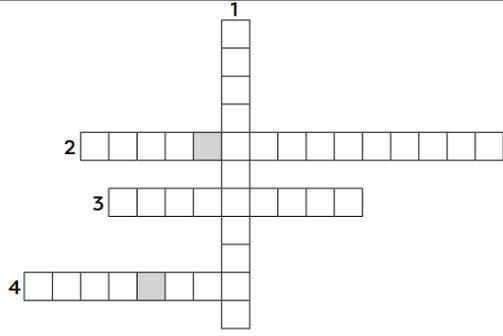
- Task 2. Read the article. Solve the crossword with words and phrases from it. (p.11)
- Task 3. Read the article again. Match the sections (A-C) with the headings (1-5) below (p.12)
- Task 4. Read the article again. Complete the diagrams with information from the text. Use no more than two words for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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 2. Read the article. Solve the crossword with words and phrases from it.</b> (6 mins)</p>	

<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the article.</li> <li>- 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.</li> <li>- In weaker classes, give the first and / or last letter of each word to help them work out the answers faster.</li> <li>- 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.</li> </ul>	 <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. ingredients</li> <li>2. life expectancy</li> <li>3. nutrients</li> <li>4. work out</li> </ol>
--	--

**Task 3. Read the article again. Match the sections (A-C) with the headings (1-5) below. There are TWO extra headings. (7 mins)**

<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the five headings and make sure they understand their meaning.</li> <li>- 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.</li> <li>- 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).</li> <li>- Check answers as a class.</li> <li>- 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></li> </ul>	<p><b>Answer key:</b></p> <p>A-1 B-2 C-5</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"> <li>- 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></li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. breakfast</li> <li>2. suitable</li> <li>3. regularly</li> <li>4. energy drinks/ exercising</li> <li>5. electronic devices</li> </ol> <p><b>Suggested answers (for extension activity):</b></p> <ol style="list-style-type: none"> <li>1. We should avoid food with too much fat (Not given/Stand up).</li> <li>2. We should work out hard from the start (False/left hand).</li> <li>3. Blue light from electric devices makes it hard to sleep. (True/right hand)</li> </ol>
--	---

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Check answers as a class.</li> </ul> <p><b>Extension:</b> 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>4. <i>You should turn off electronic devices and go to bed immediately. (False/left hand)</i></p> <p>5. <i>If you find it hard to sleep, you may try to count the sheep. (Not given/Stand up)</i></p>
---	--

**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**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<b>Task 5. Work in pairs. Discuss the following questions.</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher invites some pairs to share their answers with the whole class.</li> <li>- Teacher asks other students to listen and give comments.</li> <li>- Teacher gives feedback and gives marks to Ss’ performance.</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- <i>Do you find the advice in the article useful?</i></li> <li>- <i>Have you tried following any of the suggestions above?</i></li> </ul> <p><b>Answers:</b></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**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 1: A long and healthy life</b></p> <p style="text-align: center;"><b>Lesson 3: Reading – How to live a long and healthy life</b></p> <p><b>*Warm-up</b></p> <p><b>* Lead-in</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"><li>1. life expectancy (n)</li><li>2. ingredient (n)</li><li>3. nutrient (n)</li><li>4. (to) give off</li><li>5. repetitive (adj)</li></ol> <ul style="list-style-type: none"><li>- Task 2. Read the article. Solve the crossword with words and phrases from it.</li><li>- Task 3. Match the sections (A-C) with the headings (1-5).</li><li>- Task 4. Complete the diagrams with information from the text.</li><li>- Task 5: Discussion.</li></ul> <p><b>*Homework</b></p>
--

## UNIT 1: A LONG AND HEALTHY LIFE

### Lesson 4: 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, Unit 1, Speaking
- 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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Video watching</b> <ul style="list-style-type: none"> <li>- Teacher plays the video and asks the whole class to stand up.</li> <li>- Ss watch the video and follow the instructions.</li> <li>- After the physical exercise, teacher asks Ss if they can remember any instructions in the video (<i>E.g: turn around, clap your hands, stretch it out, jump, shake, stomp your feet</i>)</li> <li>- In pairs, Ss discuss to recall the instructions mentioned in the video.</li> <li>- Teacher invites some students to say out loud the actions.</li> </ul>	Link: <a href="https://www.youtube.com/watch?v=3XGNP_SzcI8&amp;t=29s">https://www.youtube.com/watch?v=3XGNP_SzcI8&amp;t=29s</a>

##### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Look at the diagram. Match the two parts of each sentence to complete the instruction</b> (4 mins)</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks Ss to match parts of the sentences to complete the instructions for doing star jumps.</li> <li>- Check the answers as a class.</li> </ul> <p><b>Tips to give instructions:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases.</li> <li>- Teacher asks Ss to give an example from the matching exercise for each tip. Ask them to underline the linking words or phrases.</li> </ul>	 <p><b>Answer key:</b> 1. B    2. D    3. C    4. A</p> <p><b>Tips to give instructions:</b></p> <ol style="list-style-type: none"> <li>1. Start by _____ the process.</li> <li>2. Sequencing the steps, using _____ words or phrases (i.g: first, second, next, finally ...)</li> <li>3. give _____ direction at a time.</li> </ol> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>introducing</i></li> <li>2. <i>linking</i></li> <li>3. <i>one</i></li> </ol>
<p><b>Vocabulary pre-teaching</b> (5 mins)</p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. slightly (adv)</li> <li>2. star jump (n)</li> <li>3. press-up (n)</li> <li>4. (to) squat</li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>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)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher makes sure Ss understand the words in the diagram. Have Ss study the pictures or use body language to demonstrate each move. .</li> <li>- Teacher asks Ss to use the words in the Remember box to complete the first part of the instructions.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. First...</li> <li>2. Second...</li> <li>3. Next/Then ...</li> </ol>
<b>Task 3. Work in pairs. Practise giving the instructions for the rest of the exercise routine in Task 2. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs. They should give the full instructions for the "How to burn fat" routine.</li> <li>- Teacher reminds Ss to refer to the tips and phrases in the <i>Tips</i> box.</li> <li>- 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.</li> <li>- Teacher walks around to provide help if necessary.</li> </ul> <p><b>Extension:</b> 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 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)</p>	<p><b>Suggested answers:</b></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>
<b>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)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher has some groups come to the front and give the instructions while the rest of the class perform the routine together.</li> <li>- Teacher praises groups for good effort, teamwork and clear instructions.</li> </ul>	<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 (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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Further practice</b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Teacher invites some pairs to demonstrate their routine in front of the class and give instructions.</li> <li>- Teacher encourages the rest of the class to follow their instructions and do the exercises.</li> <li>- Teacher gives feedback and give marks to Ss' performance.</li> </ul>	<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 in the workbook.
- Prepare for the next lesson – Listening.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 1: A long and healthy life</b></p>
--

**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

### Lesson 5: 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, Unit 1, Listening
- 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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Quizzz</b> <ul style="list-style-type: none"> <li>- Ss use their electronic devices to access the link on quizzz and join the game.</li> <li>- Teacher shows the questions one by one, the whole class completes the quiz to answer the questions.</li> <li>- After the game, Ss with the highest point is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	Link: <a href="https://quizzz.com/quiz/creator/6358dea9023bb3001d2b0f40/edit">https://quizzz.com/quiz/creator/6358dea9023bb3001d2b0f40/edit</a>

##### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Choose the correct meanings of the underlined word and phrase. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks Ss to do the activity by choosing the word or phrase with the closest meaning to the underlined ones.</li> <li>- Check answers as a class. Make sure Ss understand their meaning.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> </ol>
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students’ understanding with the “Rub out and remember” technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. (to) cut down on</li> <li>2. acne (n)</li> <li>3. skincare (n)</li> <li>4. fitness (n)</li> <li>5. brown rice (n)</li> </ol>

#### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Listen to a TV chat show about teen health. Circle the topic of the show. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that they are going to listen to a TV chat show.</li> <li>- Teacher has them read the four topics and checks understanding.</li> <li>- Teacher plays the recording and has Ss choose the topic of the talk.</li> </ul>	<p><b>Answer key:</b></p> <p><i>C. Healthy food for young people</i></p>

<ul style="list-style-type: none"> <li>- 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)</li> <li>- 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).</li> </ul>													
<b>Task 3. Listen again and tick the food which is recommended in the talk. (7 mins)</b>													
<ul style="list-style-type: none"> <li>- Ss work in pairs.</li> <li>- 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.</li> <li>- 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.</li> <li>- Check answers as a class.</li> <li>- 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></li> </ul>	<p><b>Answer key:</b></p> <table border="1" data-bbox="986 560 1492 900"> <thead> <tr> <th data-bbox="986 560 1248 645"><i>Good for skin &amp; brain</i></th> <th data-bbox="1248 560 1492 645"><i>Good for bones &amp; muscles</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="986 645 1248 683"><i>food with sugar</i></td> <td data-bbox="1248 645 1492 683">✓eggs</td> </tr> <tr> <td data-bbox="986 683 1248 721"><i>white rice</i></td> <td data-bbox="1248 683 1492 721">✓fish</td> </tr> <tr> <td data-bbox="986 721 1248 759">✓yoghurt</td> <td data-bbox="1248 721 1492 759">✓butter</td> </tr> <tr> <td data-bbox="986 759 1248 797"><i>lemons</i></td> <td data-bbox="1248 759 1492 797">✓carrots</td> </tr> <tr> <td data-bbox="986 797 1248 835">✓green vegetables</td> <td data-bbox="1248 797 1492 835"><i>potato chips</i></td> </tr> </tbody> </table>	<i>Good for skin &amp; brain</i>	<i>Good for bones &amp; muscles</i>	<i>food with sugar</i>	✓eggs	<i>white rice</i>	✓fish	✓yoghurt	✓butter	<i>lemons</i>	✓carrots	✓green vegetables	<i>potato chips</i>
<i>Good for skin &amp; brain</i>	<i>Good for bones &amp; muscles</i>												
<i>food with sugar</i>	✓eggs												
<i>white rice</i>	✓fish												
✓yoghurt	✓butter												
<i>lemons</i>	✓carrots												
✓green vegetables	<i>potato chips</i>												
<b>Task 4. Listen again and complete the sentences. Use ONE word for each answer. (7 mins)</b>													
<ul style="list-style-type: none"> <li>- Teacher asks Ss to listen again and complete each sentence with only one word.</li> <li>- 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.</li> <li>- Teacher plays the recording again.</li> <li>- Teacher asks Ss to go to the board and write the answers.</li> <li>- Check the answers as a class. If Ss don’t get the correct word, teacher lets them listen to that part again.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li><i>sugar</i></li> <li><i>concentrate</i></li> <li><i>stronger</i></li> <li><i>exercise</i></li> </ol>												

**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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Teacher gives each group a big-sized piece of paper and colors so that they can also decorate their paper.</li> <li>- Teacher invites some groups to share their meal plans in front of the class.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. Breakfast <ul style="list-style-type: none"> <li>- A bowl of beef noodles</li> <li>- Orange juice</li> </ul> </li> <li>2. Morning snacks <ul style="list-style-type: none"> <li>Sugar-free cookies and milk</li> </ul> </li> <li>3. Lunch <ul style="list-style-type: none"> <li>- Brown rice</li> <li>- Grilled chicken breast</li> <li>- Green salad: lettuce, tomato, cucumber, bell pepper, boiled eggs</li> <li>- Dessert: Watermelon</li> </ul> </li> <li>4. Afternoon snack <ul style="list-style-type: none"> <li>Yogurt, banana and granola</li> </ul> </li> <li>5. Dinner <ul style="list-style-type: none"> <li>- Whole grain bread</li> <li>- Fish and sweet potatoes</li> <li>- Broccoli and carrot</li> <li>- Dessert: Grapefruit</li> </ul> </li> </ol>

##### 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**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 1: A long and healthy life</b></p> <p style="text-align: center;"><b>Lesson 5: Listening – Food and health</b></p> <p><b>*Warm-up</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"><li>1. (to) cut down on</li><li>2. acne (n)</li><li>3. skincare (n)</li><li>4. fitness (n)</li><li>5. brown rice (n)</li></ol> <p>Task 1. Choose the correct meaning of the underlined word and phrase.</p> <p>Task 2. Listen to a TV chat show and circle the topic of the show</p> <p>Task 3. Tick the food which is recommended in the talk.</p> <p>Task 4. Complete the sentences with ONE word.</p> <p>Task 5: Make a meal plan for one day.</p> <p><b>*Homework</b></p>
--

## UNIT 1: A LONG AND HEALTHY LIFE

### Lesson 6: 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, Unit 1, 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"> <li>- Guide students to make an outline before they write.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Below is a short message. Put the parts in the correct order. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs and rearrange the parts A-F to make a meaningful message.</li> <li>- 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)</li> <li>- Teacher asks a student to write the order on the board.</li> <li>- Check as a class.</li> <li>- 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)</li> </ul>	<p><b>Answer key:</b>            B - D - C - A - E - F</p>
<b>Useful expressions (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher gives Ss a handout and asks them to classify the items into correct parts of a message.</li> <li>- Teacher lets Ss work in groups.</li> <li>- The groups show their answers on the board.</li> <li>- The whole class checks the task together.</li> </ul>	<p><b>List of expressions:</b></p> <ul style="list-style-type: none"> <li>- <i>Greeting</i></li> <li>+ <i>Hi,</i></li> <li>+ <i>Hello,</i></li> <li>+ <i>Dear ...,</i></li> <li>- <i>Message</i></li> </ul>

	<ul style="list-style-type: none"> <li>+ <i>Thank you for ...</i></li> <li>+ <i>How about ...</i></li> <li>+ <i>What about ...</i></li> <li>+ <i>Why don't we ...</i></li> <li>+ <i>Shall we ...</i></li> <li>+ <i>Remember to ...</i></li> <li>+ <i>Don't forget to ...</i></li> <li>+ <i>I would like to invite you to ...</i></li> <li>+ <i>Do you want to ...</i></li> </ul> <p><b>- Closing</b></p> <ul style="list-style-type: none"> <li>+ <i>See you again,</i></li> <li>+ <i>See you soon,</i></li> <li>+ <i>Write back soon,</i></li> <li>+ <i>Bye,</i></li> <li>+ <i>Love,</i></li> </ul>
--	--

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Write a sentence to express each message below. Begin with the words given. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher instructs Ss to do the task.</li> <li>- 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")</li> <li>- Ss do the task individually and then compare the answers with their friends.</li> <li>- Check as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>2. <i>How about joining the reading club with me?</i></li> <li>3. <i>Don't forget to return the book to the library.</i></li> <li>4. <i>I'm glad to come to your birthday party.</i></li> <li>5. <i>Do I have to dress formally for the party?</i></li> </ol>
<b>Task 3. Write a short message to reply to the one in Task 1. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks students to write a message to reply to the one in Task 1.</li> <li>- Before Ss write the message, teacher asks them to review the structure of a message.</li> <li>- 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.</li> </ul>	<p><b>Suggested answer:</b></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. Shall we meet at 10 a.m?</i></p> <p><i>Please tell me if I need to buy something in advance to prepare for the meal.</i></p>

- Students work individually in 7 minutes.	<i>See you soon, Linda.</i>
--	---------------------------------

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Cross-checking</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.</li> <li>- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. Organization: .../10</li> <li>2. Legibility: .../10</li> <li>3. Ideas: .../10</li> <li>4. Word choice: .../10</li> <li>5. Grammar usage and mechanics: .../10</li> </ol> <p>TOTAL: .../50</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**

<p><i>Date of teaching</i></p> <p><b>Unit 1: A long and healthy life</b></p> <p><b>Lesson 6: Writing – A short message</b></p>
--

**\*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

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

## 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><b>Game: Mysterious creature</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- There are 4 questions which relate to a key picture.</li> <li>- T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened.</li> <li>- The group which gets the correct answer of the key picture is the winner.</li> </ul>	<p><b>Clues:</b></p> <ol style="list-style-type: none"> <li>1. The kind of education that takes place over the Internet</li> <li>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</li> <li>3. A covering for your face or for part of your face</li> <li>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.</li> </ol> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Online learning</li> <li>2. Vaccine</li> <li>3. Mask</li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss if they have ever been to the gym or know how to use fitness equipment.</li> <li>- 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.</li> <li>- 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.</li> <li>- Teacher plays the recording once in stronger classes and twice in weaker classes.</li> <li>- Teacher checks answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.</li> <li>- Teacher puts Ss into pairs and has them practise the conversation.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. B</li> <li>4. D</li> </ol>
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work in groups to do the task.</li> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<p><b>Useful expressions</b></p> <p><b>- Offering help:</b></p> <ul style="list-style-type: none"> <li>+ <i>Can I give you a hand?</i></li> <li>+ <i>Can I help you with ...?</i></li> <li>+ <i>Let me help you with ...</i></li> <li>+ <i>What can I do for you?</i></li> <li>+ <i>Is there anything (else) I can do for you?</i></li> </ul> <p><b>- Responding to offers</b></p> <ul style="list-style-type: none"> <li>+ <i>That's very kind/nice of you.</i></li> </ul>

	<ul style="list-style-type: none"> <li>+ <i>Thanks for your help.</i></li> <li>+ <i>Thanks, but I think I'm fine.</i></li> <li>+ <i>You are so kind. Thanks a lot.</i></li> </ul>
<b>Task 2: Work in pairs. Make similar conversation for these situations. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks Ss to read the list of useful expressions and checks understanding.</li> <li>- 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.</li> <li>- 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.</li> <li>- Teacher walks round the class and provides help when necessary.</li> <li>- Teacher asks some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.</li> </ul>	<p><b>Sample conversations:</b></p> <p>1.</p> <p>A: <i>Let me help you with the squats.</i></p> <p>B: <i>Oh, please. They're so difficult to do.</i></p> <p>A: <i>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></p> <p>B: <i>Oh, like this?</i></p> <p>A: <i>Yes. Well done!</i></p> <p>B: <i>Thanks for your help.</i></p> <p>2.</p> <p>B: <i>Can I help you with anything, Madam?</i></p> <p>A: <i>Oh, please. I'm looking for some food which is healthy for my family.</i></p> <p>B: <i>Well, I'll recommend fresh fruits and vegetables. They're very good for our health. You can find plenty of them over there.</i></p> <p>A: <i>That's very kind of you.</i></p> <p>B: <i>You're welcome.</i></p>

**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**

<b>TEACHER'S AND STUDENTS' ACTIVITIES</b>	<b>CONTENTS</b>
---	-----------------

<b>Pre-teach vocabulary (4 mins)</b>																	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words</b> 1. tuberculosis (n) 2. organism (n) 3. diameter (n) 4. antibiotic (n) 5. cell (n)																
<b>Task 1. Read the text and complete the comparison table below. (6 mins)</b>																	
<ul style="list-style-type: none"> <li>- 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></li> <li>- 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></li> <li>- Teacher asks Ss to study the comparison table in Task 1. Make sure they understand the first column. Encourage them to guess the answers.</li> <li>- 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.</li> <li>- 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.</li> <li>- Teacher has Ss read the text and complete the table individually.</li> <li>- Check answers as a class.</li> <li>- 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.</li> </ul>	<b>Answer key:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Bacteria</th> <th style="width: 35%;">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															
<b>Task 2. Discuss in pairs. What would you say to these people? (5 mins)</b>																	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the two statements and checks their understanding.</li> <li>- Teacher tells Ss to read the text again before they decide how to respond to them.</li> <li>- If time allows, have Ss discuss their answers in pairs.</li> <li>- 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.</li> </ul>	<b>Suggested answers:</b> <ul style="list-style-type: none"> <li>- <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 Corona viruses in particular is to get vaccinated.</i></li> <li>- <i>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.</i></li> </ul>																

**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**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<b>Watch a video about Covid-19 pandemic and discuss. (6 mins)</b>	
<p><b>* Extension:</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to share their knowledge about pandemics or diseases caused by viruses and/or bacteria.</li> </ul> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. How can the corona virus spread?</li> <li>2. What are some measures to avoid the spreading of the conora virus?</li> </ol>	<p><b><i>Diseases caused by viruses:</i></b></p> <ul style="list-style-type: none"> <li>● <i>AIDS</i></li> <li>● <i>Common cold</i></li> <li>● <i>Ebola</i></li> <li>● <i>Genital herpes</i></li> <li>● <i>Influenza</i></li> <li>● <i>Measles</i></li> <li>● <i>Chickenpox and shingles</i></li> <li>● <i>Coronavirus disease 2019</i></li> </ul> <p><b><i>Diseases caused by bacteria</i></b></p> <ul style="list-style-type: none"> <li>● <i>Tuberculosis</i></li> <li>● <i>Pneumonia</i></li> <li>● <i>Cholera</i></li> </ul> <p><b><i>Link</i></b></p> <p><a href="https://www.youtube.com/watch?v=8z9BsKpCJY0">https://www.youtube.com/watch?v=8z9BsKpCJY0</a></p> <p><b><i>Suggested answer:</i></b></p> <ol style="list-style-type: none"> <li><i>1. Via vectors like objects we have touched through sneezing or coughing</i></li> <li><i>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</i></li> </ol>

**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 style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 1: A long and healthy life</b></p> <p style="text-align: center;"><b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b></p> <p><b>* Everyday English: Offering help and responding to offers</b></p> <ul style="list-style-type: none"><li>- Task 1. Listen and complete the conversation with the expressions in the box.</li><li>- Task 2. Make similar conversations for these situations.</li></ul> <p><b>* CLIL (Biology): Bacteria and viruses</b></p> <ul style="list-style-type: none"><li>- Task 1. Read the text and complete the comparison table.</li><li>- Task 2. Discuss in pairs. What would you say to these people?</li></ul> <p><b>* Further Practice</b></p> <p>Watch a video about Conona virus</p> <p><b>*Homework</b></p>
---

## UNIT 1: A LONG AND HEALTHY LIFE

### 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 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, Unit 1, 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessively talkative students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

#### 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

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

#### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Circle the common pronunciation of the underlined auxiliary verbs. Then listen and check. Practise saying the conversations in pairs (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher puts Ss in pairs and has them read the conversations paying attention to the underlined auxiliary verbs.</li> <li>- In weaker classes, check if Ss can read the phonetic transcriptions of the two forms.</li> <li>- Teacher asks students to circle the correct pronunciation of the auxiliary verbs.</li> <li>- Check answers as a class by playing the recording.</li> <li>- Teacher asks Ss to role-play the conversations in pairs. Encourage them to use the correct forms of the auxiliary verbs.</li> </ul>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- <i>Auxiliary verbs at the beginning of Yes/No questions do not receive stress and are pronounced in their weak forms.</i></li> <li>- <i>At the end of short answers, they often receive stress and are pronounced in their short forms.</i></li> </ul> <p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. B - A</li> <li>2. B - A</li> </ol>
<p><b>Task 2: Fill in each gap with one word. (4 mins)</b></p>	

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Focus attention on the sentences and have Ss skim through them. Check if they know all the words.</li> <li>- Teacher has Ss complete the activity.</li> <li>- Check answers as a class.</li> <li>- 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.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. <i>cut</i></li> <li>2. <i>suffer</i></li> <li>3. <i>Working</i></li> <li>4. <i>balanced</i></li> <li>5. <i>treatment</i></li> </ol>
<p><b>Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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 grandfather went to hospital last month.</i> The time phrase 'last month' indicates that the action was completed in the past</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A (<input type="checkbox"/> <i>went</i>)</li> <li>2. A (<input type="checkbox"/> <i>was</i>)</li> <li>3. B (<input type="checkbox"/> <i>when</i>)</li> <li>4. B (<input type="checkbox"/> <i>haven't/ have not done</i>)</li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Instructions (given in Lesson 1 – Getting Started)</b></p>	
<ul style="list-style-type: none"> <li>- T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups.</li> <li>- Ss work in groups and make a poster to help teenagers develop a healthy habit. (p.17)</li> <li>- 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>)</li> <li>- Ss do research carefully and select the most interesting information to include in the poster. Pay attention to facts and figures.</li> <li>- T suggests Ss some designing tools or applications to have an eye-catching lay-out for their poster.</li> </ul>	

<ul style="list-style-type: none"> <li>- T makes sure that Ss answer 3 compulsory questions in the textbook.</li> <li>- T asks the class to listen to the reports and ask questions if they would like to.</li> <li>- Ss have peer assessment by taking notes on a checklist and then vote for the most attractive poster and the most interesting presentation.</li> </ul>	<p><i>Questions</i></p> <ul style="list-style-type: none"> <li>- <i>What is a health habit?</i></li> <li>- <i>What are the benefits of this habit?</i></li> <li>- <i>How can we develop this habit?</i></li> </ul>
<b>Students' presentations</b>	
<ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> <li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li> </ul>	

**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><b>Unit 1: A long and healthy life</b></p> <p><b>Lesson 8: Looking back and project</b></p> <p><b>*Warm-up</b></p> <p><b>* Looking back</b></p> <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Vocabulary</li> <li>- Language</li> </ul> <p><b>* Project: Healthy habits posters</b></p> <p><b>*Homework</b></p>
---

## UNIT 2: THE GENERATION GAP

### Lesson 1: 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	kháng 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	nói nghiệp/ kế nghiệp ai
---	--	--	--------------------------

### Assumption

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

## 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Listing game</b> - 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.	<b>Lists of questions:</b> <i>How many generations are there in your family?</i> <i>Do you and your parents like the same music/ types of clothes/ TV programmes?</i> <i>Do you ever argue about anything in your family?</i>

<ul style="list-style-type: none"> <li>- Each students of the team comes to the board and write down a word.</li> <li>- When finished, Teacher has teams check each other's spelling and count how many correct words each team has written.</li> <li>- Teacher leads in the new lesson by asking some questions.</li> </ul>	<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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><i>New words</i></p> <ol style="list-style-type: none"> <li>1. <i>generation gap (n.ph.)</i></li> <li>2. <i>behaviour (n)</i></li> <li>3. <i>nuclear family (n.ph.)</i></li> <li>4. <i>extended family (n.ph)</i></li> <li>5. <i>follow in somebody's footsteps (idiom)</i></li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																				
<p><b>Task 1. Listen and read. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	 <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see in each picture?</li> <li>- Who are the speakers?</li> <li>- What do you think they are discussing?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- I can see a teacher and two students in the picture.</li> <li>- Ms Hoa, Mark and Mai are the speakers.</li> <li>- They are discussing the generation gap.</li> </ul>																				
<p><b>Task 2. Read the conversation again. Tick (✓) the true information about Mark and Mai. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information.</li> <li>- Ss work independently to find the answers.</li> <li>- Teacher has Ss compare the answers in pairs before checking with the whole class.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> </ul>	<p><b>Answer key:</b></p> <table border="1" data-bbox="831 1491 1501 1906"> <thead> <tr> <th></th> <th></th> <th><i>Mark</i></th> <th><i>Mai</i></th> </tr> </thead> <tbody> <tr> <td>1.</td> <td><i>has some arguments over small things with family members</i></td> <td>✓</td> <td></td> </tr> <tr> <td>2.</td> <td><i>lives with grandparents who have traditional views</i></td> <td></td> <td>✓</td> </tr> <tr> <td>3.</td> <td><i>lives in a nuclear family</i></td> <td>✓</td> <td></td> </tr> <tr> <td>4.</td> <td><i>has parents who don't force their children to follow in their footsteps.</i></td> <td></td> <td>✓</td> </tr> </tbody> </table>			<i>Mark</i>	<i>Mai</i>	1.	<i>has some arguments over small things with family members</i>	✓		2.	<i>lives with grandparents who have traditional views</i>		✓	3.	<i>lives in a nuclear family</i>	✓		4.	<i>has parents who don't force their children to follow in their footsteps.</i>		✓
		<i>Mark</i>	<i>Mai</i>																		
1.	<i>has some arguments over small things with family members</i>	✓																			
2.	<i>lives with grandparents who have traditional views</i>		✓																		
3.	<i>lives in a nuclear family</i>	✓																			
4.	<i>has parents who don't force their children to follow in their footsteps.</i>		✓																		
<p><b>Task 3. Find words or phrases in 1 that have the following meanings. (5 mins)</b></p>																					

<ul style="list-style-type: none"> <li>- 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 Task 1.</li> <li>- Teacher asks Ss to read the definitions and find the suitable words. Underline the words/ phrases in the conversation.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>generation</i></li> <li>2. <i>(a) nuclear family</i></li> <li>3. <i>(an) extended family</i></li> <li>4. <i>arguments</i></li> </ol>
<b>Task 4. Choose the modal verbs used in 1 to complete the sentences. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to read each sentence individually. Then ask them to find the answers in the conversation.</li> <li>- 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.</li> <li>- Teacher checks answers as a class.</li> <li>- Teacher calls out each modal verb form and elicits what students know about the use of these modal verbs.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>has to</i></li> <li>2. <i>have to</i></li> <li>3. <i>should</i></li> <li>4. <i>must</i></li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 5. Role-play</b>	<i>Students' own creativity.</i>

- 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.

**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

### 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 *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, Unit 2, Language
- 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Quizizz</b> <ul style="list-style-type: none"> <li>- Ss use their electronic devices to access the link on quizizz and join the game.</li> <li>- Teacher shows the questions one by one, and the whole class answer the questions.</li> <li>- After the game, Ss with the highest point is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<b>Link:</b> <a href="https://quizizz.com/admin/quiz/6384e7b420f73e001e34eec8?source=quiz_share">https://quizizz.com/admin/quiz/6384e7b420f73e001e34eec8?source=quiz_share</a>

##### 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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and repeat. Pay attention to the contracted forms in the following sentences. What are their full forms? (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to listen to the recording. Have them pay attention to the contracted forms.</li> <li>- Teacher asks Ss to circle the words in contracted forms.</li> <li>- Teacher asks Ss to work in pairs and take turns to read the sentences in full form.</li> <li>- Teacher checks the answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>we will</i></li> <li>2. <i>You are</i></li> <li>3. <i>cannot</i></li> <li>4. <i>That is</i></li> <li>5. <i>do not</i></li> <li>6. <i>let us</i></li> </ol>
<p><b>Task 2: Listen and circle what you hear: contracted or full forms. Then practice saying these conversations in pairs. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read quickly through the questions and answers. Check understanding.</li> <li>- Teacher plays the recording twice, if necessary, pausing after each sentence and asks Ss to repeat as a class.</li> <li>- Students circle the forms they hear.</li> <li>- Teacher has Ss work in pairs to take turns to read each sentence aloud.</li> <li>- Teacher checks as a class.</li> </ul> <p><b>Extension:</b> 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></p> <p><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 read them in front of the class.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>A: What's</i> <i>B: We'll</i></li> <li>2. <i>A: Don't you</i> <i>B: don't</i></li> <li>3. <i>A: who'll</i> <i>B: I will</i></li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Match the words to make phrases that mean the following. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the definitions of the phrases first and checks understanding.</li> <li>- Teacher has Ss match each word with another one to make a phrase having the definition right next to it.</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> 1. <i>traditional view</i> 2. <i>common characteristics</i> 3. <i>generational conflict</i> 4. <i>cultural values</i>
<b>Task 2. Complete the sentences using the correct forms of the phrases in 1. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first.</li> <li>- Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1.</li> <li>- Teacher asks some Ss to read the complete sentences.</li> <li>- <b>Extension:</b> <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></li> </ul>	<b>Answer key:</b> 1. <i>cultural values</i> 2. <i>generational conflicts</i> 3. <i>common characteristics</i> 4. <i>traditional view</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 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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Circle the correct answers to complete the sentences.</b> (6 mins)	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher gives Ss time to complete the task.</li> <li>- 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.</li> <li>- <b>Extension:</b> 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></li> </ul> <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><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>must</i></li> <li>2. <i>have to</i></li> <li>3. <i>should</i></li> <li>4. <i>had to</i></li> </ol>
<b>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.</b> (7 mins)	
<ul style="list-style-type: none"> <li>- Teacher lets Ss work in pairs.</li> <li>- 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</li> <li>- Teacher requires Ss to use the correct modal verbs.</li> </ul>	<p><b>Example:</b></p> <p>A: <i>I <b>have to</b> be back home by 9 p.m.</i></p> <p>B: <i>Really? I <b>don't have to</b>. But my parents think I <b>shouldn't</b> stay out after 10 p.m.</i></p>

- Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as the rules of contracted forms.
- **Extension:** *In stronger class, Teacher may ask one student to report what his/her partner has shared and vice versa.*

**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

### Lesson 3: 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, Unit 2, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. characteristic (n)	/ˌkærəktəˈrɪstɪk/	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)	/kriˈeɪtɪv/	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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## 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

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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs and look at the pictures.</li> <li>- They should discuss what they know about the generation in each picture.</li> <li>- Teacher has some Ss share their answers with the whole class.</li> <li>- Teacher introduces the topic of the reading text.</li> </ul> <div style="text-align: center;">  <p>Generation X</p>  <p>Generation Y</p>  <p>Generation Z</p> </div>	<p><b>Suggested answers:</b></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>
<p><b>Vocabulary pre-teaching (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> </ul>	<p><b>New words:</b></p> <p>1. characteristic (n)</p>

<ul style="list-style-type: none"> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<ul style="list-style-type: none"> <li>2. critical (adj)</li> <li>3. creative (adj)</li> <li>4. platform (n)</li> </ul>
---	---

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Read the article. Match the highlighted words with their meanings. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks Ss to work in groups to discuss the clues and compare answers.</li> <li>- 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.</li> </ul> <p><b>Extension:</b> 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</p>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. <i>b</i></li> <li>2. <i>d</i></li> <li>3. <i>e</i></li> <li>4. <i>a</i></li> <li>5. <i>c</i></li> </ul>

<p>on a table. Have Ss swap their words, come to the table and find the definition of their new word.</p>																															
<p><b>Task 3. Read the article again and choose the best title. (7 mins)</b></p>																															
<ul style="list-style-type: none"> <li>- 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 paragraph, highlighting key information, or searching for conclusions.</li> <li>- 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.</li> <li>- Teacher asks Ss to work in pairs to compare their answers.</li> <li>- 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></li> </ul>	<p><b>Answer key:</b></p> <p><i>C. Characteristics of different generations</i></p>																														
<p><b>Task 4. Read the article again. Tick (✓) the characteristics of each generation according to the article. (7 mins)</b></p>																															
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the descriptions given and underline the key information in each of them.</li> <li>- 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></li> <li>- Teacher reminds Ss that the statements may include paraphrased information so they should look for synonyms or antonyms in the text.</li> <li>- 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.</li> <li>- Teacher checks answers as a class.</li> </ul> <p><b>Extension:</b> 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</p>	<p><b>Answer key:</b></p> <table border="1" data-bbox="874 1075 1484 1400"> <thead> <tr> <th></th> <th></th> <th style="color: red;">Generation X</th> <th style="color: red;">Generation Y</th> <th style="color: red;">Generation Z</th> </tr> </thead> <tbody> <tr> <td style="color: red;">1.</td> <td style="color: red;">They enjoy working in a team with others.</td> <td></td> <td style="color: red;">✓</td> <td></td> </tr> <tr> <td style="color: red;">2.</td> <td style="color: red;">They can use apps and digital devices in creative ways.</td> <td></td> <td></td> <td style="color: red;">✓</td> </tr> <tr> <td style="color: red;">3.</td> <td style="color: red;">Critical thinking is one of their characteristics.</td> <td style="color: red;">✓</td> <td></td> <td></td> </tr> <tr> <td style="color: red;">4.</td> <td style="color: red;">Most of them plan to have their own business.</td> <td></td> <td></td> <td style="color: red;">✓</td> </tr> <tr> <td style="color: red;">5.</td> <td style="color: red;">They are known for their curiosity.</td> <td></td> <td style="color: red;">✓</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.		✓	
		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.		✓																												

out the correct generation wins a point. The winner is the S with the most points.	
--	--

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 5. Discussion</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher invites some groups to share their answers with the whole class.</li> <li>- Teacher asks other students to listen and give comments.</li> <li>- Teacher gives feedback and gives marks to Ss' performance.</li> </ul>	<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**

- 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

### Lesson 4: 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, Unit 2, 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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

#### 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;

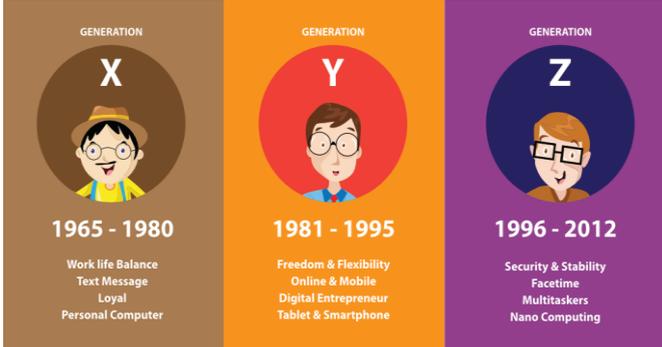
###### b. Content:

- Students look at the picture and guess.

###### c. Expected outcomes:

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

###### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Guessing game</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the picture about 3 generations with clues.</li> <li>- Teachers asks Ss to look at the rules then guess which generation each set of clues indicates.</li> <li>- Students speak out the name of each generation based on the given clues.</li> <li>- Teacher calls some students to provide more information they can remember from the previous lesson.</li> <li>- Teacher gives comments and leads to the new lesson.</li> </ul>	 <p>The infographic displays three generations with their respective characteristics and technologies:</p> <ul style="list-style-type: none"> <li><b>GENERATION X (1965 - 1980):</b> Work life Balance, Text Message, Loyal, Personal Computer.</li> <li><b>GENERATION Y (1981 - 1995):</b> Freedom &amp; Flexibility, Online &amp; Mobile, Digital Entrepreneur, Tablet &amp; Smartphone.</li> <li><b>GENERATION Z (1996 - 2012):</b> Security &amp; Stability, Facetime, Multitaskers, Nano Computing.</li> </ul>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Brainstorming</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to read the example and the list of suggested ideas individually.</li> <li>- 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></li> <li>- 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.</li> </ul>	<p><b>Tips to start a conversation or discussion:</b></p> <ul style="list-style-type: none"> <li>* <i>To start a conversation or discussion, you can:</i></li> <li>+ <i>present the topic.</i> <i>Example: Let's talk about ...</i></li> <li>+ <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></li> <li>+ <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></li> </ul>

<ul style="list-style-type: none"> <li>- Teacher asks Ss to brainstorm other ideas in pairs or as a class, and write them on the board, <i>e.g. My sister is very creative. My father likes to listen and accept differences.</i></li> </ul> <p><b>Tips to start a conversation or discussion:</b></p> <ul style="list-style-type: none"> <li>- Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases.</li> <li>- Teacher asks Ss to give more examples.</li> </ul>	
--	--

**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. (p.23)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to study the given jumbled speakers' lines and the beginning and end of the conversation.</li> <li>- Teacher has Ss to work in pairs to rearrange the jumbled sentences and walks around to offer help if necessary.</li> <li>- Teacher checks answers as a class.</li> <li>- Teacher gives time for the pairs to practice the conversation and calls some pairs to practice in front of the class.</li> </ul>	<p><b>Answer key:</b>            1. C   2. D   3. A   4. B</p>
<b>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)</b>	

<ul style="list-style-type: none"> <li>- Teacher explains the task and reminds Ss of the ways to start a conversation.</li> <li>- Teacher asks Ss to work in pairs, brainstorm ideas and write down the questions for their conversation.</li> <li>- 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.</li> <li>- Teacher walks around to provide help if necessary.</li> <li>- Teacher invites some pairs to role play the conversation in front of the class.</li> </ul>	<i>Students' answers</i>
<p><b>Task 3. Work in groups. Discuss the following question and then report to the whole class. (8 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups and have a group discussion about the most common differences among the generations of their families.</li> <li>- 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.</li> <li>- Teacher walks around to offer help Ss, if necessary, and encourages quiet group members to get involved.</li> <li>- Teacher has some groups come to the front and report their discussion.</li> <li>- Teacher praises groups for good effort, teamwork and interesting ideas.</li> </ul>	<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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Further practice</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs, discuss and brainstorm ideas about generation differences in their family.</li> <li>- Teacher invites some pairs to demonstrate their discussion in front of the class</li> <li>- Teacher encourages the rest of the class to follow their friends' performances and compare them with their own ideas.</li> <li>- Teacher gives feedback and gives marks to Ss' performance.</li> </ul>	<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**

<p><i>Date of teaching</i></p> <p><b>Unit 2: the generation gap</b></p> <p><b>Lesson 4: Speaking – Talking about different generations</b></p> <p><b>*Warm-up</b></p> <p><b>* Brainstorming</b></p> <ul style="list-style-type: none"> <li>- Task 1. Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs.</li> <li>- 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.</li> </ul>
--

- 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

### Lesson 5: 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, Unit 2, Listening
- 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)	/ə'piərəns/	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.	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

## 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;"><b>Watch a video</b></p> <ul style="list-style-type: none"> <li>- Teacher plays the video and asks the whole class to stand up.</li> <li>- Ss watch the video and note down the reasons for family conflicts.</li> <li>- Teacher calls some Ss to share and confirm the answers.</li> <li>- Teacher leads in the new lesson.</li> </ul>	<p>Link:  <a href="https://www.youtube.com/watch?v=f1oyseKG9Y8">https://www.youtube.com/watch?v=f1oyseKG9Y8</a></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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. disagreement (n)</li> <li>2. upset (n)</li> <li>3. complain (about) (v)</li> <li>4. allow (sb to do st) (v)</li> <li>5. appearance (n)</li> </ol>
<b>Task 1. Complete the following table about you. Work in pairs and compare your answers. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the picture and guess why the people are arguing.</li> <li>- Teacher asks Ss to read the statements in the table and tick the correct information about them.</li> <li>- Teacher has Ss work in pairs to compare their answers. Encourage them to ask each other questions and give more details about their answers.</li> <li>- Teacher invites some Ss to share their answers or their partners' answers with the class.</li> </ul>	<p><b>Suggested answer:</b></p> <p><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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Listen to a conversation between Kevin and Mai. Number the things they talk about in the order they are mentioned. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher explains the format of this activity: Ss listen and number the things the speakers talk about in the order they are mentioned.</li> <li>- 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></li> <li>- 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></li> <li>- Teacher plays the recording and has Ss listen and numbers the things listed in the four statements.</li> <li>- Teacher asks Ss to compare their answers in pairs or groups.</li> <li>- Check answers by playing the recording again and pausing after the parts of the conversation containing the information.</li> </ul>	<b>Answer key:</b> <i>1. d    2. c    3. b    4. a</i>
<b>Task 3. Listen to the conversation again and answer the following questions using no more than TWO words. (12 mins)</b>	

<ul style="list-style-type: none"> <li>- Teacher has Ss read through the questions carefully and check if they understand all the vocabulary.</li> <li>- In stronger classes, ask Ss if they can answer the questions without listening to the conversation again.</li> <li>- 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></li> <li>- Teacher asks Ss to focus on the type of information that they will need. Remind Ss of the word limit for each answer.</li> <li>- Teacher plays the recording. Ask Ss to listen and take notes.</li> <li>- Check answers as a class.</li> </ul> <p><b>Extension:</b> 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><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Mai's appearance</i></li> <li>2. <i>At school.</i></li> <li>3. <i>(His) homework.</i></li> <li>4. <i>Kevin's eyesight/ his eyesight.</i></li> <li>5. <i>10 p.m.</i></li> </ol>
---	---

**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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4: Work in groups. Discuss the following questions.</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to list the things that Mai's and Kevin's parents complain about.</li> <li>- 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.</li> <li>- Teacher invites Ss from some groups to share their opinions with the whole class. Encourage them to give reasons.</li> </ul>	<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

### Lesson 6: 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, Unit 2, 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"> <li>- Guide students to make an outline before they write.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

#### 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

<b>TEACHER’S AND STUDENTS’ ACTIVITIES</b>	<b>CONTENTS</b>
---	-----------------

<b>GAME: Board race (The topic word is <i>The generation gap</i>)</b> - 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. <i>Rules and an example of the 'board race game':</i> - 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. - 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.											
			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	

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Work in pairs. Complete the notes using the sentences (A–D) in the box. (4 mins)</b>	
- 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	<b>Answer key:</b> 1. B 2. C 3. A

<p>and two – supporting examples or further explanations.</p> <ul style="list-style-type: none"> <li>- Teacher puts Ss into pairs. Have them work together to complete the notes.</li> <li>- Teacher checks answers as a class.</li> </ul>	<p>4.D</p>
<p><b>Useful expressions (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher gives Ss a handout and asks them to classify the items into correct groups.</li> <li>- Teacher lets Ss work in groups.</li> <li>- The groups show their answers on the board.</li> <li>- The whole class checks the task together.</li> </ul>	<p><b>List of expressions:</b></p> <p><i>To express opinion:</i></p> <ul style="list-style-type: none"> <li>· <i>In my opinion, ...</i></li> <li>· <i>Personally, I think/ I believe (that)...</i></li> <li>· <i>I strongly believe that...</i></li> <li>· <i>It seems to me that...</i></li> <li>· <i>In my view, ...</i></li> <li>· <i>From my point of view, ...</i></li> </ul> <p><i>To add ideas:</i></p> <ul style="list-style-type: none"> <li>· <i>What is more, ...</i></li> <li>· <i>Moreover/ furthermore/ in addition (to)</i></li> <li>· <i>Firstly, ...</i></li> <li>· <i>First of all, ...</i></li> <li>· <i>Secondly, ...</i></li> <li>· <i>Thirdly, ...</i></li> <li>· <i>Lastly, ...</i></li> <li>· <i>Finally, ...</i></li> </ul>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 2. Read an opinion essay and match each paragraph with the correct description. (6 mins)</b></p>	

<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the four descriptions and put them in the correct order.</li> <li>- 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.</li> <li>- Teacher checks answers as a class.</li> <li>- 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></li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. C</li> <li>3. A</li> <li>4. B</li> </ol>
<p><b>Task 3. Write an opinion essay (120–150 words) stating the opposite view. (10 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- In stronger classes, encourage Ss to use their own ideas.</li> <li>- Teacher has Ss work individually to write their first draft.</li> <li>- 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.</li> <li>- Teacher collects Ss' essays to mark and provide written feedback in the next lesson.</li> </ul>	<p><b>Suggested answer:</b></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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Cross-checking</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give opinions to other Ss</li> <li>- Teacher chooses some typical errors and corrects the whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. <i>Organization: .../10</i></li> <li>2. <i>Legibility: .../10</i></li> <li>3. <i>Ideas: .../10</i></li> <li>4. <i>Word choice: .../10</i></li> <li>5. <i>Grammar usage and mechanics: .../10</i></li> </ol> <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><i>Date of teaching</i></p> <p><b>Unit 2: The generation gap</b></p> <p><b>Lesson 6: Writing – An opinion essay about limiting teenagers' screen time</b></p>
--

**\*Warm-up**

- Task 1: Work in pairs. Complete the notes using the sentences (A–D) in the box.

**\* Useful expressions**

- 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.

**\* Cross-checking**

**\*Homework**

## UNIT 2: THE GENERATION GAP

### 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 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, Unit 2, Communication and Culture/ CLIL
- 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

#### 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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>HIDDEN PICTURE GAME</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the instructions for the game and asks Ss how to play.</li> <li>- Teacher confirms the rules (if necessary).</li> <li>- Ss work in 4 big groups and quickly raise their hands to answer.</li> <li>- Teacher calls the fastest group to answer and gives points for the correct answers.</li> <li>- The winner is the group with the most correct answers.</li> <li>- Teacher congratulates the winner and leads in the new lesson.</li> </ul>	<p><b>Key:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Vietnam</b></p> </div> <div style="text-align: center;">  <p><b>Thailand</b></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p><b>America</b></p> </div> <div style="text-align: center;">  <p><b>Mexico</b></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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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></li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. C</li> <li>3. A</li> <li>4. B</li> </ol>

<ul style="list-style-type: none"> <li>- Teacher has Ss listen and complete the conversation with the expressions from the box.</li> <li>- Teacher checks answers by asking two Ss to read out the conversation.</li> <li>- 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>).</li> <li>- Teacher puts Ss in pairs and has them practise the conversation.</li> </ul>	
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work in groups to do the task.</li> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<p><b>Useful expressions</b></p> <p><b>Asking for permission:</b></p> <ul style="list-style-type: none"> <li>• <i>(Please) Can I ...?</i></li> <li>• <i>Do you mind if I (go) ...?</i></li> <li>• <i>Would you mind if I (went) ...?</i></li> <li>• <i>Is it OK if I (go) ...?</i></li> </ul> <p><b>Giving permission:</b></p> <ul style="list-style-type: none"> <li>• <i>Sure.</i></li> <li>• <i>Of course you can.</i></li> <li>• <i>No problem.</i></li> <li>• <i>Please feel free to ...</i></li> </ul> <p><b>Refusing permission:</b></p> <ul style="list-style-type: none"> <li>• <i>I'm afraid not.</i></li> <li>• <i>No, please don't.</i></li> <li>• <i>I'm afraid you can't.</i></li> <li>• <i>I'm sorry, but that's not possible.</i></li> </ul>
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Teacher goes through the Useful expressions in the box</li> </ul>	<i>Students' answers</i>

<p>and reminds Ss to use them in their conversations.</p> <ul style="list-style-type: none"> <li>- In stronger classes, encourage them to be more creative and use a variety of sentence structures.</li> <li>- 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.</li> <li>- 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.</li> </ul>	
--	--

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Read the text and complete the comparison table below (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- 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</i></li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. English</li> <li>2. American traditions</li> <li>3. native</li> <li>4. cultural values</li> </ol>

<p><i>these families like? What are the teenagers in these families like?</i></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher checks answers as a class by calling on pairs to write the missing words on the board.</li> <li>- 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.</li> </ul>	
<p><b>Task 2. Work in groups. Discuss the following questions.</b> (5 mins)</p>	
<ul style="list-style-type: none"> <li>- 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> ...</li> <li>- Teacher asks Ss to work in groups and discuss the questions. Walk around and help Ss if necessary.</li> </ul>	<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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Talk about the differences among Asian American children and Asian American parents.</b> (6 mins)</p>	

<ul style="list-style-type: none"> <li>- Teacher asks the students to work in groups and look at the summary about the differences among Asian American children and Asian American parents.</li> <li>- Students use the structures to give opinions and the ideas in the summary to talk about.</li> <li>- Teacher calls some students to present in front of the class.</li> </ul>	<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><b>Unit 2: The generation gap</b></p> <p><b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b></p> <p><b>* Everyday English. Asking for and giving permission</b></p> <ul style="list-style-type: none"> <li>- <b>Task 1:</b> Listen and complete the conversation with the expressions in the box. Then practise it in pairs.</li> <li>- <b>Task 2:</b> 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.</li> </ul> <p><b>* Culture: The generation gap in Asian American families</b></p> <ul style="list-style-type: none"> <li>- <b>Task 1:</b> Read the text and complete the comparison table below</li> <li>- <b>Task 2.</b> Work in groups. Discuss the following questions.</li> </ul> <p><b>* Further Practice</b></p> <p><b>*Homework</b></p>
---

## UNIT 2: THE GENERATION GAP

### 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 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, Unit 2, 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

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

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to listen and identify the forms: contracted or full forms in each sentence.</li> <li>- Teacher has Ss practise saying these exchanges in pairs paying attention to the contracted forms.</li> <li>- Teacher asks several pairs of Ss to role-play the</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. <i>mustn't</i></li> <li>2. <i>don't</i></li> <li>3. <i>It's</i></li> <li>4. <i>I've</i></li> </ol>

exchanges in front of the class. Praise for good pronunciation and fluent delivery.	
<b>Task 2: Solve the crossword. Use the words or phrases you have learnt in this unit. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss look at the crossword, and the clues.</li> <li>- Teacher asks Ss to read each clue and focus Ss' attention on the gap in it.</li> <li>- 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.</li> <li>- Teacher asks Ss to fill in the words/ phrases in the crossword.</li> <li>- Teacher has Ss check their answers in pairs / groups.</li> <li>- Teacher checks answers as a class by asking individual Ss to read the sentences.</li> </ul>	<b>Answer key</b> <b>DOWN</b> <i>1. nuclear</i> <i>2. generation</i> <b>ACROSS</b> <i>3. screen time</i> <i>4. extended</i> <i>5. conflicts</i> <i>6. digital native</i>
<b>Task 3: Choose the correct answers A, B, C or D to complete the following sentences.. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read each sentence and choose the correct modal verb to complete it.</li> <li>- Teacher reminds Ss to study the context carefully and decide which option is the correct one.</li> <li>- Check answers as a class by playing the recording.</li> <li>- Teacher asks individual Ss to read the sentences.</li> </ul>	<b>Answer key:</b> <i>1. A</i> <i>2. B</i> <i>3. C</i> <i>4. D</i> <i>5. 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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Instructions (given in Lesson 1 – Getting Started)</b>	
- T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups.	

<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	
<b>Students' presentations</b>	
<ul style="list-style-type: none"> <li>- All groups make presentations.</li> <li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li> </ul>	

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

**Suggested checklist for peer assessment:**

	Tick where appropriate	Comments (in English or Vietnamese)
<b>DELIVERY</b>		
- 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.		
<b>CONTENT:</b> 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)
<b>DELIVERY</b>		
- 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.		
<b>CONTENT:</b> 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

### Lesson 1: 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, 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. impact (n)	/ 'ɪmpækt/	the effect or influence that an event, situation etc has on someone or something	ảnh hưởng
2. public transport (u.n)	/ 'pʌblɪk 'trænspɔ:t/	buses, trains etc that are available for everyone to use	Phương tiện công cộng
3. infrastructure (n)	/ 'ɪnfɹə ,strʌktʃə/	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	/ 'træfik 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	/ 'kɑ:bən 'fɒt ,prɪnt/	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 CO <sub>2</sub>

### Assumption

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

## 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
CATEGORIZING GAME	Target words in Unit 2

<ul style="list-style-type: none"> <li>- Ss stand in a circle or two rows facing each other and set a time limit for the game.</li> <li>- 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.</li> <li>- The game continues until the time is up or all ss have had a chance to say a word or phrase.</li> </ul>	
---	--

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. impact (n)</li> <li>2. public transport (n)</li> <li>3. infrastructure (n)</li> <li>4. traffic jam (n)</li> <li>5. carbon footprint (n)</li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Listen and read. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	 <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- <i>What can you see in the picture?</i></li> <li>- <i>How is the city different from that now?</i></li> <li>- <i>What do you benefit from living in this city?</i></li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <i>Tall buildings, roads in the air, flying private vehicles</i></li> <li>- <i>People travel by flying objects instead of going by car or bus. ...</i></li> <li>- <i>Life will be more convenient without pollution.</i></li> <li>...</li> </ul>
<b>Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to read the conversation again and work independently to find the answers.</li> <li>- Ss work independently to find the answers.</li> <li>- Teacher has Ss compare the answers in pairs before checking with the whole class.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li><i>green areas</i></li> <li><i>traffic jams</i></li> <li><i>technology</i></li> <li><i>housing</i></li> </ol>
<b>Task 3. Match the words to make phrases mentioned in 1. (5 mins)</b>	

<ul style="list-style-type: none"> <li>- Teacher has Ss look at task 3, and ask Ss to do the matching.</li> <li>- Teacher asks Ss to read out the phrases they have found and explain the meaning of them.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>public transport</i></li> <li>2. <i>private vehicles</i></li> <li>3. <i>modern infrastructure</i></li> <li>4. <i>high-rise buildings</i></li> <li>5. <i>smart city</i></li> </ol>
<p><b>Task 4. Complete the sentences with phrases from 1. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the three statements.</li> <li>- Teacher asks Ss to complete the sentences, using the correct phrases from the text.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>seems a good solution</i></li> <li>2. <i>looks beautiful</i></li> <li>3. <i>am thinking of</i></li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 5. Interview</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher invites 1 or 2 pairs to come to the stage and do the interview.</li> <li>- Teacher asks other students to listen and give comments.</li> <li>- Teacher gives feedback and gives marks to the students with good performance.</li> </ul>	<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><b>Unit 3: Cities of the future</b></p> <p><b>Lesson 1: Getting started</b></p>
<p><b>*Warm-up</b></p>
<p><b>* Vocabulary</b></p> <ol style="list-style-type: none"><li>1. impact (n)</li><li>2. public transport (n)</li><li>3. infrastructure (n)</li><li>4. traffic jam (n)</li><li>5. carbon footprint (n)</li></ol>
<ul style="list-style-type: none"><li>- Task 1: Listen and read (p.28)</li><li>- Task 2. Read the conversation again and complete the notes. Use no more than TWO words for each blank. (p.29)</li><li>- Task 3. Match the words to make phrases mentioned in 1. (p.29)</li><li>- Task 4. Complete the sentences with phrases from 1. (p.29)</li><li>- Task 5: Interview</li></ul>
<p><b>*Homework</b></p>

## UNIT 3: CITIES OF THE FUTURE

### 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 *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, Unit 3, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

### Language analysis

Stative verbs in the continuous form	Linking verbs
<p>1. Describe a state rather than an action</p> <ul style="list-style-type: none"> <li>- Thoughts and opinions (agree, believe, remember, think, understand)</li> <li>- Feelings and emotions (hate, love, prefer)</li> <li>- Sense (appear, feel, look, see, seem, smell, taste)</li> <li>- Possession (belong, have, own)</li> </ul> <p>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></p> <p>Eg: My dad <b>has</b> a new car. He <b>is having</b> a good time.</p>	<p>1. Link the subject with an adjective or a noun that describes or identifies the subject.</p> <p>2. Common linking verbs: be, seem, look, become, appear, sound, taste, smell</p>

### Assumption

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

	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
--	---

### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group is given some pieces of paper.</li> <li>- Ss have to put the pieces of paper together into a picture.</li> <li>- The group that has the picture in the shortest time is the winner.</li> </ul>	<p><b>Suggested answers:</b></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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
------------------------------------	----------

<b>Task 1: Listen and repeat. Pay attention to the linking between the words in the sentences. (7 mins)</b>	
<p><b>Aims:</b> 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"> <li>- Teacher explains the importance of linking in spoken English.</li> <li>- Teacher explains that the linking is already marked, and asks Ss to read the sentences first and say which sounds are linked.</li> <li>- Teacher plays the recording and asks Ss to listen and repeat. Tell them to pay attention to linked sounds.</li> <li>- Teacher asks Ss to practice reading the sentences aloud in pairs.</li> </ul>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- <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></li> <li>- <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></li> </ul> <ol style="list-style-type: none"> <li>1. He <u>lives</u> <u>in</u> the city centre.</li> <li>2. Cities <u>of</u> the future will be more <u>exciting</u>.</li> <li>3. The new high-rise building <u>is</u> <u>in</u> the west <u>of</u> the city.</li> <li>4. A <u>lot</u> <u>of</u> people come to the city to <u>walk</u> <u>across</u> the famous bridge</li> </ol>
<b>Task 2: Listen and mark the consonant and vowel sounds that are linked. Then practice saying the sentences. (5 mins)</b>	
<p><b>Aim:</b> To help Ss recognise and practise linking between a final consonant and an initial vowel.</p> <ul style="list-style-type: none"> <li>- Ask Ss to read the sentences and put a mark between the sounds they think are linked when speaking.</li> <li>- Play the recording and have Ss check their answers.</li> <li>- Play the recording again, pausing after each sentence, for Ss to repeat. Then say the linked words for Ss to check their answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Traffic jams are the city's biggest problem, especially during <u>rush</u> <u>hours</u>.</li> <li>2. <u>This</u> <u>is</u> the most beautiful city I've <u>ever</u> <u>visited</u>.</li> <li>3. Would you like to <u>join</u> <u>a</u> <u>guided</u> <u>tour</u> <u>of</u> the city this afternoon?</li> <li>4. The <u>Fine</u> <u>Art</u> Museum was <u>built</u> <u>in</u> the new urban area of the city.</li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Match the words and phrases with their meanings.</b> (6 mins)	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings.</li> <li>- Check answers as a class. Call on one student to read an item aloud and another student to read its meaning.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. city dweller</li> <li>2. infrastructure</li> <li>3. urban centre</li> <li>4. roof garden</li> <li>5. skyscraper</li> </ol>
<b>Task 2. Complete the sentences using the correct forms of the words and phrases in 1.</b> (6 mins)	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Check answers as a class. Have Ss call out the word and phrase they have used in each sentence first.</li> <li>- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word / phrase by referring to the context clues.</li> <li>- Ask individual Ss to read the complete sentences.</li> <li>- <b>Extension:</b> <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></li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. infrastructure</li> <li>2. city dwellers</li> <li>3. roof garden</li> <li>4. skyscraper</li> <li>5. urban centres</li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
------------------------------------	----------

<b>Task 1. Choose the correct forms of the verbs to complete the following sentences. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- In stronger classes, have Ss come up with their own example sentences.</li> <li>- 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.</li> <li>- Check answers as a class and ask Ss to explain their choices</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. think</li> <li>2. are thinking</li> <li>3. don't see</li> <li>4. 'm seeing</li> </ol>
<b>Task 2. Find and correct the mistakes in the following sentences. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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?</li> <li>- 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.</li> <li>- 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).</li> <li>- Ask Ss to work independently to find and correct the mistakes in the sentences.</li> <li>- Have Ss work in pairs to compare their answers.</li> <li>- Check answers as a class by having individual Ss read out the sentences or write them on the board.</li> </ul>	<p><b>Suggested answer:</b></p> <ol style="list-style-type: none"> <li>1. The urban lifestyle seems more <b>exciting</b> to young people.</li> <li>2. The museum building looks <b>beautiful</b> from a distance.</li> <li>3. Widening the road sounds like a good <b>solution</b> to traffic jams in this area.</li> <li>4. My sister has become highly <b>successful</b> in her job at the architecture company.</li> </ol>

**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 1: CITIES OF THE FUTURE

### Lesson 3: 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, Unit 3, 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. 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'fɪʃənt/	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	có thể hồi phục

		carefully and can therefore be used without the risk of finishing it all	
5. pedestrian zone (n)	/pəˈdɛstriən 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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;"><b>KIM'S GAME</b></p> <ul style="list-style-type: none"> <li>- 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).</li> </ul>	<p><b>KIM'S GAME</b></p>

<p>- The team with more correct words becomes the winner.</p>	<div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. Tall building</li> <li>2. No pollution</li> <li>3. Computers/robots</li> <li>4. No traffic congestion/jams</li> </ol>
---	---

**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><b>Task 1. Work in groups. Discuss the questions. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Encourage Ss to come up with their own ideas. Focus on the two main characteristics of future cities (smart and sustainable)</li> <li>- 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</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. <i>What will future cities look like?</i></li> <li>2. <i>Do you think they will be 'smarter' and more sustainable? why/why not?</i></li> </ol> <p><b>Suggested answers:</b></p>

vehicles? Architecture: Do you think all buildings will be skyscrapers?  - Invite some groups to share their ideas with the class.	
<b>Vocabulary pre-teaching (5 mins)</b>	
- 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.	<b>New words:</b> 1. sustainable (adj) 2. to operate (v) 3. efficient (adj) 4. renewable (adj) 5. pedestrian zone (n) 6. livable/liveable (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 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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Read the article. Circle the correct meanings of the highlighted words and phrases. (6 mins)</b>	
<b>Aim:</b> To help Ss practise guessing the meanings of words/phrases from context.  - 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.	<b>Answer key:</b> 1. A 2. A 3. B 4. B

<ul style="list-style-type: none"> <li>- Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary.</li> <li>- Have Ss to discuss the context clues option and compare answers in small groups.</li> <li>- Check answers as a class by inviting Ss to write them on the board.</li> </ul>	
<b>Task 3. Read the article again and decide whether the statements are true (T) of false (F). (7 mins)</b>	
<p>Aim: To help Ss practice reading for specific information.</p> <ul style="list-style-type: none"> <li>- Ask Ss to read the statements and check comprehension.</li> <li>- Remind Ss that the statements may include paraphrased information so they should look for synonyms or words with similar meaning.</li> <li>- 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.</li> <li>- Check answers as a class. In stronger classes, have Ss correct the false statements in pairs. Write them on the board.</li> </ul>	<p><b>Answer key:</b>  <b>1. F 2. T 3. T 4. F</b></p>
<b>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)</b>	
<p>Aim: To help Ss practise reading for specific information</p> <ul style="list-style-type: none"> <li>- 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 each gap.</li> <li>- Tell Ss to read through the text to locate sentences containing the answers.</li> <li>- Have Ss work in pairs or groups to compare answers.</li> <li>- 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’.</li> </ul> <p><b>Extension:</b> 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><b>Answer key:</b>  <b>1. support</b>  <b>2. operate</b>  <b>3. green space</b>  <b>4. infrastructure</b></p>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 5. Discussion</b></p> <ul style="list-style-type: none"> <li>- Aim: To help Ss use the ideas and language in the reading to express opinions and give reasons.</li> <li>- 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.</li> <li>- Encourage Ss to explain their answers using as many reasons as possible.</li> <li>- Invite some Ss from different groups to give their answers to the class.</li> </ul>	<p><b><i>Suggested answers:</i></b></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**

**UNIT 3: CITIES OF THE FUTURE**  
**Lesson 4: 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, Unit 3, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

**Assumption**

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

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;"><b>Watch a video</b></p> <p>- Teacher plays the video and asks Ss some questions.</p>	<p>Link:  <a href="https://youtube.com/watch?v=m1z1rAC7nBs&amp;feature=share">https://youtube.com/watch?v=m1z1rAC7nBs&amp;feature=share</a></p> <p>Questions:            - Are there any differences between life in the video with that of ours?            - Do you like living there?</p>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary Revision (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher writes words on the board</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. environment (n)</li> <li>2. private vehicles (n)</li> <li>3. public transport (n)</li> <li>4. infrastructure (n)</li> <li>5. eco-friendly (adj)</li> <li>6. sensor technology</li> </ol>
<b>Task 1. Work in pairs. Complete the diagram with the ideas below (4 mins)</b>	
<p><b>Aim:</b> To introduce more ideas for the main speaking task and get Ss involved in the lesson.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <p>1. B    2. C    3. A</p>

<ul style="list-style-type: none"> <li>- Have Ss read the three statements and the text in the diagram. Check understanding of more difficult words and phrases.</li> <li>- Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers.</li> </ul>	
---	--

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 2. Match the questions with the answers to make a conversation. Then practice it in pairs. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- <b>Aim:</b> To provide a model conversation in which speakers discuss one aspect of future cities and practise using Wh-questions to keep the conversation going.</li> <li>- 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.</li> <li>- Tell Ss to read the questions carefully and check understanding before they do the matching.</li> <li>- Call on some Ss to read the questions and answers to the class.</li> <li>- Further explain the use of wh-questions to keep the conversation going and encourage Ss to use them while making conversations.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. A</li> </ol>

**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><b>Aim:</b> To give Ss an opportunity to talk about one of the features of future cities</p> <ul style="list-style-type: none"> <li>- Keep Ss in pairs to talk about the features of future cities.</li> <li>- Remind Ss to use the model conversation and the tips in 2.</li> <li>- Note that Ss can choose one aspect in 1 (transport, infrastructure or living conditions) to make their conversation.</li> <li>- Invite some pairs to role-play their conversation in front of the class.</li> <li>- Praise for interesting answers and fluent delivery</li> </ul> <p><b>Extension:</b> In stronger classes, encourage Ss to expand the conversation by using their own ideas or elaborate more based on the ideas given.</p>	<p><b>Suggested answers:</b></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><b>Aim:</b> 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"> <li>- Ask Ss to work in groups and discuss what future cities will be like.</li> <li>- Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to come up with their own ideas.</li> <li>- Call on some groups to present their ideas to the class.</li> </ul>	<p><i>Students' practice</i></p>
---	----------------------------------

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Further practice</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs and talk about the features that they like most about the future cities.</li> <li>- Teacher invites some pairs to present.</li> <li>- Teacher gives feedback and give marks to Ss' performance.</li> </ul>	<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 in the workbook.
- Prepare for the next lesson – Listening.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 3: Cities of the future</b></p> <p><b>Lesson 4: Speaking – Discussing the cities of the future</b></p> <p><b>*Warm-up</b></p> <p><b>* Vocabulary</b></p> <p>Task 1. Work in pairs. Complete the diagram with the ideas below</p> <p>Task 2. Match the questions with the answers to make a conversation. Then practice it in pairs.</p> <p>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> <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.</p> <p>- Task 5: Further practice</p> <p><b>*Homework</b></p>
---

**UNIT 3: CITIES OF THE FUTURE**  
**Lesson 5: 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, Unit 3c, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

**Language analysis**

Form	Pronunciation	Meaning
1. to interact (v)	/ ,ɪn.tə'rækt/	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'mju:.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.	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>
--	---

**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;

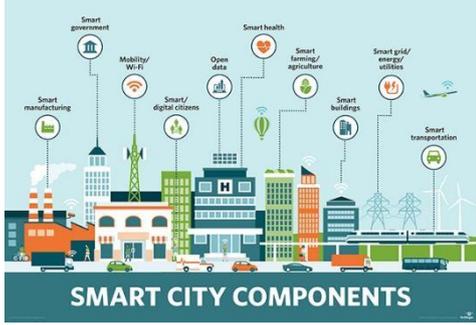
**b. Content:**

- excellent memory

**c. Expected outcomes:**

- Students gain knowledge on the topic.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- Ss look at the picture for 20 seconds. Try to remember all the smart city components.</li> <li>- 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.</li> <li>- After the game, Ss with the highest point is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	 <p style="text-align: center;"><b>SMART CITY COMPONENTS</b></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 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><b>Vocabulary pre-teaching (5 mins)</b></p>	

<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<b>Vocabulary:</b> 1. to interact (v) 2. privacy (n) 3. sense of community (n) 4. neighbourhood (n)
<b>Task 1. Match the words and phrase with their meanings. (4 mins)</b>	
<p><b>Aim:</b> To introduce some words and phrases to help Ss understand for the listening</p> <ul style="list-style-type: none"> <li>- 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?,...</li> <li>- Introduce the topic of the lesson and ask Ss to read the words and match them with the meanings.</li> <li>- Call on some Ss to give their answers to the class.</li> </ul> <p><b>Extension:</b> 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>	<b>Answer key:</b> 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**

<b>TEACHER'S AND STUDENTS' ACTIVITIES</b>	<b>CONTENTS</b>
---	-----------------

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

**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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4. Work in groups. Discuss the following questions. (7 mins)</b> <b>Do you agree with Ms Stevens? Which of the disadvantages she mentions do you think is the most serious? Why?</b>	
<b>Aim:</b> To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.	<b>Suggested answers:</b>

<ul style="list-style-type: none"> <li>- 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? ...</li> <li>- Put Ss into groups to discuss which of the disadvantages, in their opinion, is the most serious and explain why.</li> <li>- 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.</li> <li>- Invite some groups of Ss to present their ideas to the class.</li> </ul>	<p><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><b>Unit 3: Cities of the future</b></p> <p><b>Lesson 5: Listening – Living in a smart city</b></p> <p><b>*Warm-up</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. to interact (v)</li> <li>2. privacy (n)</li> <li>3. sense of community (n)</li> <li>4. neighbourhood (n)</li> </ol> <ul style="list-style-type: none"> <li>- Task 1. Match the words and phrases with their meanings.</li> <li>- Task 2. Listen to an interview and choose the correct answers A, B, or C (p.33)</li> <li>- Task 3. Listen to the interview again and complete the table. Use no more than <b>THREE</b> words for each answer. (p.33)</li> </ul>
---

- Task 4: Discuss the questions.

**\*Homework**

## UNIT 3: CITIES OF THE FUTURE

### Lesson 6: 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, Unit 3, 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"> <li>- Guide students to make an outline before they write.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;"><b>Story starters</b></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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>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)</b></p>	
<p><b>Aim:</b> To help Ss to build up ideas that they can later use for their writing</p> <ul style="list-style-type: none"> <li>- 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?</li> <li>- Put Ss into pairs. Ask them to read the statements and decide whether they describe advantages or disadvantages of living in a smart city.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b>  Advantages: 1, 4, 5  Disadvantages: 2, 3, 6</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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Read the article below and match its parts with the correct descriptions (6 mins)</b>	
<p><b>Aim:</b> To familiarise Ss with the structure and language of an article</p> <ul style="list-style-type: none"> <li>- Tell Ss that they are going to write an article about the advantages and disadvantages of living in a smart city.</li> <li>- Ask Ss to read the sample article and match its parts with the descriptions</li> <li>- Have Ss discuss and compare their answers in pairs.</li> <li>- Call on some Ss to read their answers to the class and give correct answers.</li> <li>- Draw Ss' attention to the format of an article with different parts presented in activity 2</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. A</li> <li>3-4. C</li> <li>5. D</li> </ol>
<b>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)</b>	
<p><b>Aim:</b> 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"> <li>- Explain the writing task. Go through the outline and recap the structure of an article.</li> <li>- Have Ss work individually and write their articles based on the ideas in the unit and the outline given. 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.</li> </ul>	<p><b>Suggested answer:</b></p> <p><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></p> <p><i>Let's start with the advantages.</i></p> <p><i>Living in a smart city can reduce the negative impact on the environment.</i></p> <p><i>Future smart cities will be built in new urban areas with a lot of green space.</i></p> <p><i>City dwellers will also care more about</i></p>

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Collect Ss' writings and provide written feedback in the next lesson.</li> </ul>	<p><i>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>
---	--

**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><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. Organization: .../10</li> <li>2. Legibility: .../10</li> <li>3. Ideas: .../10</li> <li>4. Word choice: .../10</li> <li>5. Grammar usage and mechanics: .../10</li> </ol> <p><b>TOTAL: .../50</b></p>

<ul style="list-style-type: none"> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss</li> <li>- Teacher chooses some typical errors and corrects the whole class without nominating the Ss' names.</li> </ul>	
---	--

**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**  
**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;

- 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, Unit 3, Communication and Culture
- 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

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

**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><b>THINGS OF THE FUTURE</b></p> <ul style="list-style-type: none"> <li>- Show some pictures on the screen. Ask ss some questions:</li> <li>+ Have you seen these things in real life?</li> <li>+ Guess what they are.</li> <li>+ Which one would you like to own in the future?</li> </ul>	<div style="display: flex; flex-wrap: wrap;">     </div> <p><i>1. plane 2. watch 3. motor 4. phone</i></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:**

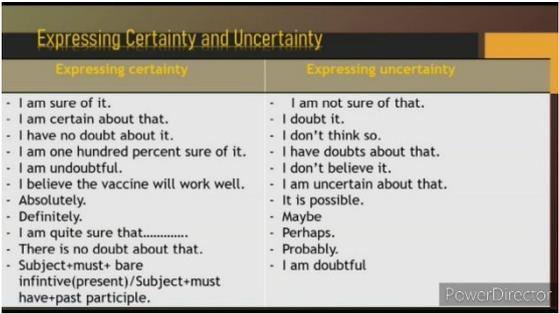
- **Task 1:** Listen and complete the conversations with the expressions in the box. Then practice it in pairs (p.35)

- **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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																								
<p><b>Task 1: Listen and complete the conversations with the expressions in the box. Then practice it in pairs (6 mins)</b></p>																									
<ul style="list-style-type: none"> <li>- 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.)</li> <li>- 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.</li> <li>- 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.</li> <li>- Check answers as a class by asking the questions and having Ss to read out the complete answers.</li> <li>- Ask Ss to practise the conversations in pairs.</li> </ul>	<p><b>Answer key</b> 1. B 2. A</p> <p><b>Audio script – Track 21:</b></p> <p><b>1</b> <b>Minh:</b> I heard that in the future people will build cities on the ocean. Do you think that will be possible? <b>Anna:</b> 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><b>2</b> <b>Mike:</b> Do you think the government can build our first smart city in this area? <b>Long:</b> I'm not really sure about it. Smart technologies are very expensive. We don't have AI experts either.</p>																								
<p><b>Useful expressions (7 mins)</b></p>																									
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work in groups to do the task.</li> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<p><b>Useful expressions</b></p>  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f0f0f0;">Expressing certainty</th> <th style="background-color: #f0f0f0;">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 infinitive(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 infinitive(present)/Subject+must have+past participle.	- I am doubtful
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 infinitive(present)/Subject+must have+past participle.	- I am doubtful																								
<p><b>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)</b></p>																									
<ul style="list-style-type: none"> <li>- Have Ss read the predictions and check understanding.</li> </ul>																									

<ul style="list-style-type: none"> <li>- Revise common expressions used to express certainty and uncertainty. In weaker classes, go through the expressions in the table and check understanding.</li> <li>- Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers.</li> <li>- 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.</li> <li>- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class.</li> <li>- Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.</li> </ul>	
--	--

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Pre-teach vocabulary (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words</b></p> <ol style="list-style-type: none"> <li>1. parking space (n)</li> <li>2. medical check-up (n)</li> <li>3. unlock (v)</li> </ol>

<p><b>Task 1. Read the text on page 36 and decide in which city you can do the following (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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 smart?</li> <li>- 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?,...</li> <li>- Put Ss into pairs. Ask them to read the text about the four cities and match the features with the cities.</li> <li>- Walk round the class and offer help, explaining unfamiliar words or answering questions.</li> <li>- Check answers as a class by calling on pairs to write names of cities on the board.</li> <li>- 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.</li> </ul> <p><b>Extension:</b> 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>	<p><b>Answer key:</b>            1. Singapore 2. Toronto 3. London 4. New York 5. Copenhagen</p>
<p><b>Task 2. Work in groups. Discuss the questions. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Have Ss work in pairs to discuss the technologies they would like to have in their city or neighborhood.</li> <li>- 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?</li> <li>- Call on some Ss to present their ideas in front of the class.</li> </ul>	

**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**

*Date of teaching*

**Unit 3: Cities of the future**

**Lesson 7: Communication and Culture / CLIL**

**\*Warm-up**

**\* Everyday English. Offering help and responding to offers.**

- **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)

**\* Culture**

- **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.

**\*Homework**

**UNIT 3: CITIES OF THE FUTURE**  
**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 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, Unit 3, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

**Assumption**

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

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Game: Lucky number</b></p> <ul style="list-style-type: none"> <li>- Ss work in 2 teams</li> <li>- There are 7 numbers, 2 of which are lucky ones.</li> <li>- If Ss choose a lucky number, they get one point without answering the question.</li> <li>- If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it.</li> <li>- This student has to use words or actions to describe it (without saying the word directly)</li> <li>- Other Ss try to guess the words. One point for a correct answer.</li> <li>- The group having more points is the winner.</li> </ul>	<p><b>Suggested words:</b></p> <ol style="list-style-type: none"> <li>1. <i>privacy</i></li> <li>2. <i>efficiently</i></li> <li>3. <i>pedestrian zone</i></li> <li>4. <i>liveable</i></li> <li>5. <i>infrastructure</i></li> </ol>

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and mark (↔) the consonant and vowel sounds that are linked. Then practise saying the sentences. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to listen to the recording and mark the consonant and vowel sounds that are linked</li> <li>- Check answers as a class by playing the recording and writing appropriate marks on the board.</li> <li>- Ask Ss to practice the questions in pairs. Draw their attention to the sounds that are linked.</li> <li>- Call on some Ss to read the questions out loud in front of the class.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. Many young people want to <u>live in</u> the city.</li> <li>2. It's a busy street with great <u>shops and</u> restaurants.</li> <li>3. The government wants to <u>build a</u> smart city in the <u>south of</u> the country.</li> <li>4. The apartment was <u>expensive</u>, but my parents <u>could</u> afford it</li> </ol>

<b>Task 2: Complete the sentences. Use words and phrases you have learnt in this unit. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to complete the sentences with suitable words or phrases. Tell them to use the given letter as suggestions.</li> <li>- Have Ss do this activity individually, then compare their answers with their partners.</li> <li>- Check answers by asking individual Ss to write the missing words / phrases on the board.</li> </ul>	<b>Answer key</b> 1. infrastructure 2. liveable 3. sustainable 4. city dwellers
<b>Task 3: Choose the correct words and phrases to complete these sentences. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to find and correct the mistakes in the sentences.</li> <li>- Have Ss do this activity individually, then compare their answers with their partners.</li> <li>- Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.</li> </ul>	<b>Answer key:</b> 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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Instructions (given in Lesson 1 – Getting Started)</b>	
<ul style="list-style-type: none"> <li>- T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups.</li> <li>- Ss work in groups and make a poster about their ideal cities. (p.37)</li> <li>- 4 groups take turns to present their ideal cities.</li> <li>- T asks the class to listen to the presentation and ask questions if they would like to.</li> <li>- Ss have peer assessment by taking notes on a checklist and then vote for the most attractive poster and the most interesting presentation.</li> </ul>	
<b>Students' presentations</b>	
<ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> </ul>	

- 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**

*Date of teaching*

**Unit 3: CITIES OF THE FUTURE**  
**Lesson 8: Looking back and project**

**\*Warm-up**

**\* Looking back**

- Pronunciation
- Vocabulary
- Language

**\* Project. Ideal city posters**

**\*Homework**

## UNIT 4: ASEAN and Vietnam

### 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 Vietnam*.
- 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

- Understand the importance of international cooperation.
- Develop self-study skills.

#### II. MATERIALS

- Grade 11 textbook, Unit 4, 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. 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'mju·ni·ti/	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)	/,kən·trə'bju·ʃən/	something that you contribute or do to help produce or achieve with other	Sự công hiến

		people, or to help make something successful	
4. Volunteer (v)	/ˌvɒl.ən'tɪər/	to do something that you do not have to do, often without having been asked to do it and/or without expecting payment	Tình nguyện

### Assumption

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

## 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:

- Quiz: Guessing the countries.

#### c. Expected outcomes:

- Students can have an overview of ASEAN.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>GUESSING GAME</b> - Teacher shows the shape of the countries.	Lists of countries: <ul style="list-style-type: none"> <li>• Vietnam</li> <li>• Brunei</li> <li>• Cambodia</li> </ul>

<ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group raise hands to take turn and guess what country it is. The team gains bonus with every correct answer.</li> <li>- The team with highest points is the winner.</li> </ul>	<ul style="list-style-type: none"> <li>• Thailand</li> <li>• Laos</li> <li>• Malaysia</li> <li>• Philippines</li> <li>• Singapore</li> <li>• Myanmar</li> <li>• Indonesia</li> </ul>
---	--

**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><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. Apply (v)</li> <li>2. Community (n)</li> <li>3. Contribution (n)</li> <li>4. Volunteer (v)</li> </ol>

**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 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 the 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><b>Task 1. Listen and read. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	<div data-bbox="831 376 1489 600" style="text-align: center;"> </div> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see in each picture?</li> <li>- Who are the speakers?</li> <li>- What do you think they are discussing?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- Girls, books, photos, AVVP, ASEAN logo</li> <li>- The girls are the speakers.</li> <li>- They are discussing about ASEAN.</li> </ul>
<p><b>Task 2. Read the conversation again and write T (True) or F (False). (5 mins)</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work independently to find the answers.</li> <li>- Teacher has Ss compare the answers in pairs before checking with the whole class.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F (It was her cousin.)</li> <li>2. T</li> <li>3. T</li> <li>4. F (She should be over 18)</li> </ol>
<p><b>Task 3. Match each word with its definition. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher has Ss look at the box 1-4, a-d.</li> <li>- Ss works in pairs and solve Task 3 using background knowledge.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. d</li> <li>3. b</li> <li>4. a</li> </ol>
<p><b>Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher tells Ss to read sentences, locate the key words in the question and the text. Focus attention on the V_ing forms.</li> <li>- Teacher asks Ss to complete the sentences, using the correct verb form.</li> <li>- Check answers as a class.</li> <li>- Elicit the gerunds</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. taking part</li> <li>2. promoting - helping</li> <li>3. checking</li> <li>4. meeting</li> </ol>

**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><b>Task 5. Role play</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups.</li> <li>- 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 details information about the AYVP programme.</li> <li>- Ss have 5 minutes to prepare for the role play.</li> <li>- Teacher invites 1 or 2 groups to come to the stage and do the role play.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and give marks to the best group.</li> </ul>	<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**

- Prepare for the next lesson

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 4: ASEAN and Vietnam</b></p> <p><b>Lesson 1: Getting started</b></p> <p><b>*Warm-up</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Apply (v)</li> <li>2. Community (n)</li> <li>3. Contribution (n)</li> <li>4. Volunteer (v)</li> </ol>
--

- 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 the definition. (p.43)
- Task 4. Complete the sentences using words and phrases from exercise 1. (p.43)
- Task 5: Role play

**\*Homework**

## UNIT 4: ASEAN AND VIETNAM

### 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 *Asian and Vietnam*;
- 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

- Be ready to omit weak vowels.
- Develop self-study skills.

#### II. MATERIALS

- Grade 11 textbook, Unit 4, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> </ul>

	- 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
<b>Matching game</b> - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Teacher shows the board with separate vocabulary and pronunciations - All teams look at the board and do the matching. - Teacher checks answers of each group. - The group that has the most correct answers is the winner.	<b>Suggested answers:</b> <i>Tonight /t`naɪt/</i> <i>Police /p`li:s/</i> <i>Potato /p`teɪtəʊ/</i> <i>History /`hɪstri/</i> <i>Every /`evri/</i>

##### e. Assessment

- Teacher observes the groups and give 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
<b>Task 1: Listen and repeat. Pay attention to the elision of the vowels in the words in the second column. (5 mins)</b>	
- Teacher asks Ss to listen to the recording. Have them pay attention to the omission of vowels. - Teacher asks Ss to listen to the recording again, but this time, have them repeat the words.	<b>Notes:</b>

- Teacher asks Ss to read the notes in the <b>Remember!</b> Box which is above the conversation. Check understanding by asking individual Ss to briefly explain the omission of vowels.	
<b>Task 2: Listen and repeat. Pay attention to the words with elision.</b> (7 mins)	
- Teacher asks Ss to read quickly through the questions and answers. Check understanding. - Teacher asks Ss to look at the words with elision. - Teacher has Ss work in pairs to take turn to read each sentence aloud.	<b>Answer key:</b> 1. c(o)rrect 2. libr(a)ry 3. 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 each word with its meaning (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 meaningful context.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Match each word with its meaning (p.44.)</b> (6 mins)	
- Teacher tells Ss that the words / phrases in the activity are related to ASEAN. - Teacher has Ss match each word with its meaning. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class.	<b>Answer key:</b> 1. B 2. C 3. D 4. A
<b>Task 2. Complete the sentences using the words and phrases in task 1</b> (6 mins)	
- Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. - Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first. - Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1. - Teacher asks some Ss to read the complete sentences.	<b>Answer key:</b> 1. leadership skills 2. contribution 3. cultural exchange 4. current issues

**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 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 know how to use gerunds.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Put the verbs in brackets in either the past simple or the present perfect. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss read the complete sentences and understanding.</li> <li>- 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 sentences. (e.g., <i>to apply for =&gt; applying for...</i>)</li> <li>- Have Ss do the activity individually, then work in pairs to compare answers.</li> <li>- Check answers as a class. Confirm the correct answers by asking individual Ss to write them on the board.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Applying for ASEAN scholarship online</li> <li>2. listening to music</li> <li>3. helping me translate the documents</li> <li>4. in starting a youth programme</li> <li>5. Participating in the conference last year</li> </ol>
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Teacher lets Ss work in pairs.</li> <li>- 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.</li> <li>- Teacher requires Ss to use gerunds as subjects and objects</li> <li>- Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as applying elision of vowels.</li> </ul>	<p><b>Suggested answer:</b></p> <p><b>A:</b> <i>You enjoy travelling around the region.</i></p> <p><b>B:</b> <i>Sorry, that's not true. Your dream job is working for the AYVP.</i></p> <p><b>A:</b> <i>You're right! Now, it's my turn again. ...</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**

*Date of teaching*

**Unit 4: ASEAN AND VIETNAM**

**Lesson 2: Language**

**\*Warm-up**

Matching game

**\* Pronunciation**

- **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)

**\* Vocabulary**

- **Task 1:** Match each word with its meaning (p.44.)
- **Task 2.** Complete the sentences using the words and phrases in task 1(p.44)

**\* Grammar**

- **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)

**\*Homework**

## UNIT 4: ASEAN AND VIETNAM

### Lesson 3: Reading – ASEAN news

#### I. OBJECTIVES

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

##### 1. Knowledge

- Develop reading skills for general ideas and for specific information in news items about ASEAN countries

##### 2. Competences

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

##### 3. Personal qualities

- Acknowledge and understand more about ASEAN countries
- Develop self-study skills.

#### II. MATERIALS

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

#### Language analysis

Form	Pronunciation	Meaning
1. Relation (n)	/rɪ'leɪ.ʃən/	Relations are the connections between people, groups, organizations, or countries
2. eye-opening (adj)	/'aɪ,əʊ.pən.ɪŋ/	surprising, and teaching you new facts about life, people, etc
3. Represent (v)	/,rep.rɪ'zent/	to speak, act, or be present officially for another person or people
4. live stream (n)	/'laɪv.stri: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.	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

### 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.

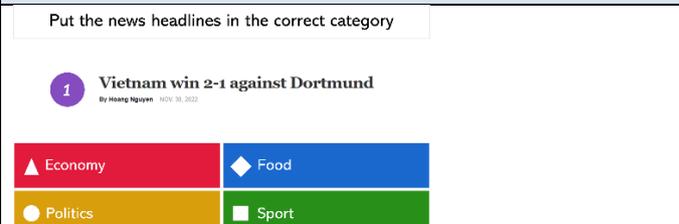
##### b. Content:

- 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
<b>LABELLING GAME</b>	Put the news headlines in the correct category
<ul style="list-style-type: none"> <li>- Students work in 4 groups</li> <li>- There are some news headlines and some categories: Sport, Laws, Education, etc...</li> <li>- Ss raise hands to get turn and put the headlines in the correct category.</li> <li>-Teacher leads in to the new lesson.</li> </ul>	

##### 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 questions. (p.45)

##### c. Expected outcomes:

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Work in pairs. Discuss the questions. (5 mins)</b>	
<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. where do you most often read the news?</li> <li>2. what is your favourite news section: politics, education, sports, or Culture?</li> </ol> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to discuss the questions.</li> <li>- Tell Ss that there are no right or wrong answers and encourage Ss to answer the questions based on their own experiences.</li> <li>- To help Ss answer the second question, bring a newspaper, and show the different sections in class.</li> <li>- Focus Ss' attention on a short piece of news in a newspaper or online and elicit the text type of the reading</li> </ul>	Student's practice
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. Relation (n)</li> <li>2. eye-opening (adj)</li> <li>3. Represent (v)</li> <li>4. live stream (n)</li> </ol>

**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 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 are TWO extra headlines. (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 thoroughly understand the content of the text and complete the tasks successfully

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2: Read the news items and choose the most suitable headline for each one. There are TWO extra headlines. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the three news items once to get an overall idea.</li> <li>- Have Ss work in groups to discuss the best option for each news item and compare answers.</li> <li>- Check answers and confirm the correct one.</li> </ul>	<b>Answer key:</b> 1.D    2.A    3.C
<b>Task 3. Read the news items again and match the highlighted words with their meanings. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss read the text focusing on the highlighted words and looking for context clues.</li> <li>- Then ask Ss to look at the four definitions.</li> <li>- Have Ss discuss the context clues and compare answers in pairs.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> 1.C    2.D    3.B    4.A
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the questions and underline the key words in each of them.</li> <li>- Check whether Ss have got the right key words (e.g., 1. How many, students, visited, KC; 2. How long, participants, stay, the ship; 3. What, participants, discuss, youth issues; 4. When, talk show, women, sport; 5. Where, talk show, live).</li> <li>- 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</li> <li>- Have Ss work in pairs or groups to compare answers.</li> <li>- Check answers as a class by asking individual Ss to write them on the board.</li> </ul>	<b>Answer key:</b> 1. 121 (students) 2. 50 days 3. current social issues 4. (in) December 5. (on) the ASEAN webpage

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

- Task 5: Discussion (p.46)

**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><b>Task 5. Discussion</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to discuss about the news items they want to explore more and their reasons.</li> <li>- Have Ss work in groups to discuss the question.</li> <li>- 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.</li> </ul>	<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**

- 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**

<p><i>Date of teaching</i></p> <p><b>UNIT 4: ASEAN AND VIETNAM</b></p> <p><b>Lesson 3: Reading – ASEAN news</b></p>
<p><b>*Warm-up</b></p> <p><b>* Lead-in</b></p> <p>- Task 1. Work in pairs. Discuss the questions. (p.45)</p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Relation (n)</li> <li>2. eye-opening (adj)</li> <li>3. Represent (v)</li> <li>4. live stream (n)</li> </ol> <p>- Task 2. Read the news items and choose the most suitable headline for each one. There are TWO extra headlines. (p.45)</p> <p>- Task 3. Read the news items again and match the highlighted words with their meanings. (p.45)</p>

- Task 4. Read the news items again and answer each question below with no more than FOUR words and/or a number. (p.46)
- Task 5: Discussion

**\*Homework**

**UNIT 4: ASEAN AND VIETNAM**
**Lesson 4: Speaking – Discussing necessary qualifications for joining a programme**
**I. OBJECTIVES**

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

**1. Knowledge**

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

**2. Competences**

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

**3. Personal qualities**

- Acknowledge and be able to know what it may take to join a programme.
- 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
- Phần mềm tương tác hoclieu.vn

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. Current (adj)	/'kʌr.ənt/	of the present time
2. Issue (n)	/'ɪʃ.u:/	a subject or problem
3. Solution (n)	/sə'lu:.ʃən/	the answer to a problem
4. Skill (n)	/skɪl/	an ability to do an activity or job well

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may lack more vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks.

	<ul style="list-style-type: none"> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
--	---

**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:**

- 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
<ul style="list-style-type: none"> <li>- Teacher shows the questions with multiple choices.</li> <li>- Ss works in 4 groups. Each group raise hands to take turn and answer the questions.</li> <li>- The team with highest points is the winner.</li> </ul>	<p style="text-align: center;">How many countries belong to ASEAN today?</p> <div style="text-align: center;"> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>2</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #e91e63; color: white; padding: 5px; border-radius: 5px;">▲ 8</div> <div style="background-color: #3f51b5; color: white; padding: 5px; border-radius: 5px;">◆ 12</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #ffc107; color: white; padding: 5px; border-radius: 5px;">● 10</div> <div style="background-color: #27ae60; color: white; padding: 5px; border-radius: 5px;">■ 14</div> </div>

**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;
- Introducing tips to give instructions.
- Task 1. Read the types of skills and experience participants in the SSeaYP should have. Match them with the possible reasons. (p.46)

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> (4 mins)	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<b>New words:</b> 1. Current (adj) 2. Issue (n) 3. Solution (n) 4. Skill (n)
<b>Task 1. Read the types of skills and experience participants in the SSeaYP should have. Match them with the possible reasons.</b> (5 mins)	
<ul style="list-style-type: none"> <li>- 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).</li> <li>- Check answers as a class and ask Ss to give the explanation for their answers.</li> </ul>	<b>Suggested answers:</b> 1.c    2.a    3.e    4.f    5.b    6.d

**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 practise words and phrases in asking for and giving opinions.
- 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:**

- 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 know how to require and express opinions on what it takes to join a programme.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs.</b> (7 mins)	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and complete the conversation with the sentences in the box.</li> <li>- Check answers by asking pairs of Ss to read the completed conversation.</li> <li>- Focus on the sentences in the box and ask Ss what they are used for, e.g. to ask for and give an opinion</li> <li>- Ask Ss to read through the explanations and examples in the Tips box and elicit more expressions.</li> <li>- Have Ss practise the conversations in pairs.</li> </ul>	<b>Suggested answers:</b> 1. C    2. E    3. A    4. B    5. D

<b>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. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to refer to the ideas in task 1, and the model and phrases in task 2 when they plan their conversations.</li> <li>- Have Ss discuss and plan their conversations in pairs. Walk round and offer help if necessary.</li> <li>- Invite some pairs to role-play their conversations in front of the class.</li> <li>- Praise pairs who formulate their opinions clearly, give reasons, express agreement, or disagreement, and speak fluently.</li> </ul>	<i>Students' practice</i>

**e. Assessment**

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

**4. ACTIVITY 3: POST-SPEAKING (13 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:**

- 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 be more active and healthy.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Further practice</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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></li> <li>- 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.</li> </ul>	<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

*Date of teaching*

#### Unit 4: ASEAN AND VIETNAM

#### Lesson 4: Speaking – Discussing necessary qualifications for joining a programme

##### \*Warm-up

ASEAN Quiz

##### \* Vocabulary

1. Current (adj)
2. Issue (n)
3. Solution (n)
4. Skill (n)

- Task 1. Read the types of skills and experience participants in the SSeaYP should have. Match them with the possible reasons. (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)

- 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)

##### \*Homework

**UNIT 4: ASIAN 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**

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

**II. MATERIALS**

- Grade 11 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác 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)	/,rep.rɪ'zent/	to speak, act, or be present officially for another person or people
4. Opportunity (n)	/,ɒp.ə'tʃu:.nə.ti/	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	/kʌm ʌp/	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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

### 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:

- Do 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
<p style="text-align: center;"><b>Quiz</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the video about the life of an exchange student.</li> <li>- Questions are shown one by one, the whole class compete to answer the questions.</li> <li>- After the game, Ss with the highest point is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p>Link:  <a href="https://www.youtube.com/watch?v=u13tvhe819w">https://www.youtube.com/watch?v=u13tvhe819w</a></p>

##### 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: 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 know how to pronounce some words from the recording.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Choose the correct meaning of the underlined word and phrase (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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</li> <li>- Put Ss in groups and discuss the questions.</li> <li>- Call on some Ss to report their group discussion.</li> <li>- Tell Ss that they are going to listen to a conversation related to an ASEAN programme.</li> </ul>	Student's practice
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>1. Region (n)</li> <li>2. Youth (n)</li> <li>3. Represent (v)</li> <li>4. Opportunity (n)</li> <li>5. (to) come up with</li> </ol>

#### 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 on cultural exchange event.

#### 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
<b>Task 2. Listen to a conversation between two students. What are they talking about? (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that they are going to listen to a conversation</li> <li>- Teacher has them read the 3 options and checks understanding.</li> <li>- Teacher plays the recording and has Ss choose the topic of the talk.</li> </ul>	<b>Answer key:</b> <i>A. Preparing for a cultural exchange event.</i>

<ul style="list-style-type: none"> <li>- Play the recording and ask Ss to listen and check if their guesses are correct.</li> <li>- 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.</li> </ul>	
<b>Task 3. Listen to the conversation again and choose the correct answers A, B, or C. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the multiple-choice questions and check understanding.</li> <li>- In stronger classes, have Ss do the activity based on what they remember from the first listening and their notes.</li> <li>- In weaker classes, play the recording and pause after each after is given to give Ss more time to choose the correct answer.</li> <li>- Have Ss work in pairs to compare answers.</li> <li>- Check answers as a class. If necessary, play the recording again and pause at the sentences that contain the answers or clues.</li> </ul>	<b>Answer key:</b> 1. B    2. A    3. C    4. C    5. B

#### e. Assessment

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

#### Tapescript:

**Lan:** Hi Phong. Did you hear the news? A group of foreign students are coming to visit our school. I wonder if their visit is part of the ASEAN School Tour Programme that our teacher mentioned yesterday.

**Phong:** Yes, it is. I'm working with other members of the school's Youth Union to prepare a special event to welcome them.

**Lan:** When are they coming?

**Phong:** On 5th of May. They'll spend one day at our school during their five-day tour in Viet Nam. After that, they'll go to Indonesia.

**Lan:** How many students are there in the group?

**Phong:** As far as I know, there'll be about thirteen students from Korea, and other ASEAN countries. This will definitely be a great opportunity for us to make friends with them, and learn about their culture.

**Lan:** Exactly. It's also a great way for us to learn more about Korea and ASEAN members.

**Phong:** We also plan on having discussions about how young people in the region can help build an ASEAN community.

**Lan:** I have a suggestion. Why don't you ask all students from our school to come up with ideas for activities during the group's visit? This way, everyone will be keener to take part in the event.

**Phong:** Sound great, Lan. I'll post a call for ideas on our Youth Union webpage. I hope many students will be interested in contributing to the event.

**Lan:** OK, I'll look out for the post. I already have some ideas for activities.

#### 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:**

- Students make a list of activities for the event and explain why they think those activities can benefit the participants.
- 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
<b>Task 4. Work in groups. Discuss the following questions. (p.47)</b>	
<p><b>Question:</b></p> <ul style="list-style-type: none"> <li>• Can you think of any suitable activities for the event at Lan and Phong' s school?</li> <li>• How will they benefit the participants?</li> </ul> <p>- 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.</p> <p>- 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.</p> <p>- Teacher invites some groups to share their ideas in front of the class.</p>	<p><i>Student's practice</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 –Writing.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 4: ASEAN AND VIETNAM</b></p> <p><b>Lesson 5: Listening – ASEAN school tour program</b></p>
--

**\*Warm-up**

**\* Vocabulary**

1. Region (n)
2. Youth (n)
3. Represent (v)
4. Opportunity (n)
5. (to) come up with

- 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)

- 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)

- Task 4: Work in groups. Discuss the following questions. (p.47)

**\*Homework**

**UNIT 4: ASEAN AND VIET NAM**  
**Lesson 6: Writing – A proposal for a welcome event**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about how to write a proposal for an event;
- Apply structures to express suggestions and 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.
- Develop self-study skills;
- Actively join in class activities.

**II. MATERIALS**

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

**Assumption**

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

**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:**

- Do a quiz game to get to know 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 style="text-align: center;"><b>Quiz- "Left or Right?"</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the questions one by one, the whole class complete to answer the questions.</li> <li>- After each question, teacher pauses for a moment to ask Ss to raise their hands to answer.</li> <li>- Teacher leads in the lesson by linking formal request to proposal.</li> </ul>	

**e. Assessment**

- Teacher observes the students' performance, collect their answers and give feedback.

**2. ACTIVITY 1: PRE-WRITNG (10 mins)**

**a. Objectives:**

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

**b. Content:**

- Teach Ss elements of a proposal.
- Task 1: Read the following proposal and match the headings (1–4) with the paragraphs (A–D) (p.48)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Read the following proposal and match the headings (1–4) with the paragraphs (A–D) (p.48).</b></p>	
<ul style="list-style-type: none"> <li>- 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?</li> <li>- Ask Ss to read the proposal individually and match the headings.</li> <li>- Ask Ss to work in pairs and check answers with a partner.</li> <li>- Check answers as a class.</li> <li>- 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?</li> </ul>	<p><b>Answer key:</b>            1.C    2. A    3. D    4.B</p>

**e. Assessment**

- Teacher observes Ss' work and give feedback.

**3. ACTIVITY 2: WHILE-WRITING (17 mins)**

**a. Objectives:**

- To help Ss generate ideas for their writing.

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

**b. Content:**

- 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)
- 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 message in which the language is clear, short and simple.

**d. Organisation**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p><b>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. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to look at the notes in the table and elicit the meaning of any difficult words.</li> <li>- Put Ss into groups and ask them to discuss the notes and add more ideas to the table.</li> <li>- Invite some groups to read their idea and have the rest of the class comment on them or ask questions.</li> <li>- In weaker classes, write some of the good ideas as prompts for Ss’ writing.</li> </ul>	<p>Suggested answer            Topic: ASEAN poster making event            Place: the school Hall            Time: Sunday            Duration: One day            Participants: ASEAN students and representatives of some classes            Activities: poster design; presentations on national cultures, discussions            Goals: to help students from the ASEAN countries meet and build a community; to learn about each other’s culture.            Benefits: develop ability work in with people from other countries, build up common values, ...</p>
<p><b>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. (10 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in Activity 2.</li> <li>- 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.</li> <li>- 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.</li> <li>- Collect Ss’ proposals and give face-to-face feedback in private or give them back with some written feedback.</li> </ul>	

**e. Assessment**

- Teacher observation on Ss’ performance.

- Teacher's feedback and peers' feedback.

**SAMPLE**

**Title:** ASEAN poster making event

**To:** The Hanoi High School Youth Union Board

**Date:** 10 January 20\_\_

**Prepared by:** Grade 11 students

**Introduction**

We would like to propose an ASEAN poster making event to welcome a group of students from ASEAN countries who are coming to visit our school on 3rd of March.

**Details about the event**

The event will take place in the school Hall from 9 a.m. until 5 p.m. We will organise all the activities and invite all ASEAN students and representatives of other classes. In the morning, students will take part in training workshops on poster design, presentations and discussions on current issues in ASEAN, and group brainstorming activities. We'll also arrange for packed lunch boxes to be delivered at 1 p.m. so participants can eat in the school hall. In the afternoon, the teams will make their posters.

**Goals and benefits**

The event will help young people from ASEAN countries meet and build a community. Participants will also have a chance to learn about each other's culture. We believe that the event will help develop students' ability to work with people from other countries and create shared values.

**Conclusion**

We really hope you will consider our proposal as we think that it will be beneficial to both local students and the visiting ASEAN students.

**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><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. <i>Organization: .../10</i></li> <li>2. <i>Legibility: .../10</i></li> <li>3. <i>Ideas: .../10</i></li> <li>4. <i>Word choice: .../10</i></li> <li>5. <i>Grammar usage and mechanics: .../10</i></li> </ol> <p><i>TOTAL: .../50</i></p>

- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.	
--	--

**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 4: ASEAN and Vietnam**

**Lesson 6: Writing – A proposal for a welcome event**

**\*Warm-up**

- 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)
- 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)

**\* Cross-checking**

**\*Homework**

**UNIT 4: ASEAN AND VIETNAM**  
**Lesson 7: Communication and Culture / CLIL**

**I. OBJECTIVES**

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

**1. Knowledge**

- Expand vocabulary with the topic of the unit;
- 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
1. Lunar New Year (n)	/, lu:nə ,nju: 'jɪər/	the beginning of the year according to the calendars of China, Vietnam, and some other East Asian countries, when there are celebrations for several days
2. Ancestor (n)	/'æ.n.ses.tər/	a person related to you who lived a long time ago
3. Buddhist (adj)	/'bʊd.ɪst/	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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

### 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, Q-A

##### c. Expected outcomes:

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

##### d. Organisation

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

##### 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 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 express help and respond to offers in certain situations.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1 Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.)</li> <li>- Ask Ss to read the conversation and fill in the blanks with suitable sentences</li> <li>- Play the recording for Ss to listen and check their answers.</li> <li>- Have Ss read the expressions the speakers use to give and respond to compliments.</li> <li>- Put Ss in pairs to practise the conversation.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. c (You gave the best presentation!)</li> <li>2. a (I'm glad you like it)</li> <li>3. d (It's excellent)</li> <li>4. b (I appreciate the compliment)</li> </ol>
<p><b>Useful expressions (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher gives students a list of expressions to prepare for Task 2</li> </ul>	<p><b>Useful expressions</b></p> <ul style="list-style-type: none"> <li>- <b>Giving compliments</b> <ul style="list-style-type: none"> <li>• <i>nice work! well done!</i></li> <li>• <i>you did a really good job!</i></li> <li>• <i>this is excellent. you are so good with ...!</i></li> <li>• <i>you are a great presenter!</i></li> <li>• <i>I love your ...!</i></li> </ul> </li> <li>- <b>Responding to compliments</b> <ul style="list-style-type: none"> <li>• <i>thanks for saying that.</i></li> <li>• <i>I appreciate that.</i></li> <li>• <i>thank you. that means a lot to me.</i></li> <li>• <i>I'm grateful for the kind words.</i></li> <li>• <i>I'm (so) pleased to hear that.</i></li> </ul> </li> </ul>
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to make similar conversations for three situations, using expressions for making and responding to suggestions.</li> <li>- 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 do two conversations.</li> <li>- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play their conversations in front of the class.</li> <li>- Praise for good effort, clear pronunciation, fluent delivery and use of compliments.</li> </ul>	

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

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																		
<b>Pre-teach vocabulary</b> (4 mins)																			
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- 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.</li> </ul>	<b>New words</b> 1. Lunar New Year (n) 2. Ancestor (n) 3. Buddhist (adj) 4. Monk (n) 5. cell (n)																		
<b>Task 1. Read the text and complete the table below</b> (6 mins)																			
<ul style="list-style-type: none"> <li>- Ask Ss if they know any New Year Festivals in ASEAN. Elicit some questions to get more ideas, e.g., when it is celebrated, what they often do in that festival. Then introduce the festivals that they are going to read about in this section.</li> <li>- In weaker classes, pre-teach some of the more difficult words and phrases, e.g., festivities, ancestors, scare...</li> <li>- Ask Ss to read the text and complete the table individually.</li> <li>- 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.</li> </ul>	<b>Answer key:</b> <table border="1" data-bbox="938 1256 1485 2024"> <thead> <tr> <th></th> <th>Lunar New Year</th> <th>Solar New Year (Buddhist calendar)</th> <th></th> </tr> </thead> <tbody> <tr> <td>Location</td> <td>Brunei, Indonesia, Malaysia, the Philippines, and Singapore</td> <td>Laos, Cambodia, Thailand and Myanmar</td> <td></td> </tr> <tr> <td>Time</td> <td>January-February</td> <td>April</td> <td></td> </tr> <tr> <td>Activities</td> <td>honour ancestors, get together with family and friends, have a big family meal and wish one another prosperity for the year to come; the parades,</td> <td>offer rice to Buddhist monks to show respect and receive wishes for good luck and health, decorate homes, cook traditional dishes, and splash each</td> <td></td> </tr> </tbody> </table>				Lunar New Year	Solar New Year (Buddhist calendar)		Location	Brunei, Indonesia, Malaysia, the Philippines, and Singapore	Laos, Cambodia, Thailand and Myanmar		Time	January-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; the parades,	offer rice to Buddhist monks to show respect and receive wishes for good luck and health, decorate homes, cook traditional dishes, and splash each	
	Lunar New Year	Solar New Year (Buddhist calendar)																	
Location	Brunei, Indonesia, Malaysia, the Philippines, and Singapore	Laos, Cambodia, Thailand and Myanmar																	
Time	January-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; the parades,	offer rice to Buddhist monks to show respect and receive wishes for good luck and health, decorate homes, cook traditional dishes, and splash each																	

		street parties and art performances	other with water; art performances, folk games and dancing
<b>Task 2. Discuss in pairs. What would you say to these people? (5 mins)</b>			
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask some pairs to share their findings with the whole class.</li> </ul>			

**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 Importance of Lunar New Year to Vietnamese.
- To help Ss be aware of Vietnamese Tradition in celebrating Lunar New Year.

**b. Content:**

-Q & A

**c. Expected outcomes:**

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

**d. Organisation**

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

**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.

*Date of teaching*

**UNIT 4: ASEAN AND VIETNAM**

**Lesson 7: Communication and Culture / CLIL**

**\*Warm-up**

**\* Everyday English. Giving and responding to compliments.**

- **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)

**\* CLIL Lunar New Year**

- **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)

**\* Further Practice**

Importance of Lunar New Year to Vietnamese

**\*Homework**

**UNIT 4: ASEAN AND VIETNAM**  
**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**

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

**II. MATERIALS**

- Grade 11 textbook, Unit 4, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

**Assumption**

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

**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: The Odd one out

**c. Expected outcomes:**

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

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Game: The Odd One Out</b> - 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.	<b>Suggested words:</b> 1. B 2. C 3. A 4. B 5. B 6. C

#### e. Assessment

- Teacher observes the groups and give 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
<b>Task 1: Listen and underline words with elision. Then practise saying the sentences in pairs (4 mins)</b>	
- 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.	<b>Key +Audio script - Track</b> 1. There are no c(o)rrect answers in her test paper. 2. He's going to fly to Bangkok t(o)night. 3. The participants were prob(a)bly excited about the palace hist(o)ry. 4. I b(e)lieve that members expressed diff(e)rent opinions about the issue.
<b>Task 2: Choose the correct words to complete the sentences. (4 mins)</b>	
- 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.	<b>KEY:</b> 1. strengthen                      2. contribution 3. leadership                      4. cultural



		(in English or Vietnamese)
<b>DELIVERY</b>		
<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>		
<b>CONTENT:</b> <i>The presentation includes the following information about an ASEAN member:</i> <ul style="list-style-type: none"> <li>- <i>General information (name, capital, national flag, currency...)</i></li> <li>- <i>Geography (area, location)</i></li> <li>- <i>Holidays</i></li> <li>- <i>People (population, culture, language, religions)</i></li> </ul>		

**- Suggested checklist for self-assessment:**

	<i>Tick where appropriate.</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
<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 had interactions 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>		
<b>CONTENT:</b> <i>Our presentation includes the following information about an ASEAN member</i> <ul style="list-style-type: none"> <li>- <i>General information (name, capital, national flag, currency...)</i></li> <li>- <i>Geography (area, location)</i></li> <li>- <i>Holidays</i></li> <li>- <i>People (population, culture, language, religions)</i></li> </ul>		

**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 5.

**Board Plan**

*Date of teaching*

**Unit 4: ASEAN and Vietnam**

**Lesson 8: Looking back and project**

**\*Warm-up**

**\* Looking back**

- Pronunciation

- Vocabulary

- Language

**\* Project. The colors of ASEAN**

**\*Homework**

## UNIT 5: Global Warming

### Lesson 1: 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 climate change.
- 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

- Understand the importance of 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
- Phần mềm tương tác hoclieu.vn

#### Language analysis

Form	Pronunciation	Meaning
1. Global warming (n)	/ˌglɒs.bəl ˈwɔː.mɪŋ/	a gradual increase in world temperatures
2. Consequence (n)	/'kɒn.sɪ.kwəns/	a result of a particular action or situation, often one that is bad or not convenient
3. Temperature (n)	/'tem.prə.tʃə/	the measured amount of heat in a place or in the body
4. Atmosphere (n)	/'æt.mə.sfiə/	the mixture of gases around the earth
5. Fossil fuel (n)	/'fɒs.əl 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)	/ˌkɑː.bən daɪ'ɒk.saɪd/	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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## 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.
- 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
<b>GUESSING GAME</b> <ul style="list-style-type: none"> <li>- Teacher shows the quiz.</li> <li>- 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.</li> <li>- The team with highest points is the winner.</li> </ul>	List of answers: <ol style="list-style-type: none"> <li>1. True</li> <li>2. In the Northern latitudes</li> <li>3. All of the above</li> <li>4. Nitrogen</li> <li>5. Average rainfall increases</li> <li>6. Carbon Dioxide</li> </ol>

**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
<b>Vocabulary pre-teaching</b> - 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.	<b>New words:</b> 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 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.52)
- Task 2. Read the conversation again and complete the diagram, using the following phrases. (p.53)
- Task 3. Match each word with the definition. (p.53)
- Task 4. Complete the sentences using words and phrases from exercise 1. (p.53)

**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)	

<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the conversation and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	<div style="text-align: center;">  <p><b>Global warming</b></p> </div> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see in the picture?</li> <li>- How many people are there in the conversation?</li> <li>- What do you think they are discussing?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- the Earth, the Sun</li> <li>- 3 people.</li> <li>- They are discussing about global warming.</li> </ul>
<p><b>Task 2. . Read the conversation again and complete the diagram, using the following phrases. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to work individually first and complete the diagram with the phrases. Encourage them to read the conversation again.</li> <li>- Then put them in pairs to compare their answers.</li> <li>- Check answers as a class. Encourage Ss to provide evidence from the conversation for their answers, 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'.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>c</li> <li>a</li> <li>d</li> <li>b</li> </ol>
<p><b>Task 3. Match each word with its definition. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask Ss to match the words individually.</li> <li>- Check answers as a class.</li> <li>- Elicit the meaning of any words or phrases Ss don't know or find hard to understand.</li> </ul>	<p><b>Answer key:</b></p> <p>1c    2e    3b    4a    5d</p>
<p><b>Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Tell Ss to read the incomplete sentences and check comprehension.</li> <li>- Have Ss work individually. Encourage them to find the verb phrases in the conversation.</li> <li>- Check answers by having individual Ss read the sentences.</li> <li>- Ask them if they can name the grammar structure, i.e. present participle and past participle clauses.</li> </ul>	<p><b>Answer key:</b></p> <p>1 Burnt, 2 Trapping 3 Added</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 effect 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
<b>Task 5: Discussion:</b> What is one effect of global warming that you have personally experienced? (You can demonstrate more if possible)	<i>Students' own creativity.</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

- Prepare for the next lesson

### Board Plan

<i>Date of teaching</i> <b>UNIT 5: Global Warming</b> <b>Lesson 1: A presentation about global warming</b>
<b>*Warm-up</b>
<b>* Vocabulary</b>
1. Global warming (n) 2. Consequence (n) 3. Temperature (n) 4. Atmosphere (n) 5. Fossil fuel (n) 6. Carbon dioxide (n)

- 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 each word with the definition. (p.53)
- Task 4. Complete the sentences using words and phrases from exercise 1. (p.53)
- Task 5: Discussion

**\*Homework**

## 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 ready to omit weak vowels.
- Develop self-study skills.

#### II. MATERIALS

- Grade 11 textbook, Unit 5, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

#### Language analysis

Present Participle	Past Participle
<p>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.</p> <p>The present participle is a verb form ending in -ing and it has an active meaning.</p>	<p>The past participle is a verb form usually ending in -ed, which normally has a passive meaning.</p> <p>Similar to present participles, past participles can form past participle clauses, but with a passive meaning.</p>

Form	Pronunciation	Meaning
5. Coal (n)	/kəʊl/	a hard, black substance that is dug from the earth in pieces, and can be burned to produce heat or power
6. Waste (n)	/weɪst/	unwanted matter or material of any type, especially what is left after useful substances or parts have been removed
7. Release (v)	/rɪ'li:s/	to give freedom or free movement to someone or something

8. Renewable (adj)	/rɪ'nju:.ə.bəl/	Renewable forms of energy can be produced as quickly as they are used
--------------------	-----------------	---

### Assumption

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

## III. PROCEDURES

### 1. WARM-UP (5 mins)

#### a. Objectives:

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

#### b. Content:

- Q-A game

#### c. Expected outcomes:

- Students can have an overview of global warming.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Question &amp; Answer</b> <ul style="list-style-type: none"> <li>- Ss work in 4 groups.</li> <li>- Teacher shows a video about causes and effects of global warming.</li> <li>- All teams watch the video and answer questions.</li> <li>- Teacher checks answers of each group.</li> <li>- The group that has the most correct answers is the winner.</li> </ul>	<b>Suggested questions and answers:</b> <ol style="list-style-type: none"> <li>1. Which game was mentioned? - the Tetris game</li> <li>2. What else do we call Carbon Dioxide? - the Greenhouse gas</li> <li>3. Why do people cut down trees? - to make room for agriculture</li> <li>4. How much have the amount of CO<sub>2</sub> increased in the atmosphere since 1750? - by 40%</li> </ol>

#### e. Assessment

- Teacher observes the groups and give feedback.

## 2. ACTIVITY 1: PRONUNCIATION (12 mins)

### a. Objectives:

- To help Ss recognise and practise 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 speak with a natural rhythm.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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).</li> <li>- Play the recording again, pausing after each sentence for Ss to repeat.</li> <li>- Have Ss read the notes in the <b>Remember!</b> box. Check understanding by asking individual Ss to briefly explain what words to stress in their spoken sentences to sound natural and fluent.</li> <li>- Ask Ss to work in pairs, taking turns to read the sentences. Call on some Ss to read them out loud.</li> </ul>	<b>Notes:</b> <ol style="list-style-type: none"> <li>1) The planet is getting hotter and hotter.</li> <li>2) We talked about the causes of floods.</li> <li>3) Burning coal is bad for our health.</li> <li>4) Why is farming a big source of greenhouse gases?</li> </ol>
<b>Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the information in the Remember! box carefully.</li> <li>- Have them quickly look through the sentences, underline the stressed words, and practise saying the sentences with a natural rhythm.</li> <li>- Play the recording for Ss to check if they have correctly underlined the stressed words. In stronger classes, ask Ss to mark the word stress, e.g 'village, com'pletely, de'stroyed.</li> <li>- Check answers as a class.</li> <li>- Play the recording again, pausing after each sentence for Ss to repeat.</li> <li>- Ask Ss to work in pairs, taking turns to practise reading the sentences. Call on some Ss to read them out loud.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. The <b>village</b> was <b>completely destroyed</b> by <b>floods</b>.</li> <li>2. Some <b>gases</b> are <b>released</b> in the <b>air</b> through <b>human activities</b>.</li> <li>3. Has the <b>earth's temperature increased</b> in the <b>past</b> few <b>years</b>?</li> <li>4. Some <b>environmental disasters</b> will <b>become</b> more <b>frequent</b>.</li> </ol>

### 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 each word with its meaning (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 context.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> - 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.	1. Coal (n) 2. Waste (n) 3. Release (v) 4. Renewable (adj)
<b>Task 1. Match each word with its meaning (6 mins)</b>	
- 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.	<b>Answer key:</b> 1. E 2. C 3. D 4. A 5. B
<b>Task 2. Complete the sentences using the words and phrases in task 1 (6 mins)</b>	
- 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.	<b>Answer key:</b> 1 renewable, 2 waste, 3 released, 4 coal, 5 fossil fuels

**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 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 know how to use participle clauses in sentences.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
------------------------------------	----------

<b>Task 1. Find and correct the mistakes in the following sentences. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Focus Ss' attention on the structure of the present participle clause (a verb form ending in -ing). Ask Ss to paraphrase the first example in the Remember! box 'Trapping too much of the sun's heat, greenhouse gases stop it from escaping back into space' =&gt; 'As / Since greenhouse gases trap too much of the sun's heat, they stop it from escaping back into space' and the other example, e.g. 'Walking on the beach, they picked up litter' =&gt; 'While they were walking on the beach, they picked up litter'.</li> <li>- 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.</li> <li>- Have Ss correct the sentences individually or in pairs.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <p>1 Was waiting=&gt; Waiting,  2 Saw=&gt; Seeing,  3 were planting=&gt; planting,</p>
<b>Task 2. Rewrite these sentences using past participle clauses. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the explanation and examples in the <b>Remember!</b> 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 of an action and expressing a condition).</li> <li>- Have Ss study the example before asking them to do the activity individually. Walk round the class and offer help if necessary.</li> <li>- Put Ss into pairs and have them compare their sentences. Check answers as a class.</li> <li>- In weaker classes, have Ss write the sentences on the board and explain the paraphrases.</li> </ul>	<p><b>Suggested answer:</b></p> <p>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.</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><b>UNIT 5: GLOBAL WARMING</b></p> <p><b>Lesson 2: Language</b></p>
<p>*Warm-up  Q&amp;A game  * Pronunciation</p>

- **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)

**\* Vocabulary**

- **Task 1:** Match each word with its meaning (p.54.)
- **Task 2.** Complete the sentences using the words and phrases in task 1(p.54)

**\* Grammar**

- **Task 1.** Find and correct the mistakes in the following sentences. (p.55)
- **Task 2.** Rewrite these sentences using past participle clauses. (p.55)

**\*Homework**

## 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

- Develop reading skills for general ideas and for specific information in news items about 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

- Acknowledge and understand more about a conference.
- Develop self-study skills.

#### II. MATERIALS

- Grade 11 textbook, Unit 5, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

#### Language analysis

Form	Pronunciation	Meaning
1. Emission (n)	/i' mɪʃ.ən/	the act of sending out gas, heat, light, etc
2. Balance (n)	/'bæl.əns/	a state where things are of equal weight or force
3. Methane (n)	/'mi:.θeɪn/	a gas with no smell or colour, often used as a fuel
4. Deforestation (n)	/di: ,fɒr.ɪ'steɪ.ʃən/	the cutting down of trees in a large area, or the destruction of forests by people

#### Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.

<p>2. Students may have underdeveloped reading, speaking and co-operating skills.</p>	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
---	--

**III. PROCEDURES**

**1. WARM-UP (5 mins)**

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the categories of climate change;
- 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 style="text-align: center;"><b>DESCRIBING GAME</b></p> <ul style="list-style-type: none"> <li>- Students work in 3 groups</li> <li>- Students look at the pictures and describe the situations before and after.</li> <li>- Ss raise hands to get turn and describe the pictures.</li> <li>-Teacher leads into the new lesson.</li> </ul>	<p style="text-align: center;"><b>WARM-UP</b></p> <p style="text-align: center;">Work in groups. Look at the pictures and describe the situations before and after.</p> 

**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. 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
<b>Task 1. Work in pairs. Look at the pictures and discuss the environmental problems you see. (5 mins)</b>	
<b>Questions:</b> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to discuss the pictures and identify the environmental problems.</li> <li>- Ask some guiding questions, e.g. <i>What can you see in the pictures? Do you think human activities like farming can cause any negative impact on the environment? How does deforestation contribute to global warming? Have you heard about global efforts to deal with climate change?</i></li> <li>- Invite individual Ss to share their answers with the class.</li> <li>- Introduce the topic of the reading text.</li> </ul>	Student's practice
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. Emission (n)</li> <li>2. Balance (n)</li> <li>3. Methane (n)</li> <li>4. Deforestation (n)</li> </ol>

**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 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 thoroughly understand the content of the text and complete the tasks successfully

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2: Read the article and choose the best title for it. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss read the whole text quickly to get an overall idea. In weaker classes, go through the answer options and check understanding.</li> <li>- Ask Ss to work in pairs to compare their answers. Walk round the class and provide help if necessary.</li> <li>- 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).</li> </ul>	<b>Answer key:</b> <b>C</b>

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>	
<b>Task 3. Read the article again. Match the highlighted words with their meanings. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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>CO<sub>2</sub></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.</li> <li>- Check answers as a class.</li> <li>- Ask Ss to make sentences with each of the words to check understanding if time allows.</li> </ul>	<b>Answer key:</b> <i>1.D 2.C 3.B 4.A</i>
<b>Task 4. Read the article again and choose the correct answers A, B, or C. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss read the multiple-choice questions. Check Ss' understanding and explain new or difficult vocabulary if necessary.</li> <li>- 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.</li> <li>- 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').</li> </ul>	<b>Answer key:</b> <i>1C, 2A, 3C, 4B, 5B</i>

**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: "What should we do to reduce global warming?"
- Task 5: Discussion (p.56)

**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
<b>Task 5. Discussion</b> - Ask Ss to work in groups of three or four.	<i>Suggested solutions</i> 1) <i>Use less energy at home</i> 2) <i>Plant trees</i> 3) <i>Walk, bike, or use public transport</i>

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Suggest that Ss make use of graphic organisers for brainstorming, e.g., spidergrams. An example is at <a href="https://www.savecoastalwildlife.org/solutions-to-global-warming">https://www.savecoastalwildlife.org/solutions-to-global-warming</a></li> <li>- 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 of stop global warming, e.g., Use less energy at home (less greenhouse gas emissions); Plant trees (more oxygen, less CO<sub>2</sub>)</li> <li>- Praise for workable solutions and fluent delivery.</li> </ul>	<ul style="list-style-type: none"> <li>4) <i>Eat more vegetables and less meat</i></li> <li>5) <i>Choose eco-friendly products</i></li> <li>6) <i>Switch to green power</i></li> </ul>
--	--

**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 5: GLOBAL WARMING**

**Lesson 3: Reading**

**The UN Climate Change Conference**

**\*Warm-up**

**\* Lead-in**

- Task 1. Work in pairs. Look at the pictures and discuss the environmental problems you see. (p.55)

**\* Vocabulary**

1. Emission (n)
2. Balance (n)
3. Methane (n)
4. Deforestation (n)

- 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)
- Task 5: Discussion

**\*Homework**



**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.

**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 human activities can affect 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
- Phần mềm tương tác hoclieu.vn

**Language analysis**

Form	Pronunciation	Meaning
1. be responsible for (adj)	/rɪ'spɒnsəbl/	having the job or duty of doing something
2. contribute to (v)	/'kɒntrɪbjʊ:t/	to be one of the causes of something
3. cut down (v)	/kʌt/	to make something fall by cutting it at the base
4. serious (adj)	/'sɪəriəs/	bad or dangerous

**Assumption**

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks.

	<ul style="list-style-type: none"> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
--	---

**III. PROCEDURES**

**1. WARM-UP (5 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 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
<ul style="list-style-type: none"> <li>- Teacher shows the questions with multiple choices.</li> <li>- Ss works in 4 groups. Each group raise hands to take turn and match the causes with the correct effect.</li> <li>- The team with highest points is the winner.</li> </ul>	<p>The diagram illustrates a warm-up activity with four groups of students. Each group is represented by a cloud icon with a question mark. The groups are labeled: 'Group 1: Cause &amp; Effect', 'Group 2: Cause &amp; Effect', 'Group 3: Cause &amp; Effect', and 'Group 4: Cause &amp; Effect'. Below the clouds are four bowls containing different items, representing the effects to be matched.</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;
- Introducing tips to give instructions.
- Task 1. Match the activities (1–3) with their possible effects on the environment (a–f). (p.56)

**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**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> </ul>	<p><b>New words:</b></p> <p>1. be responsible for (adj)</p>

<ul style="list-style-type: none"> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	2. contribute to (v) 3. cut down (v) 4. serious (adj)
<b>Task 1. Match the activities (1–3) with their possible effects on the environment (a–f). (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to have a look at the activities and their possible effects on global warming. Check understanding. Explain any new words or phrases.</li> <li>- Have Ss match the activities with their effects on the environment. Ask them to discuss and compare answers with a partner.</li> <li>- Check answers as a class.</li> </ul>	<b>Suggested answers:</b> 1/ c, e 2/ a, d 3/ b, f

**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 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 personalise the model conversation and discuss other causes of global warming.

**b. Content:**

- Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (p.57)
- 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 know how to present ideas clearly.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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></li> <li>- Check answers as a class.</li> <li>- 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>).</li> <li>- Ask Ss to practise the conversation in pairs.</li> </ul>	<b>Suggested answers:</b> <i>1B    2D    3A    4C</i>

<b>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.. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Explain the task and remind Ss of the tips for presenting ideas clearly in a discussion.</li> <li>- Ask Ss to work in pairs. They should talk about other human activities and how they contribute to global warming.</li> <li>- Remind Ss to use the expressions in the Tips box to state ideas, agree or disagree and introduce arguments. .</li> <li>- Walk round to provide help if necessary.</li> <li>- Encourage them to swap roles so that each student has a chance to ask and answer about human activities and global warming.</li> <li>- 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.</li> </ul>	<i>Students' practice</i>

**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 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 be more active and healthy.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 4. Work in groups. Decide which human activity contributes to global warming the most. Report to the whole class. (13 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in groups to prepare a discussion about human activities and global warming.</li> <li>- 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.</li> <li>- Walk round the class to provide help when necessary and encourage quiet group members to get involved.</li> <li>- Invite some groups to present their discussion in front of the class and answer any questions from the rest of the class.</li> <li>- Praise groups who present their opinions and arguments clearly.</li> </ul>	<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

*Date of teaching*

#### UNIT 5: GLOBAL WARMING

#### Lesson 4: Speaking – Human activities and global warming

**\*Warm-up**

Matching game

**\* Vocabulary**

1. be responsible for (adj)
2. contribute to (v)
3. cut down (v)
4. serious (adj)

- 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)
- 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)
- Task 4. Work in groups. Decide which human activity contributes to global warming the most. Report to the whole class. (p.57)

**\*Homework**

**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
- Memorize 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
- Phần mềm tương tác hoclieu.vn

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. Soot (n)	/sut/	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**

<b>Anticipated difficulties</b>	<b>Solutions</b>

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

### 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:

- Do a quiz about global warming.

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;"><b>Quiz</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the questions about global warming.</li> <li>- Questions are shown one by one, the whole class compete to answer the questions.</li> <li>- After the game, Ss with the highest point is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p>2/ Which of the following is a greenhouse gas?</p>   <ul style="list-style-type: none"> <li><input type="checkbox"/> CO2</li> <li><input type="checkbox"/> CH4</li> <li><input type="checkbox"/> Water Vapor</li> <li><input checked="" type="checkbox"/> All of the above</li> </ul>

##### 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: 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Choose the correct meaning of the underlined word and phrase (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to look at the picture and try to elicit the pollutant, e.g. Open fires release black carbon or soot.</li> <li>- Write the phrase 'black carbon' on the board. Ask Ss if they know its meaning. Tell them it is also known as 'soot'.</li> <li>- 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.</li> <li>- Check answers as a class. Make sure Ss understand the words by asking Ss to make sentences with them.</li> </ul>	<b>Suggested answers:</b> 1c, 2a, 3d, 4b
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<b>Vocabulary:</b> 1. Soot (n) 2. Soil (n) 3. Crop (n) 4. Melt (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;

**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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Listen to a talk and choose the main idea. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to a talk about black carbon. Have Ss read the title options and check understanding.</li> <li>- Ask them to read the three ideas and check 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.</li> <li>- Play the recording and have Ss do the activity.</li> <li>- Remind them 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).</li> </ul>	<b>Answer key:</b> C

<ul style="list-style-type: none"> <li>- 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).</li> </ul>	
<b>Task 3. Listen to the talk again and choose the correct answers A, B, or C. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- In stronger classes, ask Ss if they can answer the questions without listening to the conversation again.</li> <li>- In weaker classes, pre-teach some difficult vocabulary such as <i>consist of, previously thought, last, increase, speed of melting</i>.</li> <li>- Play the recording once in stronger classes and twice in weaker classes.</li> <li>- If time allows, ask Ss to discuss their answers in pairs.</li> <li>- 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').</li> </ul>	<b>Answer key:</b> <i>1B    2C    3C    4A</i>

#### e. Assessment

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

#### Tape script:

*Hi everyone. Thanks for offering me the opportunity to talk about black carbon.*

*Black carbon, also known as soot, consists of tiny pieces of black dust. It mainly comes from forest fires and the burning of fossil fuels and crop waste. We now know that it plays a much bigger role in global warming than previously thought.*

*Let me first talk more about the burning of crop waste. Do you know why farmers do that? Well, they believe that burning is the best way to clear land and prepare it for new crops. However, these huge fires are the world's biggest source of soot. In addition, burning crop waste is bad for the soil because it kills the useful living things in it.*

*But how long does black carbon stay in the atmosphere? Actually, it only lasts for a few days or weeks after it is released. However, its effect on the earth's temperature is more powerful than that of carbon dioxide. Black carbon traps more sunlight and sends it back into the air as heat. In addition, when black carbon falls onto ice or snow, it warms the surface and increases the speed of melting. So what do you think we should do to...*

#### 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 neighborhood.
- To give students authentic practice in using target language.
- To revise opinion phrases in Speaking section.

**b. Content:**

- Students make a list of activities for the event and explain why they think those activities can benefit the participants.
- Task 4. Work in groups. Discuss the following questions. (p.57)

**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
<b>Task 4. Work in groups. Discuss the following questions. (p.47)</b>	
<p><b>Question:</b></p> <ul style="list-style-type: none"> <li>• Is black carbon found in your city or neighbourhood?</li> <li>• If so, where does it come from?</li> </ul> <p>- 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.</p> <p>- In weaker classes, do the brainstorming with all Ss and write the best ideas on the board.</p> <p>- Invite some Ss from each group to present a summary of their discussions to the class.</p>	<p><i>Student's practice</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 –Writing.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 5: GLOBAL WARMING</b></p>
---

**Lesson 5: Listening – Black carbon and global temperature**

**\*Warm-up**

**\* Vocabulary**

1. Soot (n)
2. Soil (n)
3. Crop (n)
4. Melt (v)

- Task 1: Work in pairs. Match the words with their meanings. (p.57)
- 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)
- Task 4. Work in groups. Discuss the following questions. (p.57)

**\*Homework**

## UNIT 5: GLOBAL WARMING

### 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.
- 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.
- 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
- Phần mềm tương tác hoclieu.vn

#### Assumption

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

#### 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;"><b>Quiz- "Left or Right?"</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the questions one by one, the whole class complete to answer the questions.</li> <li>- After each question, teacher pauses for a moment to ask Ss to raise their hands to answer.</li> <li>- Teacher leads in the lesson by linking formal request to proposal.</li> </ul>	<p><i>Poster/ banner/ booklet/ leaflet</i></p>

**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: Work in pairs. Match the ways to reduce black carbon emissions (1–3) with the reasons (a–i) for doing so. (p.58)

**c. Expected outcomes:**

- Students understand the reason to reduce .black carbon emissions.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Read the following proposal and match the headings (1–4) with the paragraphs (A–D) (p.48).</b></p>	
<ul style="list-style-type: none"> <li>- Have Ss work in pairs. Tell them to look at the ways to reduce black carbon emissions and the reasons.</li> <li>- Explain any new words. Ask Ss to do the matching, then discuss and check their answers with a partner.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <p>1 c, d, a            2 g, i, f            3 b, h, e</p>

**e. Assessment**

- Teacher observes Ss' work and give feedback.

**3. ACTIVITY 2: WHILE-WRITING (17 mins)**

**a. Objectives:**

- To familiarise Ss with the structure and language of a leaflet.
- To help Ss practise writing a leaflet about ways to reduce black carbon emissions.

**b. Content:**

- 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)
- 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
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and study the five-part structure of the sample leaflet.</li> <li>- Tell them to read the tips for writing a leaflet and check understanding.</li> <li>- In weaker classes, explain any new or difficult words, either in the tips or in the sample (e.g. <i>slogan, call for action, renewable energy, warming effect, run out, solid fuels, switch to, organic waste</i> etc.).</li> <li>- Ask Ss to look at the leaflet and label its parts, using the words in the box.</li> <li>- Walk round the class to provide help if necessary.</li> <li>- Check answers as a class.</li> </ul>	<p>Suggested answer 1a, 2c, 3d, 4e, 5b</p>
<p><b>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. (10 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- In weaker classes, provide the first paragraph of the suggested answer below as a model by reading it aloud or displaying it on the board. Check Ss' understanding.</li> <li>- Explain that they can use the ideas suggested in 1 when they develop their paragraphs.</li> <li>- 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.</li> <li>- In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help.</li> <li>- 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.</li> <li>- Collect Ss' paragraphs and give face-to-face feedback in private, or give them back with some written feedback.</li> </ul>	

**e. Assessment**

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

**SAMPLE**

***How dangerous is using solid fuels at home?***

Many people still use solid fuels like coal and wood for heating and cooking. 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. (55 words)

*Use soot-free fuels!*

***Renewable energy is the future!***

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. (55 words)

*Power the planet with renewable energy!*

**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><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss</li> <li>- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ul style="list-style-type: none"> <li>6. Organization: .../10</li> <li>7. Legibility: .../10</li> <li>8. Ideas: .../10</li> <li>9. Word choice: .../10</li> <li>10. Grammar usage and mechanics: .../10</li> <li>TOTAL: .../50</li> </ul>

**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 5: GLOBAL WARMING**

**Lesson 6: Writing – A leaflet about ways to reduce black carbon emissions**

**\*Warm-up**

- 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)
- 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)

**\* Cross-checking**

**\*Homework**

**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**

- give and respond to warnings
- understand the environmental impact of farming and how to reduce it

**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 share the awareness to help the Earth when necessary.
- Protect their surrounding environment.

**II. MATERIALS**

- Grade 11 textbook, Unit 5, 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. Leaflet (n)	/'li:.flət/	a piece of paper that gives you information or advertises something
2. sea level (n)	/'si: ,lev.əl/	the average height of the sea where it meets the land
3. Farmland (n)	/'fɑ:m.lænd/	land that is used for or is suitable for farming
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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> </ul>

	<ul style="list-style-type: none"> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
--	---

### 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:

- Video, Q-A

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Video: What is factory farming? - Us and the planet</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups and watch the video.</li> <li>- There are 3 questions which relate to the video.</li> <li>- T asks Ss to raise hands and answer the questions.</li> <li>- The group which gets the more correct answer is the winner.</li> </ul>	<p><b>Link:</b>  <a href="https://www.youtube.com/watch?v=7I0v3LhKhQg">https://www.youtube.com/watch?v=7I0v3LhKhQg</a></p> <p><b>Questions and answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>Farm animals contribute less to the emission of CO2 than vehicles. True or False?</i> False</li> <li>2. <i>How many kg of plant protein are used in order to produce 1kg of animal protein?</i> 6kg</li> <li>3. <i>What can we do to reduce greenhouse gas?</i> We can consume fewer animal products or even go meat free.</li> </ol>

##### e. Assessment

- Teacher observes the groups and give 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
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss if their family have ever used a coal-burning stove for cooking or / and heating.</li> <li>- 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.</li> <li>- 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.</li> <li>- Play the recording for Ss to do the activity.</li> <li>- Check answers as a class. In weaker classes, play the recording again, pausing after each blank to confirm the correct answers.</li> <li>- Put Ss into pairs and have them practise the conversation.</li> </ul>	<b>Answer key</b> 1D    2C    3B    4A
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher gives students a list of expressions to prepare for Task 2</li> </ul>	<b>Useful expressions</b> <b>- Giving warnings</b> <ul style="list-style-type: none"> <li>• <i>I wouldn't... if I were you!</i></li> <li>• <i>watch out (for something)!</i></li> <li>• <i>I (must) warn you ...</i></li> <li>• <i>mind your ...</i></li> </ul> <b>- Responding to compliments</b> <ul style="list-style-type: none"> <li>• <i>thanks for (the) warning.</i></li> <li>• <i>I'll be (more) careful (next time). thanks.</i></li> <li>• <i>oh, really? I didn't know that. thanks so much</i></li> </ul>
<b>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)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask Ss to read the list of useful expressions and check understanding.</li> <li>- 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.</li> <li>- 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.</li> <li>- Walk round the class and provide help when necessary.</li> <li>- 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.</li> </ul>	<i>Students' activity</i>

**Task 1- Audio script**

Jane: Hi, Nga. Is that a coal-burning stove?

Nga: Yes, my dad bought it last week. It heats up our home very quickly. Let me put in some more coal.

Jane: Watch out! You're too close and will burn yourself!

Nga: Don't worry. I'm very careful.

Jane: Yes, it feels very warm, but I must warn you burning coal produces soot.

Nga: Oh no, I didn't know that. Thanks so much. I'll tell my dad.

#### e. Assessment

- Teacher observes Ss's work and give feedback.
- Teacher gives 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
<b>Pre-teach vocabulary</b> (4 mins)	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- 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.</li> </ul>	<b>New words</b> 1. Leaflet (n) 2. sea level (n) 3. Farmland (n) 4. Farming (n)
<b>Task 1. Read the text and tick (✓) the pictures that show ways to reduce global warming.</b> (6 mins)	
<ul style="list-style-type: none"> <li>- Ask Ss some questions to find out what they already know about the topic, e.g. <i>Do you think farming causes global warming? Does it harm the environment? Does it emit any greenhouse gases? Which greenhouse gas comes from farming?</i></li> <li>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>Which farming activities contribute to global warming? How does raising farm animals makes the planet hotter? Why can growing rice heat the earth's atmosphere? How can</i></li> </ul>	<b>Answer key:</b> Good: 1, 4                      Bad: 2, 3, 5

<p><i>land-use increase the global temperature? What has been done to reduce the impact of farming on global warming?</i></p> <ul style="list-style-type: none"> <li>- Put Ss into pairs and have them study the pictures. Ask them to tell you what they see in each one.</li> <li>- Ask Ss to read the text and tick the pictures that illustrate the ways of limiting global warming mentioned in the text.</li> <li>- Explain or elicit any new or difficult words, e.g. <i>face masks, be intended to, coal plants, flooded rice fields</i>. In stronger class, encourage Ss to guess their meaning from context.</li> <li>- Check answers as a class by calling on pairs to speak out or write the answers on the board.</li> <li>- 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.</li> </ul>	
<p><b>Task 2. Work in groups. Discuss the following questions. (10 mins)</b></p>	
<p>Questions:</p> <ul style="list-style-type: none"> <li>• What farming activities in Viet Nam do you think have negative impact on the global temperature?</li> <li>• What do you think are the alternatives to those activities?</li> </ul> <ul style="list-style-type: none"> <li>- Tell Ss to read the text again and list the information about the farming activities <i>raising farm animals, growing rice, and land-use</i>, which contribute to global warming. Ask Ss if these activities in Viet Nam have negative impact on global warming.</li> <li>- Put Ss in groups and give them enough time to discuss their answers.</li> <li>- Ask some groups to share their ideas with the whole class. Praise for good effort, clear pronunciation, well-structured and interesting answers.</li> </ul>	

**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 5: GLOBAL WARMING**

**Lesson 7: Communication and Culture / CLIL**

**\*Warm-up**

**\* Everyday English. Giving and responding to warnings.**

- **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)

**\* CLIL Reducing the environmental impact of farming.**

**- Vocabulary**

- **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)

**\*Homework**

**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
- Phần mềm tương tác hoclieu.vn

**Assumption**

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

**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 get ready to learn about differences between bacteria and viruses.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;"><b>Quiz</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the questions about global warming.</li> <li>- Questions are shown one by one, the whole class compete to answer the questions.</li> <li>- After the game, Ss with the highest point is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p><i>3/ What percentage of the global greenhouse gas emissions does the transportation sector emit?</i></p>  <ul style="list-style-type: none"> <li><input type="checkbox"/> 1%</li> <li><input checked="" type="checkbox"/> 14%</li> <li><input type="checkbox"/> 33%</li> <li><input type="checkbox"/> 70%</li> </ul> 

**e. Assessment**

- Teacher observes the groups and give 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:**

- **Task 1:** Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm. (p.60)
- **Task 2:** Choose the correct word or phrase to complete each sentence. (p.61)
- **Task 3:** 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
<b>Task 1: Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work individually. Have them read the sentences silently and underlining the stressed words.</li> <li>- Play the recording, pausing after each sentence so that Ss can listen and check if they have underlined the correct words.</li> <li>- Check answers as a class by asking individual Ss to call out the stressed words in each sentence.</li> <li>- 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.</li> </ul>	<p><b>Key +Audio script - Track</b></p> <ol style="list-style-type: none"> <li>1. <u>Forests</u> are <u>helpful</u> in <u>cooling</u> down our <u>planet</u>.</li> <li>2. <u>Plants</u> can <u>store</u> a lot of <u>carbon</u> in their <u>roots</u>, <u>branches</u>, and <u>leaves</u>.</li> <li>3. <u>Oceans</u> can also <u>remove carbon</u> from the <u>atmosphere</u> and <u>store</u> it.</li> <li>4. <u>Oceans</u> may <u>start releasing</u> the <u>carbon</u> they <u>store</u> as <u>global temperatures rise</u>.</li> </ol>
<b>Task 2: Choose the correct word or phrase to complete each sentence. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words.</li> <li>- In weaker classes, have Ss work in pairs or groups.</li> </ul>	<p><b>KEY:</b></p> <ol style="list-style-type: none"> <li>1 coal,</li> <li>2 releasing,</li> <li>3 renewable energy,</li> <li>4 fossil fuels</li> </ol>

- Check answers as a class.	
<b>Task 3: Rewrite the sentences using present or past participle clauses. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Explain to Ss that they are going to review the use of present and past participle clauses.</li> <li>- 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.</li> <li>- Walk round the class to provide help if necessary.</li> <li>- If time allows, ask Ss to work in pairs to compare answers.</li> <li>- Check answers as a class.</li> <li>- In stronger classes, ask individual Ss to read the completed sentences and explain which participle clause they have used.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. Being a firefighter, my father understood the dangers of open waste burning.</li> <li>2. Frightened by the forest fires, many wild animals ran away or hid under the rocks.</li> <li>3. Flooded with water after the heavy rain, the road turned into a big swimming pool.</li> <li>4. The farmers cut down the local forest to create new farmland, destroying all the wildlife there.</li> </ol>

**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. 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.

**c. Expected outcomes:**

- Students practice working on a project.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>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.</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.</li> <li>- 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.</li> <li>- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	
<b>Students' presentations</b>	

<ul style="list-style-type: none"> <li>- All groups exhibit their results and make presentations.</li> <li>- When one group make presentation, others listen and complete the evaluation sheet.</li> </ul>	
--	--

**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>
<b>DELIVERY</b>		
- 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 some photos / pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately.		
<b>CONTENT:</b> The presentation includes the following information:		
<i>What peoples' daily activities involve</i>		
<i>How these activities contribute to global warming</i>		
<i>What people do to reduce their environmental impact</i>		
<i>What results people get</i>		

**- Suggested checklist for self-assessment:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- 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.		
<b>CONTENT:</b> Our presentation includes the following information:		
What peoples' daily activities involve		
How these activities contribute to global warming		
What people do to reduce their environmental impact		
What results people get		

#### 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 6.

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 5: GLOBAL WARMING</b></p> <p><b>Lesson 8: Looking back and project</b></p>
<p><b>*Warm-up</b></p> <p><b>* Looking back</b></p> <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Vocabulary</li> <li>- Language</li> </ul> <p><b>* Project. The colors of ASEAN</b></p> <p><b>*Homework</b></p>

## UNIT 6. PRESERVING OUR HERITAGE

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

## 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
<b>GAME: NAME THE PLACES</b> <ul style="list-style-type: none"> <li>- Ss work in 2 groups.</li> <li>- Teacher shows pictures on the screen and Ss have to say BINGO to grasp the chance to answer where it is.</li> <li>- One point for each correct answer.</li> <li>- The group which gains most points is the winner of the game.</li> </ul>	<b>Suggested pictures:</b> <ol style="list-style-type: none"> <li>1. Tam Chuc Pagoda</li> <li>2. Trang An Scenic Landscape Complex.</li> <li>3. Hoi An Ancient Town</li> <li>4. Mekong River Delta</li> <li>5. Thang Long Imperial Citadel</li> </ol>



**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><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. landscape (n)</li> <li>2. monument (n)</li> <li>3. architecture (n)</li> <li>4. urban (adj)</li> <li>5. promote (v)</li> </ol>

**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.

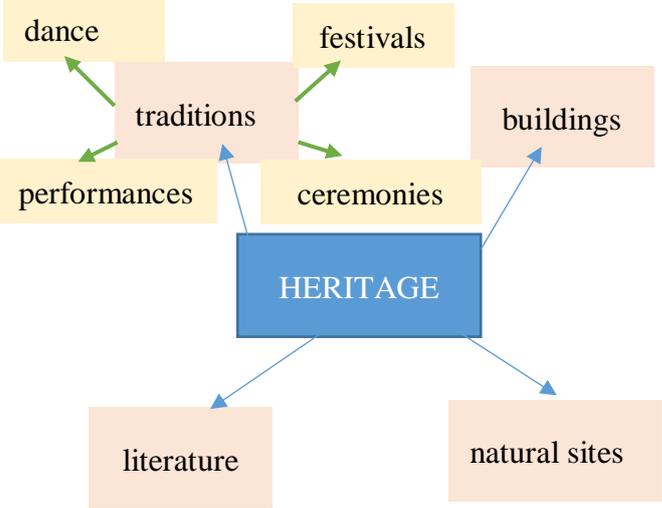
**b. Content:**

- 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><b>Task 1. Listen and read. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Call on some groups to write their words in the mind map on the board.</li> <li>- 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).</li> <li>- Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to the topic.</li> <li>- 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.</li> <li>- Teacher calls on three Ss to read the conversation aloud.</li> </ul>	
<p><b>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)</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p><b>Answer key:</b></p> <p>1. T</p>

<ul style="list-style-type: none"> <li>- Teacher has Ss share their answers with the class. Encourage them to provide evidence from the conversation for their answers.</li> <li>- 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></li> <li>- Teacher confirms the correct answers.</li> </ul>	<ol style="list-style-type: none"> <li>2. <i>T</i></li> <li>3. <i>H</i></li> <li>4. <i>M</i></li> </ol>
<b>Task 3. Match the words to make phrases used in Task 1 (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher has Ss read the conversation quickly, find and underline the phrases,.</li> <li>- Then teacher asks Ss to do the matching.</li> <li>- Check answers as a class.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <p>1. <i>c</i>      2. <i>d</i>      3. <i>b</i>      4. <i>a</i></p>
<b>Task 4. Complete the sentences, using phrases from Task 1. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss read each incomplete sentence. Check understanding and elicit the clause that they need to use to fill in the gaps.</li> <li>- Teacher asks Ss to find the clauses in the conversation and fill in the gaps.</li> <li>- Teacher checks answers as a class. Call on individual Ss to read the complete sentences.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>to be recognized as a mixed heritage by UNESCO</i></li> <li>2. <i>to enjoy beautiful landscape</i></li> <li>3. <i>to learn about Vietnamese history</i></li> <li>4. <i>to promote Don ca Tai Tu to wider audience</i></li> </ol>

**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><b>Task 5. Role play</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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>)</li> <li>- Ss have 3 minutes to prepare for the role play.</li> <li>- Teacher invites one representative from each group to come to the stage and make a short presentation.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and give marks to the best group.</li> </ul>	<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><b>Unit 1: Preserving our heritages</b></p> <p><b>Lesson 1: Getting started</b></p> <p><b>*Warm-up</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. landscape (n)</li> <li>2. monument (n)</li> <li>3. architecture (n)</li> <li>4. urban (adj)</li> <li>5. promote (v)</li> </ol>
--

- 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)
- Task 5: Role play

**\*Homework**

## UNIT 6: PRESERVING OUR HERITAGE

### 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	<i>E.g: He studied hard to pass the exam. I bought some souvenirs to give to my parents.</i>
2. to modify a noun or noun phrase that contain ordinal numbers ( <i>the first, the second, etc.</i> ), superlatives ( <i>the best, the most beautiful, etc.</i> ) and <i>next, last, and only</i> .	<i>E.g. Ethan is usually the last person to understand the joke.</i>

#### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> </ul>

	<ul style="list-style-type: none"> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
--	---

### 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><b>Watch a video</b>  <a href="https://www.youtube.com/watch?v=zDsjiWWwG80">https://www.youtube.com/watch?v=zDsjiWWwG80</a></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.</li> <li>- Ss watch the video once and list out name the destinations and cultural heritage of Vietnam that they see in the video.</li> <li>- All teams stick the paper on the boards.</li> <li>- Teacher checks answers of each group.</li> <li>- The group that has the most correct answers is the winner.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <i>Complex of Huế Monuments</i></li> <li>- <i>Hội An Ancient Town</i></li> <li>- <i>Mỹ Sơn Sanctuary</i></li> <li>- <i>Hạ Long Bay</i></li> <li>- <i>Phong Nha – Kẻ Bàng National Park</i></li> <li>- <i>Imperial Citadel of Thăng Long</i></li> <li>- <i>Tràng An Scenic Landscape Complex</i></li> <li>- <i>Space of Gong Culture - Không gian văn hoá Công chiêng Tây Nguyên</i></li> <li>- <i>Vietnamese Court Music - Nhã Nhạc Cung Đình Huế</i></li> <li>- <i>Folk Songs - Quan họ Bắc Ninh</i></li> <li>- <i>Ca Tru Singing</i></li> <li>- <i>Art of Đờn ca tài tử music and song in southern Vietnam</i></li> <li>- <i>Practices related to Viet beliefs in the Mother Goddesses of Three Realms - Tín ngưỡng thờ Mẫu Tam Phủ</i></li> </ul>

##### 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
<p><b>Task 1: Listen and repeat. Pay attention to the falling intonation and level-rising intonation in the following sentences. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.).</li> <li>- Teacher puts Ss into pairs and has them practise reading the sentences to each other as naturally as they can.</li> </ul>	<p><b>Audio script – Track 45:</b></p> <ol style="list-style-type: none"> <li>1. <i>Our class is going on a field trip next week.</i> ↘</li> <li>2. <i>Put your rubbish in the bin!</i> ↘</li> <li>3. <i>You can see beautiful caves ↗, green valleys ↗, and mountains.</i> ↘</li> </ol>
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher puts Ss into pairs and has them read out the sentences to each other as naturally as possible.</li> <li>- Teacher reminds Ss to raise or lower their voice at the right words.</li> <li>- Teacher has Ss mark the changes in intonation in the sentences individually.</li> <li>- Teacher has Ss compare their answers in pairs. Check answers as a class.</li> <li>- Teacher puts Ss in pairs again and has them practise reading the sentences to each other.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Hoi An Ancient Town became a world heritage site in 1999</i> ↘.</li> <li>2. <i>Please turn on the light</i> ↘. <i>It's dark in here.</i> ↘</li> <li>3. <i>Cultural heritage may include temples ↗, pagodas ↗ and monuments.</i> ↘</li> <li>4. <i>Tourists can enjoy live music performances in the pedestrian streets in</i> ↘ <i>Hanoi.</i></li> </ol>

**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
<b>Task 1. Match the words with their meanings (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss work independently or in pairs.</li> <li>- Teacher asks them to read the words and phrases carefully and match them to their meanings.</li> <li>- Teacher checks answers as a class. Call on one student to read aloud a word / phrase and another student to read its definition.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>d</i></li> <li>2. <i>a</i></li> <li>3. <i>e</i></li> <li>4. <i>b</i></li> <li>5. <i>c</i></li> </ol>
<b>Task 2. Complete the sentences using the words in Task 1 (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher checks answers as a class. Ask individual Ss to call out the word / phrase they have used in each sentence first.</li> <li>- 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.</li> <li>- Teacher asks some Ss to read the complete sentences.</li> </ul> <p><b>Extension:</b> <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><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>historical</i></li> <li>2. <i>historic</i></li> <li>3. <i>restore</i></li> <li>4. <i>preserve</i></li> <li>5. <i>folk</i></li> </ol>

**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
<b>Task 1. Combine the sentences using to-infinitive clauses (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to look at the Remember! box and introduces the use of a to-infinitive clause.</li> <li>- 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.</li> <li>- Teacher asks Ss to work in pairs or individually to combine the sentences.</li> <li>- Teacher calls on some Ss to write the sentences on the board.</li> <li>- Teacher checks answers as a class and confirms the correct sentences.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Lan went to Hue to see the monuments there.</li> <li>2. Minh created a website to give more information about local historic sites to visitors.</li> <li>3. Peter took a boat trip around the floating market to listen to Cai Luong there.</li> <li>4. My sister opened a small shop behind the museum to sell postcards and souvenirs to tourists.</li> </ol>
<b>Task 2. Work in pairs. Ask and answer questions about heritage sites of traditions, using to-infinitive clauses. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work independently and rewrite the sentences replacing underlined relative clauses with to-infinitive clauses.</li> <li>- Teacher has Ss work in pairs to compare answers.</li> <li>- Teacher checks answers as a class. Confirm the correct answers.</li> </ul> <p><b>Extension:</b> 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><b>Suggested answer:</b></p> <ol style="list-style-type: none"> <li>1. The only thing to see at the Citadel of the Ho Dynasty is the stone walls.</li> <li>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.</li> <li>3. Bao Dai was the last king of the Nguyen Dynasty to rule Viet Nam.</li> <li>4. My brother is the youngest person to win a folk song competition.</li> </ol>

**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: Preserving heritage sites**

**Lesson 2: Language**

**\*Warm-up**

Watch a video

**\* Pronunciation**

- **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.

**\* Vocabulary**

- **Task 1:** Match the words with their meanings

- **Task 2.** Complete the sentences using the words in Task 1

**\* Grammar**

- **Task 1.** Combine the sentences using to-infinitive clauses

- **Task 2.** Work in pairs. Ask and answer questions about heritage sites or traditions, using to-infinitive clauses.

**\*Homework**

## UNIT 6: PRESERVING HERITAGE SITES

### 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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## 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;"><b>BRAINSTORMING</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into 4 groups.</li> <li>- 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></li> <li>- Students have 3 minutes to discuss and write.</li> <li>- All groups stick their paper on the board.</li> <li>- Teacher checks the answers.</li> <li>- The group with the most ideas will be the winner.</li> </ul>	<p style="text-align: center;"><b>Suggested ideas</b></p> <ul style="list-style-type: none"> <li>- <i>Organize nature walks/excursions to local parks, areas of bio-diversity</i></li> <li>- <i>Organize site visits to museums, interpretation centres, and archaeological sites</i></li> <li>- <i>Organize essay competitions on literature (in English and local languages)</i></li> <li>- <i>Carry out small research projects for students that can be put up as mini-exhibitions/bulletin board displays on heritage.</i></li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Involve students in documenting local living heritage like festivals, performing arts or craftsmen and women.</i></li> <li>- <i>Establish clubs for heritage debates, quizzes, discussions and activities like presentations, field trips and documentation.</i></li> <li>- <i>Organizing painting and drawing competitions for students at built heritage sites</i></li> <li>- <i>Clean up the environment, investigate its local official and oral history.</i></li> </ul>
--	--

**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
<b>Lead-in (4 mins)</b>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- Teacher tell Ss that there are no right or wrong answers and encourage Ss to come up with as many ideas as possible.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <i>People visit heritage sites to enjoy the beautiful scenery and learn the cultural values.</i></li> <li>- <i>At heritage sites, we can go sight-seeing, participate in cultural activities, meet local people and learn about their traditions.</i></li> </ul>
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. appreciate (v)</li> <li>2. challenge (n)</li> <li>3. trending (adj)</li> <li>4. entry (n)</li> <li>5. keen (adj)</li> </ol>

**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
<b>Task 2. Read the article and circle the correct meanings of the highlighted words and phrases (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher encourages Ss to base their guesses on the context in which the words are used rather than looking them up in the dictionary.</li> <li>- Teacher tells Ss to work in groups to discuss the best option and compare answers.</li> <li>- Check answers as a class and confirm the correct one.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. A</li> <li>3. C</li> <li>4. B</li> </ol>
<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)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the whole text again and match the headings with the appropriate paragraphs. Note that there is one extra heading that Ss may not need to use.</li> <li>- 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.</li> <li>- Teacher tells Ss to work in pairs to discuss and compare their answers.</li> <li>- Teacher checks answers as a class.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. (Extra heading)</li> <li>2. C</li> <li>3. A</li> <li>4. B</li> </ol>
<b>Task 4. Read the article again and decide which paragraph includes the following information (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the text again and decide which paragraph includes each of the ideas.</li> <li>- 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.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. A</li> <li>3. B</li> <li>4. C</li> </ol>

<ul style="list-style-type: none"> <li>- Teacher explains that the information in the statements is paraphrased and make sure Ss understand the vocabulary and the overall meaning of the statements.</li> <li>- Teacher has Ss work in pairs or groups to compare answers.</li> <li>- Teacher checks answers as a class.</li> </ul> <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>	
--	--

**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><b>Task 5. Discussion</b></p> <ul style="list-style-type: none"> <li>- Teacher has Ss work in groups. Ask them to discuss each idea and decide the most effective one to preserve heritage.</li> <li>- Teacher tells Ss that there are no right or wrong answers and encourage them to explain the reasons for their choice.</li> <li>- Teacher invites one or two groups to present a summary of their discussions to the whole class.</li> </ul>	<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

- 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**  
**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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
--	---

### 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;"><b>Game: Jumble words</b></p> <ul style="list-style-type: none"> <li>- Teacher divides class into 2 groups.</li> <li>- Teacher shows each jumble word on the screen.</li> <li>- If a team can answer the word, students raise their hands and say BINGO to get the chance to answer.</li> <li>- If Ss have a correct answer, they get one point for their team.</li> <li>- The team with more points will be the winner of the game.</li> </ul>	<p>Suggested words:</p> <ol style="list-style-type: none"> <li>1. U/C/O/K/F/I/M/L/S (2 words)</li> <li>2. R/A/S/W/E/S/E/N/A</li> <li>3. L/I/O/M/S/E/D/A/C/I/A (2 words)</li> <li>4. N/E/C/M/I/P/O/T/T/O/I</li> <li>5. L/A/E/F/S/I/V/T</li> </ol> <p>Key:</p> <ol style="list-style-type: none"> <li>1. FOLK MUSIC</li> <li>2. AWARENESS</li> <li>3. SOCIAL MEDIA</li> <li>4. COMPETITION</li> <li>5. FESTIVAL</li> </ol>

##### 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
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<b>New words:</b> 1. spread (v) 2. involved (adj) 3. cultural heritage (n) 4. (to) set up
<b>Task 1. Work in pairs. Match the ways to preserve our heritage with the reason for doing so (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher quickly reviews the ways to preserve heritage described in the Reading lesson by asking the whole class to give ideas.</li> <li>- Teacher asks Ss to work in pairs and match each way with the appropriate reason for doing so.</li> <li>- Teacher calls on some Ss to give their answers to the class. Encourage them to give reasons for their answers.</li> <li>- Teacher checks answers in front of the class as a whole.</li> </ul>	<b>Answer key:</b> 1. b            2. a 3. d            4.c
<b>Task 2. Complete the conversation with the words and phrase in the box. Then practise it in pairs (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Teacher checks answers as a class.</li> <li>- 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. .</li> </ul>	<b>Answer key:</b> 1. D (Let me think) 2. B (Right) 3. A (Well) 4. C (Really) <b>Tips for keep a conversation going:</b> <ul style="list-style-type: none"> <li>- 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...</li> <li>- 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.</li> </ul>

#### 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
<b>Task 3. Work in pairs. Make a similar conversation about ways to protect local heritage (12 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs to make a similar conversation as in Task 2.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Suggested answers:</b>  <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
<b>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.</b>	

<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- Teacher calls on some groups to present their ideas to the class.</li> <li>- Teacher praises groups for good effort, interesting ideas and fluent delivery.</li> <li>- Teacher gives feedback and give marks to Ss' performance.</li> </ul>	<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><b>Unit 6: Preserving our heritage</b></p> <p><b>Lesson 4: Speaking – Preserving cultural heritage</b></p> <p><b>*Warm-up</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. spread (v)</li> <li>2. involved (adj)</li> <li>3. cultural heritage (n)</li> <li>4. (to) set up</li> </ol> <ul style="list-style-type: none"> <li>- Task 1. Match the ways to preserve our heritage with the reason for doing so</li> <li>- Task 2. Complete the conversation with the words and phrase in the box. Then practise it in pairs.</li> <li>- Task 3. Work in pairs. Make a similar conversation about ways to protect local heritage</li> <li>- 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.</li> </ul> <p><b>*Homework</b></p>
--



**UNIT 6: PRESERVING OUR HERITAGE**
**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)	/ə'ɹɪdʒənəl/	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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

### 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><b>Game: Jigsaw puzzle</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- There are 4 questions related to a key picture.</li> <li>- T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened.</li> <li>- The group which gets the correct answer of the key picture is the winner.</li> <li>- Teacher asks the Ss to explain the relationship between 4 questions and the key picture.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Who was the founding emperor of the Đinh dynasty of Vietnam?</li> <li>2. What is a complex of Buddhist temples in Gia Viễn District, Ninh Bình Province, Vietnam?</li> <li>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)?</li> <li>4. What are they? Large holes in the side of a hill, cliff, or mountain, or one that is underground.</li> </ol> <p><b>Answer keys:</b></p> <ol style="list-style-type: none"> <li>1. Đinh Bo Linh / Đinh Tiên Hoàng</li> <li>2. Bái Đính Pagoda</li> <li>3. The movie: Kong – The Skull Island.</li> <li>4. Caves</li> </ol> <p>➔ <b>KEY PICTURE:</b>  <b>Trang An Scenic Landscape Complex</b></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
<b>Lead-in (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss some questions about Trang An Scenic Landscape Complex.</li> <li>+ <i>Where is Trang An?</i></li> <li>+ <i>Is Trang An a World Heritage Site?</i></li> <li>+ <i>How big is the area?</i></li> <li>+ <i>Have you ever been to Trang An?</i></li> <li>+ <i>If yes, what did you see and do there?</i></li> <li>- Students work in pairs or groups, discuss and raise their voice to answer the questions.</li> <li>- Teacher sets the scene of the listening part and lead in the lesson.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <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></li> <li>- <i>It covers an area of 10,000ha in Hoa Lu, Gia Vien and Nho Quan districts and Ninh Binh City.</i></li> </ul>
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the “Rub out and remember” technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. limestone (n)</li> <li>2. valley (n)</li> <li>3. ecosystem (n)</li> <li>4. interact (v)</li> <li>5. original (adj)</li> </ol>

### 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
<b>Task 2. Listen to a talk. What is the talk mainly about? (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that they're going to listen to a talk by a tour guide who is introducing Trang An to tourists.</li> <li>- Teacher asks Ss to have a guess about the summary of the talk.</li> <li>- Teacher plays the recording for the first time and asks Ss to circle the option that best summarise the main idea of the talk.</li> <li>- 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.)</li> <li>- Teacher gives the correct answer.</li> </ul>	<p><b>Answer key:</b>  <i>B. The tour guide is talking about the ecosystem of Trang An and efforts to preserve it.</i></p>
<b>Task 3. Listen to the talk again and complete each gap in the notes with no more than three words and/or numbers. (9 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the notes carefully to have an understand about the overall structure of the talk.</li> <li>- 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.</li> <li>- Teacher plays the recording once (or twice in weaker classes) for Ss to complete the notes.</li> <li>- Teacher asks Ss to work with a partner to compare their answers.</li> <li>- Teacher calls on some Ss to write their answers on the board or read their answers aloud.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. 2014</li> <li>2. three protected areas</li> <li>3. 600 types</li> <li>4. early humans</li> <li>5. natural state</li> </ol>

**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"> <li>- Teacher asks Ss to work in pairs and discuss what they think the tour guide will say next.</li> <li>- Teacher tells Ss to base their predictions on the last sentence of the talk (Now, we'll start our tour with...)</li> <li>- 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.</li> <li>- Teacher lets Ss work in groups, use their smart devices to search for information they predicted.</li> <li>- Playing the role of the tour guide, the groups prepare the information and make presentation of the next part.</li> <li>- Teacher calls some groups to present their ideas in front of class.</li> <li>- Teacher gives comments and feedback.</li> </ul>	<p><b>Suggested ideas:</b></p> <p><b>Tour guide: We'll start our tour with ...</b></p> <ol style="list-style-type: none"> <li>1. Hoa Lu Ancient Capital</li> <li>2. Trang An Scenic Area</li> <li>3. Tam Coc Scenic Area</li> <li>4. Bich Dong Scenic Area</li> <li>5. Hoa Lu Special-use primary forest</li> </ol>

**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 1: Preserving our heritage****Lesson 5: Listening – A trip to Trang An Scenic Landscape Complex****\*Warm-up****\* Vocabulary**

1. limestone (n)
2. valley (n)
3. ecosystem (n)
4. interact (v)
5. original (adj)

- 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.

**\*Homework**

## UNIT 6: PRESERVING OUR HERITAGE

### 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"> <li>- Guide students to make an outline before they write.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

#### 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"> <li>- Teacher asks Ss to look at the board and say the name of the things (LEAFLET)</li> <li>- Teacher provides the synonyms of leaflet: booklet or pamphlet.</li> <li>- Teacher asks Ss if they know what a leaflet is.</li> <li>- 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</li> <li>- Teacher introduces the lesson.</li> </ul>	<p style="text-align: center;"><i>Some pictures of leaflet:</i></p> 

**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
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss work in pairs to match the problems with the possible solutions.</li> <li>- Teacher tells Ss to read both notes carefully to have an overview of the problems and solutions before doing the task.</li> <li>- 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.</li> <li>- Teacher calls on some Ss to present their answers to the class.</li> <li>- Teacher checks answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. D</li> <li>3. C</li> <li>4. A</li> </ol>
<b>Useful expressions (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher gives Ss a handout and asks them to classify the items into correct categories.</li> <li>- Teacher lets Ss work in groups.</li> <li>- The groups show their answers on the board.</li> <li>- The whole class check the task together.</li> </ul>	<p><b>List of expressions:</b></p> <ul style="list-style-type: none"> <li>- <b>To talk about problems and consequences</b></li> <li>+ ... causes ....</li> <li>+ ... leads to ....</li> <li>+ ... results in ...</li> <li>+ As a result, ...</li> <li>+ As a consequence, ...</li> <li>+ Consequently, ...</li> <li>- <b>To talk about solutions</b></li> <li>+ It is necessary to ...</li> <li>+ It is recommended that ...</li> <li>+ This problem can be solved if ...</li> <li>+ To deal with this problem, we should ...</li> <li>+ It is advisable / vital/ crucial to ...</li> <li>+ It is urgent to ...</li> </ul>

#### 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
<b>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.</b>	
<ul style="list-style-type: none"> <li>- Teacher remind Ss of the structure of a leaflet and the purpose of each part as explained in Unit 5.</li> <li>- 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.</li> <li>- 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 possible solutions ).</li> <li>- Teacher gives Ss enough time so that they can finish the leaflet.</li> <li>- Teacher goes around the class and provides help when necessary.</li> <li>- Teacher corrects some pieces of writing in class.</li> <li>- Teacher collects Ss' writings and provide written feedback in the next lesson.</li> <li>- In weaker classes, provide some suggested answers if necessary.</li> </ul>	<p><b>Suggested answer:</b></p> <p><b>PREVERVE OUR HERITAGE – PRESERVE TRANG AN LANDSCAPE COMPLEX</b>  <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 find ways for preserving it.</i></p> <p><b>PRESERVING NATURE</b>  <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>  <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><b>PRESERVING CULTURE</b>  <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>  <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>

**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
<ul style="list-style-type: none"> <li>- Teacher explains the purpose of post-writing activity: In the future, the Ss may need to design different leaflets in different contexts.</li> <li>- There are some tips in designing beautiful and professional leaflets that students need to know.</li> <li>- 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.</li> <li>- Teacher checks their answers and gives feedback. Discuss each tip with the whole class.</li> <li>- Teacher further elicits some information about which softwares / websites / applications can help Ss in designing leaflet. <i>E.g: Canva, Adobe Photoshop, Adobe Illustrator, etc.</i></li> </ul>	<p><b>Fill in the blank with suitable words in the box to create a list of tips in designing a leaflet.</b></p> <ol style="list-style-type: none"> <li>1. Brand (1) _____ and Logo</li> <li>2. Make it (2) _____: The Purpose of the Leaflet</li> <li>3. (3) _____ is the Leaflet For?</li> <li>4. Speak (4) _____ to People</li> <li>5. The Right Spacing</li> <li>6. Eye-Catching, (5) _____ Imagery</li> <li>7. The Power of Persuasion</li> <li>8. Call to (6) _____</li> </ol> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>colours    different    who    directly</i>  <i>actions            useful</i></p> </div> <p><b>Answer keys:</b></p> <ol style="list-style-type: none"> <li>1. <i>colours</i></li> <li>2. <i>different</i></li> <li>3. <i>who</i></li> <li>4. <i>directly</i></li> <li>5. <i>useful</i></li> <li>6. <i>actions</i></li> </ol>

**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><b>Unit 6: Preserving our heritage</b></p> <p><b>Lesson 6: Writing – A leaflet about ways to preserve Trang An Scenic Landscape Complex</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- Task 1. Work in pairs. Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks.</li> </ul>
--

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

## 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><b>Game: Lucky number</b></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups.</li> <li>- There are 8 numbers, including 3 lucky numbers and 5 numbers are corresponding to 5 questions.</li> <li>- If a team picks a lucky number, they get one point without having to answer the question.</li> <li>- If a team picks a question, they have to answer "Where is it?"</li> <li>- If they answer the question correctly, they get one point.</li> <li>- Teacher uses the information in the warm up game to lead in the lesson.</li> </ul>	<p><i>Lists of pictures:</i></p> 



**Answer key:**

1. *Ho Chi Minh Mausoleum*
2. *Hanoi Flag Tower*
3. *One Pillar Pagoda*
4. *Ho Chi Minh Museum*
5. *Imperial Citadel of Thang Long*

**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)

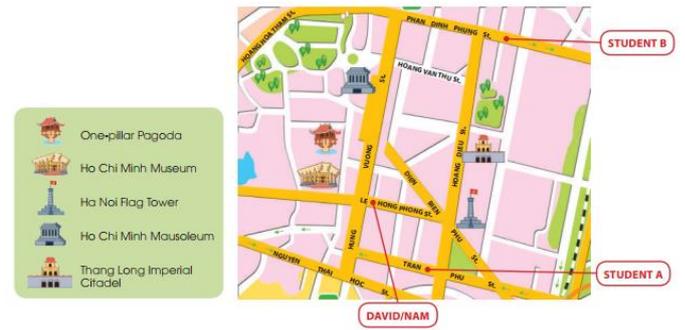
**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that they are going to revise expressions used to ask for and give directions.</li> <li>- Teacher asks Ss to listen and complete the conversations with the expressions in the box.</li> <li>- Teacher plays the recording once in stronger classes or twice in weaker classes if necessary.</li> <li>- Teacher calls on some Ss to give their answers to the class.</li> <li>- Teacher checks answers as a class. Ask them to practise the conversations in pairs.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. D</li> <li>3. C</li> <li>4. B</li> </ol> <p><b>Audio script:</b>  <b>David:</b> Excuse me, could you tell me the way to Thang Long Imperial Citadel? I'm lost.  <b>Nam:</b> 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.  <b>David:</b> Thank you.  <b>Extension:</b> 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>
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work in groups to do the task.</li> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<p><b>Useful expressions</b></p> <p><b>- Asking for directions:</b></p> <ul style="list-style-type: none"> <li>+ Can you tell me the way to ...?</li> <li>+ Excuse me, is ... near here?</li> <li>+ How do/can I get to ...?</li> <li>+ What is the best/easiest way to ...?</li> <li>+ Could you show me how to get to ...?</li> </ul> <p><b>- Giving directions</b></p> <ul style="list-style-type: none"> <li>+ Go straight ahead/on.</li> <li>+ Walk along ... street/road.</li> <li>+ Walk past the (post office/bank).</li> <li>+ Turn left/right at the traffic lights/into Star Street.</li> <li>+ Take the first/second road/turning on the left.</li> <li>+ It's on your left/right.</li> <li>+ It's next to/opposite/between/at the end of/behind/in front of...</li> <li>+ It's (just) around the corner.</li> </ul>
<b>Task 2: Work in pairs. Make similar conversation for these situations. (7 mins)</b>	

- 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



**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
------------------------------------	----------

<b>Pre-teach vocabulary (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words</b> 1. crowdfunding (n) 2. non-profit (adj) 3. regardless of (prep) 4. fine (n) 5. unique (adj)
<b>Task 1. Read the text and answer the questions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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>)</li> <li>- Teacher puts Ss into pairs. Ask them to read the text about preserving heritage around the world and answer the questions.</li> <li>- Teacher walks round the class and offer help, explaining unfamiliar words or answering questions. (e.g <i>crowdfunding, heavy fines, harsh punishment</i>)</li> <li>- Teacher checks answers as a class by calling on pairs give their answers to the class.</li> <li>- Teacher confirms the correct answers.</li> </ul> <p><b>Extension:</b> 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>	<b>Answer key:</b> 1. Italy      2. Spain      3. Australia
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups to answer the questions.</li> <li>- In weaker classes, have Ss underline the ideas in the text so they can use them in their discussion.</li> <li>- 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></li> <li>- Teacher calls on some groups to present their ideas to class.</li> </ul>	<b>Students' own ideas</b>

**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

### 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

#### 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><b>Who is faster?</b></p> <ul style="list-style-type: none"> <li>- Teacher lets Ss work in group of four.</li> <li>- Teacher gives each group a worksheet, in which they have to read and match the paragraphs with appropriate headings.</li> <li>- The first team which completes correctly is the winner.</li> <li>- Teacher checks answers for the whole class.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p><i>Match the headings (A-D) with the paragraphs (1-4)</i></p> <p><b>A. Form a volunteer group</b>  <b>B. Offer tours.</b>  <b>C. Host special events.</b>  <b>D. Conduct community workshops</b></p> <p><i>1. Gather fellow residents who care about preserving your 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>

**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
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to listen to the recording and mark the changes in intonation in the sentences with falling tone, or rising tone.</li> <li>- Teacher plays the recording several times if necessary.</li> <li>- Teacher asks some Ss to read the sentences aloud in front of the class.</li> <li>- 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.</li> </ul>	<b>Audio script:</b> <ol style="list-style-type: none"> <li>1. <i>The trip to Hoi An Ancient Town was amazing. ↘</i></li> <li>2. <i>Please turn off the air-conditioner. ↘ It wastes too much electricity. ↘</i></li> <li>3. <i>A boat tour is the best way to experience wildlife habitats. ↘</i></li> <li>4. <i>In Ha Long Bay you can go swimming, ↗ diving ↗ and fishing. ↘</i></li> </ol>
<b>Task 2: Choose the correct word to complete each sentence (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to choose the correct word to complete each sentence.</li> <li>- Teacher has Ss do this activity individually, then compare their answers with their partners.</li> <li>- Teacher checks answers as a class. Ask some Ss to write the words on the board and explain their choices.</li> </ul>	<b>Answer key</b> <ol style="list-style-type: none"> <li>1. <i>Well-preserved</i></li> <li>2. <i>historical</i></li> <li>3. <i>folk</i></li> <li>4. <i>protected</i></li> </ol>
<b>Task 3: Rewrite the sentences using to-infinitive clauses (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to rewrite the sentences using to-infinitive clauses.</li> <li>- Teacher has Ss do this activity individually, then compare their answers with a partner.</li> <li>- 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.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. Mai went to Soc Son to attend Giong Festival.</li> <li>2. The first place to visit on the trip is Hue Imperial Citadel.</li> <li>3. Our music teacher gave lessons in Xoan singing to help us appreciate our cultural heritage.</li> <li>4. The most famous site to see is the old bridge across the river.</li> </ol>

#### 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
<b>Instructions (given in Lesson 1 – Getting Started)</b>	
<ul style="list-style-type: none"> <li>- T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups.</li> <li>- 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.</li> <li>- Teacher has Ss work in their groups. Give them a few minutes to prepare for the presentation.</li> <li>- 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.</li> <li>- If necessary, teacher goes through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Teacher gives praise and feedback after each presentation.</li> <li>- Teacher can also give Ss marks for their presentation as part of their continuous assessment</li> </ul>	<p><i>Suggested checklist for peer assessment and self-assessment are attached below as appendixes.</i></p>
<b>Students' presentations</b>	
<ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> <li>- When one group make presentation, others listen and complete the evaluation sheet.</li> </ul>	

**Suggested checklist for peer assessment:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- 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.		
<b>CONTENT:</b> 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		
<b>VISUAL AIDS:</b>		
The poster is well-organized and visually attractive.		
There are no spelling or grammar mistakes.		

**Suggested checklist for self-assessment:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- 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.		
<b>CONTENT:</b> Our presentation includes the following information:		
What the heritage is		
What it is famous for		
How important it is		

<i>What we can do to preserve it</i>		
<b>VISUAL AIDS:</b>		
<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**

<p><i>Date of teaching</i></p> <p><b>Unit 6: Preserving our heritage</b></p> <p><b>Lesson 8: Looking back and project</b></p>
<p><b>*Warm-up</b></p> <p><b>* Looking back</b></p> <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Vocabulary</li> <li>- Language</li> </ul> <p><b>* Project.</b> How can we preserve our heritage?</p> <p><b>*Homework</b></p>

## UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

### Lesson 1: Getting started – Planning our education

#### 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 <u>exam</u> that you take to be <u>accepted</u> into a university	kì thi đại học
2. option (n)	/'ɒp.ʃən/	one thing that can be <u>chosen</u> from a set of <u>possibilities</u> , or the <u>freedom</u> to make a <u>choice</u>	lựa chọn
3. academic (adj)	/.æk.ə'dem.ɪk/	<u>relating</u> to <u>schools</u> , <u>colleges</u> , and <u>universities</u> , or <u>connected</u> with <u>studying</u> and <u>thinking</u> , not with <u>practical skills</u>	có tính học thuật

4. vocational (adj)	/vəʊ'keɪ.fən.əl/	(of an <u>educational course</u> or a <u>qualification</u> ) <u>providing knowledge</u> and <u>skills</u> that <u>prepare</u> you for a <u>particular job</u>	thuộc về nghề nghiệp
5. mechanic (n)	/mə'kæ.n.ɪk/	someone whose job is repairing the engines of vehicles and other engines	thợ sửa máy
6. sensible (adj)	/'sen.sə.bəl/	<u>based</u> on or <u>acting</u> on good <u>judgment</u> and <u>practical ideas</u> or <u>understanding</u>	hợp lý

### Assumption

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- 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 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
<b>GUESSING GAME</b> - Ss work in 4 big groups.	<b>Lists of university:</b> + <i>University of Languages and International Studies</i> + <i>Foreign Trade University</i>

<ul style="list-style-type: none"> <li>- Teacher shows the pictures of 5 famous university in Vietnam and lets students in each group raise their hands to answer</li> <li>- The fastest team will give the answer and get the point with correct answer.</li> <li>- The first team with more correct answers will be the winner.</li> </ul>	<ul style="list-style-type: none"> <li>+ <i>National Economics University</i></li> <li>+ <i>Hanoi University of Science and Technology</i></li> <li>+ <i>Thuongmai University</i></li> </ul>
--	--

**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><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>Word list:</b></p> <ol style="list-style-type: none"> <li>1. <i>(university) entrance exam (n.ph)</i></li> <li>2. <i>option (n)</i></li> <li>3. <i>academic (adj)</i></li> <li>4. <i>vocational (adj)</i></li> <li>5. <i>mechanic (n)</i></li> <li>6. <i>sensible (adj)</i></li> </ol>

**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><b>Task 1. Listen and read.</b> (5 mins)</p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	<div style="display: flex; justify-content: space-around;">   </div> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see?</li> <li>- What's in Mai's thought bubble?</li> <li>- What can you see in Nam's thought bubble?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- A female teacher and her students/Ms Hoa and her students, including Nam and Mai.</li> <li>- Mai doing a science experiment.</li> <li>- Nam repairing a car engine.</li> </ul>
<b>Task 2. Read the conversation again. Decide whether the following statements are true (T) or false (F).</b> (5 mins)	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work independently to find the answers.</li> <li>- Teacher has Ss compare the answers in pairs before checking with the whole class.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F</li> <li>2. T</li> <li>3. T</li> <li>4. F</li> </ol>
<b>Task 3. Find phrases in the conversation that mean the following.</b> (5 mins)	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings.</li> <li>- Teacher has Ss compare and share their answers with the class.</li> <li>- Check answers as a class.</li> </ul> <p><b>Extension:</b> 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,</i></p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>education fair</i></li> <li>2. <i>entrance exam</i></li> <li>3. <i>academic education</i></li> <li>4. <i>vocational school</i></li> </ol>

<p>revise for an exam, exams in Maths/English, exam paper/results). 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><b>Task 4. Complete the sentences using phrases from the conversation. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Teacher tells Ss that they will learn more about the grammar point in the following lesson.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Having won</i></li> <li>2. <i>having gone</i></li> <li>3. <i>Having watched</i></li> </ol>

**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><b>Task 5. Role play</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups.</li> <li>- In each group, one student plays the role of teacher and others will be students</li> <li>- Teacher asks the students about their plans after high school and students will share their plans.</li> <li>- Ss have 3 minutes to prepare for the role play.</li> </ul>	<p><i>Students' own creativity.</i></p>

<ul style="list-style-type: none"> <li>- Teacher invites 1 or 2 groups to come to the stage and do the role play.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and give marks to the best group.</li> </ul>	
--	--

**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><b>Unit 7: Education options for school-leavers</b></p> <p><b>Lesson 1: Getting started – Planning our education</b></p> <p>* <b>Warm-up:</b> Guessing game</p> <p>* <b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. (university) entrance exam (n. ph)</li> <li>2. option (n)</li> <li>3. academic (adj)</li> <li>4. vocational (adj)</li> <li>5. mechanic (n)</li> <li>6. sensible (adj)</li> </ol> <ul style="list-style-type: none"> <li>- Task 1: Listen and read.</li> <li>- Task 2. Read the conversation again. Decide whether the following statements are true (T) or false (F).</li> <li>- Task 3. Find phrases in the conversation that mean the following.</li> <li>- Task 4. Complete the sentences using phrases from the conversation.</li> <li>- Task 5: Role play</li> </ul> <p><b>*Homework</b></p>
--

## UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

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

### 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 style="text-align: center;"><b>Watch a video</b></p> <ul style="list-style-type: none"> <li>- Teacher plays the video and asks Ss to pay attention to the intonation rules in the video</li> <li>- Ss watch the video and note down the rules.</li> <li>- Teacher calls some Ss to share and confirm the answers.</li> <li>- Teacher leads in the new lesson.</li> </ul>	<p><i>Link:</i>  <a href="https://www.youtube.com/watch?v=Wmo0ifHlp-8">https://www.youtube.com/watch?v=Wmo0ifHlp-8</a></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><b>Task 1: Listen and repeat. Pay attention to the falling or rising intonation in each of the following questions. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to listen to the recording. Have them pay attention to the rising or falling intonation in the given sentences.</li> <li>- Teacher asks Ss to work in pairs and take turns to read the sentences with correct intonation.</li> <li>- Teacher checks the answers as a class.</li> <li>- Teacher has Ss read the explanation in the <i>Remember!</i> box Ask questions to check understanding of the use of rising and falling intonation in Wh- and Yes/No questions.</li> </ul>	<p><b>Audio script:</b></p> <ol style="list-style-type: none"> <li>1. Did anyone go? </li> <li>2. Would you like to share some of it with the class? </li> <li>3. What are your plans for the future? </li> <li>4. When does the course start? </li> </ol>
<p><b>Task 2: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher plays the recording several times, if necessary, pause after each sentence for Ss to repeat.</li> <li>- Teacher checks answers as a class.</li> <li>- 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.</li> </ul> <p><b>Extension:</b> 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><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Do you want to go to university? </li> <li>2. Have you talked with your parents about your plans? </li> <li>3. How much does it cost to study at university? </li> <li>4. What's your favourite subject at school? </li> </ol>

**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
<b>Task 1. Match the words and phrases with their meanings. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the definitions of the phrases first and checks understanding.</li> <li>- Teacher has Ss match each word with the definition right next to it.</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. D</li> <li>3. A</li> <li>4. E</li> <li>5. B</li> </ol>
<b>Task 2. Complete the sentences using the correct forms of the words and phrases in 1. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first.</li> <li>- Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1.</li> <li>- Teacher asks some Ss to read the complete sentences.</li> </ul> <p><b>Extension:</b> 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><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>higher education</i></li> <li>2. <i>qualifications</i></li> <li>3. <i>school-leavers</i></li> <li>4. <i>vocational education</i></li> <li>5. <i>graduation</i></li> </ol> <p><b>Suggested answer:</b></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>

**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
<b>Task 1. Find and correct the mistakes in the following sentences. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the <b>Remember!</b> 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></li> <li>- Teacher tells Ss to work in pairs or individually to complete the activity.</li> <li>- Teacher checks answers as a class.</li> <li>- <b>Extension:</b> Write more sentences with mistakes in using 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></li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. I forgot <u>have</u> discussed this topic with you. → <i>having</i></li> <li>2. <u>Had</u> won many maths competitions helped me to win a place at university. → <i>Having</i></li> <li>3. Nam regretted not having <u>choose</u> a more interesting course at university. → <i>chosen</i></li> <li>4. He was proud of <u>had</u> won the first place at the Biology Olympiad. → <i>having</i></li> </ol>
<b>Task 2. Rewrite these sentences using perfect participle clauses. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss read the <b>Remember</b> box and ask questions to check Ss' understanding of the form and uses of perfect participle clauses.</li> <li>- 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.</li> <li>- Teacher has Ss work in pairs to write the sentences.</li> <li>- Teacher checks answers as a class. Invite individual Ss to write the sentences on the board.</li> </ul> <p><b>Extension:</b> 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</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Having listened to an introduction about the course</i></li> <li>2. <i>Having studied the available courses carefully</i></li> <li>3. <i>Not having studied enough</i></li> <li>4. <i>Having answered the job interview questions</i></li> </ol>

the correct sentence.	
<b>Task 3. Work in pairs. Make sentences, using perfect gerunds and perfect participle clauses. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher lets Ss work in pairs.</li> <li>- Teacher asks Ss to make sentences using perfect gerunds and perfect participle clauses.</li> <li>- Teacher encourages Ss to apply the vocabulary they have learnt in the lesson.</li> </ul>	<p><i>Example:</i></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><b>Unit 7: Education options for school-leavers</b></p> <p><b>Lesson 2: Language</b></p> <p><b>*Warm-up</b> Watch a video</p> <p><b>* Pronunciation</b> - 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)</p> <p><b>* Vocabulary</b> - 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)</p> <p><b>* Grammar</b> - 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)</p> <p><b>*Homework</b></p>
--

## UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

### 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'tʃu:.nə.ti/	an <u>occasion</u> or <u>situation</u> that makes it <u>possible</u> to do something that you <u>want</u> to do or have to do, or the <u>possibility</u> of doing something	cơ hội
2. independently (adv)	/,ɪn.dɪ'pen.dənt.li/	without being <u>influenced</u> or <u>controlled</u> in any way by other <u>people</u> , <u>events</u> , or things	một cách độc lập
3. hands-on (adj)	/,hænd'zɒn/	someone with a hands-on way of doing things <u>becomes</u> <u>closely</u> <u>involved</u> in <u>managing</u> and <u>organizing</u> things and in making <u>decisions</u>	thực tế

4. salary (n)	/'sæl.ər.i/	a <u>fixed amount</u> of <u>money agreed</u> every <u>year</u> as <u>pay</u> for an <u>employee</u> , usually <u>paid directly</u> into his or her <u>bank account</u> every <u>month</u>	lương tháng
---------------	-------------	---	-------------

**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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**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><b>Task 1: Answer the questions</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher encourages Ss to think of other options.</li> <li>- Teacher invites some pairs to share their answers with the class.</li> </ul>	<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><b>Questions:</b></p>

	<p>1. Which of the two options for school-leavers is more common in your town?</p> <p>2. Can you think of other options?</p> <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
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these four words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>Word list:</b></p> <ol style="list-style-type: none"> <li>1. <i>opportunity (n)</i></li> <li>2. <i>independently (adv)</i></li> <li>3. <i>hands-on (adj)</i></li> <li>4. <i>salary (n)</i></li> </ol>

**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
<b>Task 2. Read the article. Match the highlighted words with their meanings. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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 "formal" 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.</li> <li>- Teacher tells Ss to work in groups to discuss the clues and compare answers.</li> <li>- Teacher checks answers as a class.</li> </ul> <p><b>Extension:</b> 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><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. e</li> <li>2. c</li> <li>3. a</li> <li>4. b</li> <li>5. d</li> </ol>
<b>Task 3. Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is one extra heading. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Teacher asks Ss to work in pairs to compare their answers.</li> <li>- Teacher checks answers as a class. In stronger classes, ask Ss to explain their choices.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. a</li> </ol>
<b>Task 4. Read the article again and complete each gap with ONE word. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that the information in the table is a summary of the main points of the two body paragraphs.</li> <li>- Teacher has Ss read the points in the table and predict the words they will need to complete the gaps.</li> <li>- Teacher reminds Ss of the maximum number of words they can use in each gap.</li> <li>- <b>Teacher</b> asks Ss to scan the text and choose the correct words or phrases to complete each gap.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. formal</li> <li>2. degree</li> <li>3. trade</li> <li>4. apprenticeship</li> <li>5. shorter</li> </ol>

<ul style="list-style-type: none"> <li>- Teacher has Ss compare answers in pairs or groups.</li> <li>- Teacher checks answers as a class.</li> <li>- Teacher invites some Ss to give evidence from the text for each of the answer, e.g. 1. <i>formal (from the first sentence of the second paragraph.)</i></li> </ul>	
---	--

**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><b>Task 5. Discussion</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to read the questions and choose their option. In weaker classes, ask Ss to write down the reasons for their option.</li> <li>- Teacher has Ss work in pairs to discuss their options</li> <li>- 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.</li> <li>- Teacher asks other students to listen and give comments.</li> <li>- Teacher gives feedback and give marks to Ss' performance.</li> </ul>	<p><b>Suggested answers:</b></p> <p><i>A: Which option will be appropriate for you after leaving school, B?</i></p> <p><i>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?</i></p> <p><i>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.</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

*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

### 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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

#### 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					
<p><b>Task 1: Brainstorming</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the table giving some of the benefits of vocational and higher education.</li> <li>- Teacher has Ss work in pairs to complete them with the suggested ideas and add their own ideas.</li> <li>- Teacher checks comprehension and explain any phrases Ss may find hard, e.g. <i>low cost, critical thinking skills, duration of study.</i></li> </ul>	<p><b>Suggested answers:</b></p> <table border="1" data-bbox="833 459 1490 745"> <thead> <tr> <th data-bbox="833 459 1161 521"><i>Benefits of vocational training</i></th> <th data-bbox="1161 459 1490 521"><i>Benefits of academic study</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="833 521 1161 745"> <ul style="list-style-type: none"> <li>• <i>cost less</i></li> <li>• <i>provide shorter duration of study</i></li> <li>• <i>develop practical skills</i></li> <li>• <i>get familiar with work earlier</i></li> <li>• ...</li> </ul> </td> <td data-bbox="1161 521 1490 745"> <ul style="list-style-type: none"> <li>• <i>can earn more</i></li> <li>• <i>develop critical thinking skills</i></li> <li>• <i>develop research skills</i></li> <li>• <i>opportunities for further studies</i></li> <li>• ...</li> </ul> </td> </tr> </tbody> </table>		<i>Benefits of vocational training</i>	<i>Benefits of academic study</i>	<ul style="list-style-type: none"> <li>• <i>cost less</i></li> <li>• <i>provide shorter duration of study</i></li> <li>• <i>develop practical skills</i></li> <li>• <i>get familiar with work earlier</i></li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• <i>can earn more</i></li> <li>• <i>develop critical thinking skills</i></li> <li>• <i>develop research skills</i></li> <li>• <i>opportunities for further studies</i></li> <li>• ...</li> </ul>
<i>Benefits of vocational training</i>	<i>Benefits of academic study</i>					
<ul style="list-style-type: none"> <li>• <i>cost less</i></li> <li>• <i>provide shorter duration of study</i></li> <li>• <i>develop practical skills</i></li> <li>• <i>get familiar with work earlier</i></li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• <i>can earn more</i></li> <li>• <i>develop critical thinking skills</i></li> <li>• <i>develop research skills</i></li> <li>• <i>opportunities for further studies</i></li> <li>• ...</li> </ul>					

**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><b>Task 2: Complete the conversation with the sentences in the box. Then practise it in pairs.</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher puts Ss into pairs to discuss and decide on the order of the speakers' lines in the word box to complete the conversation.</li> <li>- Teacher tells Ss to read the useful expressions in the <b>Tips</b> box and ask if the speakers have used any of them to end their conversation.</li> <li>- Teacher checks answers as a class.</li> </ul> <p><b>Tips to start a conversation or discussion:</b></p>	<p><b>Answer key:</b></p> <p>1. D    2. A    3. B    4. C</p> <p>.....</p> <p><b>Nam:</b> Now, let's think about one more benefit.  <b>Lan:</b> It's the cost. Vocational training is much cheaper than university education.  <b>Nam:</b> I couldn't agree more. So, we've decided on the three main benefits: more practical, shorter and cheaper.  <b>Lan:</b> Great! We're now ready to report to the class.</p> <p><b>Tips to end a conversation or discussion:</b></p>

<ul style="list-style-type: none"> <li>- Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases.</li> <li>- Teacher asks Ss to give more examples.</li> </ul>	<p><i>We can end a conversation or discussion by:</i></p> <ul style="list-style-type: none"> <li>• <b>summarising</b> it, e.g. <i>We've decided .../ We've agreed to .../ We've covered everything/ all points.</i></li> <li>• <b>concluding</b> 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></li> </ul>
---	---

**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><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- 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 <b>Tips</b> box in activity 2 again to see how these phrases are used.</li> <li>- 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></li> <li>- 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></li> <li>- 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></li> <li>- Teacher invites some pairs of Ss to role-play their conversations in front</li> </ul>	<p><b>Suggested answer:</b></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</i></p>

<p>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><i>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><b>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.</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- For a weaker class, T can provide a sample plan as follows:               <ul style="list-style-type: none"> <li>+ group members take turns expressing their opinion about which option is suitable for which students</li> <li>+ groups decide on the most common opinion</li> <li>+ groups prepare an outline of their summary and decide how to present it</li> </ul> </li> <li>- 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.</li> <li>- Teacher walks around to offer help Ss, if necessary, and encourage quiet group members to get involved.</li> <li>- Teacher invites some groups to report the summary of their discussion and answer any questions from the rest of the class.</li> <li>- Teacher encourages the rest of the class to follow their friends' performance and compare with their own ideas.</li> <li>- Teacher gives feedback and give marks to Ss' performance.</li> </ul>	<p><b>Suggested summary of the discussion:</b></p> <p><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

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

#### 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
<b>Task 1: Look at the picture and answer the questions</b>	
<p>- 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, <i>e.g. What can you see in the picture? (A person is showing others the way to prepare food.)</i></p> <p>- 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.</p> <p>- Teacher invites some Ss to share their answers or their partner's answers with the class.</p>	 <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What kind of vocational course are they taking?</li> <li>2. Do you think students need any special qualifications to apply for this course?</li> <li>3. What do you think students expect to learn from this course?</li> </ol> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. They are taking a cooking course.</li> <li>2. No, I don't think students need any special qualifications to apply for this course. Students just need their love for cooking.</li> <li>3. I think students wants to get a job related to cooking.</li> </ol>

**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
<b>Task 2. Choose the correct meanings of the underlined words and phrase.</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher has Ss check their answers in pairs.</li> <li>- Teacher confirms the correct answers as a class.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. <i>B</i></li> <li>2. <i>A</i></li> <li>3. <i>B</i></li> </ol>

**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
<b>Task 3. Listen to a conversation between Mai and the receptionist at ABC Vocational School. What are they talking about? (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the instructions to find out the context of this activity and its aim listening for the main idea.</li> <li>- Teacher has Ss read the options carefully and check if they understand all the vocabulary.</li> <li>- Teacher plays the recording and have Ss listen and choose the correct option.</li> <li>- Teacher asks Ss to compare their answers in pairs groups.</li> <li>- Teacher checks answers as a class and let Ss listen again, if necessary, e.g. <i>when working with weak classes.</i></li> </ul>	<p><i>Answer key:</i></p> <p><i>B</i></p>

<b>Task 4. Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap. (12 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss read through notes carefully and check if they understand all the vocabulary.</li> <li>- Teacher asks Ss to think about the type of information they will need to answer each of these questions, e.g. 1. <i>length of time</i>; 2. <i>type of courses</i>; 3. <i>jobs/people in certain professions</i>; 4. <i>positions in a real restaurant</i>; 5. <i>booklet or magazine</i>.</li> <li>- Teacher reminds Ss of the word limit they will have for each answer.</li> <li>- Teacher plays the recording. Ask Ss to listen and fill in the gaps within the word limit.</li> <li>- Teacher has Ss compare their answers.</li> <li>- Teacher checks answers as a class and confirm the correct ones.</li> <li>- <b>Extension:</b> 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.</li> </ul>	<b>Answer key:</b> 1. <i>months</i> 2. <i>Professional</i> 3. <i>restaurant cooks</i> 4. <i>apprentice</i> 5. <i>(school) brochure</i>

#### e. Assessment

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

#### Tapescript:

- Mai:** *Good morning.*
- Receptionist:** *Good morning. Welcome to ABC Vocational School. How can I help you?*
- Mai:** *I watched a TV programme about your school last week. I’d like to ask for information about your courses.*
- Receptionist:** *Sure. What’s your name, please?*
- Mai:** *I’m Nguyen Thanh Mai.*
- Receptionist:** *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?*
- Mai:** *Yes, I’d like to know more about your cooking courses. How long does it take to complete a cooking course?*
- Receptionist:** *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.*
- Mai:** *Do you offer any apprenticeships?*
- Receptionist:** *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.*
- Mai:** *That’s amazing!*
- Receptionist:** *Would you like to fill in the application form?*
- Mai:** *Oh, I’m only in grade 11. I haven’t discussed my plans with my parents either.*
- Receptionist:** *OK, no problem. Please take a copy of our school brochure. It has detailed information about all the courses.*
- Mai:** *Thank you so much. Goodbye.*
- Receptionist:** *Bye, Mai. Good luck.*

#### 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
<b>Task 5: Work in groups. Discuss the following questions.</b>	
<ul style="list-style-type: none"> <li>- 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>).</li> <li>- 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, job opportunities after finishing the course, ...</i> Make sure Ss take notes of their ideas.</li> <li>- Teacher invites Ss from some groups to share their ideas with the whole class.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>• <i>Cost</i></li> <li>• <i>Entrance exams or requirements for applicants</i></li> <li>• <i>Number of students on a course / in a class</i></li> <li>• <i>Job opportunities after finishing the professional courses</i></li> </ul>

**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><i>Date of teaching</i></p> <p><b>Unit 7: Education options for school-leavers</b></p> <p><b>Lesson 5: Listening – Vocational courses</b></p> <p><b>*Warm-up</b> Task 1: Look at the picture and answer the questions</p> <p><b>* Pre-listening</b> Task 2. Choose the correct meanings of the underlined words and phrase.</p> <p><b>* While-listening</b> Task 3. Listen to a conversation between Mai and the receptionist at ABC Vocational</p>
--

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

### 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"> <li>- Guide students to make an outline before they write.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

#### 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><b>Game: Hidden picture</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- There are 4 questions which relate to a key picture.</li> <li>- T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened.</li> <li>- The group which gets the correct answer of the key picture is the winner.</li> </ul>	<p><b>Clues:</b></p> <ol style="list-style-type: none"> <li>1. Connected with a job that needs special training and skills</li> <li>2. A person working for an employer to learn a skill or a job</li> <li>3. A small book giving information about something</li> <li>4. A person who has just left school</li> </ol> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. professional</li> <li>2. (an) apprentice</li> <li>3. (a) brochure</li> <li>4. (a) school-leaver</li> </ol> <p><b>KEY WORD: LETTER</b></p>

**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><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the advertisement about a vocational school and its tour guide training courses.</li> <li>- 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></li> <li>- 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.</li> <li>- Teacher walks around and offer help if necessary.</li> <li>- Teacher has some pairs read the completed sentences. Write the correct ones on the board.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>Could you please tell me if/whether I need to take a test?</i></li> <li>2. <i>I would like to know if/whether there are discounts for poor students.</i></li> <li>3. <i>I would appreciate it if you could tell me how much the daily wage is.</i></li> </ol>

Useful expressions (5 mins)	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the given outline of the letter, the Useful expressions box and the information from Activity 1</li> <li>- Teacher explains more about the structure of the letter and useful expressions.</li> <li>- Students note down the information.</li> </ul>	<p>Formal emails or letters asking for information usually have the following structure:</p> <ol style="list-style-type: none"> <li>1. Greeting. <b>Example:</b> <i>Dear Sir/Madam, (or name if known)</i></li> <li>2. Reason(s) for writing. <b>Example:</b> <i>I would like to have more information about .../I am writing to enquire about ...</i></li> <li>3. Enquiries (one paragraph for each of the things you want to ask about, using linking words or phrases). <b>Example:</b> <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></li> <li>4. Closing line. <b>Example:</b> <i>I look forward to hearing from you/receiving your reply.</i></li> <li>5. Signature. <b>Example:</b> <i>Yours sincerely,</i> (if you know the name of the person you are writing to)/ <i>Yours faithfully,</i> (if you don't know the name)</li> </ol>

**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
<b>Task 2. Write a letter (140–170 words) to request information about the courses in 1</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that the letter is to request the information about the courses in Activity 1.</li> <li>- In stronger class, encourage student to make more enquiries.</li> <li>- Teacher has Ss work individually to write their draft.</li> <li>- Teacher collects Ss' writings to mark and provide written feedback in the next lesson.</li> <li>- <b>Extension:</b> 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.</li> </ul>	<p><b>Sample letter</b></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>

*I look forward to hearing from you.  
Yours faithfully,  
Hoang Bao Nam*

**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><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give opinions to other Ss</li> <li>- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ul style="list-style-type: none"> <li>11. Organization: .../10</li> <li>12. Legibility: .../10</li> <li>13. Ideas: .../10</li> <li>14. Word choice: .../10</li> <li>15. Grammar usage and mechanics: .../10</li> <li>TOTAL: .../50</li> </ul>

**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

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

#### 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 style="text-align: center;"><b>Watch a video</b></p> <ul style="list-style-type: none"> <li>- Teacher plays the video and asks Ss to answer the questions.</li> <li>- Ss watch the video and note down the answers for the questions</li> <li>- Teacher calls some Ss to share and confirm the answers.</li> <li>- Teacher leads in the new lesson.</li> </ul>	<p><i>Link:</i>  <a href="https://www.youtube.com/watch?v=qG9oD9qxX6g">https://www.youtube.com/watch?v=qG9oD9qxX6g</a></p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. How many people are there in the conversation?</li> <li>2. What is the man doing?</li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. There are two people in the conversation.</li> <li>2. The man is calling to make an appointment with the doctor.</li> </ol>

**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
<p><b>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- Teacher has Ss listen and complete the conversation with the expressions from the box.</li> <li>- Teacher checks answers by asking two Ss to read out the conversation.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. <i>could I meet you</i></li> <li>2. <i>I have got another appointment</i></li> <li>3. <i>shall I come</i></li> <li>4. <i>suit you</i></li> </ol>

<ul style="list-style-type: none"> <li>- 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>)</li> <li>- Teacher puts Ss in pairs and have them practise the conversation.</li> </ul>	
---	--

**Useful expressions (7 mins)**

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work in groups to do the task.</li> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<p><b>Useful expressions</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Making an appointment</b></p> <ul style="list-style-type: none"> <li>• <i>Will you be available on/at ...?</i></li> <li>• <i>I'd like to make/arrange an appointment with you on/at ...</i></li> <li>• <i>Would ... suit you/be OK for you?</i></li> <li>• <i>When's convenient for you?</i></li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Giving a positive response</b></p> <ul style="list-style-type: none"> <li>• <i>All right, I'll see you then.</i></li> <li>• <i>OK, I'll see you (next week) (at around 3 p.m.).</i></li> </ul> <p><b>Giving a negative response and proposing another time/date</b></p> <ul style="list-style-type: none"> <li>• <i>Sorry, I've got another appointment at that time.</i></li> <li>• <i>How about ...?</i></li> <li>• <i>I'm afraid I can't make it at that time.</i></li> <li>• <i>Are you free on/at ...?</i></li> </ul> </td> </tr> </table>	<p><b>Making an appointment</b></p> <ul style="list-style-type: none"> <li>• <i>Will you be available on/at ...?</i></li> <li>• <i>I'd like to make/arrange an appointment with you on/at ...</i></li> <li>• <i>Would ... suit you/be OK for you?</i></li> <li>• <i>When's convenient for you?</i></li> </ul>	<p><b>Giving a positive response</b></p> <ul style="list-style-type: none"> <li>• <i>All right, I'll see you then.</i></li> <li>• <i>OK, I'll see you (next week) (at around 3 p.m.).</i></li> </ul> <p><b>Giving a negative response and proposing another time/date</b></p> <ul style="list-style-type: none"> <li>• <i>Sorry, I've got another appointment at that time.</i></li> <li>• <i>How about ...?</i></li> <li>• <i>I'm afraid I can't make it at that time.</i></li> <li>• <i>Are you free on/at ...?</i></li> </ul>
<p><b>Making an appointment</b></p> <ul style="list-style-type: none"> <li>• <i>Will you be available on/at ...?</i></li> <li>• <i>I'd like to make/arrange an appointment with you on/at ...</i></li> <li>• <i>Would ... suit you/be OK for you?</i></li> <li>• <i>When's convenient for you?</i></li> </ul>	<p><b>Giving a positive response</b></p> <ul style="list-style-type: none"> <li>• <i>All right, I'll see you then.</i></li> <li>• <i>OK, I'll see you (next week) (at around 3 p.m.).</i></li> </ul> <p><b>Giving a negative response and proposing another time/date</b></p> <ul style="list-style-type: none"> <li>• <i>Sorry, I've got another appointment at that time.</i></li> <li>• <i>How about ...?</i></li> <li>• <i>I'm afraid I can't make it at that time.</i></li> <li>• <i>Are you free on/at ...?</i></li> </ul>		

**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"> <li>- Teacher asks Ss to read through the given situations, giving them further explanations if necessary.</li> <li>- 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.</li> <li>- 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.</li> <li>- Teacher invites several pairs of Ss to act out their conversations in front of the class.</li> <li>- Teacher praises for good effort, clear pronunciation, fluent delivery and interesting ideas.</li> </ul>	<p><i>Students' answers</i></p>
--	---------------------------------

**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><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- 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></li> <li>- 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.</li> <li>- Teacher checks answers as a class by calling on pairs to write the missing words or phrases on the board.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>18</li> <li>technical education</li> <li>higher education</li> <li>university courses</li> <li>bachelor's degree</li> </ol>

**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><b>Task 2. Work in groups. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.</b></p>	
<ul style="list-style-type: none"> <li>- Teacher has Ss look back at the table in Activity 1 which summarises the information about the UK education after leaving school.</li> <li>- Teacher asks Ss to work in pairs, draw a similar table for Viet Nam, discuss and fill in this table.</li> <li>- In pairs, compare these two tables. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.</li> <li>- Teacher invites several groups to report their discussion. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.</li> </ul>	<p><i>Suggested answers:</i></p> <p><b>Similarities</b>  <i>Both systems provide vocational education after secondary school</i></p> <p><b>Differences:</b>  <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

### 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
- 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

#### 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><b>Game: Lucky number</b></p> <ul style="list-style-type: none"> <li>- Ss work in 2 teams</li> <li>- There are 7 numbers, 2 of which are lucky ones.</li> <li>- If Ss choose a lucky number, they get one point without answering the question.</li> <li>- If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it.</li> <li>- This student has to use words to describe it (without saying the word directly)</li> <li>- Other Ss try to guess the words. One point for a correct answer.</li> <li>- The group having more points is the winner.</li> </ul>	<p><b>Suggested words:</b></p> <ol style="list-style-type: none"> <li>1. <i>school-leavers</i></li> <li>2. <i>higher education</i></li> <li>3. <i>apprenticeships</i></li> <li>4. <i>institutions</i></li> <li>5. <i>graduation</i></li> </ol>

#### 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><b>Task 1: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to listen and mark the intonation (rising or falling) on the questions.</li> <li>- Teacher asks several pairs of Ss to say these exchanges out loud in front of the class.</li> <li>- Teacher confirms the correct answers. Correct Ss if necessary. Praise for good pronunciation and fluent delivery.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. <i>Are you interested in studying at university?</i>  </li> <li>2. <i>How much is the fee for this cooking course?</i>  </li> <li>3. <i>Did you attend the education fair?</i> </li> <li>4. <i>Who would like to train to become a tour guide?</i>  </li> </ol>
<p><b>Task 2: Complete the text. Use the correct form of the words and phrase in the box. (4 mins)</b></p>	

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks Ss to focus their attention on the gaps in the text.</li> <li>- Teacher tells Ss to study the context carefully and decide on the words or phrases to fill in these gaps.</li> <li>- Teacher asks Ss to choose the words or phrases from the box to complete the gaps in the text.</li> <li>- Teacher has Ss check their answers in pairs/ groups.</li> <li>- Teacher checks answers as a class by asking individual Ss to read the sentences.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. school-leavers</li> <li>2. higher education</li> <li>3. apprenticeships</li> <li>4. institutions</li> <li>5. graduation</li> </ol>
<b>Task 3: Rewrite these sentences using perfect participle clauses or perfect gerunds. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks Ss write their sentences first. Then ask them to check their answers in pairs / groups.</li> <li>- Teacher checks answers as a class by asking individual Ss to read a sentence each.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Having finished school, my brother</li> <li>2. He did not remember having discussed</li> <li>3. Not having asked anyone for advice,</li> <li>4. Having won the first prize in the competition</li> </ol>

**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
<b>Instructions (given in Lesson 1 – Getting Started)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher has Ss work in their groups. Give them a few minutes to</li> </ul>	

<p>prepare for the presentation.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Teacher gives praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	
<b>Students' presentations</b>	
<ul style="list-style-type: none"> <li>- All groups make presentations.</li> <li>- When one group make presentation, others listen and complete the evaluation sheet.</li> </ul>	

**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><b>Unit 7: Education options for school-leavers</b></p> <p><b>Lesson 8: Looking back and project</b></p> <p><b>*Warm-up</b></p> <p><b>* Looking back</b></p> <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Vocabulary</li> <li>- Language</li> </ul> <p><b>* Project. Choosing the perfect educational institution</b></p> <p><b>*Homework</b></p>
--

**Suggested checklist for peer assessment:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- 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.		
-The presenters conclude their talk appropriately.		
<b>CONTENT:</b> The presentation includes the following information about an educational institution		
- 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:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
<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 had interactions 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>		
<b>CONTENT:</b> <i>Our presentation includes the following information about a volunteer project</i>		
<i>- What type of educational it is / where it is/ how big it is / how much the fee is...</i>		
<i>- What programmes or training it offers</i>		
<i>- What facilities it has</i>		
<i>- If/whether there are students activities or clubs</i>		
<i>- What job opportunities there are for students after graduation</i>		

**UNIT 8: BECOMING INDEPENDENT**
**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.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

### 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
<b>CATEGORIZING GAME</b> <ul style="list-style-type: none"> <li>- Ss work in groups. Each group is given small pieces of paper on which activities of dependent and independent lifestyle are written.</li> <li>- Each group has to classify them into correct categories.</li> <li>- The first team to complete the task correctly is the winner.</li> <li>- Teacher asks the winner to go to the board and show the correct answers.</li> </ul>	<b>Lists of activities:</b> <ul style="list-style-type: none"> <li>- <b>Independent lifestyle</b></li> <li>+ <i>Cook for yourself</i></li> <li>+ <i>Have good time management</i></li> <li>+ <i>Know how to keep house</i></li> <li>+ <i>keep your body clean</i></li> <li>+ <i>Think twice before deciding</i></li> <li>+ <i>Get enough good sleep</i></li> <li>- <b>Dependent lifestyle</b></li> <li>+ <i>Ask parents for money</i></li> <li>+ <i>Wait parents to cook</i></li> <li>+ <i>Don't do your homework</i></li> <li>+ <i>Need mother to drop you off at school</i></li> <li>+ <i>communicate badly with people</i></li> <li>+ <i>Eat instant noodles all the time</i></li> </ul>

**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><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures, or explanations.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. independent (adj)</li> <li>2. trust (earn sb's trust)</li> <li>3. (to) convince</li> <li>4. responsible (adj)</li> <li>5. (to) encourage</li> </ol>

**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><b>Task 1. Listen and read. (5 mins)</b></p>	

<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	 <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see in each picture?</li> <li>- What do you think they are discussing?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- 2 friends, pan, food...</li> <li>- They are discussing about how to cook and how to earn parents' trust.</li> </ul>
<p><b>Task 2. Read the conversation again and decide who has these skills. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Then put Ss into pairs to compare their answers.</li> <li>- 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.</li> </ul> <p><b>Extension:</b> 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><b>Answer key:</b></p> <p>1. Mark 2. Mai 3. Nam</p>
<p><b>Task 3. Find words and a phrase in 1 that have the following meanings. (5 mins)</b></p>	
<p><b>Aim:</b> To help Ss revise phrases related to earning parents' trust.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask Ss to read the definitions and unscramble the words so that the words / phrases on the left match the definitions on the right.</li> <li>- Have Ss work individually first. Then check answers as a class.</li> <li>- Elicit the meaning of any words Ss don't know or find hard to understand.</li> </ul> <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><b>Answer key:</b></p> <p>1 confidence, 2 independent, 3 responsibility 4. money-management</p>
<p><b>Task 4. Match the two halves to make sentences used in 1. (5 mins)</b></p>	

<p><b>Aim:</b> To help Ss identify cleft-sentences used in the conversation.</p> <ul style="list-style-type: none"> <li>- Tell Ss to read the sentence halves and check comprehension.</li> <li>- Have Ss work individually.</li> <li>- Check answers by having individual Ss read out the sentences.</li> <li>- 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).</li> </ul> <p><b>Extension:</b> 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><b>Answer key:</b></p> <p><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
<p><b>Task 5. Role play</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups.</li> <li>- In each group, one student plays the role of a student. Others are advisors.</li> <li>- Advisors are giving advice on how to live independently.</li> <li>- Ss have 3 minutes to prepare for the role play.</li> <li>- Teacher invites 1 or 2 groups to come to the stage and do the role play.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and give marks to the best group.</li> </ul>	<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 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**
**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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> </ul>

	<ul style="list-style-type: none"> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
--	---

### 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><b>Watch a video</b>  <a href="https://www.youtube.com/watch?v=VLCgMkTIdLA">https://www.youtube.com/watch?v=VLCgMkTIdLA</a></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.</li> <li>- Ss watch the video once and list out what to do to be independent.</li> <li>- All teams stick the paper on the boards.</li> <li>- Teacher checks answers of each group.</li> <li>- The group that has the most correct answers is the winner.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <i>Learn how to save</i></li> <li>- <i>set rules for yourself</i></li> <li>- <i>Cap your spending</i></li> <li>- <i>respect to be respected as an individual</i></li> </ul>

##### 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
------------------------------------	----------

<b>Task 1: Listen and repeat. Pay attention to the fall-rise intonation in the following sentences. (5 mins)</b>	
<p><b>Aim:</b> To help Ss recognise and practise fall-rise intonation in invitations, suggestions and polite requests.</p> <ul style="list-style-type: none"> <li>- Ask Ss to listen to the sentences. Have them pay attention to the fall-rise intonation in invitations, suggestions and polite requests.</li> <li>- Ask Ss to listen to the sentences again, but this time, have them repeat the sentences.</li> <li>- Have Ss read the notes in the Remember! box.</li> <li>- Ask Ss to work in pairs and take turns to read the sentences. Call on some Ss to read them out loud.</li> <li>- In stronger classes, T can explain that the fall-rise intonation helps make invitations, suggestions, and requests sound friendlier or more polite.</li> </ul>	<ol style="list-style-type: none"> <li>1) Why don't you answer your phone?</li> <li>2) Would you like me to help you install the software?</li> <li>3) Can you show me the money-management app you told me?</li> <li>4) Would you like a cup of tea?</li> </ol>
<b>Task 2: Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs. (7 mins)</b>	
<p><b>Aim:</b> To help Ss practise fall-rise intonation in invitations, suggestions, and polite requests.</p> <ul style="list-style-type: none"> <li>- Ask Ss to listen and pay attention to the sentences with the fall-rise intonation.</li> <li>- Have Ss listen to the recording again, pausing after each sentence for Ss to repeat. Correct any wrong pronunciation.</li> <li>- 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.</li> <li>- Ask Ss to work in pairs and take turns to practise reading the sentences. Call on some Ss to read them out loud.</li> </ul> <p><b>Extension:</b> 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><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1) Shall we now talk about other learning methods?</li> <li>2) Could you please pay attention when I'm talking to you?</li> <li>3) Why don't we use public transport to go to school?</li> <li>4) Would you like to join our cooking course?</li> </ol>

**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
<b>Task 1. Match the words with their meanings. (6 mins)</b>	

<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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?</li> <li>- Have Ss match each word with its meaning.</li> <li>- If necessary, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Weaker Ss may look up the words in the glossary.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b> 1e, 2d, 3b, 4c, 5a</p>
<b>Task 2. Complete the sentences using the correct forms of the words in Task 1 (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Have Ss call out the word they have used in each sentence before checking answers as a class.</li> </ul> <p><b>Extension:</b> In stronger classes, have Ss play a game. Put them 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.</p> <p><b>Example:</b> 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.</p>	<p><b>Answer key:</b> 1 trust 2 life skills 3 self-study 4 manage 5 self-motivated</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 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
<b>Task 1. Rewrite the sentences using cleft sentences focusing on the underlined parts. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Focus Ss’ attention on the Remember! box. Ask them to read the explanations and the examples.</li> </ul>	<p><b>Answer key:</b></p>

<ul style="list-style-type: none"> <li>- 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).</li> <li>- Have Ss do the sentences individually or in pairs.</li> <li>- Check answers as a class.</li> <li>- 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.</li> <li>- In stronger classes, explain that there are other cleft sentences (What they like is ..., All I need is ...) and give Ss examples if necessary.</li> </ul>	<ol style="list-style-type: none"> <li>1. It is John who is saving his pocket money to buy a new phone.</li> <li>2. It is 20 dollars that he gets every week by doing chores around the house.</li> <li>3. It was last weekend that John earned more pocket money helping his grandpa.</li> <li>4. It was gifts for friends and family members that he bought with his pocket money.</li> <li>5. It is by taking part-time jobs that teenagers can earn pocket money.</li> </ol>
<p><b>Task 2. Ask and answer questions about the chores you and your family members do at home. Use cleft sentences. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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).</li> <li>- Have Ss to work individually. Walk round the class and offer help if necessary.</li> <li>- Put Ss into pairs and have them compare their sentences.</li> <li>- Check answers as a class. Invite individual Ss to read the sentences aloud.</li> </ul>	<p><i>Suggested answer:</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><b>Unit 1: BECOMING INDEPENDENT</b></p> <p><b>Lesson 2: Language</b></p> <p><b>*Warm-up</b> Watch a video</p> <p><b>* Pronunciation</b> - 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.</p> <p><b>* Vocabulary</b> - Task 1: Match the words with their meanings. - Task 2. Complete the sentences using the correct forms of the words in 1.</p>
---

**\* 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

### 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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

#### 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;"><b>GUESSING</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- Call on each group one student to the board to explain the words by using body language.</li> <li>- The rest of the groups must guess the word, if they are wrong, the chance turns to others.</li> <li>- The groups with more correct answers will be the winner.</li> </ul>	<p style="text-align: center;"><b>GUESSING</b></p> <p>Some verbs:</p> <ul style="list-style-type: none"> <li>- cook, live alone, get around, relax, communicate, work,</li> </ul>

**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
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Focus Ss' attention on the heading and the table.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Students' answer</b></p>

<ul style="list-style-type: none"> <li>- 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.</li> </ul>	
--	--

**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><b>Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Have Ss read the whole text quickly to get an overall idea. Walk round the class and provide help if necessary.</li> <li>- In weaker classes, go through the options and check</li> <li>- Ask Ss to work in pairs to discuss and compare their answers.</li> <li>- 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, sleep, hours, etc.) in this paragraph.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b> A5, B4, C3</p>
<p><b>Task 3. Read the text again and match the highlighted phrases in the text with their meanings. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the article again.</li> <li>- Focus Ss' attention on the context of the highlighted words and have them look for clues offering direct or indirect suggestions about their</li> </ul>	<p><b>Answer key:</b> 1c, 2e, 3b, 4a, 5d</p>

<p>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> <ul style="list-style-type: none"> <li>- If necessary, tell Ss that all phrases are phrasal verbs and their meaning is idiomatic.</li> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>	
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Have Ss look at the diagrams and read through the steps. Check Ss’ understanding and explain new / difficult vocabulary for them if necessary.</li> <li>- 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.</li> <li>- Check answers as a class. Have Ss explain the answers by providing evidence from the article.</li> </ul> <p><b>Extension:</b> 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><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>best option</i></li> <li>2. <i>choice</i></li> <li>3. <i>a to-do-list</i></li> <li>4. <i>night’s sleep</i></li> </ol>

**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
------------------------------------	----------

<p><b>Task 5. Discussion</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in groups of three or four.</li> <li>- Have Ss talk about the skills they have, brainstorm and suggest other skills they think they need to become independent.</li> <li>- 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.'</li> <li>- Ask Ss from different groups to share their ideas with the rest of the class. Praise for good answers and fluent delivery.</li> </ul>	<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

- 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**

<p><i>Date of teaching</i></p> <p><b>Unit 8: Becoming Independent</b></p> <p><b>Lesson 3: Reading – How to become independent</b></p> <p><b>*Warm-up</b></p> <p><b>* Lead-in</b></p> <ul style="list-style-type: none"> <li>- Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings.</li> <li>- Task 3. Read the text again and match the highlighted phrases in the text with their meanings.</li> <li>- Task 4. Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.</li> <li>- Task 5: Discussion</li> </ul> <p><b>*Homework</b></p>
--

**UNIT 1: BECOMING INDEPENDENT**  
**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"> <li>• the imperative form of the verb.<br/><i>Example: Don't .../Avoid .../Make sure ...</i></li> <li>• modal verbs.<br/><i>Example: You could .../You should .../You mustn't ...</i></li> </ul> | <ul style="list-style-type: none"> <li>• linking words or phrases.<br/><i>Example: First,/To begin with,/First of all, ...<br/>Second,/Secondly, ...<br/>Then,/After that,/In addition, ...<br/>Last but not least,/Finally, ...</i></li> </ul> |
|---|---|

**Assumption**

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

### 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;"><b>Watch a video</b></p> <ul style="list-style-type: none"> <li>- Teacher ask ss to watch a video about how to boil eggs.</li> <li>- Call on some students to answer some questions:               <ul style="list-style-type: none"> <li>+ What should we prepare?</li> <li>+ What are the steps to boil eggs?</li> </ul> </li> </ul>	<p>Link:  <a href="https://www.youtube.com/watch?v=FTha4zARGN4">https://www.youtube.com/watch?v=FTha4zARGN4</a></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
<p><b>Task 1. Work in pairs. Discuss these questions. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to have a look at the pictures and read through the questions.</li> <li>- 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.</li> <li>- Tell Ss to look at the diagram and read through the steps. Explain any new words or phrases.</li> <li>- Have Ss put the steps in order. Encourage them to work with a partner.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b>  <b>1B, 2D, 3E, 4C, 5A</b></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
<b>Task 2. Read the following instructions on how to do laundry. Circle the correct answers. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the instructions and the tips carefully, focusing on how to do the laundry and check their comprehension.</li> <li>- Have Ss decide on the right choices. Tell them to work in pairs to check and discuss their answers.</li> <li>- Check answers as a class.</li> <li>- 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.</li> </ul>	<p><b>Suggested answers:</b></p> <p><i>1 sort, 2 Secondly, 3 load, 4 remove, 5 Finally</i></p>
<b>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)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Check to make sure Ss understand the vocabulary used in the pictures. Explain any difficult words / phrases or structures.</li> <li>- 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.</li> <li>- Walk round to provide help if necessary.</li> </ul> <p><b>Extension:</b> 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.</p>	<p><b>Sample answer</b></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>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><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Walk round the class to provide help when necessary.</li> <li>- Invite some groups to present their instructions with additional steps / tips clearly in front of the class.</li> <li>- Praise groups for good effort and clear, detailed instructions.</li> </ul>	<p><i>Students' practice</i></p> <p><b>Additional steps (2-4)</b></p> <ol style="list-style-type: none"> <li>1. Rinse the rice to remove dirt</li> <li>2. Clean the non-stick container</li> <li>3. Check if the rice cooker works</li> <li>4. Identify the type of rice to find out how much water it needs</li> <li>5. Measure the rice and water: 2 cups of water for 1 cup of regular rice</li> <li>6. Combine the rice and water in the non-stick container</li> <li>7. Turn the cooker on and wait</li> </ol> <p><b>Additional recipe tips</b></p> <ol style="list-style-type: none"> <li>1. Use chicken broth or coconut juice instead of water to add flavour</li> <li>2. Put dried spices in the water before turning the cooker on</li> </ol>

**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><b>Further practice</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs and come up with instructions for another life skill.</li> </ul>	<p><i>Students' practice.</i></p>

<ul style="list-style-type: none"> <li>- Teacher invites some pairs to demonstrate skill in front of the class and give instructions.</li> <li>- Teacher encourages the rest of the class to follow their instructions and do the exercises.</li> <li>- Teacher gives feedback and give marks to Ss' performance.</li> </ul>	
--	--

**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><b>Unit 8: Becoming independent</b></p> <p><b>Lesson 4: Speaking – Learning basic life skills</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- Task 1. Work in pairs. Discuss these questions.</li> <li>- Task 2. Read the following instructions on how to do laundry. Circle the correct answers.</li> <li>- 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.</li> <li>- 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.</li> <li>- Task 5: Further practice</li> </ul> <p><b>*Homework</b></p>
--

**UNIT 8: BECOMING INDEPENDENT**  
**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**

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

**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
<p style="text-align: center;"><b>Quizz</b></p> <ul style="list-style-type: none"> <li>- Show some jumbled sentences on the screen.</li> <li>- Ask ss to put them in the correct order.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reward yourself at important milestones.</li> <li>2. Learn through practical experience.</li> <li>3. Teach yourself using many sources.</li> <li>4. Compare your work with an expert's.</li> </ol> <p><b>Suggested answer:</b> 3-2-4-1</p>

**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
<b>Task 1. Tick the columns to complete the following table about you. Compare your answers in pairs. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to look at the title and the table.</li> <li>- Have Ss read through the questions in the table and check comprehension. Explain or teach any difficult vocabulary.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<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
<b>Task 2. Listen to a conversation between Mai and Mike, and choose the correct answers A, B, or C. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to a conversation between Mai and Mike.</li> <li>- Ask Ss to read through the questions and the choices before they listen to the talk.</li> <li>- Make sure that Ss understand the vocabulary. Elicit or explain any unfamiliar or difficult words.</li> <li>- Play the recording and have Ss do the activity.</li> <li>- Check answers as a class.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b>  <i>1C, 2A, 3B, 4B</i></p>
<b>Task 3. Listen to the conversation again and answer each of the following questions using no more than THREE words or numbers. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Give Ss some time to read through the questions and underline key words to help them work out the answers.</li> <li>- Focus Ss' attention on the instruction ‘using no more than THREE words or a number’.</li> <li>- Ask Ss if they can answer any of the questions without listening to the recording again. Write their answers on the board.</li> <li>- Play the recording once in stronger classes and twice in weaker classes.</li> <li>- If time allows, ask Ss to discuss their answers in pairs.</li> </ul>	<p><b>Answer key:</b>  <i>1 Four / 4</i>  <i>2 Their own learning</i>  <i>3 (Detailed) study plans</i>  <i>4 Asking difficult questions</i></p>

- Check answers as a class. Play the recording, pausing at the places where Ss can hear the answers.	
--	--

**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**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- 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.</li> <li>- Give Ss some time to discuss and decide on the characteristics they want to develop in the future. Encourage them to provide reasons.</li> <li>- Invite some Ss from each group to present a summary of their discussions to the class.</li> </ul> |  |
|--|--|

**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><i>Date of teaching</i></p> <p><b>Unit 8: Becoming independent</b></p> <p><b>Lesson 5: Listening – Becoming independent learners</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- Task 1. Tick the columns to complete the following table about you. Compare your answers in pairs.</li> <li>- Task 2. Listen to a conversation between Mai and Mike, and choose the correct answers A, B, or C.</li> <li>- Task 3. Listen to the conversation again and answer each of the following questions using no more than THREE words or numbers.</li> <li>- Task 5: Develop a characteristic of independent learners.</li> </ul> <p><b>*Homework</b></p>
---

**UNIT 8: BECOMING INDEPENDENT**
**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**

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

**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;"><b>Video</b></p> <ul style="list-style-type: none"> <li>- Ask ss to watch a video.</li> <li>- Ask ss what they have learned from the video and how they feel.</li> </ul>	<p>Link:  <a href="https://www.youtube.com/watch?v=mtYahZhsy0M">https://www.youtube.com/watch?v=mtYahZhsy0M</a></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><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Tell them to look at the table and read through the statements. Explain any new words.</li> <li>- Put them in pairs to discuss and decide if they are pros or cons of self-study.</li> <li>- Ask Ss to tick the columns, then discuss and check their answers with a partner.</li> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b>            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
<b>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)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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 displaying them on the board. Check Ss' understanding.</li> <li>- 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.</li> <li>- Set a time limit for Ss to write in class.</li> <li>- In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help.</li> <li>- 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.</li> <li>- Collect Ss' articles and give face-to-face feedback in private, or give them back with some written feedback.</li> </ul>	<p><b>Sample answer:</b></p> <p><b>Pros and cons of self-study</b></p> <p><i>Independent learning often involves self-study – learning at home without a teacher. Let's look at its pros and cons.</i></p> <p><i>First, self-study gives learners more freedom. 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>

**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><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss</li> <li>- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ul style="list-style-type: none"> <li>16. <i>Organization: .../10</i></li> <li>17. <i>Legibility: .../10</i></li> <li>18. <i>Ideas: .../10</i></li> <li>19. <i>Word choice: .../10</i></li> <li>20. <i>Grammar usage and mechanics: .../10</i></li> <li><i>TOTAL: .../50</i></li> </ul>

**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><b>Unit 8: BECOMING INDEPENDENT</b></p> <p><b>Lesson 6: Writing – An article</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p><b>* Cross-checking</b></p> <p><b>*Homework</b></p>
--



**UNIT 1: A LONG AND HEALTHY LIFE**  
**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: ,bɜ:kju' ləʊsɪs /	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)	/seɪl/	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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## 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><b>Game: Mysterious creature</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- There are 4 questions which relate to a key picture.</li> <li>- T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened.</li> <li>- The group which gets the correct answer of the key picture is the winner.</li> </ul>	<p><b>Clues:</b></p> <ol style="list-style-type: none"> <li>1. The kind of education that takes place over the Internet</li> <li>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</li> <li>3. A covering for your face or for part of your face</li> <li>4. A set of measures aimed at stopping the spread of an infectious disease, based on staying away from other people as much as possible.</li> </ol> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Online learning</li> <li>2. Vaccine</li> </ol>

	3. <i>Mask</i> 4. <i>Social distancing</i> <b>KEY WORD:</b> <i>Corona virus</i>
--	---

**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
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss if they have ever been to the gym or know how to use fitness equipment.</li> <li>- 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.</li> <li>- 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.</li> <li>- Teacher plays the recording once in stronger classes and twice in weaker classes.</li> <li>- Teacher checks answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.</li> <li>- Teacher puts Ss into pairs and have them practise the conversation.</li> </ul>	<b>Answer key</b> 1. <i>A</i> 2. <i>C</i> 3. <i>B</i> 4. <i>D</i>
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work in groups to do the task.</li> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<b>Useful expressions</b> <b>- Offering help:</b> + <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> <b>- Responding to offers</b> + <i>That's very kind/nice of you.</i>

	<ul style="list-style-type: none"> <li>+ Thanks for your help.</li> <li>+ Thanks, but I think I'm fine.</li> <li>+ You are so kind. Thanks a lot.</li> </ul>
<b>Task 2: Work in pairs. Make similar conversation for these situations. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks Ss to read the list of useful expressions and check understanding.</li> <li>- 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.</li> <li>- 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.</li> <li>- Teacher walks round the class and provide help when necessary.</li> <li>- Teacher asks some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery</li> </ul>	<p><b>Sample conversations:</b></p> <p>1. A: Let me help you with the squats.          B: Oh, please. They're so difficult to do.          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.          B: Oh, like this?          A: Yes. Well done!          B: Thanks for your help.</p> <p>2. B: Can I help you with anything, Madam?          A: Oh, please. I'm looking for some food which is healthy for my family.          B: Well, I'll recommend fresh fruits and vegetables. They're very good for our health. You can find plenty of them over there.          A: That's very kind of you.          B: You're welcome.</p>

**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
<b>Pre-teach vocabulary (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> </ul>	<p><b>New words</b></p> <p>1. tuberculosis (n)</p>

<ul style="list-style-type: none"> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<ul style="list-style-type: none"> <li>2. organism (n)</li> <li>3. diameter (n)</li> <li>4. antibiotic (n)</li> <li>5. cell (n)</li> </ul>
---	--

**Task 1. Read the text and complete the comparison table below (6 mins)**

<ul style="list-style-type: none"> <li>- 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></li> <li>- 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></li> <li>- Teacher asks Ss to study the comparison table in Task 1. Make sure they understand the first column. Encourage them to guess the answers.</li> <li>- 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.</li> <li>- 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.</li> <li>- Teacher has Ss read the text and complete the table individually.</li> <li>- Check answers as a class.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>Bacteria</b></th> <th><b>Viruses</b></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>		<b>Bacteria</b>	<b>Viruses</b>	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
	<b>Bacteria</b>	<b>Viruses</b>														
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														

**Task 2. Discuss in pairs. What would you say to these people? (5 mins)**

<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the two statements and check their understanding.</li> <li>- Teacher tells Ss to read the text again before they decide how to respond to them.</li> <li>- If time allows, have Ss discuss their answers in pairs.</li> <li>- 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.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <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 Corona viruses in particular is to get vaccinated.</i></li> <li>- <i>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.</i></li> </ul>
--	---

**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
<b>Watch a video about Covid-19 pandemic and discuss (6 mins)</b>	
<p><b>* Extension:</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to share their knowledge about pandemics or diseases caused by viruses and/or bacteria.</li> </ul> <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><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. How can the coronavirus spread?</li> <li>2. What are some measures to avoid the spreading of the cononavirus?</li> </ol>	<p><b>Diseases caused by viruses:</b></p> <ul style="list-style-type: none"> <li>• AIDS.</li> <li>• Common cold.</li> <li>• Ebola.</li> <li>• Genital herpes.</li> <li>• Influenza.</li> <li>• Measles.</li> <li>• Chickenpox and shingles.</li> <li>• Coronavirus disease 2019</li> </ul> <p><b>Diseases caused by bacteria</b></p> <ul style="list-style-type: none"> <li>• Tuberculosis.</li> <li>• Pneumonia.</li> <li>• Cholera.</li> </ul> <p><b>Link</b>  <a href="https://www.youtube.com/watch?v=8z9BsKpCJY0">https://www.youtube.com/watch?v=8z9BsKpCJY0</a></p> <p><b>Suggested answer:</b></p> <ol style="list-style-type: none"> <li>1. Via vectors like objects we have touched through sneezing or coughing</li> <li>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</li> </ol>

##### 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 1: A long and healthy life**

**Lesson 7: Communication and Culture / CLIL**

**\*Warm-up**

**\* Everyday English. Offering help and responding to offers.**

- **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

**\* CLIL (Biology) Viruses and Bacteria**

- **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?

**\* Further Practice**

Watch a video about Conona virus

**\*Homework**

## UNIT 8: BECOMING INDEPENDENT

### 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

#### 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
<b>Questions</b> - What have you learned in Unit 8?	<b>Suggested words:</b> 1. <i>Identify and pronounce fall-rise intonation in invitations, suggestions and polite requests.</i> 2. <i>Cleft sentences with It is/was ... who/that...</i> 3. <i>What we need to become independent.</i>

#### 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
<b>Task 1: Read the sentences using fall-rise intonation. Then listen and compare. Practise saying them in pairs. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work individually. Have them read the sentences and mark the fall-rise intonation at the appropriate words.</li> <li>- Play the recording, pausing after each sentence for Ss to listen and repeat.</li> <li>- Have Ss practise reading the sentences in pairs, focusing on the fall-rise intonation.</li> </ul>	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?
<b>Task 2: Choose the correct answers A, B, or C to complete the sentences. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words.</li> <li>- In weaker classes, have Ss work in pairs or groups.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key</b> 1A    2A    3C    4B

<p><b>Extension:</b> 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.</p>	
<p><b>Task 3: Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets.</b> (4 mins)</p>	
<ul style="list-style-type: none"> <li>- Explain to Ss that they are going to review the use of cleft sentences.</li> <li>- 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.</li> <li>- Walk round the class to provide help if necessary.</li> <li>- If time allows, ask Ss to work in pairs to compare answers.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. No. It is the dog-walking job that I'd like to apply for.</li> <li>2. No. It was a new motorbike that he bought me last week.</li> <li>3. No. It is Tuan that / who is the best decision-maker in my class.</li> <li>4. No. It is the after tomorrow that the soft-skill class starts.</li> </ol>

**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
<p><b>Instructions (given in Lesson 1 – Getting Started)</b></p>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.</li> <li>- 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.</li> <li>- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	
<p><b>Students' presentations</b></p>	
<ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> </ul>	

- When one group make presentation, others listen and complete the evaluation sheet.		
	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- 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 some photos / pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately.		
<b>CONTENT:</b> 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:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- 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.		
<b>CONTENT:</b> 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**

<p><i>Date of teaching</i></p> <p><b>Unit 8: BECOMING INDEPENDENT</b></p> <p><b>Lesson 8: Looking back and project</b></p>
<p><b>*Warm-up</b></p> <p><b>* Looking back</b></p> <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Vocabulary</li> <li>- Language</li> </ul> <p><b>* Project. How to become independent posters</b></p> <p><b>*Homework</b></p>

## UNIT 9: SOCIAL ISSUES

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

## 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
<b>QUIZ</b> <ul style="list-style-type: none"> <li>- Teacher shows the quiz.</li> <li>- 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.</li> <li>- The team with highest points is the winner.</li> </ul>	List of answers: 7. Homelessness 8. Climate change 9. School violence/ bullying 10. 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
<b>Vocabulary pre-teaching</b> - 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.	<b>New words:</b> 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
<b>Task 1. Listen and read. (5 mins)</b> - 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).	<i>Students' performance.</i>

<ul style="list-style-type: none"> <li>- Play the recording twice for Ss to listen and read silently along. Have Ss underline words / phrases related to social issues.</li> <li>- 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.</li> <li>- Call on two or three pairs of Ss to read the conversation aloud.</li> </ul>	
<b>Task 2. . Who suggests the following ideas? Tick (✓) the correct box. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the conversation again.</li> <li>- 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.</li> <li>- Have Ss work in pairs to discuss and compare their answers.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Mai</li> <li>2. Nam</li> <li>3. Mark/Nam</li> </ol>
<b>Task 3. Find five social issues in 1. use the pictures and hints below to help you. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask Ss to write down the words.</li> <li>- Check answers as a class.</li> <li>- 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)</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. poverty 2. crime 3. overpopulation 4. bullying 5. peer pressure 6. body shaming</li> </ol>
<b>Task 4. Complete the summary with words from task 1. (p.101). (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss to read the summary.</li> <li>- Ask Ss to complete the sentences, using words from Activity 1.</li> <li>- Check answers as a class.</li> <li>- Elicit what type of linking words and phrases there are, i.e., to show contrast (although, however), and to indicate reasons (because).</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. although 2. However 3. because</li> </ol>

**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><b>Task 5: Discussion</b></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- Help Ss set deadlines for each task and support them throughout the process.</li> <li>- 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.</li> <li>- 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 their group presentations in the last lesson.</li> </ul>	<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**

- Prepare for the next lesson

*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

### 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

<b>Intonation in choice questions</b>
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.

<b>We use linking words and phrases to connect ideas, clauses, or sentences.</b>	
<b>Below are some common linking words and phrases:</b>	
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
9. Violent (adj)	/'vaɪə.lənt/	using force to hurt or attack
10. Drug (n)	/drʌg/	any natural or artificially made chemical that is used as a medicine
11. Alcohol (n)	/'æɪ.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
12. 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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## 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

<b>Listen &amp; Answer</b> - 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.	<b>Answers:</b> 1. Thanks- really 2. Train- ten 3. You- your sister- always argue
--	--

**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
<b>Task 1: Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to some sentences from Getting started.</li> <li>- Play the recording and have Ss pay attention to the rising tone and the falling tone in each intonation pattern.</li> <li>- Play the recording again and have Ss repeat.</li> <li>- 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.</li> <li>- Ss practise saying the questions in pairs.</li> </ul>	Students' performance
<b>Task 2: Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read quickly through the sentences. Check understanding.</li> <li>- 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.</li> <li>- Ask Ss to mark the falling and rising tones in each question.</li> <li>- Check answers by asking Ss to draw the correct arrows for each question on the board.</li> <li>- Have Ss practise them in pairs.</li> </ul>	<b>Answer key:</b> 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
<b>Vocabulary pre-teaching</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	1. Violent (adj) 2. Drug (n) 3. Alcohol (n) 4. Crime (n)
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that the words / phrases in the activity are related to social issues.</li> <li>- 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.</li> <li>- If necessary, T does the first one as an example before asking Ss to do the rest.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> 1. Violent 2. Drug 3. Alcohol 4. Campaign 5. Bully
<b>Task 2. Complete the sentences using the correct forms of the words in task 1 (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Check answers as a class. Confirm the correct answers.</li> <li>- Ask some Ss to read the complete sentences.</li> </ul>	<b>Answer key:</b> 1. alcohol 2. bullied 3. drugs 4. violent 5. campaign

#### 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
<b>Task 1. Connect these sentences, using linking words or phrases. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <p>1. b 2. c 3. a 4. d</p>
<b>Task 2. Work in pairs. add more sentences to each item. use different linking words and/or phrases. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Check answers as a class by having individual Ss read 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).</li> </ul>	<p><b>Suggested answer:</b></p> <p>1 As a result/As a consequence /Therefore</p> <p>2. However</p> <p>3. Moreover / In addition / Besides</p> <p>4 However / In spite of this / Despite this</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><b>UNIT 9: SOCIAL ISSUES</b></p>
--

**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

### 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)	/di'pref.ən/	the state of feeling very unhappy and without hope for the future
2. self-confidence (n)	/ ,self kɒn.fi.dəns/	the belief that you can do things well and that other people respect you
3. Smoker (n)	/'sməʊ.kəɪ/	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.

<p>2. Students may have underdeveloped reading, speaking and co-operating skills.</p>	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
---	--

### 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><b>Watch and answer</b></p> <ul style="list-style-type: none"> <li>- Students work in 4 groups</li> <li>- Ss watch the video and decide if the statements below are True or False.</li> <li>- Ss raise hands to get turn and answer.</li> <li>-Teacher leads into the new lesson.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teenagers are considered easily affected by peer pressure. - T</li> <li>2. Positively, peer pressure can motivate us to try and become better. - T</li> <li>3. Social media always bring stress to us when we see other peers having success and comfortable lives. - F</li> <li>4. To define a clear life goal, respect yourself and others are effective ways to avoid peer pressure. - T</li> </ol>

##### 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
<b>Task 1. Work in pairs. Discuss the question. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and discuss the questions.</li> <li>- Have some Ss share their answers with the whole class.</li> <li>- 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).</li> </ul>	Student's performance
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> 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
<b>Task 2: Read the article. match the highlighted words and phrase with their meanings. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to locate the words/phrase in the text by focusing on highlighted words.</li> <li>- Ask Ss to read the sentences which contain these words/phrases carefully and try to guess the meanings of these words/phrases.</li> <li>- Ask Ss to match the words with their meanings. T walks round the class and provide help if necessary.</li> <li>- Check answers as a class. If necessary, check understanding of the words by asking Ss to make sentences with them.</li> </ul>	<b>Answer key:</b> <i>1D 2B 3C 4A</i>
<b>Task 3. Read the article again. Which paragraph contains the following information? Write A, B, or C. (7 mins)</b>	

<ul style="list-style-type: none"> <li>- Ask Ss to read the five statements and underline key words, e.g., 1. definition, peer pressure 2. peer pressure, cause, social issues.</li> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b> 1. A 2. B 3. C 4. A</p>
<p><b>Task 4. Read the article again and choose the best answers A, B, or C. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read each question and the choices given. Encourage them to underline key words in each question and choices.</li> <li>- 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.</li> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b> 1. C 2. A 3. C 4. B</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><b>Task 5. Discussion</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Discuss if they, or someone they know, have similar problems or not. Encourage them to talk about these experiences.</li> <li>- 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?</li> </ul>	<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**

*Date of teaching*

**UNIT 9: SOCIAL ISSUES**  
**Lesson 3: Reading- Peer pressure**

**\*Warm-up**

**\* Lead-in**

- Task 1. Work in pairs. Discuss the question. (p.103)

**\* Vocabulary**

1. Depression (n)
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**
**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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

### 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
<b>Quiz</b> - 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. B 2. C 3. C 4. D 5. B

##### 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"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<b>New words:</b> 1. Positive (adj) 2. Permission (n) 3. Poverty (n) 4. make fun of
<b>Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful). (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- T walks around to provide help if necessary.</li> </ul>	<i>Students' performance</i>

**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
<b>Task 2. Work in pairs. Talk about your experiences of peer pressure. use the following guiding questions. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to look at the questions. Tell them that they are going to work in pairs to answer these questions.</li> <li>- 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?</li> <li>- Encourage Ss to use these strategies when they answer the questions in pairs.</li> <li>- Walk around and provide help if necessary.</li> </ul>	<i>Students' performance</i>
<b>Task 3. Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> </ul>	Suggested answer:  2. <i>I'm not ashamed of my old phone. We are students and not making any money yet, so</i>

- 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.

*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.*

*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.*

*4. No way! Skipping class without permission is disrespecting our teachers. Besides, I don't want to fall behind with my school work.*

#### 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><b>Task 4. Report your answers to the whole class. Vote for the most interesting responses. (13 mins)</b></p> <ul style="list-style-type: none"> <li>- Have some Ss or groups share their answers to each situation in front of the class.</li> <li>- Praise for good effort, well-structured responses, and fluent delivery.</li> <li>- 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.</li> </ul>	<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 9: SOCIAL ISSUES**

#### **Lesson 4: Speaking – Experiencing peer pressure.**

##### **\*Warm-up**

Multiple choice quiz

##### **\* Vocabulary**

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). (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)

##### **\*Homework**

**UNIT 9: SOCIAL ISSUE**  
**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'seɪmd/	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.bəˌbʊl.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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

### 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
<b>Quiz</b> - 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
<b>Task 1. Choose the word or phrase with the closest meaning to the underlined one. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask Ss to do the exercise by choosing the words or phrases with the closest meanings to the underlined ones.</li> <li>- Check answers as a class.</li> </ul>	<b>Suggested answers:</b> 1. B 2. B 3. B
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students’ understanding with the “Rub out and remember” technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<b>Vocabulary:</b> 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
<b>Task 2. Listen to a conversation between two students and match the pictures with the type of bullying. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Encourage Ss to study the pictures and the example before they listen.</li> <li>- Play the recording for Ss to listen and do the matching.</li> <li>- Check answers as a class. Play the recording again, pausing after the description of each type of bullying and checking understanding.</li> </ul>	<b>Answer key:</b> <i>1D 2B 3A 4C</i>

<b>Task 3. Listen again. Circle the correct answers. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss to study the statements. Help them identify that Questions 1-3 are for specific information, while Question 4 is for making prediction.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- Tell Ss to listen again. Ask them to circle the correct answer.</li> <li>- Check their answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. more</li> <li>2. was bullied by others</li> <li>3. cyberbullying</li> <li>4. how</li> </ol>

**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
<b>Task 4. Work in groups. Discuss the following questions. (p.47)</b>	
<p><b>Question:</b></p> <ul style="list-style-type: none"> <li>• What types of bullying have you experienced or seen happening to people around you?</li> </ul> <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

<p><i>Date of teaching</i></p> <p><b>UNIT 9: SOCIAL ISSUE</b></p> <p><b>Lesson 5: Listening – Types of bullying.</b></p> <p><b>*Warm-up</b></p> <p><b>* Vocabulary</b></p>
--

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

### 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"> <li>- Guide students to make an outline before they write.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

#### 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
<p><b>Watch and answer.</b></p> <ul style="list-style-type: none"> <li>- Students work in 4 groups</li> <li>- Ss watch the video and decide if the statements below are True or False.</li> <li>- Ss raise hands to get turn and answer.</li> <li>-Teacher leads into the new lesson.</li> </ul>	<ol style="list-style-type: none"> <li>5. Online and offline bullying have no connection. - F</li> <li>6. Gossip and rumors can be considered cyberbullying. - T</li> <li>7. It is difficult to stop the spread of cyberbullying. - T</li> <li>8. Controlling online status and spending time with close people in real life can help us counteract cyberbullying. - T</li> </ol>

**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
<p><b>Task 1. You are planning a school campaign against cyberbullying. Work in groups to discuss these questions. (p.106) (10 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to write a proposal for a school campaign against cyberbullying.</li> <li>- 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.</li> <li>- 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.</li> <li>- Walk around and provide help if necessary.</li> <li>- 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?</li> </ul>	<p>Student's performance</p>

**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
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in Activity 1.</li> <li>- 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. Cyberbullying has become a common issue nowadays because more students are using digital devices.</li> <li>- 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.</li> <li>- Collect Ss' proposals writing tasks and give face-to-face feedback in private or give them back with some written feedback.</li> </ul>	Student's performance

#### 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
<p><b>CROSS-CHECKING (10 mins)</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss</li> <li>- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ul style="list-style-type: none"> <li>21. <i>Organization: .../10</i></li> <li>22. <i>Legibility: .../10</i></li> <li>23. <i>Ideas: .../10</i></li> <li>24. <i>Word choice: .../10</i></li> <li>25. <i>Grammar usage and mechanics: .../10</i></li> <li><i>TOTAL: .../50</i></li> </ul>

### 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 9: SOCIAL ISSUES**

##### **Lesson 6: Writing – A proposal against cyberbullying**

**\*Warm-up**

- 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)

**\* Cross-checking**

**\*Homework**

**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**

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

### 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
<b>Listen to 4 speakers:</b> <ul style="list-style-type: none"> <li>- Students work in 4 groups.</li> <li>- You will hear and find if 4 speakers below express positivity or negativity.</li> <li>- Raise your hands to get turn and answer.</li> </ul>	<b>Negativity: 1, 2</b> <b>Positivity: 3, 4</b>

##### 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
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Give them some time to skim through the conversation.</li> <li>- Play the recording once in stronger classes and twice in weaker classes.</li> <li>- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.</li> <li>- Ask Ss to underline the phrases used by the speakers to express disappointment and sympathy.</li> <li>- Put Ss into pairs and have them practise the conversation.</li> </ul>	<p><b>Answer key</b></p> <p>1. C 2. B 3. A</p>
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher gives students a list of expressions to prepare for Task 2</li> </ul>	<p><b>Useful expressions</b></p> <p><b>- Expressing disappointment</b></p> <ul style="list-style-type: none"> <li>• <i>What a pity/shame!</i></li> <li>• <i>It's a pity/shame that ...</i></li> <li>• <i>That's (so)/How disappointing.</i></li> <li>• <i>That's too bad</i></li> </ul> <p><b>- Responding to compliments</b></p> <ul style="list-style-type: none"> <li>• <i>I'm (so) sorry (to hear that) ...</i></li> <li>• <i>I (can) sympathize (with you/him/her).</i></li> <li>• <i>That's so sad (that ...).</i></li> <li>• <i>I know how it feels</i></li> </ul>
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that the words they used to fill in the gaps in Activity 1 are expressions for expressing disappointment and sympathy.</li> <li>- Ask Ss to read the list of useful expressions in the box and check understanding.</li> <li>- 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.</li> <li>- Ask Ss to practise their conversations. Encourage them to swap roles.</li> <li>- Walk round the class and provide help when necessary.</li> <li>- 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 .</li> </ul>	<p><i>Students' activity</i></p> <p><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></p>

*B: I can sympathize. Exams can be stressful. Try some sports to feel less stressed, and good luck with the exams.*  
*A: Good idea. Thank you.*

### 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
<b>Pre-teach vocabulary</b> (4 mins)	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- 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.</li> </ul>	<b>New words</b> 1. Sympathy (n) 2. Anxiety (n) 3. Victim (n) 4. The poverty line (n)
<b>Task 1. Read the text and match each percentage in the chart with one social problem mentioned in the text.</b> (6 mins)	
<ul style="list-style-type: none"> <li>- 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?</li> </ul>	<b>Answer key:</b> 1. Anxiety and depression 2. Bullying 3. Drug (addiction) 4. (Drinking) Alcohol 5. Poverty

<ul style="list-style-type: none"> <li>- 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?</li> <li>- 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.</li> <li>- Explain or elicit any new or difficult words, e.g., admit, likely, poverty line.</li> <li>- Have Ss read the text and complete the chart individually.</li> <li>- Check answers as a class.</li> <li>- 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.</li> </ul>	
<b>Task 2. Work in pairs. Discuss the following questions. (10 mins)</b>	
<p>Questions:</p> <ul style="list-style-type: none"> <li>• Are the problems mentioned in the text similar to those facing Vietnamese teens?</li> <li>• Are there any other problems among teenagers in Viet Nam?</li> </ul> <ul style="list-style-type: none"> <li>- 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 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.</li> <li>- 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.</li> <li>- Ask some pairs to share their answers in front of the class.</li> </ul>	<i>Students' own answers</i>

**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 9: SOCIAL ISSUES**

**Lesson 7: Communication and Culture / CLIL**

**\*Warm-up**

**\* Everyday English. Giving and responding to warnings.**

- **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)

**\* CLIL Reducing the environmental impact of farming.**

**- Vocabulary**

- **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)

**\*Homework**

**UNIT 9: SOCIAL ISSUES**  
**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**

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

**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
<p><b>Watch and answer</b></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups.</li> <li>- Teacher shows the video about daily conversations.</li> <li>- Ss watch the video and decide if the statements below are using rising or falling intonation. Ss raise hands to get turn and answer.</li> <li>- After the game, group with the highest point is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	

**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><b>Task 1: Mark the intonation in these questions, using (rising intonation) or (falling intonation). Listen and check. Then practise saying them. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask students to mark the intonations in the choice questions.</li> <li>- Check answers as a class by playing the recording and writing the appropriate arrows on the board.</li> <li>- Ask Ss to practise the questions in pairs. Ask them to use appropriate rising and falling tones.</li> <li>- Ask some Ss to read the questions out loud in front of the class.</li> </ul>	<p><b>Key +Audio script - Track</b></p> <ol style="list-style-type: none"> <li>Should we report bullying to teachers ↗ or speak to our parents ↘ first?</li> <li>Is this social awareness campaign about poverty ↗ or crime ↘?</li> <li>Have you ever experienced any physical ↗, verbal ↗, or social bullying ↘?</li> <li>Do you worry about peer pressure ↗, body-shaming ↗ or bullying ↘?</li> </ol>
<p><b>Task 2: Solve the crossword. use the words you have learnt in this unit. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Select some words from the unit to write on the board, one letter at a time. Have individual Ss call out their guesses.</li> </ul>	<p><b>KEY:</b></p>

<ul style="list-style-type: none"> <li>- Ask Ss to solve the crossword. Encourage them to look at the clues and identify the parts of speech of each missing word.</li> <li>- Have Ss complete the activity.</li> <li>- Check answers as a class.</li> <li>- If time allows, ask them to find the texts where these words first appear in the unit and call out the section of the unit where it appears, e.g. campaign first appears in the Getting started.</li> </ul>	
--	--

**Task 3: Choose the best answer to complete each sentence below. (4 mins)**

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Correct answers as a class by asking individual Ss to read the answers out loud.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></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><b>Project: A social awareness campaign</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>- Give a group presentation. use these questions as cues. <ul style="list-style-type: none"> <li>• What is the social issue? How does it affect the community?</li> <li>• Who will participate in your campaign? Who can help to fix this issue?</li> <li>• What activities do you plan to include in your campaign? What are their goals?</li> </ul> </li> <li>- 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.</li> </ul>	

<ul style="list-style-type: none"> <li>- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.</li> <li>- 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.</li> <li>- If necessary, go through the assessment criteria to make sure Ss are familiar with them.</li> <li>- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	
<b>Students' presentations</b>	
<ul style="list-style-type: none"> <li>- All groups exhibit their results and make presentations.</li> <li>- When one group make presentation, others listen and complete the evaluation sheet.</li> </ul>	

**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>
<b>DELIVERY</b>		
- 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 some photos / pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately.		
<b>CONTENT:</b> The 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		

**- Suggested checklist for self-assessment:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- 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.		
<b>CONTENT:</b> Our presentation includes the following information:		
<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>		

**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><b>Unit 9: SOCIAL ISSUES</b></p> <p><b>Lesson 8: Looking back and project.</b></p> <p><b>*Warm-up</b></p> <p><b>* Looking back</b></p>
--

- Pronunciation
- Vocabulary
- Language
- \* **Project. A social awareness campaign.**
- \* **Homework**

## UNIT 10. THE ECOSYSTEM

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

## 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
<b>GAME: GUESS THE PLACE</b> <ul style="list-style-type: none"> <li>- Teacher divides class into 2 teams and explains the rules of the games.</li> <li>- There are three clues for Ss to guess the place.</li> <li>- Teacher shows each clue, one by one.</li> <li>- If one team: <ul style="list-style-type: none"> <li>+ gets the correct answer after the 1<sup>st</sup> clue → they get 3 points.</li> <li>+ gets the correct answer after the 2<sup>nd</sup> clue → they get 2 points.</li> <li>+ gets the correct answer after the 3<sup>rd</sup> clue → they get 1 point.</li> </ul> </li> <li>- The team with the correct answer is the winner.</li> </ul>	<b>Clues:</b> <ol style="list-style-type: none"> <li>1. <i>This landscape forms the habitat for some of Asia's rarest animal and plant species.</i></li> <li>2. <i>Visitors in April and May have the chance to see thousands of vibrant butterflies.</i></li> <li>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></li> </ol> <b>→ CUC PHUONG NATIONAL PARK</b>

--	--

**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><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. flora (n)</li> <li>2. fauna (n)</li> <li>3. insect (n)</li> <li>4. organism (n)</li> <li>5. biodiversity (n)</li> </ol>

**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><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>Cuc Phuong National Park</i></li> <li>2. <i>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></li> <li>3. <i>The hands are holding different kinds of animals.</i></li> <li>4. <i>We should protect the wildlife.</i></li> </ol>
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>- Teacher confirms the correct answers.</p> <p><b>Extension:</b> 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>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>5. <i>F</i></li> <li>6. <i>T</i></li> <li>7. <i>T</i></li> </ol>
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.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Living</i></li> </ol>

<ul style="list-style-type: none"> <li>- Teacher calls on individual S to write the answers on the boards. Check with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>2. <i>flora</i></li> <li>3. <i>fauna</i></li> <li>4. <i>bacteria</i></li> <li>5. <i>non-living</i></li> </ul>
<b>Task 4. Use the words in the box to form compound nouns mentioned in Task 1. Match them with the meaning below (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss read the four definitions and checks their understanding.</li> <li>- 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.</li> <li>- Teacher checks answers by calling on individual Ss to read out the compound nouns.</li> </ul>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. <i>climate change</i></li> <li>2. <i>natural resources</i></li> <li>3. <i>national park</i></li> <li>4. <i>raw materials</i></li> </ul>

**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><b>Task 5. Role play</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups. In each group, one student will play the role of the teacher and others are students.</li> <li>- The teacher and the students are going to discuss what an ecosystem is and how important ecosystems are to our planet.</li> <li>- Ss have 3 minutes to prepare for the role play.</li> <li>- Teacher invites one or two groups to come to the stage and do the role play.</li> <li>- Teacher asks other groups to listen and gives comments.</li> <li>- Teacher gives feedback and gives marks to the best group.</li> </ul>	<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

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

**Board Plan**

<p><i>Date of teaching</i> <b>Unit 10: The ecosystem</b> <b>Lesson 1: Getting started</b></p>
<p><b>*Warm-up</b></p>
<p><b>* Vocabulary</b></p> <ol style="list-style-type: none"><li>1. flora (n)</li><li>2. fauna (n)</li><li>3. insect (n)</li><li>4. organism (n)</li><li>5. biodiversity (n)</li></ol>
<ul style="list-style-type: none"><li>- Task 1. Listen and read (p.110)</li><li>- Task 2. Read the conversation and decide whether these statements are True or False (p.111)</li><li>- Task 3. Complete the diagram with words and phrases in Task 1 (p.111)</li><li>- Task 4. Use the words in the box to form compound nouns mentioned in Task 1. Match them with the meaning below (p.111)</li><li>- Task 5: Role play</li></ul>
<p><b>*Homework</b></p>

## UNIT 10: THE ECOSYSTEM

### 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

<b>A compound noun is a noun that is made with two or more words. It is usually formed by:</b>	
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

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

	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
--	---

### 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><b>Categorizing game</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups. Each group is given small pieces of paper on which names of plants and animals are written.</li> <li>- Each group has to classify them into correct categories.</li> <li>- The first team to complete the task correctly is the winner.</li> <li>- Teacher asks the winner to go to the board and show the correct answers.</li> </ul>	<p><b>Answer keys:</b></p> <p><b>Mammals:</b> human, squirrel, hedgehog, deer, bat, dolphin</p> <p><b>Birds:</b> seagull, crow, owl, eagle, peacock, parrot</p> <p><b>Insects and invertebrates:</b> wasp, butterfly, snail, beetle, worm, ant</p> <p><b>Flowers:</b> marigold, orchid, daffodil, poppy, lily, daisy</p> <p><b>Trees and other plants:</b> cactus, palm, bamboo, oak, seaweed, mushroom</p> <p><b>Sea and river creatures:</b> 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
<b>Task 1: Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- 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></li> <li>- Teacher focuses Ss' attention on the Remember! box and has Ss read the explanation and examples.</li> <li>- 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 the speaker uses and why, e.g. <i>The speaker uses falling intonation because he/she is sure of the answer.</i></li> <li>- 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></li> <li>- Teacher plays the rest of the recording and asks Ss to repeat.</li> <li>- 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.</li> </ul>	<p><b>Audio script:</b></p> <ol style="list-style-type: none"> <li>4. <i>So we need to protect local ecosystems, <b>don't we?</b> ↓</i> <i>Yes, we do.</i></li> <li>5. <i>You'll take the books back to the library, <b>won't you?</b> ↗</i> <i>OK, I'll do that tomorrow.</i></li> <li>6. <i>We don't want our planet to lose biodiversity, <b>do we?</b> ↓</i> <i>No, we don't.</i></li> <li>7. <i>An ecosystem is a community of living things, <b>isn't it?</b> ↗</i> <i>No, it isn't. It's a community of both living and non-living things.</i></li> <li>8. <i>You went to Cuc Phuong National Park last weekend, <b>didn't you?</b> ↓</i>  <i>Yes. I did.</i></li> </ol>
<b>Task 2: Mark the intonation in the question tags, using falling intonation or rising intonation. Then practise saying the conversations in pairs (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the sentences. Then teacher checks comprehension.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A: <i>Sorry, I didn't hear my alarm this morning.</i> B: <i>So you were late again, <b>weren't you?</b></i> ↓</li> <li>2. A: <i>I couldn't watch the match last night. We won, <b>didn't we?</b></i> ↗ B: <i>Yes, we did.</i></li> <li>3. A: <i>There are several ecosystems that can be found in Viet Nam.</i></li> </ol>

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher puts Ss in pairs again and has them practise reading the sentences to each other.</li> </ul>	<p><i>B: Yes! Viet Nam is biologically diverse, <b>isn't it?</b></i></p> <p>↳</p> <p>4. <i>A: We are using up fossil fuels, <b>aren't we?</b></i> ↳</p> <p><i>B: Yes, we should find more alternative sources of energy.</i></p> <p>5. <i>A: People should stop damaging the environment, <b>shouldn't they?</b></i> ↳</p> <p><i>B: Yes, I agree with you.</i></p>
--	--

### 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
<b>Task 1. Match the words and phrases with their meanings (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher reads the words on the left and makes sure Ss understand the abbreviations in brackets (n, np, adj).</li> <li>- 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?</li> <li>- Teacher asks Ss to work in pairs to do the matching.</li> <li>- Teacher checks answers as a class. Call on one student to read aloud a word and on another student to read its definition.</li> </ul>	<p><b>Answer key:</b></p> <p>1.e</p> <p>2.d</p> <p>3.a</p> <p>4.b</p> <p>5.c</p>
<b>Task 2. Complete the sentences using the words and phrases in Task 1 (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss work in pairs. Tell them to read the sentences carefully to decide which word in <b>1</b> can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase.</li> </ul>	<p><b>Answer key:</b></p> <p>1. Tropical forests</p>

<ul style="list-style-type: none"> <li>- Teacher checks answers as a class. Have individual Ss call out the word they have used for each sentence first.</li> <li>- Teacher confirms the correct answers.</li> <li>- 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></li> <li>- Teacher asks individual Ss to read the whole sentences.</li> </ul> <p><b>Extension:</b> 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>	<ul style="list-style-type: none"> <li>2. <i>conservation</i></li> <li>3. <i>native</i></li> <li>4. <i>species</i></li> <li>5. <i>mammals</i></li> </ul>
--	--

**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><b>Task 1. Use the words in the box to make five compound nouns. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- Teacher has Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary.</li> </ul>	<p><b>Answer key:</b>  <i>endangered species, life expectancy, rainforest, nature reserve, vocational school</i></p>

<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs or individually to form five compound nouns from words given in the box.</li> <li>- 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></li> </ul>	
<b>Task 2. Work in pairs. Use the words in the box to make compound nouns. Then make sentences with them. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- Teacher asks Ss to look at the words in the box and form the other four compound nouns.</li> <li>- Teacher puts Ss in pairs to compare their answers use the compound nouns to make sentences.</li> <li>- Teacher checks answers as a class.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>2. <i>wildlife</i></li> <li>3. <i>sea level</i></li> <li>4. <i>swimming pools</i></li> <li>5. <i>mobile phone</i></li> </ol>

**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 style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 10: The ecosystem</b></p> <p style="text-align: center;"><b>Lesson 2: Language</b></p> <p><b>*Warm-up</b> Categorizing game</p> <p><b>* Pronunciation</b></p> <p>- <b>Task 1:</b> Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs</p>
---

- **Task 2:** Mark the intonation in the question tags, using falling intonation or rising intonation. Then practise saying the conversations in pairs.

\* **Vocabulary**

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

- **Task 2.** Complete the sentences using the words and phrases in Task 1

\* **Grammar**

- **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**
**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**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>	<b>Vietnamese equivalent</b>
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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## 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;"><b>Quiz</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into 4 groups.</li> <li>- Clues about national parks in Vietnam are shown on the slides.</li> <li>- If one team know the name of the national park, they say BINGO and grab the chance to answer.</li> <li>- If the answer is correct, they have one point.</li> <li>- If the answer is incorrect, the chance is for another team.</li> <li>- The group with the highest points will be the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p><b>Quiz content:</b></p> <ol style="list-style-type: none"> <li>1. This national park has a favorable geographical position: bordering with Ha Long Bay, near Haiphong city and others Red River Delta provinces.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

	<p>5. The park covers a flat plain that extends from eastern Cambodia into northern Dak Lak and southern Gia Lai provinces in Vietnam.</p> <p>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> <p><b>Answer keys:</b></p> <ol style="list-style-type: none"> <li>1. Cat Ba National Park</li> <li>2. Ba Vi National Park</li> <li>3. Phong Nha – Ke Bang National Park</li> <li>4. Ba Be National Park</li> <li>5. Yok Don National Park</li> <li>6. U Minh Thuong National Park</li> </ol>
--	---

**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
<b>Lead-in (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher shows photos of the park or shows video clips to get Ss engaged then put them into pairs to discuss the two questions.</li> <li>+ <i>Have you ever been to U Minh Thuong National Park? Where is it?</i></li> <li>+ <i>What did/can you see in the park?</i></li> <li>- Teacher calls on some pairs to share their ideas.</li> <li>- Teacher elicits the things that Ss may see in U Minh Thuong national park.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>+ <i>U Minh Thuong National Park is in Kien Giang Province.</i></li> <li>+ <i>We can enjoy the beautiful scenery, visit the rare animals and plants.</i></li> </ul>
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> </ul>	<b>New words:</b>

<ul style="list-style-type: none"> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>unique (adj)</i></li> <li>2. <i>mangrove (n)</i></li> <li>3. <i>delta (n)</i></li> <li>4. <i>pangolin (n)</i></li> <li>5. <i>floating (adj)</i></li> </ol>
---	---

**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
<b>Task 2. Read the article and match the headings (1-4) with the appropriate paragraph (A-D) (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the four headings and checks Ss' understanding.</li> <li>- 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.</li> <li>- Teacher checks answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text, <i>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...)</i></li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. D</li> <li>3. A</li> <li>4. B</li> </ol>
<b>Task 3. Read the article again and complete the sentences with no more than three words. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the statements and underline the key words in each of them.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>biodiversity</i></li> <li>2. <i>central part</i></li> <li>3. <i>mammal species</i></li> <li>4. <i>species of plants</i></li> </ol>

<ul style="list-style-type: none"> <li>- Teacher checks whether Ss have got the right key words (e.g., 1. <i>famous, rare, rich</i>; 2. <i>waterways, surround, national park</i>; 3. <i>two hundred</i>; 4. <i>32</i>; 5. <i>best time, visit</i>).</li> <li>- 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.</li> <li>- Teacher has Ss work in pairs or groups to compare answers.</li> <li>- 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.</li> </ul> <p><i><b>Extension:</b> 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>5. August to November</p>
---	------------------------------

**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><b>Task 4. Discussion</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher invites one or two pairs of Ss to present their ideas to the class. Praise for interesting ideas and fluent delivery.</li> </ul>	<p><b>Suggested answers:</b> <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**  
**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**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>	<b>Vietnamese equivalent</b>
1. mass tourism (noun phrase)	/mæs 'tʊərizəm/	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)	/,kɑːbən '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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

## 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><b>Watch a video</b>  <a href="https://www.youtube.com/watch?v=kHhspf5IfdE">https://www.youtube.com/watch?v=kHhspf5IfdE</a></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.</li> <li>- Ss watch the video once and answer the question: <i>What did the group of students do in the video to protect biodiversity?</i></li> <li>- All teams stick the paper on the boards.</li> <li>- Teacher checks answers of each group.</li> <li>- The group that has the most correct answers is the winner.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <i>Discuss reasons for deforestation and the effects</i></li> <li>- <i>Develop a list of actions to restore the forest</i></li> <li>- <i>Animate a community radio program</i></li> <li>- <i>Organize role-play activities to raise awareness</i></li> </ul>

#### 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
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. <i>mass tourism (n.phr)</i></li> <li>2. <i>carbon footprint (n.phr)</i></li> <li>3. <i>shelter (n)</i></li> <li>4. <i>native (adj)</i></li> </ol>
<b>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. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher reminds Ss of the reading text about U Minh Thuong National Park, and elicits what is it famous for, <i>e.g., rich and rare biodiversity, ecosystem conservation, many species of birds and mammals, and what we should do, e.g., protect its biodiversity.</i></li> <li>- Teacher asks Ss to read the list in the table and decide which of the actions can help protect biodiversity.</li> <li>- Teacher checks answer as a class.</li> <li>- Teacher lets Ss brainstorm two more ideas, <i>e.g., 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></li> </ul>	<p><b>Answer key:</b></p> <p>1, 2, 4</p>
<b>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)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks Ss to look at the example and note down the necessary phrases or expressions to use for their ideas</li> </ul>	<p><b>Suggested answer:</b></p> <p><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>

<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the questions. Tell them that they are going to work in pairs to answer these questions.</li> <li>- Before they start, quickly review the communication strategies for giving their opinions and reasons in a conversation by asking, <i>e.g. How can we give opinion and reasons in a conversation?</i></li> <li>- Teacher encourages Ss to use these strategies when they answer the questions in pairs.</li> <li>- Teacher walks around and provide help if necessary.</li> </ul>	
--	--

**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
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the instruction and check their understanding.</li> <li>- 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.</li> <li>- 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.</li> <li>- Set a time limit for this activity.</li> <li>- Walk round the class and offer help if necessary.</li> </ul>	<p><b>Suggested answers:</b></p> <p><i>2. 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><i>3. 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. 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.</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 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
<b>Task 4. Report your answer to the whole class. Vote for the best answer.</b>	
<ul style="list-style-type: none"> <li>- Teacher has some Ss or groups share their answers to each situation in front of the class.</li> <li>- Teacher praises for good effort, well-structured responses and fluent delivery.</li> <li>- 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.</li> </ul> <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**

<p><i>Date of teaching</i></p> <p><b>Unit 10: The ecosystem</b></p> <p><b>Lesson 4: Speaking – Ways to protect local biodiversity</b></p>
<p><b>*Warm-up</b></p>
<p><b>* Vocabulary</b></p> <ol style="list-style-type: none"><li>1. mass tourism (n.phr)</li><li>2. carbon footprint (n.phr)</li><li>3. shelter (n)</li><li>4. native (adj)</li></ol>
<ul style="list-style-type: none"><li>- 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</li><li>- Task 2. Work in pairs. Choose a way to protect local biodiversity from the list in Task 1, and tell your partner about it.</li><li>- 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.</li><li>- Task 4. Report your answer to the whole class. Vote for the best answer.</li></ul>
<p><b>*Homework</b></p>

**UNIT 10: THE ECOSYSTEM**
**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**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. coral reef (n)	/'kɔrəl 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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

### 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;

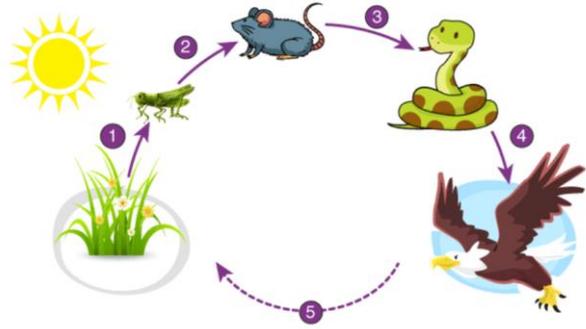
##### b. Content:

- 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><b>Game: Food chain</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- Teacher explains what a food chain is.</li> <li>- Teacher asks Ss to put the animals in the correct positions in the food chain.</li> <li>- Ss stick the animal on their paper and put the paper on the board.</li> <li>- Teacher corrects and gives feedback.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p><i>Content:</i></p>  <p>The diagram illustrates a food chain with five numbered steps: 1. A grasshopper eats plants. 2. A mouse eats the grasshopper. 3. A snake eats the mouse. 4. An eagle eats the snake. 5. When the eagle dies, fungi break down the body and turn them into nutrients for the plants.</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
<b>Task 1. Choose the correct meaning of these words (4 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher calls on some pairs to share their answers. Correct answers as a whole class.</li> <li>- 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>”.</li> </ul>	<p><b>Suggested answers:</b></p> <p>1.B 2.A 3.A 4.B</p>
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students’ understanding with the “Rub out and remember” technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>Vocabulary:</b></p> <p>1. coral reef (n) 2. expert (n) 3. food chain (n) 4. run out of (v) 5. restore (v)</p>

### 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
<b>Task 2. Listen to a talk and choose the correct answers A, B or C (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss read each of the question and three options, and underline the most important key words in the questions, <i>e.g. (1. why, Dr Logan, give a talk; 2. Which, benefits, provided, a healthy ecosystem, NOT mentioned; 3. How much, coral reef, disappeared; 4. What, happen, result, damaging, ecosystem balance; 5. 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.</li> <li>- Teacher plays the recording and tells Ss to listen and choose the best answer for each question.</li> <li>- Teacher has Ss compare their answers in pairs / groups.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <p>1. B 2.C 3.B 4.B 5.A</p>
<b>Task 3. Listen to the talk again and decide the statements are True or False (9 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss read each of the statements and underline key words, <i>e.g. (1. Threat, Earth, biodiversity, come, human activities; 2. Nearly half, world's forest, destroyed; 3. disappearance, species, cause problem, food chain; 4. 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 include paraphrased or different information from what they hear in the recording so they should listen for synonyms, antonyms or phrases with similar meanings.</li> <li>- Teacher tells Ss to decide whether each statement is true or false based on their listening in 2.</li> <li>- Teacher plays the recording again and has Ss check whether their answers are correct.</li> <li>- Teacher has Ss compare their answers in pairs / groups.</li> <li>- 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.</li> <li>- Teacher lets Ss listen again, pausing at the places where Ss can find the information.</li> </ul>	<p><b>Answer key:</b></p> <p><b>Key:</b> 1. T      2. F      3. T      4. F</p>

**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"> <li>- Teacher asks Ss to work in groups and discuss the question. Teacher walks round the class and offer help.</li> <li>- Teacher calls on Ss from different groups to share their ideas with the class.</li> </ul>	<p><b>Suggested ideas:</b></p> <ul style="list-style-type: none"> <li>- Try eco-friendly products</li> <li>- Plant more trees</li> <li>- Reduce, reuse and recycle materials</li> <li>- Save water</li> <li>- Conserve energy</li> <li>- Buy local, in-season produce and organic food if possible</li> </ul>

**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

### 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"> <li>- Guide students to make an outline before they write.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

#### 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



<b>Useful expressions (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher gives Ss a handout and asks them to classify the items into correct categories: Introduction, Body, Conclusion</li> <li>- Teacher lets Ss work in groups.</li> <li>- The groups show their answers on the board.</li> <li>- The whole class check the task together.</li> </ul>	<b>List of expressions:</b> <b>- Introduction</b> + <i>Today, many people argue that ...</i> + <i>From my point of view/In my opinion, this is/people should ...</i> <b>- Body</b> + <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> <b>- Conclusion</b> + <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
<b>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.</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to study the outline or they may refer to the structure in Unit 2.</li> <li>- 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.</li> <li>- Teacher sets a time limit for the task. Walk round the class to give further support if needed.</li> </ul>	<b>Suggested answer:</b> <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> <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> <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>

<ul style="list-style-type: none"> <li>- When Ss finish writing, teacher gives them time to check their own essay.</li> </ul>	<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><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss</li> <li>- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ul style="list-style-type: none"> <li>26. Organization: .../10</li> <li>27. Legibility: .../10</li> <li>28. Ideas: .../10</li> <li>29. Word choice: .../10</li> <li>30. Grammar usage and mechanics: .../10</li> <li>TOTAL: .../50</li> </ul>

**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 10: The ecosystem**

**Lesson 6: Writing – An opinion essay about spending more money on restoring local ecosystems**

**\*Warm-up**

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

## 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><b>Watch a video</b>  <a href="https://www.youtube.com/watch?v=sAPK6-pEoPk">https://www.youtube.com/watch?v=sAPK6-pEoPk</a></p> <ul style="list-style-type: none"> <li>- Ss work in pairs and watch a video.</li> <li>- Ss answer the questions: <i>Which expressions are used to talk about likes and dislikes in the video?</i></li> <li>- In pairs. One student lists out the expressions to talk about likes, one notes down the dislikes.</li> <li>- Teacher calls some pairs to write their answers on the board.</li> <li>- Teacher checks the answers and leads in the lesson.</li> </ul>	<p><b>Answer key:</b></p> <table border="1"> <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>																		
<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>																		

**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
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- 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.</li> <li>- Teacher has Ss listen and complete the conversation with the words from the box.</li> <li>- Teacher checks answers by asking two Ss to read out the conversation.</li> <li>- 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>)</li> <li>- Teacher puts Ss in pairs and has them practise the conversation.</li> <li>- Teacher invites some pairs to role play the conversation in front of the class.</li> </ul>	<p><b>Answer key</b> 1. C 2.A. 3.B</p> <p><b>Audio script:</b></p> <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>
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: expressing likes and dislikes</li> <li>- Ss work in groups to do the task.</li> </ul>	<p><b>Useful expressions</b></p> <p><b>- Expressing likes:</b></p> <p>+ <i>I love/adore ...</i></p> <p>+ <i>I'm really into ...</i></p>

<ul style="list-style-type: none"> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<ul style="list-style-type: none"> <li>+ <i>I'm a (big) fan of ...</i></li> <li>+ <i>I'm keen on ...</i></li> <li>+ <i>I'm into ...</i></li> <li>- <b>Expressing dislikes:</b></li> <li>+ <i>I hate/don't like ...</i></li> <li>+ <i>I can't bear/stand ...</i></li> <li>+ <i>I'm not really into ...</i></li> <li>+ <i>... is not my favorite</i></li> </ul>
--	---

**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)**

<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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></li> <li>- Teacher walks around the class and provides help if needed.</li> <li>- 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.</li> </ul>	<p><b>Sample conversations:</b></p> <p><b>Situation 1.</b></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><b>Situation 2.</b></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>
---	---

**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 if the projects are applicable in Vietnam.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Pre-teach vocabulary</b> (5 mins)	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words</b></p> <ol style="list-style-type: none"> <li>1. <i>fancy</i> (v)</li> <li>2. <i>cruelty</i> (n)</li> <li>3. <i>barrier</i> (n)</li> <li>4. <i>snorkelling</i> (n)</li> <li>5. <i>marine</i> (adj)</li> </ol>
<b>Task 1. Read the text and tick the correct project in the table</b> (7 mins)	
<ul style="list-style-type: none"> <li>- 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></li> <li>- 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></li> <li>- Teacher puts Ss into pairs. Ask them to read the text and complete the table by putting a tick under the correct project.</li> <li>- Teacher walks round the class and offer help, explaining unfamiliar words or answering questions.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <p><i>The Great Green Wall: 2,3. Belize</i></p> <p><i>Barrier Reef System: 1,4</i></p>
<b>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?</b> (8 mins)	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups to discuss whether Viet Nam have similar projects of protecting ecosystems.</li> </ul>	<p><b>Students' own ideas</b></p>

- Teacher provides some prompts, guiding questions (*Do we have the same projects in Vietnam? Where are they implemented?...*) 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.

**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><b>Unit 10: The ecosystem</b></p> <p><b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b></p> <p><b>* Everyday English. Expressing likes and dislikes</b></p> <ul style="list-style-type: none"> <li>- <b>Task 1:</b> Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.116)</li> <li>- <b>Task 2:</b> 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)</li> </ul> <p><b>* CLIL (Culture) Preserving heritage around the world</b></p> <ul style="list-style-type: none"> <li>- <b>Task 1:</b> Read the text and tick the correct project in the table (p.117)</li> <li>- <b>Task 2.</b> 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)</li> </ul> <p><b>*Homework</b></p>
---

**UNIT 6: THE ECOSYSTEM**  
**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**

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

**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;"><b>MIMING GAME</b></p> <ul style="list-style-type: none"> <li>- Teacher lists out some words that Ss have learnt in Unit 10</li> <li>- Teacher has a volunteer come to the front then whispers one of the words into his/her ears.</li> <li>- 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.</li> <li>- The class plays the game together.</li> <li>- T checks if the answers are correct or incorrect and leads in the lesson</li> </ul>	<p><i>Suggested words:</i>  <i>Flora and fauna</i>  <i>Bacteria</i>  <i>Ecosystem</i>  <i>Insect</i>  <i>Climate change</i>  <i>Biodiversity</i></p>

**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
<b>Task 1: Mark the intonation in the question tags. Then listen and check. Practise saying them in pairs. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to mark the intonation on the question tags in each sentence individually, then compare their answers in pairs.</li> <li>- Teacher plays the recording for Ss to check their answers.</li> <li>- Teacher has Ss practise saying the sentences out loud in pairs, making sure they use appropriate intonation on the question tags in bold.</li> <li>- Teacher asks several Ss to say these sentences out loud in front of the class. Praise for using appropriate intonation and fluent delivery.</li> </ul>	<p><i>Audio script and key:</i>  1. I don't know where my key is. Help me find it, <b>will you?</b> ↗  2. People have destroyed so many forests, <b>haven't they?</b> ↘ When's deforestation going to stop?  3. I've been to Yellowstone. It's a famous natural park in the USA, <b>isn't it?</b> ↘  4. I don't know much about Sam. He didn't graduate from university, <b>did he?</b> ↗</p>

<b>Task 2: Choose the correct word or phrase to complete each sentence (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read each sentence and check comprehension. Then focus Ss' attention on the options.</li> <li>- Teacher tells Ss to study the context carefully and decide on the suitable word to complete each sentence.</li> <li>- Teacher has Ss check their answers in pairs / groups.</li> <li>- Teacher checks answers as a class by asking individual Ss to read the sentences.</li> </ul>	<b>Answer key</b> 1. <i>species</i> 2. <i>conservation</i> 3. <i>Ecosystems</i> 4. <i>resources</i>
<b>Task 3: Find and correct the mistakes in the following sentences (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read each sentence and find the mistake and correct it.</li> <li>- Teacher has Ss check their answers in pairs / groups.</li> <li>- Teacher checks answers by asking individual Ss to read a sentence each.</li> </ul>	<b>Answer key:</b> 1. <i>bus stop =&gt; bus stop</i> 2. <i>sunsetting =&gt; sunset</i> 3. <i>sightsee =&gt; sightseeing</i> 4. <i>wildlives =&gt; wildlife</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 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
<b>Instructions (given in Lesson 1 – Getting Started)</b>	
<ul style="list-style-type: none"> <li>- T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups.</li> <li>- 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.</li> </ul>	<b><i>Suggested checklist for peer assessment and self-assessment are attached below as appendixes.</i></b>

<ul style="list-style-type: none"> <li>- Teacher has Ss work in their groups. Give them a few minutes to prepare for the presentation.</li> <li>- 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.</li> <li>- If necessary, teacher goes through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Teacher gives praise and feedback after each presentation.</li> <li>- Teacher can also give Ss marks for their presentation as part of their continuous assessment</li> </ul>	
<b>Students' presentations</b>	
<ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> <li>- When one group make presentation, others listen and complete the evaluation sheet.</li> </ul>	

**Suggested checklist for peer assessment:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- 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.		
<b>CONTENT:</b> The presentation includes the following information:		
What the heritage is		
What it is famous for		
How important it is		

<i>What we can do to preserve it</i>		
<b>VISUAL AIDS:</b>		
<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>
<b>DELIVERY</b>		
<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>		
<b>CONTENT:</b> <i>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>		
<b>VISUAL AIDS:</b>		
<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 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**