

Hoang Van Thu High School

Teacher's name: Pham Thu Quyen

Class: 11

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

Assumption

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

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

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

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

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

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

Assumption

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

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

e. Assessment

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

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce words / phrases related to health and fitness.
- To help Ss practise the words in meaningful contexts.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

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

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

Assumption

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

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

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

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

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

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

Assumption

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

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

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

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

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

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

Assumption

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

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

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

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

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

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

Assumptions

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

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

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

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

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

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

Assumption

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

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

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

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

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

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

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

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

e. Assessment

- Teacher checks students' answers and gives feedback.

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

a. Objectives:

- To help Ss practise structures to start a conversation or discussion;

- To give Ss an opportunity to practice talking about different generations;

- To provide Ss with some differences among generations.

b. Content:

- Task 1. Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs. (p.22)

- Task 2. Work in pairs. Talk about the different generations of your family. Use the model and tips in 1, and the ideas below to help you. (p.23)

- Task 3. Work in groups. Discuss the following question and then report to the whole class. (p23)

c. Expected outcomes:

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

d. Organisation

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

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

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

Assumption

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

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

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

e. Assessment

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

Tapescript:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Suggested checklist for peer assessment:

Suggested checklist for self-assessment:

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
- Phone multimedia tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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

Assumption

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

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

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

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

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

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
- Phone multimedia công tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phone number: 090 92 92 92 92 tác hoclieu.vn

Assumption

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

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

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

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

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

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

Assumption

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

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

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

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

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

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
- Phone multimedia website hoclieu.vn

Assumption

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

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 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

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 sameple 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

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

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

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
- Phone multimedia tác hoclieu.vn

Language analysis

1. parking space (n)
2. medical check-up (n)
3. unlock (v)

Assumption

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

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

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

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

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

- Phn m m t ng tác hoclieu.vn

Assumption

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

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

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

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

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

- Phn m m t ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Ph
n m
t
ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phn m m t ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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

- Phấn mằm tằm tác hoclieu.vn

Assumption

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

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

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

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

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

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phone multimedia tác hoclieu.vn

Assumption

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

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

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 a presentation.

b. Content:

- Presentation of posters about features of an ASEAN country.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

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.

- Suggested checklist for self-assessment:

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

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
- Ph
n m
m t
ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phonemic transcription tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phone / tablet / laptop / hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phone number: 090 909 0909 tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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

- Phn m m tng tác hoclieu.vn

Assumption

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

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

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

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

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

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
- Phone number: 090 90 90 90 tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

- Phone multimedia tác hoclieu.vn

Assumption

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

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

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

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.

- Suggested checklist for self-assessment:

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

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
- Phonem.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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 or 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

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

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
- Phone number: 090 90 90 90 tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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

- Ph
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ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phonem.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phn m m tng tác hoclieu.vn

Assumption

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

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

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

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

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

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

- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

- Phn m m tng tác hoclieu.vn

Assumption

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

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

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

Suggested checklist for peer assessment:

Suggested checklist for self-assessment:

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

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 1: Getting started – Planning our education

GETTING STARTED

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic Education options for school-leavers;

- Gain vocabulary to talk about plan the education;

- Get to know the language aspects: Perfect gerunds.

2. Competences

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities

3. Personal qualities

- Familiarize with the ways to plan the education;

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 7

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Ph \ddot{a} n m \ddot{a} m t \ddot{a} ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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

- Phấn m■m t■ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phone multimedia tác hoclieu.vn

Assumption

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

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

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

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

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

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

- Phn m m t ng tác hoclieu.vn

Assumption

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

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

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

e. Assessment

- Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

Tapescript:

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

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

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
- Phone number: 091 234 5678 tác hoclieu.vn

Assumption

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

e. Assessment

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

2. ACTIVITY 1: PRE-WRITING (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

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

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

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

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
- Phim m■m t■ng tác hoclieu.vn

Assumption

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

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

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

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

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

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
- Phone number: 090 90 90 90

Assumption

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

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

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

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

Suggested checklist for peer assessment:

Suggested checklist for self-assessment:

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phone number: 091 234 5678

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:

It was Nam that/who taught Mai how to use the app in the library last weekend. (Focus on Nam - S)

It was the app that Nam taught Mai how to use in the library last weekend. (Focus on the app - O)

It was in the library that Nam taught Mai how to use the app last weekend. (Focus on Nam - A)

Assumption

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

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

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

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

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

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
- Phone multimedia tác hoclieu.vn

Assumption

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

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

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

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

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

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
- Phone number: 090 90 90 90

Language analysis

Assumption

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

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

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

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

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

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
- Phone multimedia tác hoclieu.vn

Assumption

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

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

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

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

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

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
- Phonemictungtac.hoclieu.vn

Assumption

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

e. Assessment

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

2. ACTIVITY 1: PRE-WRITING (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

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

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

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

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

- Phn m m t ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phone multimedia tác hoclieu.vn

Assumption

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

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

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

Suggested checklist for self-assessment:

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

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Ph \square n m \square m t \square \square ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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

- Phone multimedia công tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phone number: 090 90 90 90 tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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

- Phn m m t ng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phn m m tng tác hoclieu.vn

Assumption

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

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

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

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

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

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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
- Phone multimedia tác hoclieu.vn

Assumption

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

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

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

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.
- Suggested checklist for self-assessment:

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

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phn m m tng tác hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phonmimtung.tac.hoclieu.vn

Language analysis

Assumption

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

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

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

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

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

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
- Phone number: 090 90 90 90

Language analysis

Assumption

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

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

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

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

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

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
- [Phonmimting tac hoclieu.vn](http://Phonmimting.tac.hoclieu.vn)

Language analysis

Assumption

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

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

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

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

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

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

- Phím máy tính tác hoclieu.vn

Assumption

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

e. Assessment

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

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

a. Objectives:

- To help Ss generate ideas about restoring local ecosystems.

b. Content:

- Task 1. Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems. (p.116)

c. Expected outcomes:

- Students have some ideas about restoring local ecosystems.

d. Organisation

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

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

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

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
- Phn m m t ng tác hoclieu.vn

Language analysis

Assumption

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

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

e. Assessment

- Teacher observes Ss's work and give feedback.

- Teacher gives score to evaluate Ss' performance.

3. ACTIVITY 2: CLIL (20 mins)

a. Objectives:

- To help Ss practise reading comprehension;

- To help Ss learn about how to protect the ecosystems around the world.

- To give Ss an opportunity to relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and tick the correct project in the table (p.117)

- Task 2. Work in groups. Discuss the following questions. Are there similar projects in Vietnam? Do you think the projects in Task 1 can be applied in Vietnam? (p.118)

c. Expected outcomes:

- Students understand the information, practise reading skills and develop critical thinking to decide is the projects are applicable in Vietnam.

d. Organisation

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

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
- Phn m m tng tác hoclieu.vn

Assumption

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

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

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

Suggested checklist for peer assessment:

Suggested checklist for self-assessment:

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