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TRƯỜNG THCS VÀ THPT NGUYỄN KHUYẾN
TRƯỜNG TH-THCS VÀ THPT LÊ THÁNH TÔNG

HỘI THẢO KHOA HỌC

đề tài:

**CÁCH TỔ CHỨC DẠY HỌC
THEO SÁCH GIÁO KHOA
TIẾNG ANH 8 VÀ 11**

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Dear invited guests,

We, representing the English Group of Nguyen Khuyen High School and Le Thanh Tong High School, sincerely welcome you to participate in a particular scientific seminar within the framework of the cooperation program. Cooperation between the two schools. This seminar will take place with the important topic: "HOW TO ORGANIZE TEACHING SOME TYPES OF LESSON IN GRADE 8 and 11 ENGLISH BOOKS."

We organize this seminar to create an opportunity for teachers in the English team to have time and space to discuss, exchange experiences, and share the most effective teaching methods. With the diversity and richness of grade 8 and 11 English textbooks, organizing teaching reasonably and creatively is challenging for teachers. Through this seminar, we can learn and develop teaching methods to bring the best educational experience to students.

The conference program will include discussions, analysis of textbooks, and sharing of successful teaching methods that our teachers have applied in the classroom. In addition, you will also have the opportunity to participate in group chats and ask questions of experts in the field.

This seminar will bring great value to your teaching career and help improve the quality of English education at our two schools. Let's use this time together to exchange ideas, learn, and develop our teaching abilities.

Thank you very much for participating in and supporting our seminar. We look forward to sharing and learning with you during this conference.

Best regards,

Ms. Lê Thị Mỹ Hà and Ms. Nguyễn Thị Nga

(Representing the English group of Nguyen Khuyen and Le Thanh Tong High School)

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HOW TO TEACH

LESSON 1F- READING: ADOLESCENCE - UNIT 1: GENERATIONS

Mrs. Lê Thị Mỹ Hà – THCS-THPT Nguyễn Khuyến

I. INTRODUCTION:

In addition to continuing to introduce students to useful knowledge about science, technology, culture, and life..., English 11 Friends Global adds practical topics such as global warming and preserving health. health, successful role models, city tours... Readings are based on real data, real people, and real life. The readings have a word count compatible with the curriculum framework, have healthy content, are highly educational, equip students with new, modern knowledge, and enhance positive life qualities. Reading Unit 1 is one of those interesting topics. Here's how to organize activities to teach reading lesson Unit 1: “**ADOLESCENCE**”

II. THE OBJECTIVES OF TEACHING THIS READING LESSON:

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

1. Knowledge

- Understand a text about how teenagers can get on better with their parents.
- Gain vocabulary to handle family tensions and present ideas.

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 gapped-sentence tasks.
- Develop self-study skills.

III. MATERIALS FOR THIS LESSON:

- Grade 11 textbook, Unit 1, Reading
- Computer connected to the Internet
- Projector OR TV

IV. PROCEDURES:

1. Pre-Reading Activities:

Activate Prior Knowledge:

To introduce the new lesson and set the scene for students to acquire a new language and get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed. The teacher asks the students: “**Do you sometimes argue with your**

parents? What do you argue about, and why? Use the ideas below to help you”

Then, ask students **to share their experiences or thoughts about adolescence and their relationships with their parents.** This can help create a connection with the topic

Ask the students to read the Reading Strategy. Then, read the sentences below and the highlighted words in the text. Say which sentence links to which highlighted word and underline the part of the sentence which helped you to decide. (10 mins)

- Go through the Reading Strategy together.
- Students read the missing sentences and match them with the highlighted words.
- Check answers as a class.

Answers:

A Links to “opinions” and “idealistic”: ... see the world differently, your own...

B Extra sentence (does not link to any highlighted words)

C Links to “Secondly”: Firstly, ...

D Links to “communication”: ...talking to your parents

E Links to “Physically”: Emotionally and socially, ...

F Links to “made decisions”: ... hate being told what to do

G Extra sentence (does not link to any highlighted words)

HOW TO HANDLE YOUR PARENTS

Adolescence is a difficult time for both parents and teenagers as it is a period of physical, social and emotional changes. Physically, as a dependent pre-teen child, you are being transformed into an independent young adult.

¹ **In general, emotionally and socially, adolescents like you are experiencing profound changes in terms of freedom, privacy, interests, decisions and opinions.**

First, you want more freedom to choose who to see and when. You used to be most happy in the company of your parents. Now you want to spend some more time on your own. Second, your parents made most decisions before adolescence. But now you want to decide things for yourselves. ² **You hate being told what to do all the time.** Above all, adolescents have strong opinions and are idealistic. ³ **You see the world differently, develop your own views and your own sense of right and wrong.** You feel you have all the answers while adults don't.

All these perfectly normal changes will affect teenagers' relationship with parents. So what can you, as adolescents, do to stay on good terms with your parents? ⁴ **Firstly, let your parents know that you still love and value them.** Secondly, try to agree rules and boundaries and prove to be dependable. Keep your words and stick to rules. Thirdly, try to understand why they might be irritated by your behaviour. Show your parents that you are capable of an independent life by taking care of your own school work and maintaining a healthy lifestyle. Finally, it's all about communication! ⁵ **Keep talking**

to your parents. The more disconnected they feel, the more critical, distrustful and controlling they tend to become.

2. During Reading:

- **Chunk the Text:** Break down the text into manageable sections, and discuss each section before moving on. This helps in digesting the information more effectively.
- **Annotate and Highlight:** Encourage students to annotate and highlight important points, unfamiliar words, or sentences they find interesting or confusing.
- **Vocabulary:** Address any challenging vocabulary words or phrases and discuss their meanings to ensure comprehension.
 - **Adolescence:** The period of life between childhood and adulthood, typically characterized by physical, social, and emotional changes.
 - **Profound:** Deep and significant; having a strong impact.
 - **Freedom:** The ability to act, speak, or think as one wishes without being controlled or restricted.
 - **Privacy:** The state of being free from intrusion or observation by others; the right to keep personal matters confidential.
 - **Dependent:** Relying on someone or something for support or sustenance.
 - **Independent:** Capable of functioning on one's own without relying on others.
 - **Opinions:** Personal beliefs or judgments about a particular subject.
 - **Idealistic:** Having high ideals or principles; often seeing things in an optimistic and perfect way.
 - **Views:** Perspectives or ways of looking at things.
 - **Sense of Right and Wrong:** An individual's understanding of what is morally acceptable and what is not.
 - **Relationship:** The way in which two or more people or things are connected or interact with each other.
 - **Boundaries:** Limits or guidelines that define acceptable behavior or interactions.
 - **Dependable:** Reliable and trustworthy; someone or something that can be counted on.
 - **Disconnected:** Not connected or in communication with others.
 - **Critical:** Expressing disapproval or criticism; having a tendency to find fault.
 - **Distrustful:** Showing a lack of trust or confidence in someone or something.
 - **Controlling:** Exerting influence or authority over others, often in a domineering or restrictive manner.

3. Post-Reading Activities:

- **Discussion:** Facilitate a group discussion on the main ideas presented in the text. Encourage students to express their opinions and thoughts on each point.
- **Reflection:** Ask students to reflect on their own experiences and how the advice given in the text relates to their lives.
- **Summarization:** Have students write a brief summary of the text, highlighting the key points and recommendations.

4. Critical Thinking:

- **Questioning:** Ask open-ended questions that require students to think critically about the content. For example,
 - "Why do adolescents seek more independence? How might this affect their relationship with parents?"
 - Adolescence is described as a period of physical, social, and emotional changes. Why do you think these changes can be challenging for both teenagers and parents? How might these changes affect family dynamics and relationships?
 - The text mentions that adolescents often desire more freedom. Why is this desire for independence important for personal growth? What are some potential benefits and drawbacks of having more freedom during adolescence?
 - The text suggests that adolescents develop strong opinions and become idealistic. How might having strong opinions impact communication with parents and other authority figures? Can idealism be both a strength and a weakness during adolescence?
 - According to the text, maintaining a good relationship with parents during adolescence is important. What strategies does the text recommend for adolescents to achieve this? How might these strategies help improve parent-teen relationships?
 - The text emphasizes the importance of communication. Why is effective communication crucial during adolescence, and how can it help bridge the generation gap between teenagers and their parents? What are some challenges teenagers might face when trying to communicate with their parents?
 - Think about a personal experience or observation where you've seen adolescents and parents struggling to understand each other during this stage. How might the advice given in the text have helped in that situation?
 - Consider the idea that the more disconnected parents feel, the more critical, distrustful, and controlling they may become. Why do you think this happens? How can both teenagers and parents work together to prevent or address this issue?
- **Comparisons:** Encourage students to compare and contrast their own experiences with those described in the text. This can lead to deeper insights.

5. Writing Assignments:

Assign written responses where students express their own views on adolescence and their relationships with parents. This could be in the form of essays, journals, or letters.

Real-Life Application:

Discuss real-life scenarios and case studies related to adolescent-parent relationships. Encourage students to apply the advice from the text to these situations.

Multimedia and Visual Aids:

6. Use multimedia resources, such as videos or images, to complement the text and provide a visual understanding of the content.

7. Feedback and Assessment:

Provide constructive feedback on students' written assignments and participation in discussions. Assess their ability to grasp the main ideas and apply them to real-life situations.

These activities provide opportunities for secondary school students to practice their reading skills in fun yet challenging ways while promoting better communication abilities overall!

V. CONCLUSION:

In conclusion, the journey through adolescence is undeniably a challenging one, marked by significant physical, social, and emotional transformations for both teenagers and their parents. During this transitional phase, it's natural for teenagers to seek greater independence and develop their unique perspectives on the world. However, maintaining a positive and supportive relationship with parents is not only possible but also highly beneficial.

As we've explored in this lesson, effective communication, empathy, and a willingness to acknowledge the concerns and feelings of both adolescents and parents can go a long way in bridging the generation gap. By expressing love and appreciation, establishing clear rules and boundaries, and demonstrating responsibility, teenagers can foster healthy relationships with their parents.

It's important to recognize that the challenges and changes described in this text are part of a normal developmental process. Adolescents have the potential to navigate this period successfully by applying the principles discussed here. By doing so, they not only enhance their relationships with their parents but also develop important life skills that will serve them well in adulthood.

In the end, the key takeaway from this reading is that while adolescence may bring about its share of difficulties, it also offers opportunities for growth, self-discovery, and strengthened family bonds when approached with understanding, patience, and open communication.

HOW TO TEACH VOCABULARY

UNIT 3: SUSTAINABLE HEALTH - LESSON 3A-: PARTS OF THE BODY

Mrs. Nguyễn Thị Quế - THCS-THPT NGUYỄN KHUYẾN

I. INTRODUCTION:

English 11 Friends Global designs each lesson to be close to students, creating opportunities for students to access, practice, and remember lessons more easily. Furthermore, in each lesson there is always the integration of skills such as vocabulary learning, listening, speaking... which will help students be well prepared to acquire knowledge. At the same time, every teacher who wants students to grasp knowledge in the best way needs to prepare carefully by using images, visualizations, and videos... included in the lesson. Modern equipment always helps teachers and students achieve better learning results.

Vocabulary unit 3A: Parts of the body is a lesson close to every student, helping them discover many interesting things about the human body, simple things that seem obvious but bring a lot of fun to students.

II. OBJECTIVES

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

1. Knowledge

- Identify parts of the body.
- Gain vocabulary to talk about injuries and treatments.
- Review present perfect and past simple.
- Gain some trivial knowledge about the body.

2. Competences

- Discuss various parts of the body.
- Understand a conversation between doctors and their patients.
- Talk about experiences related to accidents and injuries.
- Develop self-study skills, collaborative skills and creativity.

3. Personal qualities

- Build an awareness of taking good care of different parts of the body.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

III. MATERIALS

- Grade 11 textbook, Unit 3, Vocabulary
- Computer connected to the Internet

- Projector or TV
- PowerPoint Unit 3A

IV. PROCEDURES

1. Activity 1: WARM-UP: (5 mins)

a. Objectives:

- Introduce the new lesson and set the scene for Ss to acquire a new language.
- Get students' attention at the beginning of the class.
- Activate students' background knowledge.



The teacher asks the students:

1. Where is the footballer?
2. What has happened, do you think?
3. How is the footballer feeling?

Students can guess the answer through the picture

This makes it easier to introduce vocabulary into the lesson.

2. Activity 2: Presentation (8 Mins)

a. Objectives:

- Students learn the form, pronunciation and when to use vocabulary related to the topic.

b. Content:

- Pre-teach vocabulary related to the topic.
- Exercise 1.
- Exercise 2.

c. Products:

- Ss discuss with their friends, do exercises in the book and say aloud the new vocabulary items

d. Organization

Exercise 2: Match 1–14 in the photo with pictures related to parts of the body from the list. Check the meaning of all the words in the list (10 mins)

Asks sts to WORK IN SMALL GROUPS (6 groups)

VOCABULARY

WORK IN SMALL GROUPS

Parts of the body

1	2	3	4	5	6
ankle /'æŋkəl/ blood /blʌd/ bottom /'bɔ:təm/ brain /breɪn/ calf /kæf/ cheek /tʃi:k/	chin /tʃɪn/ elbow /'el.bəʊ/ eyebrow /'aɪ.braʊ/ eyelid /'aɪ.lɪd/ forehead /'fɔ:.hed/ heart /hɑ:rt/	heel /hi:l/ hip /hɪp/ intestine /ɪn'tes.tɪn/ jaw /dʒɔ:/ kidney /'kɪd.ni/ knee /ni:/	shin /ʃɪn/ shoulder /'ʃəʊldə/ skin /skɪn/ skull /skʌl/ spine /spain/ stomach /'stʌmək/	lung /lʌŋ/ muscle /'mʌsl/ nail /neɪl/ neck /nek/ rib /rɪb/ scalp /skælp/	thigh /θaɪ/ throat /θrəʊt/ thumb /θʌm/ toe /təʊ / təʊ/ waist /weɪst/ wrist /rɪst/

- Each group one by one introduces their group's words through pronunciation.
- Teacher checks students' pronunciation and gives feedback.
- T asks Sts to match their six words with the parts of the body in the photo.
- Other groups observe and check the answers while watching the slides

3. Activity 3: Practice (15 Mins)

a. Objectives:

- Identify parts of the body by answering some questions.
- Review present perfect and past simple.
- Gain some trivial knowledge about the body.
- Understand a conversation between doctors and their patients.

b. Content:

- Exercise 3.
- Exercise 4.
- Exercise 5.
- Exercise 6.

c. Products:

- Ss discuss with their friends, do exercises in the book, and conduct oral correction.

d. Organization.

T puts Ss in pairs and gives them 2 minutes to work with their friends to ask and answer the questions.

Ss answer the questions.

Which parts of the body in the list in exercise 2

Work in pairs
1. are inside your body?

intestine kidney blood
lung skull muscle
heart brain rib spine
throat stomach Shin

Work in pairs
2. are part of your head or neck?

brain eyebrow chin
cheek scalp forehead
jaw eyelid throat
neck skull blood skin

Work in pairs
3. are part of your arm or hand?

elbow thumb nail
blood wrist
muscle skin

Work in pairs
4. are part of your leg or foot?

ankle heel shin
calf thigh
knee toe blood
muscle skin nail

T checks and shows visual aids for clarification.

Exercise 4:

Asks sts to act skit: What do you know about your body? (5 mins)

1 What is the most common blood type?
 a AB-
 b B-
 c O+

2 How much do fingernails grow per month?
 a 0.75 mm
 b 1.5 mm
 c 3 mm

3 Where exactly is your heart?
 a On the left of your chest
 b In the middle of your chest
 c In the middle of your chest, a bit to the left

4 How long are the human intestines?
 a 3.5 m
 b 8.5 m
 c 13.5 m

5 How many hairs are there on the human scalp?
 a 90,000–150,000
 b 150,000–190,000
 c 190,000–250,000

6 What is the human body's biggest organ?
 a Liver b Brain c Skin

7 What is the average thickness of human skin?
 a 1–2 mm b 2–3 mm c 3–4 mm

Answer key: 1 c 2 c 3 c 4 b 5 a 6 c 7 b

Exercise 5. Listen to three dialogues between doctors and their patients. Complete the table using the words below to complete the treatments. (7 mins)

5. VOCABULARY Listen to three dialogues between doctors and their patients. Complete the table using the words below to complete the treatments.

Treatments

thuốc kháng sinh băng gạc lớp băng bó

1. Antibiotics: / .æntɪbaɪ 'ɑːtɪk/
 2. bandage: / 'bændɪdʒ/
 3. cream:
 4. dressing:

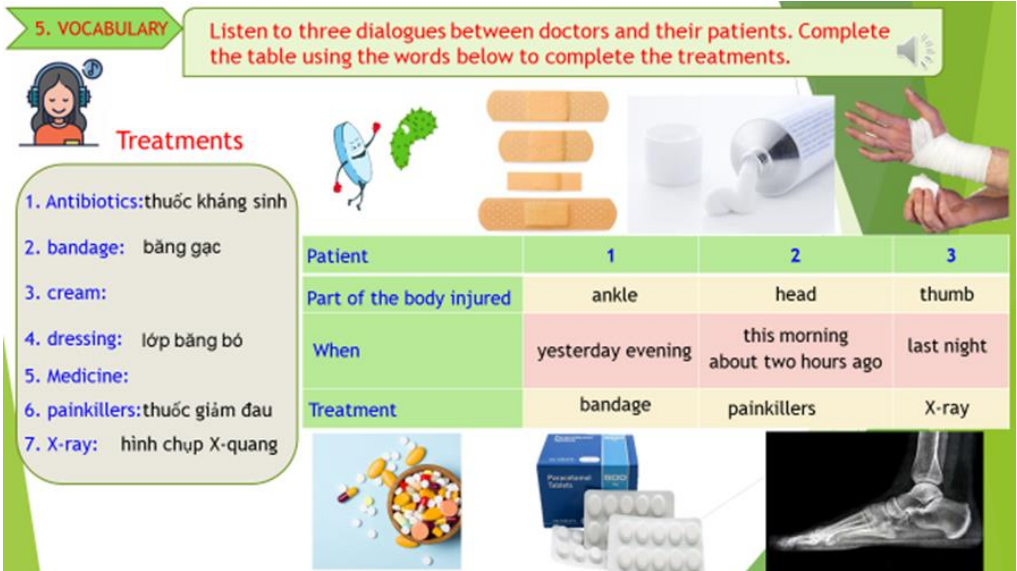
5. Medicine:
 6. painkillers:
 7. X-ray:

Thuốc thuốc giảm đau hình chụp X-quang

T goes through the instructions for the listening

- Pre-teach vocab for listening: T lets Ss do a quick matching exercise to teach them new vocab items and conducts oral drill for pronunciation

5. VOCABULARY Listen to three dialogues between doctors and their patients. Complete the table using the words below to complete the treatments.



Treatments

1. Antibiotics: thuốc kháng sinh
2. bandage: băng gạc
3. cream:
4. dressing: lớp băng bó
5. Medicine:
6. painkillers: thuốc giảm đau
7. X-ray: hình chụp X-quang

Patient	1	2	3
Part of the body injured	ankle	head	thumb
When	yesterday evening	this morning about two hours ago	last night
Treatment	bandage	painkillers	X-ray

- T plays the recording for students to complete the table.
- Ss check the answer with their friends and listen to the recording the second time.
- T checks answers as a class.

Exercise 6. Read the Recycle! box. Complete the extracts from the dialogues with the verbs in brackets. Use the present perfect or past simple. Listen again and check your answers. (5 mins)

Ss read the Recycle! Box to review past simple and present perfect. They then read the dialogue from the recording.

- Ss complete the dialogue.
- T plays the recording again for students to check their answers.

6. Read the Recycle! box Complete the extracts from the dialogues with the verbs in brackets. Use the present perfect or past simple. Listen again and check your answers.

Dialogue 1

a. My ankle really hurts. I think I Have twisted (twist) it.
 b. Yes, it's a bit swollen. You Have sprained (sprain) it.

Dialogue 2

c. I Have had (have) an accident. I banged (bang) my head.
 d. I tripped (trip) over the cat and hit (hit) my head on the corner of a table.

Dialogue 3

e. I Have hurt (hurt) my thumb. I _____ (trap) it in the car door.
 f. You certainly Have certainly bruised (bruise) it.
 g. It's really painful. Do you think I Have broken (break) it?

4. Activity 4: Production (10 Mins)

a. Objectives:

- Talk about experiences related to accidents and injuries.

b. Content:

- Exercise 7

c. Products:

- Students give a short talk.

d. Organisation

Exercise 7. Work in pairs. Ask and answer about experiences using the present perfect and the phrases below. If the answer is 'yes', give more information (5 mins)

T does the quick vocabulary teaching

7. SPEAKING Work in pairs. Ask and answer about experiences using the present perfect and the phrases below. If the answer is 'yes', give more information.

Accidents and injuries

- bang your head (Đâm đầu, đập đầu)
to strike or hit something against something (by accident)
- break a bone (gãy xương)
to be hurt, damaged, or destroyed by fire or extreme heat, or to cause this to happen
- bruise yourself badly (bị bầm tím, bị thâm tím)
to injure the skin or tissue beneath it without breaking the skin, typically by impact
- burn yourself (bị bỏng)
to be hurt, damaged, or destroyed by fire or extreme heat, or to cause this to happen

7. SPEAKING Work in pairs. Ask and answer about experiences using the present perfect and the phrases below. If the answer is 'yes', give more information.

Accidents and injuries

- cut yourself badly
an injury made when the skin is cut with something sharp
- twist your ankle /twist/
to injure part of your body, especially your ankle, wrist or knee, bending it in an uncomfortable way
- have a bad nosebleed /'nəʊzblɪd/
a condition where blood flows from the nose

Have you ever...?

LET'S
TALK

Have you ever broken a bone?

No, I haven't.



Yes, I have. I broke my arm when I was ten. I was climbing a tree and I fell to the ground.

Ss to look at the example questions and answers, and to start their questions with Have you ever ...?

- In pairs, students ask and answer the questions in 5 mins.

- Teacher observation on Ss' performance.

e. Assessment

Through the lesson, students are asked to get more information about parts of the body as well as easily communicate about situations that often occur while exercising in the schoolyard.

V. CONCLUSION:

As we conclude today's lesson, I encourage my students to reflect on their achievements. They've gained a deeper understanding of the human body and developed essential language skills. They remember the knowledge they've acquired is not just for the classroom; it's for life. Take good care of their bodies, be collaborative and supportive in your interactions, and continue to actively engage in your learning journey.

Thank you for your active participation, and I look forward to our continued exploration of Sustainable Health in English 11 Friends Global.

HOW TO TEACH GRAMMAR

LESSON 5D: MUST vs HAVE TO and MODALS in the past

UNIT 5: TECHNOLOGY

Mrs. Trần thị kim Thúy – THCS-THPT Nguyễn Khuyến

I. INTRODUCTION:

Grammar instruction is a crucial component of language learning, and mastering verb structures is a fundamental part of it. One common challenge for English learners is understanding the varying meanings among structures, especially when used in different forms. In this article in Unit 5D of the lesson Technology in the textbook Friends Global of grade 11, we will explore effective ways to teach students this aspect of grammar.

Grammar in unit 5D:

How to use "Must" and "Have To"

How to use Past Modals

- ✦ We help students to know that it's essential to grasp the distinction between "must" and "have to" in meaning and then how to use them in different forms.
- ✦ We help students understand how to express past actions, obligations, and expectations in English such as “ must have done” or “should have done”.... generally called as Modal Perfects or Past Modals or Modals in the past.

II. OBJECTIVES

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

1. Knowledge

- _ Clear understanding of the basic concept of "must" and "have to" and understanding of the subtle differences among past modals.
- _ Highlighting the contrast between the two "must" and "have to" by presenting sentences that use both forms in similar contexts. This comparison helps students understand the nuanced differences.
- _ Proficiency in reading comprehension helps students identify past modals in texts and understand their implications.
- _ Reviewing common mistakes that students make when using "must - have to" and “past modals”.
- _ With providing exercises and activities that require students to use these structures in real-life situations.
- _ Ensuring that students understand the different forms of "must" and "have to" in affirmations, questions and negatives , and know how to use them well in practice
- _ Ensuring that students understand the different meaning of Past Modals and know how to use them effectively.

2. Competences

- _ Students well understand the difference between present and past tense forms of "must" and "have to."
- _ Student well understand clear meaning of “modals in the past” and different meaning of them in use.
- _ Students can avoid making common mistakes when using "must - have to" and “past modals”.
- _ Students can use these forms in real-life situations.
- _ Students can create sentences about their own past experiences to reinforce the usage.

3. Personal qualities

With Must vs Have to

- _ Being able to analyze and apply grammar rules critically.
- _ Being more likely to absorb and use "must" and "have to" effectively, especially when used in practice.
- _ Being open to learning and accepting corrections when they make mistakes in using "must" and "have to" in the past

With Past Modals

- _ Being able to understand different meanings of Past Modals so that students can use them exactly.
- _ Having ability to precisely understand the context of a sentence or crucial situation.

III. MATERIALS FOR THIS LESSON:

- Grade 11 textbook, Unit 5, Grammar
- Computer connected to the Internet
- Projector OR TV : - PowerPoint Unit 5D
- Visual aids : such as timelines or diagrams to help visualize the timeline of events in the past.

IV. PROCEDURES

1. Activity 1: WARM-UP:

✦ With Must vs Have to

We can engage students with a fun and interactive warm-up activity : Obligation Timeline

- _ Explain to students that we will explore obligations or external obligations. Ask if they can think of any obligations they have at the present or in the past : yesterday or last week with “homework, chores, school...”.
- _ Discuss with students the right or wrong use of ‘must vs have to’ in different forms.
- _ We can lay the foundation for the main lesson “Must vs Have to”

MODAL VERBS **MUST vs. HAVE TO** Woodward

MUST	HAVE TO
The <i>speaker</i> thinks it is necessary. Personal opinion. Written rules/instructions.	Another <i>person</i> thinks it is necessary. External obligation. Facts, not opinions.
The teacher is giving the students an obligation / instructions. TEACHER: You must complete the essay by Friday. STUDENT: We have to complete the essay by Friday. The teacher has given us the obligation / instructions.	
We use <i>Had to</i> instead of <i>Must</i> in the past tense. - I <i>had to</i> pay my speeding ticket yesterday.	<i>Have to</i> is more common than <i>Must</i> in questions. - When do you <i>have to</i> finish the report?

www.grammarclt www.woodward-english.com www.vocabulary4u

✦ With Past Modals

We can use an activity Past Modal Guessing Game to help students realize how to use modals in the past.

- _ Give students with some sentences with Past Modals on the board or on small cards, then allow them to guess the meaning of the sentence they get.
- _ Discuss with the class the right or wrong answers about the meaning of those sentence samples.
- _ Discuss with students the right or wrong use of modals in the past with the photos of events.

2. Activity 2: Presentations

✦ With Must vs Have to

a. Objectives:

- _ Students read the dialogue and realize grammar structures related to the topic and used in it.
- _ Students grasp the meaning of grammar details in the dialogue.
- _ Students listening the tape and know how to pronounce “Must vs Have to” in different forms.

b. Content:

- _ Pre – teach grammar structures after warm – up activities with explaining the basic concept of “Must vs Have to”

LEARN THIS! Must vs have to

a. Must and have to both mean obligation. **Must** expresses obligation imposed by the speaker while **have to** expresses external obligation (following a rule).

b. Mustn't: it's necessary not to do something (If you do it, you will be in trouble.)
You **mustn't** use a dictionary during your test.

c. Don't have to: it's not necessary to do something
You **don't have to** answer all of the questions.

- Exercise 1.

- Exercise 2.

c. Products:

_ Students discuss with their friends the meaning of the dialogue by making questions. Students pay attention to grammar details having just learnt so that students have right answers for the context of the dialogue.

_ Students can finish Exercise 3 easily.

_ Developing communication skills both in writing and speaking with “Must vs Have to” .

d. Organization

_ Teacher checks students’ pronunciation of “Must vs Have to”.

_ Divide the class into 4 groups for making questions, answering the questions, giving feedback on another group’s answers with some given words for clues about some photos or ideas.

_ Teacher encourages students to actively participate and think critically about obligations to apply this grammar best.

✦ With Past Modals

a. Objectives:

_ Students grasp grammar details of Past Modals and the meaning of Past Modals used in situations.

_ Students understand that Past Modals are used to talk about actions that were expected, necessary, or advised in the past but didn't necessarily happen.

b. Content:

_ Pre – teach grammar structures after warm – up activities with explaining the basic concept of Past Modals.

LEARN THIS ! Modal verbs

a. We use **may / might / could have + past participle** for speculating about past events.

She may / might / could have gone home hours ago.

(= It's possible she went home hours ago.)

b. We use **may / might not have + past participle**

(but not could not have) as the negative.

She didn't phone. She might / may not have known my number.

(= It's possible she didn't know it.)

c. We use **must have and can't / couldn't have + past participle**

to make logical deductions about the past.

You can't / couldn't have seen Louis in town. He lives abroad now.

(= It's not possible that you saw him.)

You must have seen somebody who looks like him.

(= That is the only possible explanation)

d. We use **should / shouldn't have + past participle** to criticise past actions.

You should have phoned her before you went out.

You shouldn't have used all the credit on your phone.

- Exercise 4.

- Exercise 5.

c. Products:

_ Students catch grammar details having just learnt so that students precisely understand the context of the dialogue with Past Modal structures.

_ Students can explore different ways to express past actions and possibilities; simultaneously they can use Past Modals more flexibly.

_ Developing strong communication skills, both written and verbal, enables students to express themselves clearly when using Past Modals in conversations or writing.

d. Organization

_ Divide the class into small groups and give them some images of situations so that they can guess the meaning of those images with some given words for clues.

_ One group asks a question about the image they have, and then one group uses one appropriate past modal to describe that image. For examples :



_ Students can finish Exercise 4 and Exercise 5 exactly.

4. Activity 4: Production

a. Objectives:

- Talk about the photo with using Past Modals to describe it.

b. Content:

- Exercise 6

c. Products:

- Students give a short talk.

d. Organization

Exercise 6. Work in pairs. Students create their own sentences using Past Modals to express the situation in the photo

_ In pairs, students look at the photo, one asks a question about something happening in the photo, and one gives the answer with might / must / can't have happened.

_ Teacher observes students 'performance and gives great encouragement to them.

e. Assessment

After experiences with these structures, students can enhance their communication by beneficially using Past Modals to convey possibilities, probabilities, or hypothetical situations.

V. CONCLUSION:

Teaching grammar is not just about imparting knowledge but also about fostering a positive and conducive learning environment. Competence and personal qualities in both teachers and students play a significant role in creating effective grammar lessons and helping students develop language skills.

Grammar instruction is a crucial component of language learning, and mastering grammar structures is a fundamental part of it. It is important to create a classroom environment that encourages the development of these qualities and provides opportunities for students to practice using what they have learned.

Additionally, conducting regular assessments and offering constructive feedback on their use of what they have just learned can help students improve their skills in this area. Encouraging them to read and analyze texts that use grammar structures can also be a valuable exercise to reinforce their understanding of these grammar structures.

HOW TO TEACH LESSON 3B & 3D
GRAMMAR: SPECULATING AND PREDICTING
FUTURE CONTINUOUS AND FUTURE PERFECT
UNIT 3: SUSTAINABLE HEALTH

Mr. Trần Nguyễn Hoàng Phú – THCS-THPT Nguyễn Khuyến

I. Lesson

- Coursebook: Friends Global G11
- Unit 3B: Speculating and Predicting

Unit 3D: Future Continuous and Future Perfect

II. Rationale

- This lesson was chosen for three criteria introduced by Nuttall in 1996, including suitability, exploitability, and readability. In terms of suitability, the text was chosen due to its intriguing topic about sociocultural aspects of different parts of the world. Throughout the reading, students get their own curiosity to know more about the outside world, which specifically relates to “lucky discoveries”. In terms of exploitability, the reading text is appropriate to the Ss’ linguistic proficiency. Moreover, the reading paragraph allows students to sharpen the subskills, including skimming and scanning, with further practice of all four skills during the task. Also, the text is comprised of lexical and structural difficulty, which challenges students to complete the task. This fulfills the criteria of readability.
- Task-based Language Teaching (TBLT) was chosen for this lesson due to its own characteristics. First and foremost, since TBLT puts its stress on meaning-based content, it arouses the gap between student’s schemata and the target language.
- In this lesson, an “exhibit stations” activity was employed as it fosters groupwork among the students within a group. Moreover, this also foster creativity among students, in which they can expressively display their own inventions for future human healthcare. “Gallery walk” is applied in this lesson with a view to encouraging students to play a more active and contributory role in the lesson. This also fosters students’ physical activities within the classroom context.

III. Student’s profile

- Level of proficiency: Pre-Intermediate
- Age group: 17 years old
- Class size: 48 students
- L1 background: Before the lesson, students have prior knowledge about a number of health problems.
- L2 background: In the previous section 3A and 3C, students have learnt to:
 - use some vocabulary to talk about parts of the body, accidents, injuries, and treatment.
 - listen for numbers, dates and measurements

- use some vocabulary to talk about the body's limits and limits of human survival
- Anticipated problems: The lesson involves a lot of group work with detailed instructions which require students' attention. Also, there are a lot of interactive activities with further discussion. Hence there is a need for keen classroom management techniques of the teachers. Moreover, the activities require certain materials, so the teacher has to make sure there is enough equipment for all groups divided.

IV. Class duration: 45 minutes

V. Objectives

In this lesson, students are encouraged to read and understand texts about discoveries. Students will have the chance to improve sub-skills within the interactive activities (group work + presentation skills). Also, after the lesson, students will be able to talk about an invention or prediction of human healthcare in the future.

Specific Objectives	Students will be able to
Content	<ul style="list-style-type: none"> - Read and understand texts about the future. - Talk about the future.
Language	<p>1. Grammar</p> <ul style="list-style-type: none"> - Use modal verbs (will, may, might, could) to speculate and predict about the future. - Use the first conditional to talk about predictions about the future. - Use the Future Continuous and the Future Perfect to talk about a continuous and completed action respectively.
Skills	<p>Skills integration</p> <p>1. Reading</p> <ul style="list-style-type: none"> - Understand the excerpts about future health innovations. <p>2. Listening</p> <ul style="list-style-type: none"> - Understand the teacher’s instructions. - Understand other students’ presentations. - Practice note-taking skills when listening to a question, and answer (when listening to the teacher’s question) <p>Speaking</p> <ul style="list-style-type: none"> - Talk about health innovations and advances in the future. - Talk about the potential benefits of having new health innovations and advances in the future. <p>4. Writing</p> <ul style="list-style-type: none"> - Write a short paragraph about an invention of human well-being and healthcare in the future.
Resources & Materials	<p>Resources:</p> <p>Brown, H. D., & Lee, H. (2015). <i>Teaching by principles: an interactive approach to language pedagogy</i> (Fourth edition. ed.). Pearson Education.</p> <p>Materials:</p> <ul style="list-style-type: none"> -TV screen / Projector -Handouts

I. Teaching procedure

- | | |
|--------------------------------------|----------------|
| - Teacher: T | - Reading: R |
| - Students: Ss | - Writing: W |
| - Question(s): Q(s) | - Listening: L |
| - Language: lg. | - Speaking: S |
| - Task-based Language Teaching: TBLT | |

Phase	Class Activities	Rationale/ Objectives	P.S	T's Activities	Ss' Activities	Materials
Pre Task (10')	<p>1. Introducing the theme (2')</p> <p>Activity 1: Class Discussion</p> <p>Answer the discussion question: "What are some problems with human health nowadays?"</p> <p>Then write the word "Sustainable Health" and ask Ss to discuss it.</p>	<p>-Activate Ss' schemata related to innovations in healthcare.</p> <p>→ Motivate Ss (TBLT)</p> <p>-Increase Ss' interest and arouse Ss' curiosity about the lesson and the grammar points (modal verbs, first conditional, future continuous, and future perfect tenses)</p>	T - Class	<p>-Gather the students in their seats.</p> <p>-Ask the Ss the discussion question</p> <p>-Ask the Ss to discuss in groups</p>	<p>-Remain in their seats</p> <p>-Think and answer the discussion questions</p> <p>-Discuss in groups</p>	-Board
	<p>2. Grammar points recap (6')</p> <p>a. Modal verbs to describe the future</p> <p>b. First conditionals</p> <p>c. Future Continuous and Future Perfect</p>	<p>-Prepare Ss for the Task Cycle</p> <p>-Check the Ss' preparation for the lesson</p>	T - Class	<p>a. Modal verbs</p> <p>-Ask Ss to list out the modal verbs used to make predictions and speculations.</p> <p>b. First conditional sentence</p> <p>-Ask Ss to recite the use of the First Conditional sentence.</p> <p>c. Future Continuous & Future Perfect</p>	<p>-List out the modal verbs used to make predictions and speculations.</p> <p>-Recite the use of the First Conditional sentence.</p> <p>-Recite the structures of the Future</p>	<p>-TV screen / Projector</p> <p>- Coursebook <i>Friends Global 11</i></p>

				-Ask Ss to recite the structures of both tenses.	Continuous and Future Perfect tenses.	
	<p>3. Task Instructions (2')</p> <p>Listen to the instructions carefully.</p>	-Help Ss understand how to do the task properly.	T - Class	<p>-Divide the class into three groups of six.</p> <p>-Distribute materials to each group (A3 sheets, crayons, and colored pencils)</p> <p>-Allocate different subthemes of “Sustainable Health” (Sustainable Nutrition, Eco-friendly Transportation and Active Living, Green Healthcare Facilities, Mental Well-being and nature, Green Cities and Healthy Urban Environments, Sustainable Aging, Sustainable water management, and Sustainable Technologies for Health.)</p> <p>-Give the Ss instructions.</p>	<p>-Sit in groups of six.</p> <p>-Receive the materials</p> <p>-Think about the given topics.</p> <p>-Listen carefully to the instructions.</p>	-Materials for the task (A3 sheets, crayons and color pencils)

				<p>(Instructions: Each group is given a sheet. Draw a mind map of an invention using the given materials and make a short presentation about it. Try to use the learned grammar points, explain how it can solve the current problems of sustainable health and how important it will be in the future.</p> <p>-Ask Ss concept-check Qs</p>	-Listen and answer the Qs.	
<p>Task Cycle (25')</p>	<p><u>Activity 2:</u> Group Work + Exhibit Stations + Gallery Walk</p> <p>Work in groups, finish the mini presentations.</p>	<p>-Foster the Ss' creativity.</p> <p>-Encourage Ss' speaking abilities</p>	<p>Ss – Ss T - Class</p>	<p>-Monitor the task. Assist Ss' work (if needed)</p> <p>-Give detention for the slowest group.</p> <p>-Listen carefully to the Ss' answers</p>	<p>-Work in groups to do the tasks as instructed.</p> <p>-The finished group pastes their projects on the corner until every group has finished the task.</p> <p>-Report the answers to the whole class. Meanwhile, other groups pay attention to the report.</p>	

Post Task (5')	Corrective feedbacks	-Help Ss to know how to use the grammar points correctively and effectively	T – Class	-T gives each group feedback on the presentations and the language used in the presentations (modal verbs, first conditional, future continuous and future perfect. -T give Ss stickers and asks Ss to walk around and vote for the most helpful invention.	-Listen and take notes the feedback. -Walk around and vote	-Stickers
	Assign homework Assign the writing as homework for Ss	-Help Ss to reflect the writing at home and use their schemata to make their linguistic product.	T - Ss	-Assign Ss to write a paragraph at least 100 words at home about a potential invention in the future that can promote sustainable health. -Encourage the Ss to use the learned grammar points within the writing	-Listen to the T and do the assignment at home.	

VII. Evaluation:

Student’s evaluation

1. Informal / Formative Assessment:

- T monitors the class performance during the task to ensure the completion of the given task.

2. Formal / Summative Assessment:

- will be able to check Ss' comprehension of the concepts proposed in the lesson (the grammar points to talk about future inventions of human healthcare.)

Teacher's self-evaluation

-

T can assess the effectiveness of the task at the post-task stage.

T can assess the effectiveness of the task when evaluating the Ss' writings.

HOW TO TEACH LISTENING EFFECTIVELY

Mrs. Huỳnh Thị Hằng -THCS-THPT Nguyễn Khuyến

CONTENT:

- I./ Why listening is so important.
- II./ How to teach listening effectively.
- III./ Some example lessons in Friends Global 11
- IV./ Conclusion.

I./ Why listening is so important.

- Listening enhances our ability to understand better and make us a better communicator.
- It also makes the experience of speaking to us more enjoyable to other people.
- It helps us improve problem-solving skills and absorb information better.

Note: *Hearing vs. Listening*



II./ How to teach listening effectively.

1. *Pre-Listening Activities*
2. *During Listening Activities*
3. *Post-Listening Activities*

PRESENTATION

1. Pre-Listening Activities

a. Set a goal.

- It's important to have a goal or purpose for every listening activity.
- => Give students guidance to know where to focus, enabling them to achieve success.

b. Build Background.

- Teachers ask questions about students' personal experiences with the topic.
- => Help students connect what they already know with what they will hear in the audio story.
- Teachers explain what students need to understand before listening, preview vocabulary words, or underline keywords in the tasks.

=> Help them easily understand the story and what they should pay attention to.

- Encourage them to think about relevant prior knowledge, anticipate the subject of the story, or otherwise engage actively in preparing for the story.

=> Help students predict or guess the answers

c. Introduce Listening Strategies

- Introduce tools and strategies for successful listening.

Listening Strategy

Sometimes, the words alone do not fully express the speaker's intention. You need to pay attention to the tone of voice as well. For example, an urgent tone of voice suggests that the speaker is giving a warning.

Listening Strategy

Some listening tasks may involve listening out for numbers, dates and measurements. Make sure you know how to pronounce these so that you can identify the information when you hear it.

- Explain students strategies clearly to support comprehension in other contexts.
- Guide students in taking notes effectively.

=> Help students focus on their listening and find out the answers.

2. During Listening Activities.

a. Scaffold Note-Taking.

- Students have to concentrate on what is being said - don't be distracted
- Students pay attention to important ideas and main points. (clues in listening strategy: place, where, who, dates, numbers ...)

=> Help to deepen their understanding.

=> Taking notes to help them focus their listening and give the answers.

b. Explain Problem-Solving Strategies.

- If students do not understand a word or idea, teachers can turn on the audio again, or they can use clues from the story to make a guess.
- If they are listening independently, they can stop the audio and think or listen again as needed. They can be "problem-solving listeners".

=> These strategies should be taught with reminders provided as needed.

3. Post- Listening Activities

❖ Reflect on the Audio Story.

- Engage students in synthesizing what they learned from listening to the story with a focus on key understanding goals.

For example, ask students to respond to listening comprehension questions in writing and then share their responses. This could either be with a partner, a small group, or in front of the whole class.

Discuss key themes in the story and encourage students to make connections to other texts or experiences.

Students can respond to questions about the story through writing, speaking in conversation, recording themselves speaking, or a combination.

=> Improve their speaking and writing skills and assist students to use the language of the text in other contexts better.

III./ Some example lessons in Friends Global 11.

There are a range of listening tasks in learning a foreign language. Here are some in English 11 Friends Global

Task 3. *Read the Listening Strategy. Then listen to two extracts and answer the questions. (2C – P.27)*

Listening Strategy

In a listening task, you sometimes need to identify the implied context of a conversation. You have to listen for clues of the conversation's the place, time, reason and speakers.

Extract 1

- 1 Why is the man talking to the waiter?
- 2 What time of the day is the dialogue taking place?


Extract 2

- 3 Who is speaking?
- 4 Where is the speaker?

Answer:

1. to complain	3. a teacher
2. lunch time	4. in the classroom

Task 4. (1C – P.15)

4  **1.09** Read the **Listening Strategy**. Then listen and underline the adjective which best matches the speaker's attitude. Use their tone of voice to help you.

Listening Strategy

Sometimes, the words alone do not fully express the speaker's intention. You need to pay attention to the tone of voice as well. For example, an urgent tone of voice suggests that the speaker is giving a warning.

- 1 arrogant / pessimistic / confident
- 2 aggressive / miserable / sarcastic
- 3 calm / complimentary / optimistic
- 4 accusing / enthusiastic / sympathetic

Answer:

1. pessimistic	3. complimentary
2. aggressive	4. Sympathetic

Task 2. (3C – P.39)

2  **1.31** Read the **Listening Strategy**. Then try to say the numbers and measurements below. Listen and check.

Listening Strategy

Some listening tasks may involve listening out for numbers, dates and measurements. Make sure you know how to pronounce these so that you can identify the information when you hear it.

Large numbers: 4,500 100,000 250,000 2.5 million

Small numbers: 0 0.6 0.04 2.08

Years: 1500 1535 2000 2015 2150 the 1980s

Fractions: $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{10}$ $\frac{3}{8}$ $1\frac{2}{3}$

Percentages: 50% 57%

Ratios and ranges: 2:1 10:1 aged 18–25

from 0–100 in 3.1 seconds

Temperature: -40°C 0°C 5°C 15°C

Suggested Answer:

1. Large number:	4,500	=>	four thousand five hundred
2. Small number:	“0”	=>	zero
3. Year:	“2015”	=>	fifteen hundred
4. Fraction:	$\frac{1}{2}$	=>	a half
5. Percentage:	50%	=>	fifty percent
6. Ratio:	“2:1”	=>	two to one

III./ CONCLUSION:

In conclusion, listening skill plays a very important role in second language learning as it enhances our ability to understand better and make us better communicator. The ability to listen well clearly and effectively contributes to the success of learning a foreign language. Therefore, start making a concerted effort to be a better listener today and see how things change for you!

HOW TO TEACH LESSON 3F: READING

Mrs. Đặng Thị Xuân Loan – THCS-THPT Nguyễn Khuyến

How to teach reading skills depends on which objectives the teacher aims to develop in his/her students and on how lesson plans are structured. For example, the following objectives guide teachers in teaching reading skills:

- **Reading for gist?**
- **Reading for specific information?**
- **Reading for detailed comprehension?**
- **Developing speed reading?**
- **Training learners in specific reading strategies?**
- **Inferring meaning from context?**
- **A combination of the above goals?**
- ...

How to teach reading relies also on the way the lesson is structured. In fact, any reading lesson plan should include three stages: **Pre-reading; While- reading and post-reading.**

I. Pre-reading activities can also be defined as **warm-up** activities which engage students in the preparation for a reading task. The reasons for using pre-reading activities:

- **To stimulate interest in the text.**
- **To give a reason for reading.**
- **To prepare the reader for the language of the text.**

* *Some Pre-reading activities*

1. Discussion: The teacher encourages the students to have a discussion about the topic of the reading. This can be:

- **a whole –class discussion**
- **group discussions**
- **pair discussions**

This activity can be done as follows:

- give students a lead-in question and asks them to discuss the question in pairs or groups and then elicits a few answers.

Ex: Do you prefer doing indoor or outdoor activities? Why? What are the advantages of spending time outside? (Unit 2 -Reading)

- use questions in **Exercise 1 (SPEAKING)**

2. Brain storming: The teacher gives the title of the reading to the learners and students have to share

all their knowledge about the topic. The goal of this activity is to help learners create expectations about what they are about to read and then see if their expectations were met.

For example,

If you have to teach about *the human body clock*, students can take turns and talk about the topic. (*Unit 3: Reading - Body clock*)

3. Pictures:

- The teacher provides pictures related to the topic of the text.
- The students work together to make sense of the pictures and guess what the text will be about.

Ex: Reading (Units 4&6).

4. Videos:

- Find a short video (about 2-3 minutes long related to the topic of the reading).
- Prepare some simple discussion questions.
- Play the video and then ask the students what they have just watched.

Ex: Unit 5: Reading – Clever machine

5. Introducing vocabulary: It will always be important to introduce **key vocabulary** so students don't get discouraged by unknown words while they read.

II. While reading activities help students focus on aspects of the text and understand it better.

* *Three basic reading techniques*

1. Skimming: Skimming can be defined as reading a text quickly to get a general idea of the passage. Students do not have to read everything. Skimming involves among other things:

- *Reading the title, the headings, and the subheadings.*
- *Reading the introduction or the first paragraph.*
- *Reading the topic sentence of each paragraph.*
- *Looking at pictures, charts, or graphs.*
- *Paying attention to italicized or boldface words or phrases.*
- *Reading the concluding paragraph.*

2. Scanning

- Scanning refers to reading to find specific information such as **a name, a date, or a number**. This is a technique used when one is interested in finding specific information quickly.
- The teacher asks the students to scan a text to find answers to (a) specific question(s).
- With these questions in mind, the students read the text to attempt to find answers to only these questions.
- They may ignore irrelevant information.
- Students may use headings and any other clues that will help them identify which part of the text

might contain the needed information. In other words, they will have to read selectively and skip through irrelevant sections of the text.

3. Detailed Reading

- Detailed reading is a technique that involves carefully reading and analyzing every word for a deeper understanding of the material. Detailed reading is used to extract accurate information from a material.

- Comprehension questions:

+ *WH-questions*

+ *Yes/no questions*

+ *True/false statements*

+ *Multiple-choice questions*

+ *Sentence completion*

+ *Gapped-sentence tasks*

+ *Matching heading task*

+ *Matching information*

III. Post-reading activities

+ *Discussion*

+ *Summarizing*

+ *Retelling the story or information*

+ *Presentation*

+ *Playing a game*

+ *Role-play*

+ *Example Lesson*

HOW TO TEACH
LESSON 4B – GRAMMAR: COMPARISON
UNIT 4: HOME

Ms. Hồ Thị Trang – TH-THCS-THPT Lê Thánh Tông

I. OBJECTIVES

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

1. Knowledge

- Identify and differentiate between comparative and superlative forms.
- Recognize the usage of comparative and superlative forms in sentences.

2. Competences

- Formulate and construct comparative and superlative sentences accurately.
- Apply comparative and superlative forms in speaking and writing.
- Analyze and compare different degrees of comparison.

3. Personal qualities

- Develop critical thinking skills in evaluating and comparing objects, people, or situations.
- Enhance communication skills by expressing comparisons effectively.

II. MATERIALS

- Grade 11 textbook, Unit 4, Grammar
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 4B

III. PROCEDURES

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<p>WARM-UP</p> <ul style="list-style-type: none"> - Introduce the new lesson and set the scene for Ss to acquire new language. - Get students' attention at the beginning of the class. - Students can gain more confidence and interest in the lesson. <p>– Fill in the blank with adjectives to complete the sentence</p>	
<p>-T divides the whole class into 2 teams and gives the instructions for the game.</p>	<p>1. BUSTER IS A FAST DOG.</p>

- Shows some pictures on the screen.
- Students who raise their hand first will answer the question.

2. MINNY IS AS OLD AS KITTY.
3. DENNIS IS AS TALL AS JESSIE
4. TIMMY IS AS HUNGRY AS DANNY .



Exercise 1: Look at the photo and the title of the article. What do you think the article is about?

- T focuses attention on the photo.
- In pairs, students discuss where the two girls are and what they are doing there.
- T asks a few students to share their ideas with the class.



Exercise 2: Read the dialogue, ignoring the gaps, and check your ideas from exercise 1. (2 mins)

- Students read the dialogue and check their answers in exercise 1.

Jenny: I think this flat is the **best we've seen** so far. Rents seem to be getting **higher and higher**. But this one's **the least expensive** and it's the ¹_____ (near) to the city centre.

Beth: But it's the one with **the fewest rooms** and **the least space**.

Jenny: So you prefer the flat in the ²_____ (bad) location and with the ³_____ (high) rent?

Beth: The location isn't that bad. It's ⁴_____ (far) from the centre than the other two, but you can get to the train station more easily. And it's much ⁵_____ (spacious)

than the other two flats.

Jenny: Can we afford it, though? **The more we spend on rent, the less we'll have for other things.**

Beth: Actually, it's **less expensive than it seems** because the rent includes all the bills.

I/ Equality: as.....as

ADJ/ADV

Ex: She is as tall as Huong .

Ex : Linh studies as **well** as me/ I do.

V +as + adj/adv +as

WHILE -TEACHING

- Ask S to work in pairs to compare the two cities, basing on the model conversation.

- T shows some examples and asks sts to give the form and use .

- Ask some sts to read these sentences aloud.

-T asks sts to copy down.

-Students listen to the T and answer some questions.

-Ask students to tell the T the equality form of the adjectives.

- Listen to the S and give remarks.

Negative:

Ex: She is **not as intelligent as** me.

She is **not so intelligent as** me.

V + not +as/so+ adj/adv +as

The same

Ex: She is as tall as Huong.

She is the **same height** as Huong.

the same +N +as

Comparative

- Students play a game leading to “comparative”

- T asks st about short adjectives and long adjectives.

Kinds of adjectives

short adjectives :

+ adjectives with one syllable: long,fast,quick,quiet..

- Sts answer the question.
- Ask sts to tell the T the comparative form of the adjectives.
- Listen to the S and give remarks.
- sts take notes

+ Adjectives with 2 syllables that end in : "y,ow,et,le,er"
 y: happy ,early (sóm), heavy,lazy
 er: clever
 le: single simple
 ow: narrow
 et: quiet

Long adjectives: Adjectives of three or more Syllables.

Ex: comfortable,intelligent,handsome, hard-working

Irregular adjectives/ adverbs

Adj/adv	Comparative	Superlative
good/ well	better	the best
bad	worse	the worst
much/ many	more	the most
little	less	Least
far	farther/ further	the farthest/ furthest
old	older/ elder	the oldest/ eldest
Late	Later	Last/lastest

II. Comparative

1. short adjectives, adverbs :

Ex: I am happier than her.

Ex: I run faster than him /he does.

Ex: He learns **harder than** his elder brother does.

ADJ/ADV -ER +THAN

III. Superlative:

- T shows pictures and ask sts to answer
- T briefly revises superlative forms by giving some examples on the screen and eliciting their superlative forms.
- Sts answer the question.
- Ask sts to tell the T the superlative form of the adjectives.
- Listen to the S and give remarks.
- Sts take notes.

2. long adjectives, adverbs :

Ex: My house is more comfortable than his one.

Ex: Huong dances more beautifully than other competitors.

MORE + ADJ/ADV +THAN

the + + adj/ adv -est + (N)

III. Superlative:

1. short adjectives, adverbs :

Ex: I'm the tallest student in this class.

Ex: She runs the fastest in my family.

Ex: My mom gets up the earliest in my family.

2. long adjectives, adverbs :

the + most + adj/adv + (N)

Ex: This house is the most comfortable.

Ex: Mary sings the most beautifully in the group.

IV. Double comparative:

1. Comparative and comparative

Adj -er + and + adj – er. (short adj)

More and more + Adj (long adj)

Less and less+ADJ

IV. Double comparative:

- T gives some examples and students to give the form of **Double comparative**.
- St listen to the teacher and answer the question.
- T shows the forms and more examples
- Sts copy down the lesson.

Ex: It gets hotter and hotter

Ex: She is more and more attractive

Ex: The environment is less and less pure.

Ex: There are more and more people moving to big cities to look for jobs.

2. The comparative... the comparative...

Ex: The older he gets, the weaker he is.

Ex: The faster I run, **the more** tired I feel

Ex: The more I know him well, **the more** I hate him

The more+adj, the adj-er.....

IV. Applied exercises:

Ex1:

This chair is__than that one. (comfortable)

Your flat is _____than it was yesterday, (hot)

The weather today is__than mine, (large)

The Nile is the_____river in the world, (long)

Chinese bicycles are__than Japanese ones, (bad)

Mathematics is_____than English, (difficult)

Ho Chi Minh is the__city in Vietnam, (big)

He drives_____than his friend, (careful)

She sings_____in this school, (beautiful)

I read__than my sister, (slow)

Applied exercises 1:

Give the correct adjectives in the brackets

- T asks students to do exercise 1 individually in 5'.

- T calls some volunteers to give the answer.

- T check the answer.

Exercise 3: Complete the dialogue with the comparative or superlative form of the adjectives in brackets.

<ul style="list-style-type: none"> - T asks students to read the dialogue in exercise 2 and complete it. - Move round to help if necessary. - Ask some pairs to report. - Check and give remarks. 	<ol style="list-style-type: none"> 1. nearest 2. worst 3. highest 4. farther 5. more spacious
---	--

Exercise 4: Read the Learn this! box. Match each highlighted phrase in the dialogue with a rule (a–f).

<ul style="list-style-type: none"> - T goes through the Learn this! box. - Students then match each of the highlighted phrases in the dialogue in exercise 2 with the rules in the box. - Move around to help if necessary. - Ask some sts to report in front of the whole class. -Check and give remarks. 	<ol style="list-style-type: none"> a. I think this flat is the best we've seen so far. b. Rents seem to be getting higher and higher. c. The more we spend on rent, the less we'll have for other things. d. You can get to the train station more easily. e. It's less expensive than it seems. f. It's the one with the fewest rooms.
---	---

Exercise 5: Look at the table. Then, listen and decide if the sentences in the recording are true or false. Correct the false sentences.

<ul style="list-style-type: none"> - T goes through the instructions. - Students look at the table in pairs. With a weaker class, ask a few questions to check comprehension, e.g., What does the number 5 tell us? (flat 2 has five rooms) - T plays recording 2.06 for students to decide if the sentences are true or false (pause the recording after each sentence to give students time to write the sentence in their notebooks). - T checks the answers as a class. - Students correct the false sentences in two different ways. - T checks answers as a class. 	<ol style="list-style-type: none"> 1. Flat 1 has got the highest rent. 2. Flat 2 is less spacious than flat 3. 3. Flat 2 is the most comfortable of the three. 4. Flat 1 is furthest from the center. 5. You'll pay the least rent for flat 2. 6. Flat 3 is further to the station than flats 1 and 2. 7. Flat 3 has got fewer rooms than flat 2. 8. Flat 1 has got the most rooms. 9. Flat 1 is more comfortable and more spacious than flat 2. <p>Answers:</p>
---	--

1. *F Flat 1 has the lowest rent.*
2. *T*
3. *F Flat 3 is the most comfortable of the three.*
4. *F Flat 2 is furthest from the center.*
5. *F You'll pay the least rent for flat 1.*
6. *F Flat 3 is nearer to the station than flats 1 and 2.*
7. *T*
8. *F Flat 2 has got the most rooms.*
9. *F Flat 3 is more comfortable and more spacious than Flat 2.*

Exercise 6: Complete the second sentence so that it means the same as the first using the word in brackets and the correct comparative or superlative form. (10 mins)

- T goes through the instructions.
- Students do the exercise.
- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

1. Houses sell slower in December.
2. The cottage is less spacious than the villa.
3. Houses are becoming more expensive.
4. The older the flat gets, the more dilapidated it becomes.
5. This is the cosiest living room I've ever seen!

Exercise 7

Exercise 7. Work in pairs. Ask and answer using a superlative form (-est / most / least) and the present perfect with ever.

- T shows some pictures related to 4 topics below
- T gives one example: "What's the most impressive building you've ever visited?"
- Ask sts to do Ex3 in pairs and then share the answers with their friends.
- T goes through the instructions, the prompts, and the example question.



1. Impressive building(tower)/visit

<ul style="list-style-type: none">- T elicits an answer to the question from a student.- Ss do this activity in pairs.- T ask a few students to share their ideas with the class.	<ol style="list-style-type: none">2. talented person/know3. Long book/read4. Exciting film/see
---	--

HOW TO TEACH

LESSON 4D – GRAMMAR: IMAGINARY SITUATIONS UNIT 4: HOME

Ms. Hồ Thị Trang – TH-THCS-THPT Lê Thánh Tông

I. OBJECTIVES

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

1. Knowledge

- Understand and identify the structure and usage of the second conditional.
- Recognize and use the expressions "I wish ..." and "if only ..." to express desires and regrets.

2. Competences

- Formulate and construct sentences using the second conditional, "I wish ..." and "if only ..." accurately.
- Apply the structures in talking about hypotheses.

3. Personal qualities

- Be more aware of changes in the far future.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 4, Grammar
- Computer connected to the Internet
- Projector / TV/ mini boards
- PowerPoint Unit 4D

III. PROCEDURES

1. ACTIVITY 1: LEAD-IN (10 mins)

a. Objectives:

- Get students' attention at the beginning of the class.
- Students can gain more confidence and interest in the lesson.
- Ss can review the grammar of the previous lesson.


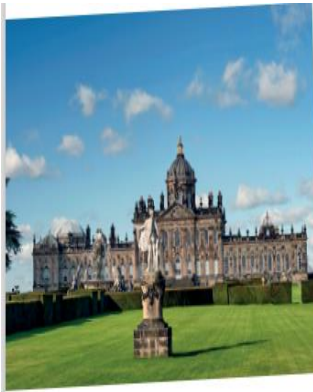
b. Content:

- Fantasy Home Quest
- Exercises 1 and 2.

c. Products:

- Students discuss with their friends.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<p>Warm-up : The Magic Gold fish</p> <ul style="list-style-type: none"> - Teacher shows some pictures and asked students to complete the sentence. - Ss work individually and raise their hands to answer. - T checks the answer. <p>Fantasy Home Quest + Exercise</p>	
<ul style="list-style-type: none"> - T checks the meaning of stately home (a large old house that has historical interest and can be visited by the public). - Students read the fact file. - T asks sts : What are the advantages of living a house like the one in this picture? - T elicits all the good points of living in such a house by asking Ss to give some adjectives and nouns referring to its features, characteristics , and amenities. - Ss get into small groups of 5, and create a wish list for their dream house. - Ss compare their dream house and the stately home, using the comparative form. - T asks a few students to share their ideas with the class. - T transitions the discussion towards the target grammar point by linking their 	 <div style="background-color: #800040; color: white; padding: 5px; margin-top: 5px;"> <ul style="list-style-type: none"> * Built around 1700, it has 145 rooms. * It is the private home of the Howard family, who have lived there for over 300 years. * It has been open to the public since 1952. </div> <p>Ideas from students.</p> <p>Model</p> <p><i>It's an impressive place, but I'm not sure if I would like to live in a house like that. It would be too big and require a lot of upkeep. I can see the appeal, but it's also a private home that is open to the public. I would value my privacy, and I'm not sure if I would like to share my living space with strangers.</i></p>

wishes for their dream houses with the concept of imaginary situations.

Exercise 2:

Read and listen to the dialogue. What two outdoor and indoor changes do the speakers mention?

- T goes through the instructions.
- T plays recording 2.09 for students to read and listen and make a note of the changes.
- T checks the answers as a class.
- T asks: Do you agree with the changes mentioned?
- T elicits a few answers.

(Possible answers)

removing trees to make room for a swimming pool; taking away statues ... to build a bowling alley

WHILE- TEACHING

Grammar

Wish/If only

- T shows some pictures and examples on the screen .
- T asks students to read loudly.
- T asks a student to give the form of imaginary situation with “If only and I wish”.
- Sts listen to the teacher and answer the question.
- Sts take notes.



I. WISH AND IF ONLY

1. Form:

I WISH/IF ONLY + S + V2,ED
(past simple)

I WISH/IF ONLY + S + would/could+ V-bare

Ex: I wish I lived on the coast.

Ex: I wish I could drive a car.

Ex: I wish I were rich.

Ex: If only we had a big house.

Ex: I wish I lived here.

Ex: If only I were a member of the Howard family

2. Usage:

- I wish... and If only... with the past simple to say that we want a situation to be different from how it really is.

-use / *wish... and If only...* with *wouldn't* + bare inf to say that we want somebody to behave differently.

3. Exercise: Give the correct verbs in the brackets

1. I wish we _____ (not have) a test today.
2. I wish these exercises _____ (not be) so difficult.
3. I wish we _____ (live) near the beach.s
4. Do you ever wish you _____ (can travel) more?
5. I wish I _____ (be) better at maths.
6. I wish we _____ (not have to) wear a school uniform.
7. Sometimes I wish I _____ (can fly).
8. I wish we _____ (can go) to Disney World.
9. I wish I _____ (play) badminton now
10. I wish it _____ (not be) raining now

II. Conditional sentences type 2:

Conditional sentences type 2:

- T shows some pictures and examples on the screen.
- T asks students to read loudly.
- T asks a student to give the form of imaginary situation with "If only and I wish"
- Sts listen to the teacher and answer the question
- Sts take notes

Examples:

Ex: If they weren't absent now, they would meet the headmaster.

Ex: If he didn't clean up the car now, his boss could ask him to do this.

Ex: If today were Saturday, I could go to the beach.

1. Form:

IF+ S+ V2,ED, S+WOULD/COULD+ V-bare-inf

IF+ S+ WERE+ADJ/N., S+WOULD/COULD+ V-bare-inf

Ex: If I had time, I would go to the beach with you this weekend.

Ex: If I were rich, I would travel around the world.

2. Usage : Conditional sentence type 2 is used to talk about things which are unreal (not true, not possible).

Ex: If I **knew** his number, I **would phone** him.

Ex: If I were to have time, I would go to the beach with you this weekend.

(If I had time, I would go to the beach with you this weekend.)

Inversion

WERE+S+TO V , S+WOULD/COULD+ V-bare-inf
WERE+S+ ADJ/N/P.N,S+WOULD/COULD+ V-bare-inf

Ex1 : If I were you, I would tell the truth.

Were I you, I would tell the truth.

Presentation:

Exercise 3. Read the Learn this! box and complete it. Underline all the examples of the second conditional in the dialogue.

<ul style="list-style-type: none"> - T asks students to read the Learn This! box and complete the rule. - Students look for examples of the second conditional in the dialogue. - T checks answers as a class. 	<p>LEARN THIS! The second conditional</p> <p>We use the second conditional to talk about an imaginary situation or event and its result.</p> <p>We use the ¹ tense for the situation or event and ² _____ + infinitive without <i>to</i> for the result.</p> <p>KEY</p> <p>1. <i>past simple</i> 2. <i>would/ could</i></p>
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Practice:

Exercise 4. Complete these second conditional sentences using the verbs in brackets.

<ul style="list-style-type: none"> - Students complete the sentences. - T checks the answers as a class. 	<ol style="list-style-type: none"> 1. If I _____ (live) in a mansion, I _____ (have) parties every week. 2. If you _____ (visit) me, you _____ (sleep) in a huge bedroom. 3. We _____ (can) go on long bike rides if the weather _____ (be) good. 4. If the weather _____ (not be) good, we _____ (watch) movies in the Great Hall. <p>Answer key:s</p> <ol style="list-style-type: none"> 1. <i>lived; would have</i> 2. <i>visited; would sleep</i> 3. <i>could; was</i> 4. <i>wasn't; would watch</i>
--	---

Presentation:

Exercise 5. Read the Learn this! box and complete it. Underline one example of I wish ... and one example of If only ... in the dialogue.

<ul style="list-style-type: none"> - T goes through rule a in the Learn this! box, asks students to find examples of I wish ... and if only ... in the dialogue in exercise 2. 	<p>LEARN THIS! I wish..., If only ...</p> <p>a. We use <i>I wish...</i> and <i>If only...</i> with the past simple to say that we want a situation to be different from how it really is.</p>
---	--

<p>- T elicits the tense of the verbs following the two phrases (the past simple).</p> <p>- Ss complete the box. T checks answers as a class.</p>	<p>I wish I ¹ _____ a brother. (But I haven't got one.)</p> <p>If only you ² _____ nearer. (But you live far away.)</p> <p>b. We use <i>/wish... and If only...</i> with <i>wouldn't</i> + infinitive without to say that we want somebody to behave differently.</p> <p>I wish you ³ _____ borrow my clothes! It's annoying!</p> <p>If only she ⁴ _____ spend more time on her homework!</p> <p>Answer key:</p> <p>1. <i>had</i> 2. <i>lived</i></p> <p>3. <i>wouldn't</i> 4. <i>would</i></p> <p><i>Examples in the dialogue:</i></p> <p><i>I wish I lived here.</i></p> <p><i>If only I were a member of the Howard family!</i></p>
---	---

Practice:

Exercise 6. Complete the first line of each mini-dialogue with the verbs in brackets. Use the past simple or would / could + infinitive without to. Complete the other lines with the second conditional. (9 mins)

<p>- T goes through the Look out! box. Point out that although we often use <i>were</i> instead of <i>was</i> in second conditional sentences and with <i>if only</i> and <i>I wish</i>, <i>was</i> is equally correct. <i>Were</i> sounds slightly more formal, but it is also used in informal English.</p> <p>- Students complete the sentences.</p> <p>- Teacher observation on Ss' performance.</p> <p>- Teacher's feedback and peers' feedback.</p>	<p>A: I wish my dad ¹ _____ (come) home.</p> <p>B: Why?</p> <p>A: Because he ² _____ (give) us a lift into town if he ³ _____ (be) here.</p> <p>A: If only you ⁴ _____ (live) near the town centre.</p> <p>B: Why?</p> <p>A: Because if your house ⁵ _____ (be) near the centre, we ⁶ _____ (get) the same bus to school.</p>
---	---

Answer key:

1. *would come*
2. *would give*
3. *was / were*
4. *lived*
5. *was / were*
6. *would get*

Exercise 7 (Speaking). In pairs, talk about what you would do if you?

-T shows some pictures on the screen

- T goes through the instructions and gives students two minutes to think of two sentences for each of the points.

- In pairs, students compare their ideas.

- T circulates and monitors, making a note of any errors you hear. When Ss have finished, T writes the errors on the board without saying who made them. Students can correct the mistakes as a class.

- A few students volunteer to share their ideas with the class.

- Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.



1. owned Castle Howard.
2. had a swimming pool in your garden.
3. gave a party for hundreds of people.
4. had to allow the public into your home.

If I owned Castle Howard, I would...

4. CONSOLIDATION:

a. Wrap-up

- If T is using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- T asks students: What have you learned today? What can you do now? and elicits answers: I can use the second conditional, 'I wish ...' and 'if only ...' to talk about imaginary situations.

b. Homework

- Prepare for the next lesson.

HOW TO TEACH

LESSON 4H- WRITING: AN EMAIL- UNIT 4: HOME

Mrs. Hồ Đỗ Bảo Anh – TH-THCS-THPT Lê Thánh Tông

I. INTRODUCTION:

Most of us have been using emails for a large portion of our lives. So, it's natural to assume that everyone knows how to send a "good" email. But that's definitely not true, especially for students. Let's look at how to help students send a meaningful, accurate, and polite email.

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

1. Knowledge

- Know and understand vocabulary related to moving house and introducing preferences.
- Gain knowledge of appropriate language and phrases for informal emails and letters.

2. Competences

- Develop their writing skills by effectively organizing ideas and expressing preferences in writing.

3. Personal qualities

- Develop effective communication skills.

II. MATERIALS

- Grade 11 textbook, Unit 4, Writing

III. PROCEDURES

1. ACTIVITY 1: WARM-UP

- Introduce the new lesson and set the scene for Ss to acquire a new language.
- Foster students' confidence and enthusiasm for the lesson.

2. ACTIVITY 2: PRE-WRITING

- Ss can identify the tone conveyed in an email.
- Ss understand the use of “would rather” to talk about preferences.
- Ss know how to organize ideas and information effectively.
- Ss understand the Writing strategy.
- Ss gain some useful phrases to write an informal email or letter.
- Ss take notes of new phrases, discuss them with their friends, and complete exercises in their books.

Through these exercises from 2 to 5 and some grammar points above, students can make notes some ideas to prepare for their own writing an email

3. ACTIVITY 3: WHILE WRITING

- Ss can list their preferences.

- Ss can write an email about a new home.

4. ACTIVITY 4: POST-WRITING

- Ss can improve their writing based on feedback.
- Students take notes of their mistakes and how to improve their writings
- Ss exchange their writings in pairs to give feedback to their friends' writings.

T randomly selects some writings to assess and gives more detailed feedback in the next class.

5. CONSOLIDATION

- T asks students: What have you learned today? What can you do now? and elicits answers: I can write an email about a new home. I can plan an essay and use phrases to introduce my preferences.
- T asks students to present how to write an email in general
- Greetings: Hi/ Hello ...,
- Introduce a topic or inform: - This is to inform you that...
 - Just to let you know...
- Following up on a previous email: - As we discussed, ...
 - To follow up on our discussion, ...
 - On the topic of ...,
- Asking and requesting: - I'd like to know if/ when/ how ...
 - Could you let me know if/ when/ how ...?
 - Do you have any details/updates on ...?
- Saying thanks: - Thanks for...
 - the information
 - the email
 - your help with ...
- Ending: - I'll let you know.
 - Keep me posted.
 - Thanks/ Regards/ All the best.

Notes: You don't need to follow the above orders except the ending. Sometimes, you can say thanks first. It depends on your email.

HOW TO TEACH
LESSON 4H: WRITING – AN EMAIL
UNIT 4: HOME

Mrs. Nguyễn Bảo Gia Hân – TH-THCS-THPT Lê Thánh Tông

THEORY

I. Different approaches to teaching Writing

1. Product-based approach

The product-based approach to teaching writing places greater emphasis on the final written product. It focuses on teaching students the rules and conventions of writing, such as grammar, vocabulary, and sentence structure. The primary goal is to produce accurate and well-structured written pieces (Nunan, 2015).

2. Process-based approach

The process-based approach to teaching writing emphasizes the various stages involved in the writing process. It involves pre-writing activities such as brainstorming, outlining, drafting, revising, and editing. This approach encourages students to focus on generating and developing ideas and refining their writing through multiple revisions and edits (Richards et al., 2012).

3. CLT (Communicative Language Teaching)

CLT is an approach that prioritizes communication and language use in authentic contexts. In teaching writing, CLT focuses on engaging learners in meaningful writing tasks that reflect real-life communication situations. It emphasizes the integration of various language skills, including writing, to develop learners' overall communicative competence (Richards & Rodgers, 2018).

4. TBLT (Task-based Language Teaching)

TBLT is an approach that revolves around meaningful tasks as the central focus of instruction. In teaching writing, TBLT involves students in authentic writing tasks that simulate real-world situations and have communicative purposes. Writing tasks are typically embedded within larger communicative projects or activities, allowing learners to practice writing while engaging in meaningful language use (Ellis, 2019).

5. Genre-based approach

The genre-based approach centers around teaching writing through the study of different genres or text types. It emphasizes various genres' specific linguistic and structural features, enabling learners to produce effective writing within specific contexts and purposes. This approach helps students develop genre awareness and the ability to adapt their writing style to different genres (Harmer, 2015).

After considering different factors such as lesson goals, school policy, allotted time, facilities, and students' characteristics, I came up with the following detailed lesson plan based on CLT approach since I hold the belief that it would best benefit my students.

DETAILED LESSON PLAN

I. OBJECTIVES:

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

1. Knowledge:

- Know and understand vocabulary related to moving house and introducing preferences.
- Gain knowledge of appropriate language and phrases for informal emails and letters.
- Know how to use the "would rather" structure to express preferences.
- Write an email about moving house.

2. Ability:

- Main skills: reading and writing skills
- Sub skills: listening and speaking skills
- Write an email about moving house.

3. Quality:

- Develop effective communication skills.
- Show respect and consideration for others' preferences and experiences.
- Demonstrate creativity and critical thinking in expressing their own preferences in writing.

II. TEACHER AIDS AND LEARNING MATERIALS:

- Grade 11 textbook (Unit 4H Writing)
- Computer connected to the Internet
- TV
- PowerPoint Slides Unit 4H

III. PROCEDURES:

A. Warm-up (7')

a) Objective:

- Introduce the new lesson and set the scene for Ss to acquire new language.
- Engage students from the start of the class to capture their attention.
- Tap into students' prior knowledge.
- Foster students' confidence and enthusiasm for the lesson.

b) Content:

- Dream Home Match-Up (Speaking Activity)
- Exercise 1. (p.57)

c) Outcomes:

- Students write on index cards, discuss, and report orally.

d) Competence: communication

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	CONTENTS
<p>WARM-UP. T-Ss/ S-S</p> <p>Lead in (3')</p> <ul style="list-style-type: none"> - T asks: "Has anyone moved house recently?" - T elicits a few positive and negative experiences of moving house. - T asks a few ss to share ideas with the class. <p>Activity 1 (4'): Exercise 1 - Dream Home Match-Up.</p> <ul style="list-style-type: none"> - T goes through the instructions on the slides. - T tells ss to work in pairs and discuss the questions. - T asks a few ss to share ideas with the class. - T asks: "What do you think of the house in the photo?" - T asks a few ss to share ideas with the class. 	<ul style="list-style-type: none"> - Listen to the questions. - Share ideas with the class. <ul style="list-style-type: none"> - Listen to the instructions. - Work in pairs and discuss. - Share ideas with the class. - Listen to the questions. - Share ideas with the class. 	<ul style="list-style-type: none"> - Students' own answers. <ul style="list-style-type: none"> - Students' own answers.

B. New lesson (25')

▪ **Activity 1: Presentation (10')**

a) Objective:

- Ss can identify the tone conveyed in an email.
- Ss understand the use of "would rather" to talk about preferences.
- Ss know how to organize ideas and information effectively.
- Ss understand the Writing strategy.

- Ss gain some useful phrases to write an informal email or letter.

b) Content:

- Exercise 2 (p.57)
- Pre-teach some useful phrases.
- Exercise 3 (p.57)
- Exercise 4 (p.57)
- Exercise 5 (p.57)
- Exercise 6 (p.57)

c) Outcomes:

- Ss take notes of new phrases, discuss with their friends, complete exercises in their books.

d) Competence: communication, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	CONTENTS
<p>PRESENTATION. T-Ss/ S-S/ Indiv.</p> <p>Exercise 2: Read the email. Do you think Ellie is happy or unhappy with her new home? Find evidence in her email. (2')</p> <ul style="list-style-type: none"> - T asks students to complete the task in pairs. - T checks answers as a class. <p>Exercise 3: Does the email cover all four points in the task? Match sentences in the email with each point. (3')</p> <ul style="list-style-type: none"> - T goes through the instructions and elicits whether or not the email covers all four points in the task. - T check answers as a class. 	<ul style="list-style-type: none"> - Work in pairs. - Read the task and the email, then skim for the answers. - Listen to the instructions. - Finish the task. 	<p>Answer:</p> <p><i>I think Ellie is happy with her new home. She talks about the advantages of the new flat, such as being close to the shops and making friends with her neighbour.</i></p> <p>Answer:</p> <p><i>The email covers all four points in the task.</i></p> <p><i>1 It's brilliant being so close to the shops, and the flat is bigger than our old one.</i></p> <p><i>2 It's quite noisy, though, as there is a lot of traffic. I'd</i></p>

Vocabulary teaching (3 mins)

- Teacher introduces the phrases.
- Teacher checks students' understanding and conduct oral drill chorally and individually.

Exercise 4: Read the Writing Strategy. Then read Ellie's email again and underline it. Give examples (5 mins)

- T goes through the Writing Strategy, then asks students to read the email again and answer the questions.
- T goes through the slides to check answers as a class.

Exercise 5: Read the Learn this! box. Circle three examples of would rather in Ellie's email. (4 mins)

- T goes through the Learn this! box. Make sure that Ss understand the difference between would rather (not) + infinitive without to and would rather + subject + past simple.
- T checks answers as a class.

- Check answers and correct the mistakes.

- Underline them in the texts and match them with their uses.

- Listen and repeat.

- Take notes of the new vocab.

- Listen to instructions, read the email again and answer the questions.

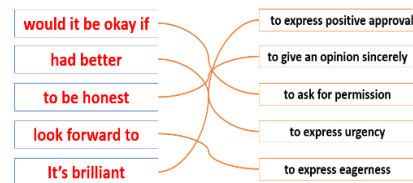
- Check answers.

- Listen to Learn this!

rather it were further from the main road.

3 I met one of our neighbours yesterday. She's about my age.

4 Also, would it be OK if I used your bike for a few days?



Answers:

1 I look forward to receiving your reply. More informal: Looking forward to hearing from you! Write soon!

2 We've, It's, I'd; She could have used: Hope everything's OK with you; There's a lot of traffic; Mine's at the bike shop.

3 Got to go now. 'I've' has been omitted.

More examples:

I'd rather not go to the cinema. (I don't want to go to the cinema.)

I'd rather you didn't go to the cinema. (I don't want you to go to the cinema.)

<p>Exercise 6: Read the task below. Make notes for each of the four points in the task. (3 mins)</p> <p>- T asks students to read the task and in pairs make notes for each of the points.</p> <p>- T circulates and monitors, helping with ideas when necessary.</p>	<p>- Find examples of the structures in the email.</p> <p>- Check answers.</p> <p>- Work in pairs and read the task.</p> <p>- Make notes for each of the points.</p> <p>- Raise hand if the students need help.</p>	<p>Answers:</p> <p><i>Line 6.</i> <i>I'd rather it was ... further from the main road.</i></p> <p><i>Line 10.</i> <i>I'd rather not go alone. ...</i></p> <p><i>Line 12.</i> <i>I'd rather cycle to school than get the bus.</i></p> <p>You have recently moved to a house in the country. Write an email to a friend. Include the following:</p> <ul style="list-style-type: none"> • Describe the advantages of being in the country. • Mention something you would change. • Mention something that went wrong during the move. • Ask if you can stay a night at your friend's house.
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▪ **Activity 2: Practice (15')**

a) Objective: - Ss can list their preferences.

- Ss can write an email about a new home.

b) Content:

- Exercise 7. (p.57)

- Exercise 8. (p.57).

c) Outcomes: - Students' writings.

d) Competence: communication, collaboration, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	CONTENTS
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<p>PRACTICE. T-Ss/ S-S/ Indiv</p> <p>Activity 1 (5’): Exercise 7: Complete the useful phrases for starting and ending a letter or email. Find two more in Ellie’s email.</p> <p>- T asks ss to complete the phrases and find two more examples in the email.</p> <p>- T check answers as a class.</p> <p>Activity 2 (5’): Exercise 8. Write your email (150–180 words) using your notes from exercise 6 and phrases from exercise 7. (10 mins)</p> <p>- T tells ss to write their emails.</p> <p>- T circulates the classroom to monitor, takes notes of some significant mistakes and provides help with language if necessary.</p>	<p>- Listen to T’s instructions.</p> <p>- Complete the phrases and find two more examples in the email.</p> <p>- Check the answers.</p> <p>- Spend time writing their emails.</p> <p>- Raise hand if the students need help.</p>	<p style="text-align: right;">Key phrases</p> <p>all are from going hi hope love touch write</p> <p>Starting an email</p> <p>I¹ _____ you’re well. How’s everything I hope² _____ is well. ³ _____ ?</p> <p>Ending an email</p> <p>That’s all⁴ _____ me. Please⁵ _____ soon. Keep in⁶ _____, Say⁷ _____ to (Ben) for me. Give (Zoe) my⁸ _____.</p> <p style="text-align: right;">1. hope 2. all 3. going 4. are 5. from 6. touch 7. write 8. hi 9. love</p> <p>Student’s answers.</p>
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▪ **Activity 3: Outcomes (5’)**

a) **Objective:** - Ss can improve their writing based on feedback.

b) **Content:**

- Check Ss’ work.

c) **Outcomes:**

- Students take notes of their mistakes and how to improve their writings

d) **Competence:** presentation, organization

e) **Organization of the activity:**

TEACHER’S ACTIVITIES	STUDENT’S ACTIVITIES	CONTENTS
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<p>PRODUCT. T-Ss/ Indiv</p> <ul style="list-style-type: none"> - Ss exchange their writings in pairs to give feedback to their friends' writings. - T gives feedback without saying who made the errors. - T selects randomly some writings to assess and gives more detailed feedback in the next class. 	<ul style="list-style-type: none"> - Work in pairs and exchange writing to give feedback to friends. - Listen to friends' feedback. - Listen to the teacher's feedback. - Correct the mistakes. 	<p><i>Have you ...</i></p> <ul style="list-style-type: none"> • <i>included all four points from the task?</i> • <i>used appropriate language (see the Writing Strategy)?</i> • <i>included appropriate phrases for starting and ending the email?</i>
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C. Consolidation (2')

- Plan an email and use phrases for introducing preferences.
- Ways to write an email about moving house.

D. Homework (2')

- Learn by heart all the structures in an email.
- Complete the writing task.
- Prepare: Unit 4 – I- Culture (page 58– SB)

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HOW TO TEACH
LESSON 2H: WRITING- A MESSAGE
UNIT 2: LEISURE TIME

Ms. Phạm Anh Thư – TH-THCS-THPT Lê Thánh Tông

I. OBJECTIVES

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

1. Knowledge

- Gain knowledge about a message format.
- Write a message in response to an advertisement.

2. Skills

- Understanding how to use polite requests properly.
- Analyzing the text structure of a passage.
- Applying the vocabulary and structure in producing their own writing.

3. Attitude

- Be collaborative and supportive in pair work and group work
- Actively join in class activities
- Be confident to write their own message

II. MATERIALS

- Handouts
- Computer connected to the Internet
- Projector / TV

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Students may lack confidence in producing their own writings	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Break down the main task in small chunks.- Provide vocabulary and useful language before assigning tasks.

III. PROCEDURES

1. WARM-UP

Objectives

- Get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

Organization

- Show the discussion table on the screen. Students will complete this table with their partner(s).

What do these people use text message for?

	Importance of SMS	What do they text about	To whom?
President of Vietnam			
17-year-old student			
Business leader			
Housewife			
Spy			

2. PRESENTATION

Objectives

- To get students to learn vocabulary related to the topic.
- To get students to understand the writing strategy of how to organize the points in the task..

Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Introduce the vocabulary. - Explain the meaning of the new vocabulary by pictures. - Check students' understanding. - Reveal that these words will appear in the reading text and ask students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. advertisement (n) 2. be into sth/ sb (phrase) 3. be mad about sth (phrase) 4. refer to sth (phrase)
<p>Task 1. Read the advertisement from a website for international penfriends above. What information does Adam ask for? How does Vinh provide this information?</p>	
<ul style="list-style-type: none"> - Students read the advertisement and decide what information Adam asks for and how Vinh replies. - Check answers from the whole class 	<p>Answer:</p> <p>information about you, your family, and why you are looking for a pen friend</p>

Task 2. Look at the polite requests. Which one does Adam use in his advertisement? Which one does Vinh use in his message?

- Go through the key phrases together and check their meaning and pronunciation.
- In pairs, students complete the task.
- Check answers from the whole class

Answer:

Adam: Could you please ...?

Vinh: Would you mind (+ -ing form)?

3. PRACTICE

Objectives

- Students understand how to elicit and organize points.
- Students can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3. SPEAKING. Work in pairs. Request the following information from your partner with the given phrases.</p> <p><u>Suggested topics:</u></p> <ul style="list-style-type: none"> • <i>Inviting a Friend to an Event:</i> Write an invitation to a friend for a birthday party, movie night, or any other event. Mention the date, time, location, and what they can expect. • <i>Thanking Someone:</i> Send a thank-you message to someone who helped you recently. Express your gratitude and explain how their assistance made a difference. • <i>Discussing Your Future Plans:</i> Write about your dreams and goals for the future. Where do you see yourself in 5 or 10 years, and how do you plan to achieve your aspirations? • <i>Describing Your Favorite Place:</i> Explain why a particular location is your favorite. It could be a park, beach, city, or any place that holds significance for you. • <i>Talking About a Recent Movie or TV Show You Watched:</i> Give a review of a film or TV show you recently watched. Share your thoughts on the plot, characters, and overall experience. <p><u>Suggested phrases:</u></p> <ul style="list-style-type: none"> • <i>I would be grateful if you could give me some information/further details about...</i> • <i>I would appreciate some information about...</i> • <i>I would be interested to receive further details about...</i> • <i>Would it be possible for you to describe...?</i> • <i>I wonder if you could tell me...</i> 	
<p>- Go through the task together and make sure students understand what they have to do.</p>	<p>(Possible answers)</p>

<ul style="list-style-type: none"> - Remind them to use the key phrases given. - Check answers from the whole class. 	<p>Would it be possible for you to describe your favorite place to go? Could you please describe the recent movie you watched? Would you mind telling me about your future plans in 5 years?</p>
<p>Task 4. Write a mind map with one chosen topic. Think about how you can add extra details.</p>	
<ul style="list-style-type: none"> - Go through the instructions and task together and make sure students understand what they have to do. - Elicit ideas for each of the points and write them on the board. - Monitor and help where necessary. 	<p><i>Student's performance</i></p>

4. PRODUCTION

- Instruct students to write their message. Remind them to keep within the word limit and to cut any unnecessary words.
- Monitor and help where necessary.

Message Writing Format

HEADING– Message writing begins by writing the word “Message” in bold and capitals. It is written in the middle of the line. This is done in order to catch the attention of the person for whom the message is drafted.

DATE– The date is written on the left-hand side of the page. It is written in expanded form.

TIME– Time can be written on the message's left and right sides. However, it is preferable to mention it on the right side to show a wise usage of space.

SALUTATIONS- Before writing the message's main content (body), it is important to address the reader. It helps in avoiding ambiguity and appears to be polite.

BODY– It is the main content of the message wherein you provide all the information that needs to be conveyed to the person you are unable to contact. It is important to stick only to vital information and keep the body of the message short and crisp. Avoid using long sentences.

SENDER– Once you are done with the body of the message, mention your name (or the one given in the question) on the left-hand side of the page. This helps the reader to identify the sender of the message.

Notes

- Use straightforward and simple vocabulary while composing the message. Avoid using long sentences and difficult words, as they are hard to understand.
- Reduce the number of words to a minimum and avoid including irrelevant information.

- Before you begin writing, make a plan for the entire subject. Cover all aspects of the subject and attempt to stick to the time limit specified in the question.
- Avoid using long sentences in your response.
- It's crucial to double-check everything. Check for typos and grammatical issues once you've finished writing.

5. REFLECTION (optional)

- Have students write a reflection using one of the following sentence frames: Here are some questions to give you ideas for your reflection:

- What did I do today in class? Why was that important?
- What did I learn in class today/recently? How did I learn it?
- What was especially interesting about class today/recently?
- What do I want to learn more about?
- What questions that I had were answered today/recently?
- How does the material connect to ideas or information I already know?
- Why is it important that I know this information? How can I use it?

HOW TO TEACH

LESSON 4F – READING: ALTERNATE LIVING UNIT 4: HOME

Mrs. Phan Thị Tuyết Trang – TH-THCS-THPT Lê Thánh Tông

I. INTRODUCTION:

In addition to continuing to introduce students to useful knowledge about science, technology, culture, and life..., English 11 Friends Global adds practical topics such as global warming and preserving health, successful role models, city tours... Readings are based on real data, real people, and real life. The readings have a word count compatible with the curriculum framework, have healthy content, are highly educational, equip students with new, modern knowledge, and enhance positive life qualities. Here's how to organize activities to teach reading lesson 4F: “ALTERNATIVE LIVING”

II. THE OBJECTIVES OF TEACHING THIS READING LESSON:

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

1. Knowledge

- Understand the main ideas and details of a text about alternative homes.
- Identify and use evidence from the text to support their answers.
- Recognize and understand compound nouns related to homes.

2. Competences

- Engage in discussions about alternative homes, expressing opinions and providing supporting reasons.
- Apply reading comprehension strategies to comprehend and analyze texts effectively.
- Use vocabulary and language structures related to homes in a meaningful context.

3. Personal qualities

- Develop critical thinking skills by analyzing and evaluating information.
- Demonstrate active participation and engagement in class discussions and activities.
- Show openness and respect for diverse perspectives.

III. MATERIALS FOR THIS LESSON:

- Grade 11 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector or TV
- PowerPoint Unit 4F

IV. PROCEDURES:

1. Warm-up: (4 mins)

a. Objectives:

- Introduce the new lesson and set the scene for students to acquire a new language.
- Get students' attention at the beginning of the class by means of an enjoyable and short activity and engage them in the following steps.
- Students can gain more confidence and interest in the lesson.

b. Content:

- Compound nouns (Exercise 5/ p55)

c. Products:

- Students work in groups.

d. Organization

- The teacher asks students to match a–h with 1–8 to make compound nouns.

Answer key: 1. rubbish dump 2. sofa bed 3. front door 4. dining table
5. shipping container 6. housing estate 7. studio flat 8. guest house

e. Assessment

- The teacher observes the students and gives feedback.

2. Pre-Reading: (5 mins)

a. Objectives:

- Students get the gist of the texts.

b. Content:

- Exercises 1-2.

c. Products:

- Ss take notes of the new words.

d. Organization.

- The teacher asks the students **to look at the photos and the titles of texts A–C and ask them, “What do you think the texts are about?”**
- Ask students to carefully listen to text A–C and check their ideas. This can help create a connection with the topic.

Answers:

Text A is about a sculptor who makes shelters for homeless people out of rubbish.

Text B is about a weird architectural structure in Da Lat, designed by a Vietnamese architect.

Text C is about converting shipping containers into homes for homeless people.

e. Assessment

- The teacher checks students' pronunciation and gives feedback.
- The teacher observes students' writing of vocabulary on their notebooks.

- The teacher explains vocabulary and phrases through pictures or definitions.

Vocabulary

1. sculptor (n)
2. sculpture (n)
3. architect (n)
4. surreal (adj)
5. harmonious (adj)
6. cobweb (n)
7. stackable (adj)
8. mansion (n)
9. weird (adj)
10. convert (v)

Phrases:

1. bits of rubbish
2. sleep rough
3. with a view to + V-ing
4. no straight lines and no right angles
5. a maze of winding flights of stairs
6. dangerous-looking bridges
7. well-contained housing
8. sit on top of one another
9. a similar housing estate
10. on wheels

3. While Reading: (23 mins)

a. Objectives:

- Students can use the reading strategy to help them match the pictures with the relevant details.
- Students can locate the details in the texts.

b. Content:

- Exercises 3 and 4. (p.54)
- Exercise 6. (p.55)

c. Products:

- Students complete the exercises in the books.

d. Organization.

Activity 1:

- Have students read the Reading Strategy and three texts and then match two of the texts with the photos below. Say what evidence you found to support your answers.

Answer key:

- Picture 1 - Text B: closer to nature, no straight lines, no right angles.
- Picture 2 - Text C: old shipping containers, stackable. The containers will sit on top of one another with stairs connecting them.

Activity 2: *Ask students to read the texts again and match them (A–C) with the sentences (1–4) below. Make a note of the evidence you found to support your answers.*

Answer key:

2-A: Gregory searches on rubbish dumps to find pieces to use.

3-B: In one room, guests are watched over by the glowing red eyes of a kangaroo. In another room, the window looks like the cobweb of a giant spider, and the fireplace is in the form of an eagle's egg.

4-C: They are also stackable. The containers will sit on top of one another, with stairs connecting them.

Activity 3:

- Ask Ss to read the texts again and choose the correct answer.

1. Gregory finds the parts to make his houses in _____.

- A. garbage dumps B. the shelters C. mansions D. California

2. Gregory sometimes uses _____ as a front door.

- A. a washing machine door B. a fireplace C. a fridge door D. a window

3. Staying in the Crazy House brings guests closer to nature because _____

- A. there are no straight lines and no right angles at all.
B. this weird structure is a maze of winding flights of stairs.
C. it is in the form of an eagle's egg.
D. each of the rooms has features of an animal.

4. Apart from the UK, _____ have containers been made into flats.

- A. in Brighton B. in the Netherlands C. in England D. in the studio flats

* **Answer key:** **1A, 2C, 3D, 4B**

e. Assessment

- The teacher's observation of Ss' performance.
- Teacher's feedback and peers' feedback.

4. Post-Reading: (10 mins)

a. Objectives:

- Students discuss the advantages and disadvantages of three different types of homes.

b. Content:

- Three texts

c. Products:

- Students discuss in pairs.

d. Organization

- Have students compare and contrast the three housing solutions described in the text. What are the advantages and disadvantages of each?

* **Living Sculptures**

Advantages:

- **Affordability:** These shelters are made of recycled materials, which keeps costs low.
- **Mobility:** The shelters are on wheels, allowing for easy relocation as needed.
- **Resourceful:** Utilizes discarded items like washing machine doors and fridge doors creatively.
- **Individualized:** Each sculpture is unique and offers a sense of ownership and identity.

Disadvantages:

- **Limited Space:** The shelters are small, providing minimal living space.
- **Weather Protection:** They may not offer adequate protection from extreme weather conditions.
- **Durability:** The use of recycled materials may result in less durable structures.
- **Privacy:** Limited privacy due to the small size and open design.

* **The Crazy House**

Advantages:

- **Artistic and Unique:** The architecture is creative and visually stunning, offering a unique living experience.
- **Integration with Nature:** This brings residents closer to nature with its organic and surreal design.
- **Inspiration:** It serves as an inspiration for architectural innovation and creativity.
- **Tourism:** Can potentially generate income through tourism and guest stays.

Disadvantages:

- **Functionality:** The irregular shape and design may not be practical for daily living.
- **Accessibility:** The maze-like layout may not be suitable for individuals with mobility issues.
- **Cost:** Building and maintaining such a structure can be expensive.
- **Limited Space:** The unusual design may result in limited usable space.

* **Well-Contained Housing**

Advantages:

- **Cost-Efficiency:** Utilizes old shipping containers, making it cost-effective.
- **Stackable:** Containers can be stacked, optimizing land use.
- **Basic Amenities:** Provides essential amenities like a kitchen, bathroom, and living space.
- **Privacy:** Offers more privacy compared to open shelters.

Disadvantages:

- **Compact Living:** Limited space may make it challenging for residents to store personal belongings.
- **Aesthetic:** The appearance of shipping containers may not be visually appealing.

- Mobility: These structures are not as easily mobile as living sculptures.
- Social Acceptance: Some people may find the idea of housing homeless individuals in shipping containers stigmatizing.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- If T is using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- T asks students: What have you learned today? What can you do now? and elicits answers: I can understand a text about alternative homes. I can find evidence in a text to support my answers. I can understand and use compound nouns connected with homes. I can discuss alternative homes.

b. Homework:

- Learn by heart: Vocabulary, phrases, and compound nouns.
- Prepare for 4G.

HOW TO TEACH

LESSON 2A-VOCABULARY: LOVE IT OR HATE IT

UNIT 2: LEISURE TIME

Mrs. Nguyễn Thị Thanh Tâm – TH-THCS-THPT Lê Thánh Tông

I. INTRODUCTION:

Knowing vocabulary related to likes and dislikes is essential, especially in language learning and communication. Vocabulary related to likes and dislikes allows individuals to express their preferences clearly and accurately. It helps communicate effectively when discussing personal choices, opinions, and experiences. People often need to express their likes and dislikes in various contexts, such as when making plans with friends, choosing leisure activities, or communicating preferences in daily life. Having the correct vocabulary helps convey these preferences. Teaching Lesson 2A-Vocabulary: LOVE IT OR HATE IT, focusing on likes, dislikes, and leisure activities can be engaging and effective with the following methods:

II. THE OBJECTIVES OF TEACHING THIS LESSON:

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

1. Knowledge

- Gain knowledge about talking about likes and dislikes and leisure activities.
- Make conversations of likes and dislikes and leisure activities.

2. Skills

- Confidently expressing themselves properly.
- Enhancing vocabulary and so applying effectively in producing their own writing .

3. Attitude

- Be collaborative and supportive in pair work and group work.
- Actively join in class activities.
- Be confident to make conversations with their friends.

II. MATERIALS

- Handouts.
- Computer connected to the Internet.
- Projector / TV.

III. METHODS:

1. **Warm-up Activity - Weekend Plans Sharing:** Start the lesson by having students share their weekend plans. Encourage them to discuss their likes and dislikes about weekend activities. This gets them talking and introduces the topic in a personal context.

2. **Vocabulary Pre-teaching with Visuals:** Use colorful pictures to introduce and explain new vocabulary related to activities and sports. Visual aids help students grasp the meaning of words quickly.
3. **Categorization Activity:** After introducing vocabulary, organize a group activity where students categorize activities into different groups (e.g., indoor, outdoor, sports, hobbies). This encourages students to think critically about the vocabulary and how it relates to different leisure activities.
4. **Listening Comprehension:** Use audio clips or recordings of people talking about their likes and dislikes regarding certain activities and sports. Have students listen and identify the activities mentioned. This will help improve their listening skills and reinforce their vocabulary.
5. **Pair Work - Conversations:** Allow students to work in pairs to practice making conversations. Provide prompts such as "Have you tried this activity? Did you enjoy it? Would you like to try it?" This gives them the opportunity to express their likes and dislikes in a conversational context.
6. **Group Discussions:** Divide the class into small groups and assign each group a different leisure activity or sport. Have them discuss why some people might love it and why others might hate it. This encourages critical thinking and discussion skills.
7. **Role-Playing:** Create role-playing scenarios where students can act out conversations about their likes and dislikes for certain activities. This interactive approach makes the lesson more engaging.
8. **Writing Assignments:** Assign short writing tasks where students can write about their favorite leisure activities or describe an activity they would like to try. This helps reinforce vocabulary and encourages creative expression.
9. **Peer Presentations:** Have students present their conversations or writing assignments to the class. This builds confidence in speaking and sharing their opinions.
10. **Review and Reflection:** Review the key vocabulary and concepts at the end of the lesson. Ask students to reflect on what they learned and how they can use it to talk about their likes and dislikes in leisure activities.

IV. CONCLUSION:

In wrapping up our lesson on vocabulary related to likes and challenges, marked by significant physical, social, and emotional transformations, we have explored a wide range of words and phrases that allow us to express our preferences, opinions, and feelings about various activities, foods, and experiences. Teaching students to know the vocabulary related to likes and dislikes is fundamental for effective communication, building relationships, and navigating various social and cultural contexts. It enhances language skills and enables individuals to express their preferences and opinions accurately, ultimately enriching their language abilities and facilitating meaningful interactions.

UNIT 3: VOCABULARY

PARTS OF THE BODY

Mrs. Võ Thị Gia Tường – TH-THCS-THPT Lê Thánh tông

- 1. Focus on rich meaning, not just dictionary definitions**
- 2. Promote usage of the words**
- 3. Review is important**
- 4. Involve students in identifying some of the words to be studied**

PRESENTATION

- 1. Focus on rich meanings, not just dictionary definitions**

When we teach vocabulary, we often have the students engaged in trying to provide several different versions of the definition.

- Dictionary definition
- Synonym for a word
- Antonyms (if there are any)
- Part of speech
- Classification (what semantic group does it belong to, like tools or ways of talking)

- 2. Promote usage of the words**

It is not enough that students study word meanings; but they have to learn to use these words in their reading, speaking, writing, and listening. Instruction should create opportunities for students to use words

- 3. Review is important**

It can be hard to retain vocabulary if you don't get a lot of opportunities to use it. We may teach vocabulary because certain words are prominent in the texts. We can read this week, but the students don't see them for long. That is why the review is so important.

- 4. Involve students in identifying some of the words to be studied**

One thing we can do to help develop a "word consciousness" among the students is to involve them in identifying unknown words from their reading and include them in your classroom curriculum. When readers get used to noticing their lack of knowledge of particular terms, they will be more likely to try to resolve those gaps when reading. Students will also be more motivated if they have some say in the curriculum as well.

Practice

UNIT 3: Vocabulary

Parts of the body

1. The teacher shows a picture about the footballer is lying on the football pitch and then ask students to describe the photo.

For example:

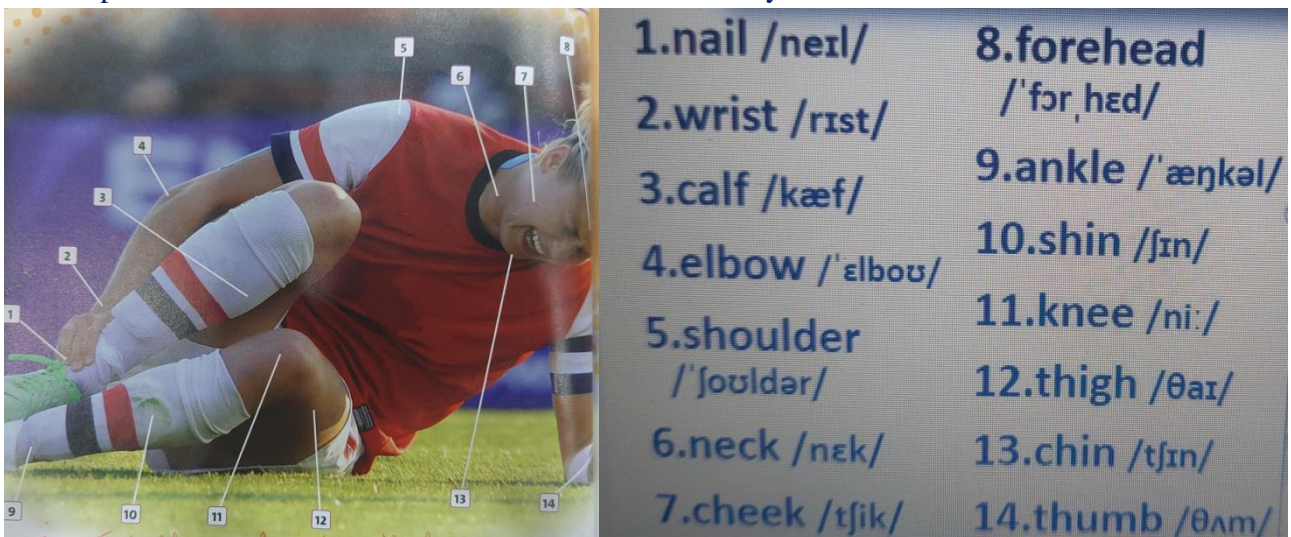
Teacher: Do you think what has happened?

Students: He is in pain and has probably hurt his ankle in a tackle.

2. The teacher gives some vocabulary

For example: nail, wrist, calf, elbow, shoulder, neck, cheek, forehead, ankle, knee

- Ask students to look at the picture again and point at the part of the body and also give meanings.
3. Work in pairs
 - Students can talk together about their body and say something about their health.
 4. The teacher gives the students more words, then ask them to combine the new words with the picture so that the students can remember vocabulary better.



CONCLUSION

Shortly, to study English well, Vocabulary is so essential. Therefore, learning and remembering new words is also necessary. the teacher should find out the best methods to help students get as many as possible.

THE END

I learn Smart Word 8

UNIT 3: PROTECTING THE ENVIRONMENT

LESSON 3: WRITING GUIDES

Mrs.: Nguyễn Thị Quỳnh Châu – TH-THCS-THPT Lê Thánh Tông

I. OBJECTIVES

By the end of this lesson, students will be able to write a short guide to make the school more environmentally friendly.

II. MATERIALS

- Handouts
- Computer connected to the Internet
- Projector / TV

Assumption

Anticipated difficulties	Solutions
Students may lack confidence in producing their own writings	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP

Objectives

- Get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

Organization

- Let the students listen to some sentences about the environment problems which were spoken and recorded by their classmates.
- Ask the students to repeat what they heard and say who spoke the sentences.

2. READING

Objectives

- To get students understand writing strategy of how to organize the points in the task..

Organisation

a. Read the guide and write the correct heading for each section.

- Have students read the headings.
- Have students read the guide and write the correct heading for each section.
- Check the answer as a whole class.

b. Now, read and circle the correct answers.

1. Have students read the questions.
2. Have students read the guide and circle the correct answers.
3. Have students check their answers with a partner.
4. Check answers as a whole class.

c. Listen and read.

Play audio. Have students listen and read.

d. In pairs: Do you have the same problems where you live? What other solutions could help improve the problems?

1. Divide the class into pairs.
2. Have students discuss the questions.
3. Elicit answers from some students.

3. WRITING SKILLS

Objectives

- Students know the steps to write guides.

Organisation

a. Read about writing guides. Then, read the guide from the reading again and circle the imperatives and underline the reasons for solutions.

1. Have students read the Writing Skill box and the guide again and circle and underline the correct parts.
2. Have students check their answers with a partner.
3. Check answers as a whole class.

b. Read the guide and write headings for each section.

1. Have students read the guide.
2. Have students write headings for each section.
3. Have students check their answers with a partner.
4. Check answers as a whole class.

4. SPEAKING

Objectives

- Students will be able to talk about ways to make their school become greener.

a. In pairs: Discuss some ways for your school to be greener.

1. Divide the class into pairs.
2. Have pairs discuss some ways for their school to be greener.
3. Have some pairs share their ideas with the class.

b. Now, choose the best three to four solutions. In pairs: Discuss the points on the table below and write in your own ideas.

1. Have students choose the best solutions.
2. Have students discuss the points on the table with their partners and write in their own ideas.
3. Have some students share their ideas with the class.

5. PRODUCTION

- Instruct students to write a guide about: “ How to make your school greener?”
- . Remind them to keep within the word limit and to cut any unnecessary words.
- Monitor and help where necessary.

Sample answer:

HOW TO MAKE OUR SCHOOL GREENER

Our school has many environmental problems. Here are some simple things we can do to help our school's environment.

Recycle everything.

We should get more recycling bins and start a recycling program. This will help improve land pollution.

Plant more trees.

We should plant more trees around the playground. This will help reduce air pollution.

Use less plastic.

We should sell less plastic in our school cafeteria to reduce trash. This will help reduce plastic pollution on land and in the sea.

TOPIC: A COMPARISON BETWEEN A LESSON PLAN DESIGNED BY PHUONG NAM AND MY LESSON PLAN.

Phan Khánh Quỳnh – TH-THCS-THPT Lê Thánh Tông

Unit 4A: VOCABULARY - DESCRIBING HOUSES AND HOMES

<i>LESSON PLAN DESIGNED BY PHUONG NAM</i>	<i>MY LESSON PLAN</i>
<p>PROCEDURES:</p> <p>1. Activity 1: WARM-UP: (5 mins)</p> <p>Game: Word plays</p>	<p>PROCEDURES</p> <p>1. Activity 1: WARM-UP: (5 mins)</p> <p>Watch a video clip.</p> <p><i>Reason:</i> Watching a video clip helps Ielt students improve their listening and speaking skills.</p> <p>They have a favorable condition to observe real houses in the UK.</p>
<p>PRESENTATION (8 mins)</p> <p>- Exercises 1, 2, and 3.</p> <p>Exercise 1:</p> <p>T only asks students to listen and choose the correct words.</p> <p>Suggested answer:</p> <p>A. mansion</p> <p>B. thatched cottage</p> <p>C. terraced house</p> <p>D. flat</p>	<p>Exercise 1:</p> <p>T gives the meanings and pronunciation of 11 words in exercise 1.</p> <p><i>Reason:</i> This helps students know how to use these words correctly.</p>
<p>PRACTICE (20 mins)</p> <p>Exercises 4, 5, 6 and 7.</p> <p>Exercise 5:</p> <p>Ss match nine of the words with their meanings. There are two words with the same meaning.</p> <p>- They then check the meaning of the other words in their dictionaries.</p>	<p>Exercise 5:</p> <p>Checking the meaning of words in the dictionary wastes a lot of time and the teacher cannot control what students are doing.</p> <p><i>Solution:</i> Teacher provides <i>students vocabulary exercises in the textbook “ Bai giảng & lời giảng chi tiết Tiếng Anh – Friends Global 11”</i>.</p>

<p>ACTIVITY 4: PRODUCTION (10 mins)</p> <p>Exercise 8.</p> <p>Ss take turns to describe their homes to their partner using the available phrases.</p>	<p>There is not enough time for long conversations.</p> <p>T encourages students to write a paragraph (2-5 sentences) describing their house.</p> <p>T can design some vocabulary games to consolidate the lesson.</p>

LESSON 4E - WORD SKILLS: DO, MAKE, AND TAKE

<p><i>LESSON PLAN DESIGNED BY PHUONG NAM</i></p>	<p><i>MY LESSON PLAN</i></p>
<p>ACTIVITY 2: PRESENTATION (17 mins)</p> <p>Exercises 2, 3, 4, and 5.</p> <p>Exercise 4:</p> <p>T asks students to read Learn this! box and do the task.</p>	<p>To help students know how to distinguish the uses of “do, make, and take”, T provides collations of “do, make, and take” and gives them some exercises.</p>

HOW TO TEACH A VOCABULARY LESSON
UNIT 3: SUSTAINABLE HEALTH
LESSON 3A - VOCABULARY: PARTS OF THE BODY

Ms. Huỳnh Thị Thanh Nga – THCS-THPT Nguyễn Khuyến

I. INTRODUCTION:

To help students be interested in learning English as well as be able to use English fluently as their first language. The English book Friends Global grade 11 continues to be compiled based on familiar, engaging topics such as technology, artists, leisure time, and sustainable health to provide useful vocabulary for students. To illustrate this, let's learn about the procedure of teaching a vocabulary lesson through a lesson about parts of the body.

II. OBJECTIVES

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

1. Knowledge

- Identify parts of the body.
- Gain vocabulary to talk about injuries and treatments.
- Review present perfect and past simple.
- Gain some trivial knowledge about the body.

2. Competences

- Discuss various parts of the body.
- Understand a conversation between doctors and their patients.
- Talk about experiences related to accidents and injuries.
- Develop self-study skills, collaborative skills and creativity.

3. Personal qualities

- Build an awareness of taking good care of different parts of the body.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

III. MATERIALS

- Grade 11 textbook, Unit 3, Vocabulary
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 3A

IV. PROCEDURES

1. Activity 1: WARM-UP:

To introduce the new lesson and set the scene for students to acquire a new language and get students' attention at the beginning of the class by organizing the game named 'Hot-air' Balloon 'How did you feel when...?'. Thus, students can gain more confidence and interest in the lesson.

Organization of the activity:

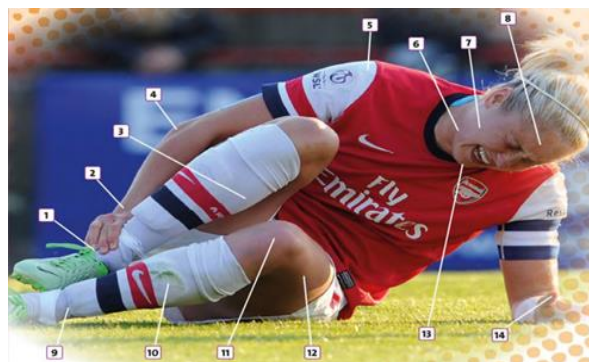
- Divide the class into groups to play this game. Students choose the correct air balloon. If the student gets it wrong, the incorrect one will disappear, and the 'next' button won't appear. Click on the balloon to check the answer.
- Ask students to read a complete sentence. Give a bonus to the group that gets the most correct answers.



2. Activity 2: PRESENTATION

- Ask students to look at the picture and answer the questions in exercise 1.

Exercise 1: Describe the photo. How is the footballer feeling? What has happened, do you think?



In pairs, Ss discuss what might have happened to the woman.



- Ask a few students to share their ideas with the class.

- Share the possible answer:

The footballer is lying on the football pitch. She is in pain and has probably hurt her ankle in a tackle.

- Focus Ss' attention on the photo.
- Pre-teach vocabulary related to the topic, which helps students learn the form, pronunciation, and when to use these topic-related vocabularies through the four ways.


Guess the words through pictures

Intestine /m'testn/ (n)	a long tube throu out of the body v		Lung /lʌŋ/ (n)	either of the two orga	
Jaw /dʒɔ:/ (n)	the lower part of mouth		Muscle /mʌsl/ (n)	phô	
Kidney /'kɪdni/ (n)	either of the two from the blood at,		Rib /rɪb/ (n)	one o	
Skull /skʌl/ (n)	the bone structur protects the brain		Scalp /skælp/ (n)	pro	
Spine /spain/ (n)	the row of small middle of the bac		Shin /ʃɪn/ (n)	a b	
Thigh /θaɪ/ (n)	the top part of th			xu	
				the	
				da	
				the	
				the	
				ca	

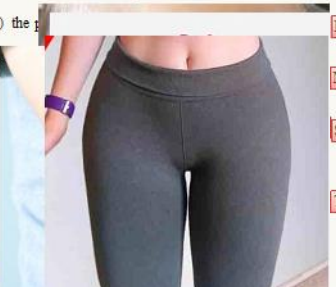
Guess the words through pictures

Lung /lʌŋ/ (n)	either of the two orga	
Muscle /mʌsl/ (n)	phô	
Rib /rɪb/ (n)	one o	
Scalp /skælp/ (n)	pro	
Shin /ʃɪn/ (n)	a b	
	xu	
	the	
	da	
	the	
	the	
	ca	


Guess the words through the transcriptions

Eyebrow (n) /aɪbrəʊ/	the line of hair above	
Eyelid (n) /aɪlɪd/	either	
Heel (n) /hi:l/	the b	
Knee (n) /ni:/	the jo	
Toe (n) /toʊ/	bends	
Waist (n) /weɪst/	any o	
Wrist (n) /rɪst/	the p	
Skin (n) /skɪn/	the jo	
	the lay	

Rearrange the letters into the meaningful words

BOTTOM Bottom /'bɒtəm/ (n) the p	
CHEEK Cheek /tʃi:k/ (n) either s	
CHIN Chin /tʃɪn/ (n) the part o	
ELBOW Elbow /'elbəʊ/ (n) t	
HEART Heart /ha:rt/ (n) the usu	
HIP Hip /hɪp/ (n) the area below	
	the body, or th
	the body hō

Rearrange the letters into the meaningful words

NAIL Nail /neɪl/ (n) the thin hard layer	
NECK Neck /nek/	fingers or toes n
SHOULDER Shoulder	
THROAT Throat /θrəʊt/	

- Observe students' writing of vocabulary on their notebooks.
- Ask students to look at the slides and say aloud the new vocabulary items.
- Check students' pronunciation and give feedback.

Pronunciation Practice

1. Ankle /æŋkəl/	7. Chin /tʃɪn/	1. Heel /hi:l/	7. Lung /lʌŋ/	1. Shin /ʃɪn/	7. Thigh /θaɪ/
2. Blood /blʌd/	8. Elbow /elbəʊ/	2. Hip /hɪp/	8. Muscle /mʌsl/	2. Shoulder /'ʃəʊldə(r)/	8. Throat /θrəʊt/
3. Bottom /'bɒtəm/	9. Eyebrow /aɪbrəʊ/	3. Intestine /ɪn'testɪn/	9. Nail /neɪl/	3. Skin /skɪn/	9. Thumb /θʌm/
4. Brain /breɪn/	10. Eyelid /aɪlɪd/	4. Jaw /dʒɔ:/	10. Neck /nek/	4. Skull /skʌl/	10. Toe /toʊ/
5. Calf /kɔ:fl/	11. Forehead /'fɔ:hed/ /'fɔ:nd/	5. Kidney /'kɪdni/	11. Rib /rɪb/	5. Spine /spain/	11. Waist /weɪst/
6. Cheek /tʃi:k/	12. Heart /ha:rt/	6. Knee /ni:/	12. Scalp /skælp/	6. Stomach /'stʌmək/	12. Wrist /rɪst/

3. Activity 3: PRACTICE

- Check students' understanding of identifying parts of the body by answering some questions.
- Students discuss with their friends, do exercises in the book and conduct oral correction.

Practice 1: Exercise 3: Work in pairs. Which parts of the body in the list in exercise 2?

- Put students in pairs and give them 2 minutes to work with their friends to ask and answer the questions.
- Students volunteer to answer the questions.
- Check and show visual aids for clarification.

- 3 **SPEAKING** Work in pairs. Which parts of the body in the list in exercise 2
- 1 are inside your body?
 - 2 are part of your head or neck?
 - 3 are part of your arm or hand?
 - 4 are part of your leg or foot?

Parts of the body ankle blood bottom brain calf cheek chin elbow eyebrow eyelid forehead heart heel hip intestine jaw kidney knee lung muscle nail neck rib scalp shin shoulder skin skull spine stomach thigh throat thumb toe waist wrist

1 blood, brain, heart, intestine, kidney, lung, muscle, rib, skull, spine, stomach, throat

2 blood, brain, cheek, chin, eyebrow, eyelid, forehead, jaw, lip, muscle, scalp, skin, skull, spine, throat

3 blood, elbow, muscle, nail, skin, thumb, wrist

4 ankle, blood, calf, heel, knee, muscle, nail, shin, skin, thigh, toe

Answer key:

Practice 2: Exercise 4: Work in pairs or small groups. Do the body quiz on page 37. Check your answers with your teacher.

4 **SPEAKING** Work in pairs or small groups. Do the body quiz on page 37. Check your answers with your teacher.

HOW MUCH DO YOU KNOW ABOUT the human body?

- 1 What is the most common blood type?
a AB-
b B-
c O+
- 2 How much do fingernails grow per month?
a 0.75 mm
b 1.5 mm
c 3 mm
- 3 Where exactly is your heart?
a On the left of your chest
b In the middle of your chest
c In the middle of your chest, a bit to the left
- 4 How long are the human intestines?
a 3.5 m
b 8.5 m
c 13.5 m
- 5 How many hairs are there on the human scalp?
a 90,000-150,000
b 150,000-190,000
c 190,000-250,000
- 6 What is the human body's biggest organ?
a Liver b Brain c Skin
- 7 What is the average thickness of human skin?
a 1-2 mm b 2-3 mm c 3-4 mm

- Go through the quiz questions and check that students understand them.

- In pairs or groups, students do the quiz and write the answers in their notebooks. Do not check answers at this point.

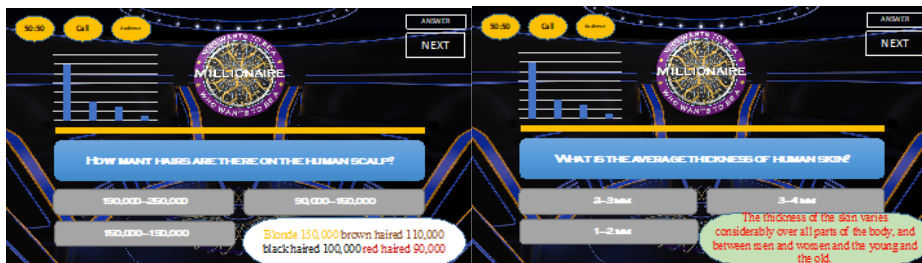
- Conduct a game show to check the students' answers: "Who wants to be a millionaire?"

- Students can volunteer to answer the questions or work in groups and take turns to give the answers.

The image shows a digital quiz interface titled "WHO WANTS TO BE A MILLIONAIRE". It features a purple background with a large golden wheel in the center. The interface is divided into several sections, each with a question and multiple-choice options. The questions are:

- WHAT IS THE MOST COMMON BLOOD TYPE?** Options: O+, AB-, B-, A-. Annotations: "The uncommon blood type" (pointing to B-), "The rarest blood type" (pointing to AB-).
- HOW MUCH DO FINGERNAILS GROW PER MONTH?** Options: 0.75 mm, 1.5 mm, 3 mm. Annotation: "middle nail grows the fastest and thumb nails the slowest" (pointing to 1.5 mm).
- WHAT IS THE HUMAN BODY'S BIGGEST ORGAN?** Options: LIVER, BRAIN, SKIN. Annotations: "weigh about 1.35 kilograms and is about the same size as two clenched fists" (pointing to BRAIN), "Make up about 16% of overall body mass" (pointing to SKIN).
- WHERE EXACTLY IS YOUR HEART?** Options: IN THE MIDDLE OF YOUR CHEST, ON THE LEFT, IN THE MIDDLE OF YOUR CHEST. An anatomical diagram of the human torso shows the heart's location.
- HOW LONG ARE THE HUMAN INTESTINES?** Options: 3.5 m, 8.5 m, 13.5 m. Annotation: "The small intestine is actually longer than the large intestine but gets its name from its smaller diameter." (pointing to 13.5 m).

Each question card includes a timer (50:30), a "Call" button, and a "NEXT" button. The interface also features a "START GAME" button at the bottom left.



Practice 3: Exercise 5. Listen to three dialogues between doctors and their patients. Complete the table using the words below to complete the treatments.

Match the treatments with the pictures

Treatments: antibiotics, bandage, cream, dressing, medicine, painkillers, X-ray

antibiotics /,ænti'baɪ'ɒtɪks/
 bandage /'bændɪdʒ/
 cream /kri:m/
 medicine /'medɪsn/
 dressing /'dresɪŋ/
 X-ray /'eksreɪ/
 painkillers /'peɪnkɪləz/

5 VOCABULARY Listen to three dialogues between doctors and their patients. Complete the table using the words below to complete the treatments.

Treatments: antibiotics, bandage, cream, dressing, medicine, painkillers, X-ray

Patient	1	2	3
Part of the body injured	ankle	head	thumb
When	yesterday evening	this morning	last night
Treatment	bandage	painkillers	X-ray

- Go through the instructions of the listening
- Pre-teach vocab for listening: Let students do a quick matching exercise to teach them new vocab items and conducts oral drill for pronunciation.
- Play the recording for students to complete the table.
- Students check the answer with their friends and listen the recording the second time.
- Check answers as a class.

Practice 4: Exercise 6. Read the Recycle! box. Complete the extracts from the dialogues with the verbs in brackets. Use the present perfect or past simple. Listen again and check your answers.

- Students read the Recycle! Box to review past simple and present perfect. They then read the dialogue from the recording.
- Students complete the dialogue.
- Play the recording again for students to check their answers.
- Use slides to teach some vocab from the listening about accidents and injuries.
- Go through the slides again after teaching to conduct oral drill, individual drill for pronunciation check.

6 VOCABULARY Read the Recycle! box. Complete the extracts from the dialogues with the verbs in brackets. Use the present perfect or past simple. Listen again and check your answers.

RECYCLE! Present perfect and past simple

a We use the present perfect for:

- giving news, when we do not say exactly when the event happened.
- talking about experiences.

b When we ask for or give specific information about the news or experience, we use the past simple.

I've broken my wrist. I fell off my bike.
 Have you ever broken your leg? Yes, I broke my left leg last year.

Dialogue 1
 a My ankle really hurts. I think I **'ve twisted** (twist) it.
 b Yes, it's a bit swollen. You **'ve sprained** (sprain) it.

Dialogue 2
 c I **'ve had** (have) an accident. I **banged** (bang) my head.
 d I **tripped** (trip) over the cat and **hit** (hit) my head on the corner of a table.

Dialogue 3
 e I **'ve hurt** (hurt) my thumb. I **trapped** (trap) it in the car door.
 f You **have** certainly **bruised** (bruise) it.
 g It's really painful. Do you think I **'ve broken** (break) it?

Vocabulary: Accidents and Injuries

- Bang your head Đập đầu
- Bruise yourself badly Làm bầm tím
- Burn yourself Làm bỏng
- Have a bad nosebleed Chảy máu cam
- Twist your ankle Trật mắt cá chân

4. Activity 4: PRODUCTION

- Talk about experiences related to accidents and injuries.
- Students give a short talk.

Exercise 7. Work in pairs. Ask and answer about experiences using the present perfect and the phrases below. If the answer is ‘yes’, give more information.

- Ss to look at the example questions and answers, and to start their questions with Have you ever ...?
- In pairs, students ask and answer the questions in 5 mins.
- Let students play “**Have you ever...?**”: Invite a student to stand up and pick a box. There is a question starting with “**Have you ever...?**” in that box. Ss raise their hands if their answers to the question is “Yes”. Then T can invite one of the Ss to talk about their experiences.



V. CONCLUSION:

In conclusion, thanks to the lively and easy-to-understand visual teaching method in this lesson, students will be able to gain some trivial knowledge about the body, vocabulary to talk about injuries and treatments, thereby understand a conversation between doctors and their patients, know how to talk about experiences related to accidents and injuries. Thus, students build an awareness of taking good care of different parts of the body.

UNIT 3: SUSTAINABLE HEALTH

LESSON 3E - WORD SKILLS: WORD FAMILIES

Ms. Huỳnh Thị Thanh Nga – THCS-THPT Nguyễn Khuyến

I. INTRODUCTION:

To develop students’ understanding of the language they are learning, the English book Friends Global Grade 11 continues to provide extensive practice of word building, phrasal verbs, and dictionary skills for students. In this lesson, students have a chance to develop self-study skills, collaborative skills, and critical thinking. To help students obtain these competencies, let’s learn about the procedure of teaching a word skills lesson through lesson 3E: Word Families.

II. OBJECTIVES

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

1. Knowledge

- Gain trivial knowledge about how emotions affect the body.
- Know some adjectives to describe feelings and their related nouns and adverbs.

2. Competences

- Understand an article about how emotions affect the body.
- Discuss their emotions.
- Present their opinions on some statements about emotions.
- Develop self-study skills, collaborative skills, and critical-thinking.

3. Personal qualities

- Build an awareness of one's emotions.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

III. MATERIALS

- Grade 11 textbook, Unit 3, Word skills
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 3E

IV. PROCEDURES

1. ACTIVITY 1: WARM-UP

To introduce the new lesson and set the scene for students to acquire a new language as well as get students' attention at the beginning of the class via organizing the game named **'Feel the sounds'** Thus, students can gain more confidence and interest in the lesson.

Organization of the activity: Feel the sounds

- Go through the instructions.
- Students listen to the sounds and work in pairs to guess how the people feel.
- Students with the correct answers bring points to their group or get a present.
- Ask: "In what situations would you experience these emotions?" and elicit a few answers.

Feel the sounds

Listen to these sounds and guess how these people feel

Afraid /scared/ fearful

Sad / upset / depressed

Happy / joyful / cheerful

Disappointed

Disgusted



Answers:

1. Afraid /scared/ fearful
2. Sad / upset / depressed
3. Happy / joyful / cheerful
4. Disappointed
5. Disgusted

Exercise 1: In pairs, read the adjectives below and talk about situations in which you experience those feelings

- Go through the word list to check the meaning and pronunciation of the adjectives.
- Gives examples based on personal experiences.
- In pairs, students discuss situations in which they experience the feelings.
- A few students volunteer to share their ideas with the class.

1 VOCABULARY In pairs, read the adjectives below and talk about situations in which you experience those feelings.

I sometimes feel afraid if I see a very large spider.

Adjectives to describe feelings afraid anxious
ashamed cross disgusted envious proud



2. ACTIVITY 2: PRESENTATION

Pre-teach vocabulary

- Go through the slides and elicit the words from the pictures first.
- Conduct oral drill chorally and individually.
- Ask CCQs to check students' understanding.
- Students answer and take notes of new vocabulary.
- Students work in pairs to complete the matching exercise on the slide to learn more vocab for the listening
- Go through the slides again to check pronunciation.

Vocabulary

contempt /kən'tempt/ (n) the feeling that somebody/something is without value and deserves no respect at all **sự coi /xem thường**

disgust /dɪs'gʌst/ (n) a strong feeling of dislike for somebody/something that you feel is unacceptable or unpleasant **kinh tởm**

depression /di'preʃn/ (n) the state of feeling very sad and without hope **sự chán nản**

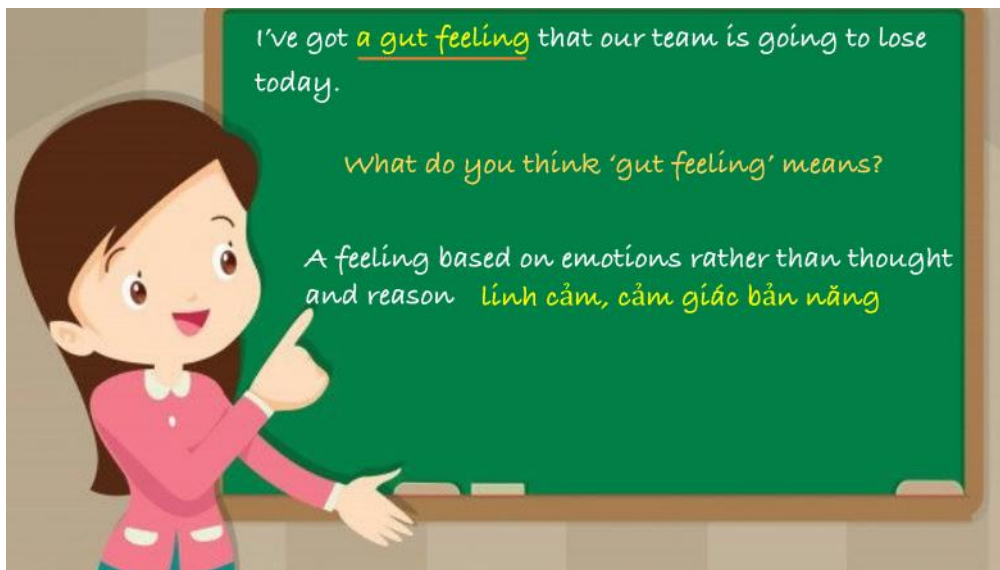
envy /envi/ (n) the feeling of wanting something that somebody else has; jealousy **sự ghen tị**

gut /gʌt/ (n) the place where your natural feelings that make you react in a particular way are thought to be; belly **trực giác; bụng**

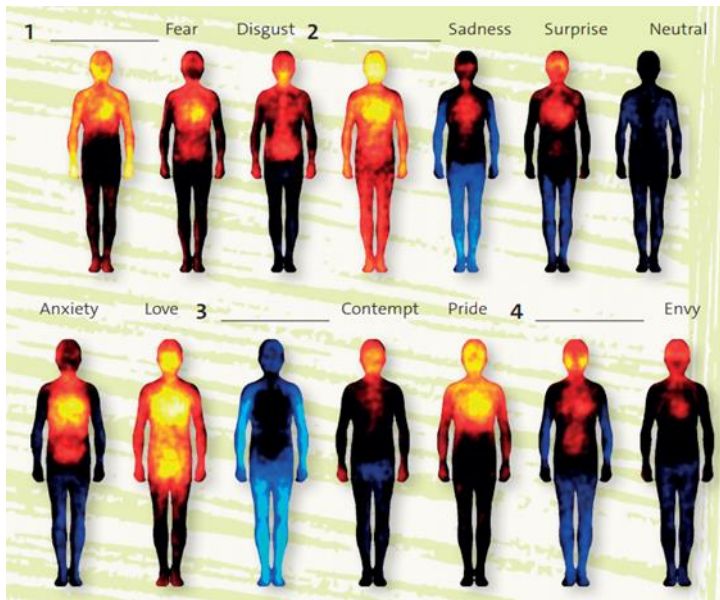
silhouette /,sɪlu'et/ (n) the dark outline or shape of a person or an object that you see against a light background **hình bóng, hình dáng**

Exercise 2: Read the article and look at the pictures. Match the underlined words in the article with pictures 1–4.

- Focus students' attention on the title.
- On the board, write the following: "I've got a gut feeling that our team is going to lose today."
- Ask: **What do you think 'gut feeling' means?**



- Students read the article and match the underlined words with pictures 1–4.
- Check answers as a class.



Answer:
 1. anger
 2. happiness
 3. depression
 4. shame

Exercise 3: Complete the tables with words from exercises 1 and 2.

- Students complete the table.
- T checks answers as a class.

Answer:

1. anger 2. anxious 3. shame 4. envy
 5. happiness 6. proud 7. sadness 8. surprise

3 Complete the tables with words from exercises 1 and 2.

Noun	Adjective	Noun	Adjective
	angry		happy
anxiety		pride	
	ashamed		sad
	envious		surprised

Exercise 4: Read the Learn this! box. In pairs, write down two more examples for each rule (a–d). Use a dictionary to help you if necessary.

- Ss read the Learn this! box and find two examples for each of the rules in pairs.
- Elicit some answers and then invite some students to write the examples on the board.
- Check and give more examples if necessary.

4 Read the **Learn this!** box. In pairs, write down two more examples for each rule (a–d). Use a dictionary to help you if necessary.

LEARN THIS! Word families



a Some nouns are formed by adding a suffix like -ness or -ment to an adjective.

sad – sadness content – contentment

b Common adjective endings are -ed, -ing, -ous, -ful, -less, -y and -al.

surprised / surprising suspicious hopeful / hopeless
dirty political

c Most adverbs are formed by adding -ly to an adjective.

cross – crossly happy – happily

d We can change the meaning of many adjectives and adverbs by adding a prefix.

surprisingly – unsurprisingly

Rule a: tired – tiredness
merry – merriment

Rule b: excited, exciting,
dangerous, useful,
harmless, funny,
typical

Rule c: slowly, differently

Rule d: possible – impossible
tidily – untidily

3. ACTIVITY 3: PRACTICE

- Ask students to look at the position of each word and decide if it is an adjective or an adverb.
- Students complete the sentences.
- Students check their answers with their friends.
- Invite some students to write their answers on the board and then correct.

5 USE OF ENGLISH Complete the sentence with the adjective or adverb related to the noun in brackets. You may need to add a prefix.

1. He told me **angrily** (anger) not to be late again.
2. Liam is **hopeful** (hope) that he'll pass all his exams.
3. I was **surprised** (surprise), but I tried not to show it.
4. We waited **anxiously** (anxiety) for news of his arrival.
5. He looked for his wallet, but **sadly** (sadness) he couldn't find it.
6. That's a good mark for this exam – don't be **ashamed** (shame) of it.
7. He stared **enviously** (envy) at his friend's new bike.
8. Her neighbor is always very bad-tempered, so she found his angry reaction **unsurprising** (surprise).
9. My sister was **annoyingly** (annoy) late.
10. He didn't try to hide his **unhappiness** (happy) – he just cried.

4. ACTIVITY 3: PRODUCTION

FOUR CORNERS

- Go through the instruction in the slide.
- Ss will see 3 statements. For each statement, think for a minute and choose one of the following corners:

Strongly agree/ Agree/ Disagree/ Strongly disagree

- Students then talk to the members of their corners then share their group's opinions with the whole class.

- Monitor and help students with the language they need.

<p>Money can make people happy.</p>  	<p>Pride is always good.</p>  	<p>Fear is a good emotion.</p>  
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Exercise 6: Discuss the questions in pairs.

- In pairs, students take turns to ask and answer the questions.
- Circulate and monitor.
- Invite some students to share their ideas with the class.

6 SPEAKING Discuss the questions in pairs.

1. Do you think money can make people happy? Why? / Why not?
2. When is pride good? When is it bad?
3. Is fear ever a good emotion? If so, when?



V. CONCLUSION:

In conclusion, word skills lessons fully provide students with knowledge of word formation and usage (prefixes, suffixes, parts of speech, compounds, phrasal verbs). This section is very suitable for high school students because it can help them learn words scientifically and systematically to boost their self-study awareness. At the end of this lesson, students can understand an article about how emotions affect the body, know how to discuss their emotions and present their opinions on some statements about feelings.

TOPIC: HOW CAN I DESIGN MY WRITING LESSON PLAN?

Đoàn Thanh Hải – TH-THCS-THPT Lê Thánh Tông

Unit 1H: WRITING – A MESSAGE

<i>LESSON PLAN DESIGNED BY PHUONG NAM</i>	<i>MY LESSON PLAN</i>
<p>ACTIVITY 1: PRESENTATION (17 mins)</p> <ul style="list-style-type: none"> - Pre-teach vocabulary related to the topic. - Exercise 2 (p.21) - Exercise 3 (p.21) - Exercise 4 (p.21) - Exercise 5 (p.21) - Exercise 6 (p.21) 	<p>In this activity, personally, I think that I may choose 4 exercises. These exercises are organized as follows:</p> <ol style="list-style-type: none"> 1. T pre-teaches vocabulary 2. T asks students to read the advertisement from a website for international penfriends above and decide what information Adam asks for. 3. T asks students to read the task and the message from Vinh and underline the special structures. 4. T asks students to look at the polite requests. Which one does Adam use in his advertisement? Which one does Vinh use in his message? 5. T asks students to read the Writing Strategy <p><i>T provides students with some writing models so that students can read and underline the important structures.</i></p>
<p>ACTIVITY 2: PRACTICE (12 mins)</p> <p>Exercise 7. (p.21)</p> <p>-Exercise 8. (p.21)</p>	<p>Because I am teaching a class where students do not take part in the IELTS test, I ask students to focus on the writing outline and read the writing model.</p>
<p>ACTIVITY 3: PRODUCTION (10 mins)</p> <p>Content:</p> <ul style="list-style-type: none"> - Pair-work, role-play, discussion. - Exercise 9 (p.21) 	<p>I ask my students to write 5 sentences and call some of them to go to the board and write their messages down. I will correct and give the general grammatical structures.</p>