

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT INTRODUCTION**  
**LESSON 1A- VOCABULARY: HOLIDAYS**

## **I. OBJECTIVES**

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

### **1. Knowledge**

- Gain an overview about holiday activities.
- Gain vocabulary to talk about what they did in the holidays.

### **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 life events.
- Develop self-study skills.

## **II. MATERIALS**

- Grade 11 textbook, Unit Introduction, A Vocabulary
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

### **Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. tourist attraction (n)	/ˈtʊərɪst əˈtrækʃn/	a place that people visit for pleasure and interest, usually while they are on holiday
2. aquarium (n)	/əˈkwəriəm/	a large glass container in which fish and other water creatures and plants are kept
3. ruin (n)	/ˈruːn/	the state or process of being destroyed or severely damaged

### **Assumption**

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

### III. PROCEDURES

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

##### a. Objectives:

- Introduce the new lesson and set the scene for Ss to acquire new language.
- 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.

##### b. Content:

- Game: What's behind the box?
- Exercise 1. (p.8)

##### c. Expected outcomes:

- Students can gain more confidence and interest in the lesson.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>GAME: What's behind the box?</b> <ul style="list-style-type: none"> <li>- T divides class into 4 teams.</li> <li>- T clicks the Remove box button. This removes one box from the board one by one. Members in 4 teams guess what the picture is and raise hand to gain turn. If the team guess correctly, they win. Otherwise, the game continues.</li> <li>- Once a team has correctly identified the picture, teacher clicks the next slide button in the upper right to go to the next board.</li> <li>- Picture 5 is also the content of Exercise 1.</li> </ul>	Answers: <ol style="list-style-type: none"> <li>1. Hoi An ancient town</li> <li>2. Hoan Kiem lake</li> <li>3. Ha Long Bay</li> <li>4. Mekong Delta's floating markets</li> <li>5. Golden Bridge.</li> </ol>

##### e. Assessment

- Teacher observes the groups and give feedback.

**2. ACTIVITY 1: PRESENTATION** (4 mins)**a. Objectives:**

- To get students learn vocabulary related to the topic.

**b. Content:**

- Pre-teach vocabulary related to the topic.

**c. Expected outcomes:**

- Ss know how to pronounce the new words precisely and use them in appropriate contexts.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. tourist attraction (n)</li> <li>2. aquarium (n)</li> <li>3. ruin (n)</li> </ol>

**e. Assessment**

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

**3. ACTIVITY 2: PRACTICE** (23 mins)**a. Objectives:**

- Ss can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

**b. Content:**

- Exercise 2. (p.8)
- Exercise 3. (p.8)
- Exercise 4. (p.8)
- Exercise 5. (p.8)
- Exercise 6. (p.8)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 2. Read and listen to the dialogue. Who had a more enjoyable holiday: Dave or Lan? (4 mins)</b>	
- Play the recording for students to read and listen and note down their answer.	<b>Answer key:</b> <i>Lan had a more enjoyable holiday.</i>

- Check the answer as a class. Ask students which words and phrases helped them to choose their answer.	
<b>Exercise 3. Look at the list of tourist and visitor attractions below. Then underline three more in the dialogue. How many more can you think of? (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the tourist attractions together. Check the meaning and practice the pronunciation, particularly for aquarium /ə'kweəriəm/ and harbour /'hɑ:bə(r)/.</li> <li>- Students find three more attractions in the dialogue in exercise 2.</li> <li>- Students brainstorm more attractions in pairs.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <i>Ancient town</i> <i>Island</i> <i>Theme Park</i>
<b>Exercise 4. Complete the holiday activities with the words or phrases below. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions and holiday activities together. Check the meaning and pronunciation.</li> <li>- Point out that the activities must match the verbs.</li> <li>- Students do the exercise.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <i>1 a castle 2 a theme park 3 kayaking 4 mountain biking 5 a bike ride 6 an excursion 7 a bike 8 beach volleyball 9 cards 10 the beach</i>
<b>Exercise 5. Find three of the holiday activities from exercise 4 in the dialogue in exercise 2. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Students find the three holiday activities in the dialogue in exercise 2.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> buy a lot of souvenirs, go on a boat trip, visit a theme park
<b>Exercise 6. Underline examples of the following past simple forms in the dialogue. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- In pairs, students find examples of past simple forms.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> 1 We visited Ba Na Hills ...; ... and we visited a theme park a couple of times. 2 Yes, it was great, thanks. I went on a city break ... No, we went to Da Nang. We bought a lot of souvenirs. The weather was bad. I hung out with my friends. We went to a music festival ...; Yes, it was OK. 3 But I didn't do much. We didn't go away. Just a shame the holidays weren't longer. 4 Did you have a good holiday? What did you get up to? Did you have a good time? / Did you go on a boat trip to Cham Island?

**e. Assessment**

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

**4. ACTIVITY 3: PRODUCTION (10 mins)****a. Objectives:**

- To help Ss practice speaking skills.
- To help Ss practice describing holidays.

**b. Content:**

- Exercise 7 (p8)

**c. Expected outcomes:**

- Students can give a short talk about what they enjoyed the most and the least during summer holidays.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 7. Work in pairs. Ask and answer about your summer holidays. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions, the activities and the example questions and answers together.</li> <li>- Give students a minute to brainstorm more activities.</li> <li>- With a stronger class, elicit more questions students could ask, e.g. How often do you go for a bike ride? Who are you meeting in town?</li> <li>- In pairs, students take turns to ask and answer the questions.</li> <li>- Ask a few students to tell the class what they enjoyed the most and the least during summer holidays.</li> </ul>	<i>Students' own creativity.</i>

**e. Assessment**

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

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

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

**b. Homework**

- Prepare for the next lesson

**Board Plan**

*Date of teaching*  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT INTRODUCTION**  
**LESSON 1A- VOCABULARY: HOLIDAYS**

**\* Warm-up**

- Game
- Exercise 1

**\* Vocabulary**

1. tourist attraction (n)
2. aquarium (n)
3. ruin (n)

**\* Practice**

- Exercise 2
- Exercise 3
- Exercise 4
- Exercise 5
- Exercise 6

**\* Production**

- Exercise 7

**\*Homework**

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT INTRODUCTION**  
**LESSON IB- GRAMMAR: PRESENT TENSE CONTRAST**  
**(DYNAMIC, STATIVE AND LINKING VERBS)**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the present simple and present continuous tense.
- Understand the usage of tenses.

**2. Competences**

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

**3. Personal qualities**

- Talk about the present and future using a variety of tenses
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit Introduction, B.Grammar
- Computer connected to the Internet

- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

### Language analysis

#### LEARN THIS! Present simple and continuous (p.9)

We use:

- the present simple for habits and routines.
- the present continuous for something happening now or about now.
- the present continuous for describing annoying behavior (with always).
- the present simple for a permanent situation or fact.
- the present simple for timetables and schedules.
- the present continuous for future arrangements.
- the present simple in future time clauses (starting with when, as soon as, after, if etc.).

#### LEARN THIS! Dynamic, stative, and linking verbs in the continuous form (p.9)

- Dynamic verbs describe actions and can be used in the simple or continuous form.
- Stative verbs describe states or situations and are not usually used in continuous tenses.

Common stative verbs include:

*believe belong hate know like love mean mind need prefer remember understand want*

- Linking verbs serve as a connection between a subject and further information about that subject. We normally use the present simple (not continuous) with linking verbs. Some linking verbs are:

*be become seem appear sound smell look feel taste*

- However, some stative verbs and linking verbs can sometimes be used in the continuous form to describe a temporary situation.

*She is thinking of giving up her job. (= She is considering it.)*

*You're looking well today. (or You look well today.)*

*How are you feeling now? (or How do you feel now?)*

*He's being so selfish. (= He's behaving selfishly now.)*

### Assumption

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

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

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

##### a. Objectives:

- Introduce the new lesson and set the scene for Ss to acquire new language.
- 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.

##### b. Content:

- Exercise 1. (p.9)

##### c. Expected outcomes:

- Students can gain more confidence and interest in the lesson.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 1. Work in pairs. Find out a) when and where your partner usually does his / her homework and b) what type of homework he / she likes most and least. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the task with the class.</li> <li>- In pairs, students take turns to ask and answer the questions.</li> <li>- Ask a few students to share their ideas with the class.</li> </ul>	<p>Suggested answers:</p> <p><i>My friend Mary often does her homework in her room because she feels comfortable there.</i></p> <p><i>She likes doing crossword puzzles a lot. She doesn't like writing essays.</i></p>

##### e. Assessment

- Teacher observes the groups and give feedback.

#### 2. ACTIVITY 1: PRESENTATION (15 mins)

##### a. Objectives:

- To review present simple and present continuous.

##### b. Content:

- Exercise 2 (p9)
- Exercise 3 (p9)
- Exercise 4 (p9)

##### c. Expected outcomes:

- Students can apply the useful language in everyday reading and writing.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<b>Exercise 2: Read and listen to the dialogue. Why is Sue annoyed with Dan at the end? (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Play the recording for students to read and listen and note down the answer.</li> <li>- Check the answer as a class.</li> </ul>	<b>Suggested answers:</b> <i>Sue gets annoyed with Dan because he is always forgetting things.</i> <i>First, Dan forgot to bring his sports kit for the P.E class today.</i> <i>Second, he forgot that they have an arrangement for revising for the exam next week.</i>
<b>Exercise 3: Why is present simple or present continuous used in each of the highlighted examples from the dialogue? (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask students to read the dialogue again and to note down all the present simple and present continuous verbs.</li> <li>- T asks Ss to identify the reason why the present simple and present continuous tense are used. Ss can work in group or use a dictionary.</li> <li>- Check answers as a class. With a weaker class, revise the affirmative, negative, and interrogative forms of the present simple and the present continuous.</li> </ul>	<b>Answers:</b> You aren't wearing. This describes something happening now. P.E starts. This describes timetables. You're always forgetting things! This describes annoying behavior. It makes. This describes a fact. What are you doing instead? This describes habits. Mr. Harley is giving. This describes future arrangements. Mr Harley always gives. This describes habits. We have exams next week. This describes timetables. We're revising. This describes future arrangements. I'm going away. This describes future arrangements. You're always forgetting. This describes annoying behavior. When I get back. This is in future time clause.
<b>Exercise 4. Read the Learn this! box. Complete the rules (a–g) with the correct tenses: present simple or present continuous? (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions and the Learn this! box together.</li> <li>- Ask students to complete the rules.</li> <li>- Check answers as a class.</li> </ul>	<b>Answers:</b> <i>a present simple b present continuous c present continuous d present simple e present simple f present continuous g present simple</i>

**e. Assessment**

- Teacher checks students' performance and gives feedback.

### 3. ACTIVITY 2: PRACTICE (12 mins)

#### a. Objectives:

- Ss can answer the questions related to present simple and present continuous tense.
- They can also finish the tasks in the textbook.

#### b. Content:

- Exercise 5. (p.9)
- Exercise 6. (p.9)

#### c. Expected outcomes:

- Students can thoroughly understand and complete the exercises successfully.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 5. Read the Learn this! box. Find five stative verbs in the dialogue in exercise 2. How do you know they are stative verbs? (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask students to read the Learn this! box and find five examples of state verbs in the text. They should try to explain why they think the verbs are state verbs.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <i>like, mind, need, know, remember.</i> <i>They describe a state, not an action, and they are used in the present simple. We do not normally use them in the present continuous.</i>
<b>Exercise 6. Complete the sentences with the present simple or present continuous form of the verbs in brackets. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask students to complete the sentences. With a weaker class, ask students to note any words that will help them to match the verbs with the rules in the first Learn this! box.</li> <li>- Encourage students to use both Learn this! boxes for guidance while doing the exercise.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <i>I am meeting; Do you want 2 walk; are going 3 love; cost 4 don't want; is raining 5 Are you enjoying; do you prefer 6 don't believe; is always inventing 7 are you laughing; don't understand 8 am catching; arrives</i>

#### e. Assessment

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

### 4. ACTIVITY 3: PRODUCTION (10 mins)

#### a. Objectives:

- To help Ss practice speaking skills.
- To help Ss memorize the simple present and present continuous tense.

#### b. Content:

- Presentation
- Exercise 7 (p9)

**c. Expected outcomes:**

- Students can use different tenses to talk about the present and future.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 7. Work in pairs. Find out what your partner a) usually does at weekends and b) is doing this weekend. Use the words below or your own activities. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions, the activities and the example questions and answers together.</li> <li>- Give students a minute to brainstorm more activities.</li> </ul> <p>With a stronger class, elicit more questions students could ask, e.g. How often do you go for a bike ride? Who are you meeting in town?</p> <ul style="list-style-type: none"> <li>- In pairs, students take turns to ask and answer the questions.</li> </ul> <p>Ask a few students to tell the class what their partner does.</p>	<p><i>Students' own creativity.</i></p>

**e. Assessment**

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

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

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

**b. Homework**

- Prepare for the next lesson

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>TIẾNG ANH 11 FRIENDS GLOBAL</b></p> <p style="text-align: center;"><b>UNIT INTRODUCTION</b></p> <p style="text-align: center;"><b>LESSON 1B- GRAMMAR: PRESENT TENSE CONTRAST</b></p> <p style="text-align: center;"><b>(DYNAMIC, STATIVE AND LINKING VERBS)</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- Exercise 1</li> </ul> <p><b>* Presentation</b></p> <ul style="list-style-type: none"> <li>- Exercise 2</li> <li>- Exercise 3</li> </ul>	
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- Exercise 4

**\*Practice**

- Exercise 5

- Exercise 6

**\*Production**

- Exercise 7

**\*Homework**

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT INTRODUCTION**  
**LESSON IC- VOCABULARY: ADJECTIVES**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about adjectives.
- Gain vocabulary to describe and personalities.

**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 life events.
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit Introduction, C. Vocabulary
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

**Language analysis**

Form	Pronunciation	Meaning
1. punctual (adj)	/'pʌŋktʃuəl/	happening or doing something at the arranged or correct time; not late
2. envious (adj)	/'enviəs/	wanting to be in the same situation as somebody else

3. relieved (adj)	/ˈruːɪn/	feeling happy because something unpleasant has stopped or has not happened
4. suspicious (adj)	/səˈspɪʃəs/	feeling that somebody has done something wrong, illegal, or dishonest, without having any proof
5. terrified (adj)	/ˈterɪfaɪd/	very frightened
6. sensitive (adj)	/ˈsensətɪv/	easily offended or upset

**Assumption**

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

**III. PROCEDURES****1. WARM-UP (3 mins)****a. Objectives:**

- Introduce the new lesson and set the scene for Ss to acquire new language.
- 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.

**b. Content:**

- Exercise 1. (p.10)

**c. Expected outcomes:**

- Students can gain more confidence and interest in the lesson.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 1: In pairs, describe the photo. Would you like to appear on stage in a theatre production? Why? / Why not? (3 mins)</b>	

<ul style="list-style-type: none"> <li>- Focus attention on the photo and ask students to work in pairs and speculate about who they can see, where the people are, what they are doing and whether they are enjoying it.</li> <li>- Ask a few students to share their ideas with the class.</li> <li>- In pairs, students then discuss if they would like to appear in a theatre production and give reasons for their answers.</li> <li>- Ask a few students to share their ideas with the class.</li> </ul>	<i>Students' own creativity.</i>
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**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 1: PRESENTATION (17 mins)****a. Objectives:**

- To get students learn vocabulary related to the topic.

**b. Content:**

- Pre-teach vocabulary related to the topic.
- Exercise 2. (p.10)
- Exercise 3. (p.10)
- Exercise 4. (p.10)
- Exercise 5. (p.10)

**c. Expected outcomes:**

- Ss know how to pronounce the new words precisely and use them in appropriate contexts.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES		CONTENTS
<b>Vocabulary pre-teaching (6 mins)</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>		<b>New words:</b> <ol style="list-style-type: none"> <li>1. punctual (adj)</li> <li>2. envious (adj)</li> <li>3. relieved (adj)</li> <li>4. suspicious (adj)</li> <li>5. terrified (adj)</li> <li>6. sensitive (adj)</li> </ol>
<b>Exercise 2. Read and listen to the dialogue. Why does Mason change from feeling anxious to feeling terrified? (2 mins)</b>		
<ul style="list-style-type: none"> <li>- Go through the instructions together and check the meaning of anxious (worried and afraid) and terrified (very afraid).</li> </ul>		<b>Answer key:</b> <i>He's terrified because he now has to sing a song on his own.</i>

<ul style="list-style-type: none"> <li>- Play the recording for students to read and listen and note the answer.</li> <li>- Check the answer as a class.</li> </ul>	
<b>Exercise 3. Look at the adjectives below. Underline five of them in the dialogue in exercise 2. (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Students find five adjectives in the dialogue in exercise 2.</li> <li>- Check answers as a class. Ask students to use their dictionaries to check the meaning of any adjectives they do not know.</li> </ul>	<b>Answer key:</b> <i>anxious, excited, frightened, terrified, upset</i>
<b>Exercise 4. Listen to the speakers. How is each person feeling? Choose from the adjectives in exercise 3. (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions together.</li> <li>- Play the recording for students to note down their answers.</li> <li>- Check answers as a class. Ask why each person is feeling the way they do, e.g. The first speaker is envious because his friend has a really nice new phone.</li> </ul>	<b>Answer key:</b> <i>1 envious 2 confused 3 relieved 4 embarrassed 5 suspicious 6 excited</i>
<b>Exercise 5. Work in pairs. Look at the list of personality adjectives below. Then underline four more in the dialogue in exercise 2. How many other personality adjectives do you know? (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask students to read the adjectives and use their dictionaries to check their meanings if necessary.</li> <li>- Students then find four more personality adjectives in the dialogue in exercise 2.</li> <li>- Check answers as a class. Ask students to explain the meanings of the adjectives using the context.</li> <li>- In pairs, students brainstorm more personality adjectives.</li> <li>- Elicit answers as a class.</li> </ul>	<b>Answer key:</b> <i>friendly, punctual, confident, brave</i>

**e. Assessment**

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

**3. ACTIVITY 2: PRACTICE (12 mins)**
**a. Objectives:**

- Ss can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

**b. Content:**

- Exercise 6. (p.10)
- Exercise 7. (p.10)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 6. Read the Look out! box. Complete the sentences with an -ed or -ing adjective formed from the verbs in brackets. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the Look out! box together. Then say: "The girl is bored" and "The girl is boring". Ask students to explain the difference in meaning by giving a reason, e.g. The girl is bored because she has nothing to do. The girl is boring because she always talks about the same thing.</li> <li>- Students complete the sentences.</li> <li>- Check answers as a class. Check the meanings of amusing (causing you to laugh or smile) and moving (causing strong feelings).</li> </ul>	<b>Answer key:</b> <i>1 amazing 2 embarrassed 3 moving 4 surprised 5 bored</i>
<b>Exercise 7. Read the Learn this! box. Which adjectives from exercise 5 can have a negative prefix? Use a dictionary to help you. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask students to read the Learn this! box. Students then use their dictionaries to find out which adjectives have a negative prefix.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <i>flexible – inflexible; honest – dishonest; kind – unkind; loyal – disloyal; organised – disorganised; patient – impatient; reliable – unreliable; sensitive – insensitive</i>

**e. Assessment**

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

**4. ACTIVITY 3: PRODUCTION (10 mins)****a. Objectives:**

- To help Ss practice speaking skills.
- To help Ss express their opinions.

**b. Content:**

- Exercise 8 (p10)

**c. Expected outcomes:**

- Students can express their opinions on school stage performance and public speaking.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 8. Work in pairs. Ask and answer the questions. (10 mins)</b>	



<ul style="list-style-type: none"> <li>- Ask students which adjectives in exercise 7 (with or without negative prefixes) they would apply to themselves.</li> <li>- In pairs, students take turns to describe themselves using the adjectives and modifying adverbs. Encourage them to give reasons for their choice of adjectives, e.g. I'm a bit unreliable at times because I often forget things.</li> <li>- Ask a few students to share their ideas with the class.</li> </ul>	<p><i>Students' own creativity.</i></p>
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**e. Assessment**

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

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

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

**b. Homework**

- Prepare for the next lesson

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>TIẾNG ANH 11 FRIENDS GLOBAL</b></p> <p style="text-align: center;"><b>UNIT INTRODUCTION</b></p> <p style="text-align: center;"><b>LESSON 1C- VOCABULARY: ADJECTIVES</b></p> <p><b>* Warm-up</b></p> <ul style="list-style-type: none"> <li>- Exercise 1</li> </ul> <p><b>*Presentation</b></p> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. punctual (adj)</li> <li>2. envious (adj)</li> <li>3. relieved (adj)</li> <li>4. suspicious (adj)</li> <li>5. terrified (adj)</li> <li>6. sensitive (adj)</li> </ol> <ul style="list-style-type: none"> <li>- Exercise 2</li> <li>- Exercise 3</li> <li>- Exercise 4</li> <li>- Exercise 5</li> </ul> <p><b>* Practice</b></p> <ul style="list-style-type: none"> <li>- Exercise 6</li> </ul>
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- Exercise 7

**\* Production**

- Exercise 8

**\*Homework**