

LESSON PLAN
TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 3: SUSTAINABLE HEALTH
LESSON 3A- VOCABULARY: PARTS OF THE BODY

I. 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.

II. MATERIALS

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

III. PROCEDURES**1. Activity 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.
- Activate students' background knowledge.


b. Content:

- The Scary monster activity: students work with their friends to recreate

c. Products:

- Drawings and responses to the drawings from students

d. Procedure

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<p>THE SCARY MONSTER</p> <ul style="list-style-type: none"> - T puts Ss into teams. - Each team sends 1 member (the artist) to the front of the class with a sheet of paper and a pencil - Those artists have to face their back to the board/screen and look at their friends. - The rest have to describe the monster for the artists for them to draw in 2 minutes. - The team that has drawn the most identical monster to the original wins the game. - T times Ss and monitors them throughout the activity. 	

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 2: PRESENTATION (10 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. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Exercise 1: Describe the photo. How is the footballer feeling? What has happened, do you think? (2 mins)</p>	

<ul style="list-style-type: none"> - T focuses Ss' attention on the photo. - In pairs, Ss discuss what might have happened to the woman. - T asks a few students to share their ideas with the class. 	 <p>(Possible answer) The footballer is lying on the football pitch. She is in pain and has probably hurt her ankle in a tackle.</p>
Exercise 2: Match 1–14 in the photo with parts of the body from the list below. Check the meaning of all the words in the list (8 mins)	
<ul style="list-style-type: none"> - T asks Ss to match fourteen of the words with the parts of the body in the photo. - T checks answers as a class. - Ss look at the slides and say aloud the words and look 	<ul style="list-style-type: none"> nail /neɪl/ wrist /rɪst/ calf /kæf/ elbow /'elboʊ/ shoulder /'ʃouldər/ neck /nek/ cheek /tʃiːk/ forehead /'fɒr,hed/ ankle /'æŋkəl/ shin /ʃɪn/ knee /niː/ thigh /θaɪ/ chin /tʃɪn/ thumb /θʌm/

e. Assessment

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

3. ACTIVITY 3: PRACTICE (20 mins)

a. Objectives:

- Identify parts of the body by answer 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. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 3: Work in pairs. Which parts of the body in the list in exercise 2 (5 mins)	
<ul style="list-style-type: none"> - T puts Ss in pairs and gives them 2 minutes to work with their friends to ask and answer the questions. - Ss volunteer to answer the questions. - T checks and shows visual aids for clarification 	<p>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?</p> <p>Answer key: <i>1 blood, brain, heart, intestine, kidney, lung, muscle, rib, skull, spine, stomach, throat</i> <i>2 blood, brain, cheek, chin, eyebrow, eyelid, forehead, jaw, lip, muscle, scalp, skin, skull, spine, throat</i> <i>3 blood, elbow, muscle, nail, skin, thumb, wrist</i> <i>4 ankle, blood, calf, heel, knee, muscle, nail, shin, skin, thigh, toe</i></p>
Exercise 4: Work in pairs or small groups. Do the body quiz on page 37. Check your answers with your teacher + Game show: Who wants to be the millionaire? (5 mins)	
<ul style="list-style-type: none"> - T goes 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. - T conducts a game show to check the Ss' answers - Who wants to be a millionaire? – Ss can volunteer to answer the questions or Ss work in groups and take turns to give the answers. 	 <p>Answer key: 1 c 2 c 3 c 4 b 5 a 6 c 7 b</p>
Exercise 5. Listen to three dialogues between doctors and their patients. Complete the table using the words below to complete the treatments. (7 mins)	
<ul style="list-style-type: none"> - T goes through the instructions of 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 - T plays the recording for students to complete the table. - Ss check the answer with their friends and listen the recording the second time. - T checks answers as a class. 	<p>Answer key:</p>  <p>bandage / bændɪdʒ/ medicine / mɛdɪsn/ Antibiotics / ˌæntɪˈbaɪˌɒtɪks/ cream / kriːm/ dressing / drɛsɪŋ/ X-ray / ɛksreɪ/ painkillers / ˈpeɪnkɪlɜːz/</p>

	<table border="1"> <tr> <th>Patient</th> <th>1</th> <th>2</th> <th>3</th> </tr> <tr> <td>Part of the body injured</td> <td>ankle</td> <td>head</td> <td>thumb</td> </tr> <tr> <td>When</td> <td>yesterday evening</td> <td>this morning</td> <td>last night</td> </tr> <tr> <td>Treatment</td> <td>bandage</td> <td>painkillers</td> <td>X-ray</td> </tr> </table>	Patient	1	2	3	Part of the body injured	ankle	head	thumb	When	yesterday evening	this morning	last night	Treatment	bandage	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														

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 dialogues from the recording.
- Ss complete the dialogue.
- T plays the recording again for students to check their answers.
- T uses slides to teach some vocab from the listening about accidents and injuries.
- T goes through the slides again after teaching to conduct oral drill, individual drill for pronunciation check.

Answer key:

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?

New words:

bang /bæŋ/ (v.)

nosebleed /'nəʊzbli:d/ (n.)

bruise /bru:z/ (v.) (n.)

burn /bɜ:n/ (v.) (n.)

twist /twɪst/ (v.)

e. Assessment

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

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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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 (10 mins)	
<ul style="list-style-type: none"> - 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. 	

- T lets Ss 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.



e. Assessment

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

5. CONSOLIDATION (2 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 identify parts of the body. I can talk about injuries using the present perfect and past simple.

b. Homework

- Prepare for the next lesson

LESSON PLAN TIẾNG ANH 11 FRIENDS GLOBAL UNIT 3: SUSTAINABLE HEALTH LESSON 3B – GRAMMAR: SPECULATING AND PREDICTING

I. OBJECTIVES

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

1. Knowledge

- Use will, may, might, could and the first conditional to make speculations and predictions about the future.
- Have some knowledge about bio-printing.

2. Competences

- Understand an article about bio-printing.
- Make predictions about their future using various structures.
- Develop self-study skills, collaborative skills and creativity.

3. Personal qualities

- Be more aware of their future plans and study.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

II. MATERIALS

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

III. PROCEDURES

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

b. Content:


- Video clip
- Exercise 1.
- Exercise 2.

c. Products:

- Students watch and response to the video clip through group discussion

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Video: What are they doing? (2 mins)	
<ul style="list-style-type: none"> - Teacher shows the video and say: "This is the technology of the future. Can you guess what might they be doing?" - After the clip, Ss work in pairs and give answers to what the people in the video are doing - T doesn't show the answer know but lead-in to the Unit 3B and Exercise 1 	Video in the PowerPoint
Exercise 1: Look at the photo and the title of the article. What do you think the article is about? (1 min)	

<ul style="list-style-type: none"> - T focuses Ss' attention on the photo. Ask students what they can see. (a heart in someone's hand) - Students then look at the title (bio-printing) and discuss in pairs what the article might be about. - Elicit a few answers. 	<p>BIO-PRINTING</p> 
<p>Exercise 2: Read the article and check your ideas. (2 mins)</p>	
<ul style="list-style-type: none"> - Students read the article and check their ideas. - T can ask some follow-up questions: Did you know that 3D printing can print body parts? Are you surprised by this? How do you think 3D printers work? - A few students volunteer to share their ideas with the class. 	<p>Answer key</p> <p>Bio-printing: using 3d printers to print human organs and body parts.</p>

e. Assessment

- Teacher observes the groups and discussion.
- T gives feedback to group answers and individual answers.

2. ACTIVITY 2: SPECULATING AND PREDICTION (may/might/will) (20 mins)

a. Objectives:

- Ss know the forms and when to use will, may, might when making speculations or predictions.
- Ss can make speculations or predictions about their future using may, might, will.

b. Content:

- Exercise 3 (p.38)
- Grammar builder (p. 118)
- Exercise 4 (p. 38)

c. Products:

- Students complete exercises in the book.
- Ss discuss with their friends.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<p>PRESENTATION – Exercise 3: Match the highlighted structures in the article with rules a–d in the Learn this! box below (5 mins)</p>	

<ul style="list-style-type: none"> - T goes through the Learn this! box. - Students then match the highlighted phrases in the article with the rules in the box. - T checks answers as a class. 	<div data-bbox="911 210 1458 589"> <p>LEARN THIS! Speculating and predicting</p> <p>a We use <i>will / won't</i> to make predictions. <i>Scientists will find a cure for cancer.</i></p> <p>b We can use phrases with <i>will / won't</i> to make the predictions stronger or weaker. <i>I'm (fairly) sure / I think / I don't think / I doubt scientists will find a cure for cancer.</i> <i>Scientists will definitely / probably find a cure for cancer.</i></p> <p>c We use <i>may / might / could</i> + infinitive without <i>to</i> to talk about possibility in the future. <i>Scientists may / might / could find a cure for cancer.</i></p> <p>d We use <i>may not / might not</i> for the negative. We do not use <i>could not</i>.</p> </div> <p>Answers:</p> <p>a will be able; won't die</p> <p>b will probably be; are certain that bio-printing will revolutionise</p> <p>c could save, could play</p> <p>d might not come</p>
PRACTICE – Grammar builder 3.1: Complete the second sentence so that it has the same meaning as the first. Use the words in brackets. (5 mins)	
<ul style="list-style-type: none"> - T does the first sentence as an example. - Ss work in pairs or individually to complete the exercise in 2 minutes. - T invites some Ss to go up to the board to write their answers. - Other Ss check the answers on the board and give feedback. - T corrects the exercise. 	<p>Answers:</p> <p>2 you'll definitely pass all your exams.</p> <p>3 I doubt (that) it'll rain tomorrow.</p> <p>4 I'm sure (that) you'll enjoy the film.</p> <p>5 Ben might come round later.</p> <p>6 I may not go to school tomorrow. \</p> <p>7 I think (that) George will know the answer.</p> <p>8 We probably won't go away this summer.</p>
PRODUCTION – Exercise 4/ The Future Teller Activity: Work in pairs. Make predictions about your partner's future life using the prompts. Use will / may / might / could and phrases from the Learn this! Box above. Your partner says if he / she agrees or not (10 mins)	
<p>The Future Teller / Exercise 4:</p> <ul style="list-style-type: none"> - Ss work in pairs. - Each student writes on a piece of paper some predictions about their partner's future by answering the questions in exercise 4 and don't let their partner see. - Ss take turns ask and answer. The one that has more correct predictions wins the game. - T monitors and helps Ss with the language if necessary. 	<ol style="list-style-type: none"> 1. What / study at university? 2. When / leave home? 3. What job / do? 4. When / get married? 5. How many children / have? 6. What type of car / drive?

e. Assessment

- Teacher checks students' performance and gives feedback.

3. ACTIVITY 3: THE FIRST CONDITIONAL (20 mins)

a. Objectives:

- Ss know the forms and use of the first conditional.
- Ss can use the first conditional make predictions about their future


b. Content:

- Exercise 5. (p.38)
- Grammar builder 3.2 (p.118-119)
- Exercise 6. (p.38)
- Exercise 7. (p.38)

c. Products:

- Students complete exercises in their books correctly.
- Ss discuss with their friends.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
PRESENTATION – Exercise 5: Study the examples in the Learn this! box below and complete the rules with the correct verbs and tenses. (5 mins)	
<ul style="list-style-type: none"> - T asks students to read the Learn this! box and complete the rules. - T checks answers as a class. - T asks students what we use the first conditional for. (to talk about probable future events) 	<p>Answers:</p> <div style="border: 1px solid orange; padding: 10px; margin: 10px 0;"> <p>LEARN THIS! The first conditional</p> <p> a We form the first conditional with the ¹ present simple in the <i>if</i> clause and ² will / <i>won't</i> + infinitive without <i>to</i> in the main clause. If I pass all my exams, I'll go to university.</p> <p>b We can make predictions with the first conditional. You'll cut yourself if you aren't careful with that knife.</p> <p>c We can use <i>may</i> / ³ might / <i>could</i> in the main clause to make the prediction less certain. You might cut yourself if you aren't careful.</p> </div>
PRACTICE – Grammar builder 3.2: Complete the first conditional sentences. Use the verbs in the brackets. (5 mins)	
<ul style="list-style-type: none"> - Ss work in pairs or individually to complete the exercise in 2 minutes. - T invites some Ss to go up to the board to write their answers. - Other Ss check the answers on the board and give feedback. - T corrects the exercise. 	<p>Answer key:</p> <p>1 <i>don't phone</i>; will be 2 <i>tell</i>; will you promise 3 <i>will have</i>; doesn't rain 4 <i>won't buy</i>; lose 5 <i>will you do</i>; feel 6 <i>give</i>; will be able to 7 <i>will make</i>; sends 8 <i>don't shout</i>; won't get</p>
PRACTICE – Exercise 6: Complete the article below with the correct form of the verbs in brackets. Use the first conditional. In gaps 4 and 6, use a modal verb to make the prediction less certain. (5 mins)	
<ul style="list-style-type: none"> - T goes through the instructions. - Students read the article and complete it. With a weaker class, remind students of the tenses in the <i>if</i> and main clause of a first conditional sentence. 	<p>Answer key:</p> <p>1 <i>could</i> / <i>can</i> 2 <i>will be</i> 3 <i>start</i></p>

<ul style="list-style-type: none"> - T checks answers as a class. - T makes sure students understand that for questions 4 and 6, they must use a modal verb with the verb in brackets. 	<p>4 <i>will / may / might / could become</i></p> <p>5 <i>learn</i></p> <p>6 <i>may / might / could be</i></p>
PRODUCTION – Exercise 7/Mingle: Work in pairs. Ask and answer using the first conditional and the ideas below. (5 mins)	
<ul style="list-style-type: none"> - T goes through the instructions and ideas. - Students look at the example question and answer and tell them to start their questions in the same way. - Students spend a minute to answer the questions by themselves. - Mingle: Ss walk around and ask the friends not sitting close to them the “What will you do if...?” questions in exercise 7. - At the end of the activity, Ss report to the class the answers they have collected. 	<p>1 You feel ill tomorrow morning.</p> <p>2 The weather is fine at the weekend.</p> <p>3 You get poor marks in your next English test.</p> <p>4 Your best friend forgets your birthday.</p> <p>5 Your own ideas</p> <p>Example:</p> <p>Q: What will you do if...?</p> <p>A: I will visit the doctor</p>

e. Assessment

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

4. CONSOLIDATION (2 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 elicit answers: I can speculate about the future using 'may', 'might' and 'could'. I can make predictions about the future using the first conditional. I can make first conditional sentences less certain by using 'may', 'might' and 'could' in the main clause

b. Homework

- Prepare for the next lesson

LESSON PLAN TIẾNG ANH 11 FRIENDS GLOBAL UNIT 3: SUSTAINABLE HEALTH LESSON 3C- LISTENING: THE BODY'S LIMITS

I. OBJECTIVES

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

1. Knowledge

- Gain some trivial knowledge about the limits of human survival.
- Gain vocabulary about large numbers, fractions, percentages, ratios, etc.

- Gain vocabulary about the body's limits.
- Know the stress pattern of a sentence.

2. Competences

- Describe pictures about extreme activities.
- Note down numbers when listening to an article about the limits of human survival.
- Understand details of an interview about the limits of human survival.
- Talk about extreme conditions they have encountered.
- Develop self-study skills, collaborative skills and creativity.

3. Personal qualities

- Build an awareness of keeping the body in good conditions.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 3, Listening audios
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 3C

III. PROCEDURES

1. ACTIVITY 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.
- Activate students' background knowledge.
- Students can gain more confidence and interest in the lesson.

b. Content:

- Activity: A picture says a thousand words
- Exercise 1. (p.39)

c. Products:

- Students discuss with their friends and create a story based on the prompt.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
A picture says a thousand words / Exercise 1: Work in pairs. Look at the photo. What do you think this app does? Why might some people need it? (5 mins)	

Teacher can choose between the 2 activities to help the Ss engage in the lesson.

A picture says a thousand words:

- T goes through the instruction: Students work in groups. Each group looks at 2 pictures and write 5 Wh-questions for each of the pictures in 2 minutes: What...? Where...? When...? Why...? How...?
- T can elicit some questions as examples first before discussion.
- Then the groups exchange their sets of questions and answer them to create a short story through speaking. Which group has the most interesting story is the winner.
- T and other groups listen and give feedback.

Exercise 1: (Use this activity instead if T wants to save time)

- T focuses Ss' attention on the photos. Ask: What sort of weather conditions are the people in? What sort of activities are they doing?
- Elicit some answers.
- Students then discuss the questions in pairs.
- A few students share their ideas with the class.



Suggested Answers for Exercise 1:

Both show people doing physically challenging activities in extreme conditions. In photo A, the people are walking in a desert in extreme heat. They are lightly dressed and carrying rucksacks. If they aren't careful, they could become dehydrated and even die. In photo B, there is a climber sitting outside a tent in the mountains. He's wearing an oxygen mask to help him breathe at this high altitude.

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 2: PRE-LISTENING (20 mins)

a. Objectives:

- Ss gain vocabulary about large numbers, fractions, percentages, ratios, etc.
- Ss gain vocabulary about the body's limits.
- Ss can use a listening strategy to identify numbers in a listening

b. Content:

- Exercise 2 (p.39)
- Exercise 3 (p.39)
- Pre-teach vocabulary related to the topic.

c. Products:

- Ss take notes the numbers in their books/notebooks.

- Ss pronounce the new words correctly and use them in appropriate contexts.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Exercise 2: Read the Listening Strategy. Then try to say the numbers and measurements below. Listen and check. (5 mins)	
<ul style="list-style-type: none"> - T goes through the Listening Strategy. - Students practise saying the numbers in pairs. - T asks individual students to say the numbers. - T plays the recording for students to listen, check and repeat. - T also points out: <ul style="list-style-type: none"> • When we say numbers with decimals, we use point, e.g. 3.5 is three point five. • When we say years, we treat the first two digits as a separate number, e.g. 2015 is twenty fifteen • When we say ratios, we use to, e.g. 20:2 is twenty to two. • When we talk about a range, we can say between ... and ... or ... to ... Therefore, 5–10 is five to ten or between five and ten. • Zero can be pronounced as nought/naught /nɔ:t/ <p>Extra activity</p> <ul style="list-style-type: none"> - T asks students to write down one large number, one small number with a decimal, one year, one fraction, one percentage, one ratio and one temperature in numerical form. They must not show the numbers to anyone. - In pairs, students take turns to read out their numbers. Their partners must write down what they hear in numerical form. Do the numbers match? 	<p>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</p>
Exercise 3: Read and listen to the article. Complete the article with numbers and measurements from exercise 2. (5 mins)	
<ul style="list-style-type: none"> - T asks students to read the article, then plays the recording for students to complete it. - T checks answers as a class. 	<p>Answers:</p> <p>1 -40°C 2 5°C 3 15°C 4 50% 5 57% 6 4,500 7 1/5 8 1/10</p>
Pre-teach vocabulary related to the topic (10 mins)	
<ul style="list-style-type: none"> - T goes through the slides and elicits the words from the pictures first. - T conducts oral drill chorally and individually. - T asks CCQs to check Ss' understanding. - Ss answer and take notes of new vocabulary. - Ss work in pairs to complete the matching exercise on the slide to learn more vocab for the listening 	<ol style="list-style-type: none"> 1. limit /'lɪmɪt/ (n.) 2. dehydrated /,di:'haɪ'dreɪtɪd/ (adj.) 3. extreme /ɪk'stri:m/ (n.) 4. collapse /kə'ləps/ (v.) 5. deliberate /dɪ'libəreɪt/ (adj.) 6. fragile /'frædʒaɪl/ /'frædʒl/ (adj.) <p>Answer:</p>

<p>-T goes through the slides again to check pronunciation.</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Altitude /'æltɪtjuːd/ (n)</p> <p>Humidity /hjuː'mɪdɪti/ (n)</p> <p>Space capsule /'speɪs kæpsjuːl/ (n)</p> <p>Cosmonaut /'kɒzmənɔːt/ (n)</p> <p>Pressure /'preʃə(r)/ (n)</p> <p>Vacuum /'vækjuːm/ (n)</p> </div> <div style="width: 35%;"> <p>Matching</p> <ul style="list-style-type: none"> The amount of water vapor in the air The force exerted upon a surface, especially by air or water The height of an object or point above sea level an astronaut from the former Soviet Union a space that is completely empty of all substances, including all air or other gas the part of a spacecraft in which people travel and that often separates from the main rocket </div> </div>
---	--

e. Assessment

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

3. ACTIVITY 2: WHILE-LISTENING (15 mins)**a. Objectives:**

- Ss can understand the details of an interview about the limits of human survival.

b. Content:

- Exercise 4. (p.39)
- Exercise 5. (p.39)

c. Products:

- Students listen attentively and complete exercises in their books.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 4: Listen to an interview with a scientist. Which of the people he talks about tested the body's limits deliberately? (5 mins)	
<ul style="list-style-type: none"> - T goes through the instructions. - T plays the recording for students to answer the question. - Ss volunteer to answer the questions and report what they have heard 	<p>Answer:</p> <p>Randy Gardner</p> <p>Script:</p> <p>"... For example, on 28 December 1963, Randy Gardner, a 17-year-old student, got up at 6 o'clock in the morning and didn't go back to sleep again until the morning of 8 January 1964..."</p>
Exercise 5: Read the sentences aloud, paying attention to the numbers. Then listen again and decide whether the sentences are true or false. Write T or F and correct the false sentences. (10 mins)	
<ul style="list-style-type: none"> - Students read the sentences aloud in pairs. - T play the recording again for students to mark the sentences as true or false and correct the false sentences. - Ss check their answers with their friends. - T invites some students to write their answers on the board. 	<p>Answer key:</p> <p>1 F they died after 30–40 seconds.</p> <p>2 T</p> <p>3 F the pressure dropped to almost zero for 27 seconds.</p> <p>4 T</p> <p>5 F He slept for almost 15 hours.</p>

- T plays the recording again and focuses on the evidence in the recording.	
---	--

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (10 mins)**a. Objectives:**

- Know the stress pattern of a sentence.
- Talk about extreme conditions they have encountered.

b. Content:

- Exercise 6 (p.39)
- Exercise 7 (p.39)

c. Products:

- Students pronounce correctly the stress of a sentence.
- Ss discuss their experiences with extreme conditions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 6: Listen and mark the words that are stressed in the sentences from exercise 5. Then practise saying the sentences yourself. (5 mins)	
<ul style="list-style-type: none"> - T plays the recording for students to mark the words that are stressed in the sentences from exercise 5. - T reminds students that only content words carrying the meaning are stressed and that structure words such as pronouns, prepositions, articles, conjunctions and auxiliary verbs are unstressed. - Students work in pairs to practise saying the sentences. 	<ol style="list-style-type: none"> 1. When a Russian space CAPSULE had a major PROBLEM in 1971, the cosmonauts died in less than 30 seconds. 2. In 1966, a SCIENTIST PASSED out after 15 seconds in a VACUUM. 3. The SCIENTIST PASSED out for 27 SECONDS. 4. In the 1960s, Randy Gardner STAYED awake for more than 250 HOURS. 5. After STAYING awake for so long, randy Gardner then SLEPT for almost 50 HOURS.
Exercise 7: Discuss the questions in pairs. (5 mins)	
<ul style="list-style-type: none"> - T asks students: What does it feel like not to be allowed to sleep? Elicit a few answers. - In pairs, students discuss the questions. - A few students volunteer to share their ideas with the class. 	<ol style="list-style-type: none"> 1 Have you ever been awake all night or most of the night? If so, when / where / why? 2 Have you ever felt very cold? If so, when / where / why? 3 Have you ever experienced high altitude? If so, when / where / why? How did you feel?

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 listen for specific information, particularly numbers, dates and measurements. I can describe my experience of enduring difficult situations.

b. Homework

- Prepare for the next lesson