

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 3: SUSTAINABLE HEALTH**  
**LESSON 3F – READING: BODY CLOCK**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain knowledge about the body clock.
- Gain vocabulary related to the body clock.

**2. Competences**

- Understand the main idea and details of an article about the body clock.
- Scan the text for specific information.
- Present about their daily routine.
- Discuss the body clock and gadgets that may disrupt it.
- Develop self-study skills, collaborative skills and creativity.

**3. Personal qualities**

- Build an awareness of the benefits of a good sleep.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

**II. MATERIALS**

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

**III. PROCEDURES****1. ACTIVITY 1: WARM-UP (10 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.
- Students can gain more confidence and interest in the lesson.

**b. Content:**




- How do you spend your day (Activity)
- Exercise 1 (p.42)

**c. Products:**

- Students make a simple timetable of their day and report to the class.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>HOW DO YOU SPEND YOUR DAY? (10 mins)</b>	

<ul style="list-style-type: none"> <li>- T goes through the instruction.</li> <li>- Ss make a simple timetable of your typical day in 5 minutes and then share it with their friends.</li> <li>- T gives feedback and asks some follow-up questions.</li> <li>- Ss can ask and answer questions in exercise 1 in pairs if there's time.</li> </ul>	<table border="1"> <thead> <tr> <th>Time</th><th>Schedule </th></tr> </thead> <tbody> <tr><td>07: 00</td><td>-----</td></tr> <tr><td>09: 00</td><td>-----</td></tr> <tr><td>10: 00</td><td>-----</td></tr> <tr><td>11: 00</td><td>-----</td></tr> <tr><td>12: 00</td><td>-----</td></tr> <tr><td>13: 00</td><td>-----</td></tr> <tr><td>15: 00</td><td>-----</td></tr> <tr><td>17: 00</td><td>-----</td></tr> <tr><td>19: 00</td><td>-----</td></tr> <tr><td>20: 00</td><td>-----</td></tr> <tr><td>21: 00</td><td>-----</td></tr> <tr><td>22: 00</td><td>-----</td></tr> </tbody> </table> <p>1 What time do you usually go to bed a) on weekdays and b) at the weekend?  2 What time do you usually get up a) on weekdays and b) at the weekend?  3 Have those times changed much since you were younger?</p>	Time	Schedule 	07: 00	-----	09: 00	-----	10: 00	-----	11: 00	-----	12: 00	-----	13: 00	-----	15: 00	-----	17: 00	-----	19: 00	-----	20: 00	-----	21: 00	-----	22: 00	-----
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**e. Assessment**

- Teacher observes the students and give feedback.

**2. ACTIVITY 2: PRE-READING (10 mins)****a. Objectives:**

- Students gain vocabulary related to the body clock.

**b. Content:**

- Pre-teach vocabulary related to the topic.

**c. Products:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching (10 mins)</b> <ul style="list-style-type: none"> <li>- T goes through the slides and elicits the words from the pictures first.</li> <li>- T conducts oral drill chorally and individually.</li> <li>- T asks CCQs to check Ss' understanding.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. adolescence /,ædə'lesns/ (n.)</li> <li>2. alert /ə'lɜ:t/ (adj.) (v.) (n.)</li> <li>3. struggle /'strʌgl/ (v.) (n.)</li> <li>4. digest /daɪ'dʒest/ /dɪ'dʒest/ (v.)</li> </ol>

<ul style="list-style-type: none"> <li>- Ss answer and take notes of new vocabulary.</li> <li>- Ss work in pairs to complete the matching exercise on the slide to learn more vocab for the listening</li> <li>-T goes through the slides again to check pronunciation.</li> <li>- T reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<ul style="list-style-type: none"> <li>5. short-term /ˌʃɔ:t 'tɜ:m/ (adj.)</li> <li>6. rest /rest/ (n.) (v.)</li> <li>7. lark /lɑ:k/ (n.)</li> <li>8. owl /aʊl/ (n.)</li> </ul>
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**e. Assessment**

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

**3. ACTIVITY 3: WHILE-READING (30 mins)****a. Objectives:**

- Ss can use the reading strategy to help them match the paragraphs with the questions.
- Ss can understand the main ideas and details of a text about the body clock.

**b. Content:**

- Exercise 2. (p.42)
- Exercise 3. (p.42)
- Exercise 4. (p.42)

**c. Products:**

- Students complete the exercises in the books.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 2: Read the Reading Strategy. Then read the article to get an idea of the general meaning. Which is the best summary: a, b, c or d? (5 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the Reading Strategy, then asks students what they could do to match a question with a paragraph. (They could look for the same words, words in the same word family or for associated words.)</li> <li>- Students read the text and then answer the question.</li> <li>- T checks answers as a class.</li> </ul>	<b>Answer:</b> <b>C</b>
<b>Exercise 3: Match the paragraphs (A–H) with questions 1–10 below. Two of the paragraphs match more than one question. (15 minutes)</b>	
<ul style="list-style-type: none"> <li>- T asks students to read the instructions carefully.</li> <li>- With a weaker class, T can ask students to underline the key words in each question that will help them to match it with the correct part of the article.</li> </ul>	<b>Answer key:</b> A 8 B 6 C 4 D 2, 7 E 3

<ul style="list-style-type: none"> <li>- Students then read the article and match the paragraphs with the questions.</li> <li>- Ss check their answers in pairs.</li> <li>- T invites some students to write their answers on the board and checks answers as a class</li> </ul>	F 10 G 1, 5 H 9
<b>Exercise 4: Read the article again and answer the questions. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Ss work in groups, read the questions and write their answers on a mini board in 5 minutes.</li> <li>- After 5 minutes, Ss exchange the answers with another group and peer check.</li> <li>- T checks the answers as a class.</li> </ul>	1. about an hour. 2. a lark likes to go to bed early and get up early, whereas an owl prefers to go to bed late and get up late. 3. Because your blood pressure is at its highest at that time. 4. 3p.m.- 6p.m. 5. how much you eat is more important than when you eat. 6. Because they emit large amounts of blue light, which keeps us awake.

**e. Assessment**

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

**4. ACTIVITY 4: POST-READING (30 mins)****a. Objectives:**

- Ss discuss the body clock and gadgets that may disrupt it.
- Ss make a plan to better their sleeping habit.
- Ss can listen for tips for a better sleep.

**b. Content:**

- Exercise 5 (p.42)
- Video clip.

**c. Products:**

- Students discuss in groups, listen to a video to take notes and make a plan.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Exercise 6: Work in pairs. Ask and answer. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the questions.</li> <li>- T elicits some answers.</li> <li>- Students discuss the questions in pairs.</li> <li>- A few students volunteer to share their ideas with the class.</li> </ul>	1 Do you get enough sleep? If not, why not? 2 How do you feel if you don't get enough sleep? What things are more difficult to do? 3 Do you use gadgets such as mobiles late at night? What for? Do you find that they keep you awake?

	4 When are you most alert? Are you a 'lark', an 'owl', or in between the two? Explain your answer.
<b>TIPS FOR A BETTER SLEEP (20 mins)</b>	
<ul style="list-style-type: none"> <li>- Ss discuss some tips they have done to help them sleep better in groups of 4 in 2 minutes and then suggest some answers to the class.</li> <li>- Ss watch the video in the PowerPoint to check their answers.</li> <li>- Ss refer back to the plan they made at the beginning of the class and make some changes to the plan in order to have a better sleep.</li> <li>- Ss present their plans.</li> <li>- T monitors and helps them with the language if necessary.</li> <li>- T and students give feedback after the presentation.</li> </ul>	Video in the PowerPoint (the video has been edited with subtitles for Ss to follow more easily)

**e. Assessment**

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

**5. CONSOLIDATION (10 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 an article about the human body clock. I can match questions with texts or paragraphs. I can take care of my sleep better.

**b. Homework**

- Prepare for the next lesson

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 3: SUSTAINABLE HEALTH**  
**LESSON 3G- SPEAKING: PHOTO DESCRIPTION**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain useful language for describing photos of a sports class.
- Gain useful language for expressing their opinions.

**2. Competences**

- Describe photos of a sports class.
- Offer their personal opinion on matters related to health and fitness.

- Recount a personal experience related to health and fitness.
- Identify key details in students' answers to related questions.
- Develop self-study skills, collaborative skills and communicative skills.

### 3. Personal qualities

- Build their awareness of caring about their appearance.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

## II. MATERIALS

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

## III. PROCEDURES

### 1. ACTIVITY 1: WARM-UP / LEAD-IN (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 Ss' background knowledge.
- Students can gain more confidence and interest in the lesson.

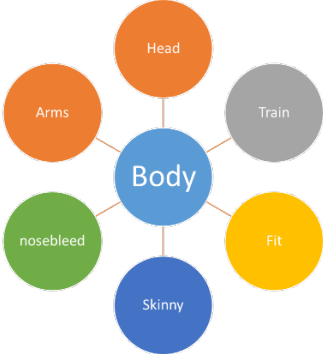
#### b. Content:

- Word Association (Activity)
- Exercise 1. (p.44)

#### c. Products:

- Ss work in groups, say aloud their answers, and express their opinions.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Word Association (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- Each group takes turns to say a word associated to the given topic "Fitness exercise".</li> <li>- If a group fails to say the word in 5 seconds, that group is eliminated.</li> <li>- T can give examples by using the topic "The Body" on the slide.</li> <li>- The last group remaining wins the game.</li> <li>- T monitors to make sure the game is fair.</li> </ul>	


**Exercise 1: Look at the photos. Which fitness class would you prefer to do? Why? (2 mins)**

- T focuses Ss' attention on the photos.
- Students discuss the questions in pairs.
- A few students volunteer to share their ideas with the class.


**e. Assessment**

- Teacher observes the groups and give feedback.
- T and other students give feedback to individual answers.

**2. ACTIVITY 2: PRE-SPEAKING (25 mins)**
**a. Objectives:**

- Ss gain vocabulary for identify people in photos and speculate about photos.
- Ss understand the structure of giving a photo description.

**b. Content:**

- Pre-teach vocabulary related to the topic.
- Exercise 2 (p.44)
- Exercise 3 (p.44)
- Exercise 4 (p.44)
- Exercise 5 (p.44)

**c. Products:**

- Ss know how to pronounce the new words precisely and use them in appropriate contexts.
- Ss can do the gapped-sentence tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Vocabulary pre-teaching (5 mins)</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding and conduct oral drill chorally and individually.</li> <li>- Ss take notes of the new vocab.</li> </ul>	
<ul style="list-style-type: none"> <li>- T goes through the instructions and Speaking Strategy.</li> <li>- T plays the recording so that students can decide who covers the points in the Speaking Strategy better.</li> <li>- T checks answers as a class and shows the script for Ss to follow.</li> </ul>	<b>New words:</b> <ul style="list-style-type: none"> <li>1 vest-top /vest tɒp/ (n.)</li> <li>2 leggings /'legɪŋz/ (n.)</li> <li>3 stripy /'straɪpi/ (adj.)</li> <li>4 rope /rəʊp/ (n.)</li> <li>5 climbing frame /'klaɪmɪŋ freɪm/ (n.)</li> <li>6 slide /slaɪd/ (n.)</li> <li>7 pull-up /'pʊl ʌp/ (n.) (v.) = chin-up</li> <li>8 push-up /'pʊʃ ʌp/ (n.) = press-up /pres ʌp /</li> <li>9 squat /skwɒt/ /skwɑ:t/ (n.) (v.)</li> </ul>
<b>Exercise 2: Read the Speaking Strategy. Then listen to two students describing the photos in exercise 1. Which student follows the strategy better? Explain your answer (5 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the phrases in the table and checks their meaning and pronunciation.</li> <li>- T asks students whether the phrases are for general or detailed comments.</li> <li>- T elicits an answer.</li> <li>- In pairs, students take turns to describe other class members using the phrases in exercise 3.</li> <li>- A few students volunteer to share their descriptions with the class</li> </ul>	<b>Answer:</b> Student 1. she covers all the points, gives her opinion and her answer is more detailed, focused and structured.
<b>Exercise 3: Look at the useful phrases below. Are you more likely to use them for general or detailed descriptions? (2 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the phrases and checks their meanings.</li> <li>- T plays the recording again for students to note the expressions they hear.</li> <li>- Students volunteer to give the answers.</li> </ul>	<b>Answers:</b> For detailed descriptions  <i>Student 1 it looks like some kind of; or maybe; it's most likely; I'd say that</i> <i>Student 2 I think it's a fitness class of some kind; there's a sort of; or something like that; I would say</i>
<b>Exercise 4: Listen again. Which of the underlined phrases from the list below does each student use? (3 mins)</b>	
<b>Exercise 5: Read question 1 below. Then listen to a student's answer. Which photo from exercise 1 is he referring to? How do you know? (3 mins)</b>	



<ul style="list-style-type: none"> <li>- T asks students to read the instructions and question 1.</li> <li>- T plays the recording for students to answer the questions.</li> </ul>	<b>Answer:</b> <i>Photo a; the student refers to lots of sunshine and fresh air</i>
<b>Exercise 7: Read questions 2 and 3 below. Then look at phrases a–h. Which phrases would be useful for each of the questions? (2 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks students to study the questions and then match them with phrases a–h.</li> <li>- T checks answers as a class.</li> <li>- With a stronger class, T can elicit more phrases for introducing an opinion and describing an incident or event in the past, e.g. I really think that ...; I believe that ...; It's my belief that ...; There was one occasion when ...; On one particular day ...; A few months back ...</li> </ul>	<b>Answer:</b> 2 b, d, e, g 3 a, c, f, h
<b>Exercise 8: Listen to three students answering questions 2 and 3 from exercise 7. Answer the questions below. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions and questions.</li> <li>- T plays the recording for students to answer the questions.</li> <li>- T checks answers as a class.</li> </ul>	<b>Answers:</b> 1 1: no; 2: yes; 3: maybe 2 2 3 a job interview (1), a wedding (2), a friend's party (3)

**e. Assessment**

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

**3. ACTIVITY 3: WHILE-SPEAKING (12 mins)**
**a. Objectives:**

- Ss describe photos of a sports class.
- Ss offer their personal opinion on matters related to health and fitness.
- Ss recount a personal experience related to health and fitness.

**b. Content:**


- Exercise 5. (p.44)
- Exercise 9. (p.44)

**c. Products:**

- Students discuss with their friends, take notes and give a talk.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Exercise 6: In pairs, ask and answer the same question about the other photo in exercise 1. (5 mins)</b>	

<ul style="list-style-type: none"> <li>- In pairs, students take turns to ask and answer the question from exercise 5 about the other photo (photo B).</li> <li>- They should try to use phrases from exercise 4.</li> <li>- T monitors and invites some Ss to give their answers.</li> </ul>	<p>1 Do you think the people are enjoying the class? Why do you think so?</p> 
<b>Exercise 9: Work in pairs. Ask and answer the questions in exercise 7. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- T gives students a minute to plan their answers.</li> <li>- T puts students in a different groups/pairs.</li> <li>- Ss take turns to ask and answer the questions.</li> <li>- T asks a few students to share their ideas with the class. (T can use the lucky wheel to choose randomly a student)</li> <li>- T notes down students' strength and weaknesses in speaking.</li> </ul>	<p>2 Do you think men care as much about their appearance as women? Why do you think that?</p> <p>3 Tell me about an occasion when you wanted to look your best.</p>

**e. Assessment**

- Teacher observation on Ss' performance.

**4. ACTIVITY 3: POST-SPEAKING (8 mins)**
**a. Objectives:**

- Ss can improve their speaking based on feedback.

**b. Content:**

- T's feedback and peer's feedback.

**c. Products:**

- Students take notes of their mistakes.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Feedback and Correction (8 mins)</b>	
<ul style="list-style-type: none"> <li>- T invites some students to give feedback on their friends' speaking.</li> <li>- T writes sentences with significant errors in them on the board, without saying who made the errors.</li> <li>- Ss identify and correct them.</li> </ul>	<p>Students' mistakes in speaking.</p>

**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 describe photos in detail. I can speculate about a photo and give my opinion of the activity shown in it. I can describe past personal experiences that are related to the photo

### **b. Homework**

- Prepare for the next lesson