

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 3: SUSTAINABLE HEALTH**  
**LESSON 3H – WRITING: AN OPINION ESSAY**

**I. OBJECTIVES**

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

**1. Knowledge**

- Know others' opinions on sports and physical exercise.
- Gain useful language for introducing opinions, additional points, proposals and solutions, and conclusions.

- Know the structure of an opinion essay.

**2. Competences**

- Understand an opinion essay about teenagers not exercising enough.
- Discuss sports at school.
- Write an essay about doing sport at school.
- Develop self-study skills, collaborative skills and communicative skills.

**3. Personal qualities**

- Build an awareness of the importance of physical exercise.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 3, Writing
- Computer connected to the Internet
- Projector / TV/ mini boards
- PowerPoint Unit 3H

**III. PROCEDURES****1. ACTIVITY 1: WARM-UP (7 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:**

- Danger 5 (Game)
- Exercise 1. (p.45)

**c. Products:**

- Students write on mini boards, discuss and report orally.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
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<b>Danger 5. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instruction on the slides:</li> <li>- Ss work in teams of 4-5 and have 2 minutes to write 5 words/phrases in a topic.</li> <li>- When they're done, face the boards down.</li> <li>- After 2 minutes, T will check as a whole class.</li> <li>- For each appropriate word/phrase, your team will get +1, but if the other groups have the same words with you, you will get -1 for each word.</li> <li>- T can give an example before starting the game.</li> </ul>	<b>3 topics:</b> <ol style="list-style-type: none"> <li>1. Body parts</li> <li>2. Individual Sports</li> <li>3. Bad habits for your health</li> </ol>
<b>Exercise 1: Discuss the questions in pairs. Give reasons for your opinions. (2 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks students to think about what makes a lifestyle healthy and elicit some ideas, e.g. eating healthy food, doing physical exercise, not smoking, sleeping well.</li> <li>- Students discuss the questions in pairs.</li> <li>- A few students volunteer to share their ideas with the class.</li> </ul>	<ol style="list-style-type: none"> <li>1 Do you think most teenagers have a healthy lifestyle?</li> <li>2 Do you have a healthy lifestyle? Why? / Why not?</li> </ol>

**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 2: PRE-WRITING (20 mins)****a. Objectives:**

- Ss can analyse an essay prompt.
- Ss understand an opinion essay about teenagers not exercising enough.
- Ss know the structure of an opinion essay.
- Ss understand the Writing strategy.
- Ss gain some useful phrases to write an opinion essay.

**b. Content:**

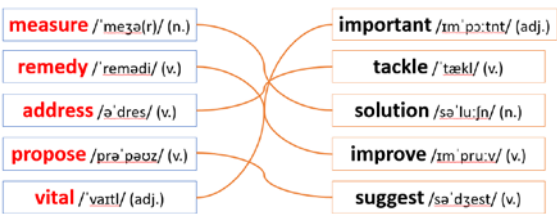
- Exercise 2 (p.45)
- Pre-teach vocabulary related to the topic.
- Exercise 3 (p.45)
- Exercise 4 (p.45)
- Exercise 5 (p.45)
- Exercise 6 (p.45)

**c. Products:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Exercise 2: Read the task below. What two different elements does the task contain? (2 mins)</b>	

<ul style="list-style-type: none"> <li>- T asks students to read the task and identify the two elements.</li> <li>- T checks answers as a class.</li> </ul>	<p><b>Answer:</b></p> <p><i>first element describe the problem (teenagers not getting enough exercise)</i></p> <p><i>second element ways of solving this problem</i></p>
<b>Exercise 3: Read the essay. What is the writer's opinion about the problem? How many solutions does she propose (3 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks students to read the essay and note down the causes and possible solutions mentioned.</li> <li>- T checks answers as a class</li> </ul>	<p><b>Answer:</b></p> <p>She thinks that the problem is serious. She proposes two solutions: making school canteens serve healthy food and giving teenagers free membership of their local sports facilities.</p>
<b>Vocabulary teaching (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Ss underline the new words in the texts and match them with their synonyms.</li> <li>- Teacher checks students' understanding and conduct oral drill chorally and individually.</li> <li>- Ss take notes of the new vocab.</li> </ul>	<p>Match the words on the left with their synonyms on the right.</p> 
<b>Exercise 4: Read the Writing Strategy. Does the writer follow all of the advice? Give examples (5 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the Writing Strategy, then asks students to read the essay again and answer the questions.</li> <li>- T goes through the slides to check answers as a class.</li> </ul>	<p><b>Answers:</b></p> <p>Yes.</p> <p>1: 1 is an introduction, 2 and 3 are the main body and 4 is the conclusion.</p> <p>2: 2 deals with the causes and 3 suggests solutions.</p> <p>3: What is more, ...; in order to ...; Furthermore, ...</p> <p>4: I strongly believe ...; What I propose is...; I would strongly recommend ...</p>
<b>Exercise 5: Complete the useful phrases with the words below and find them in the text in exercise 3. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions and encourages students to try to complete the phrases without looking back at the essay.</li> <li>- Students can use their dictionaries to find the meaning of the phrases if necessary. They then find twelve of the phrases in the essay.</li> <li>- T checks answers as a class</li> </ul>	<p><b>Answers:</b></p> <p>1 view 2 opinion 3 seems 4 see 5 widely 6 said 7 common 8 What 9 solution 10 propose 11 would 12 sum 13 conclusion</p> <p>The phrases are I (strongly) believe that; What is more, ...; in order to tackle this problem, ...; in my view, ...; What I</p>

	<i>propose (instead) is that; Furthermore, ...; I would strongly recommend that; to conclude, ...; it seems to me that</i>
<b>Exercise 6: Work in pairs. Read the task below and discuss questions 1–3. Write notes. (3 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks students: <i>Do you do PE at school? Do you like doing it or would you like to drop it? Why / Why not?</i></li> <li>- T elicits some answers.</li> <li>- Students read the task and the questions.</li> <li>- Students discuss the questions in pairs and make notes from their discussion.</li> <li>- T asks a few students to share their ideas with the class.</li> </ul>	<p>1 Which sports do you do at school? How often?</p> <p>2 Are there other subjects that are more important than sport? Which ones? Why?</p> <p>3 How could more sport be added to the school timetable without affecting other subjects?</p>

**e. Assessment**

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

**3. ACTIVITY 3: WHILE WRITING (15 mins)****a. Objectives:**

- Ss can make a plan for their writing.
- Ss can write an essay about doing sports at school.

**b. Content:**

- Exercise 7. (p.45)
- Exercise 8. (p.45)

**c. Products:**

- Students' writings.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT								
<b>Exercise 7: Using your notes from exercise 6, write a paragraph plan for your essay. Use the essay in exercise 3 as a model and follow the advice in the Writing Strategy. (5 mins)</b>									
<ul style="list-style-type: none"> <li>- Students write a paragraph plan using the Writing Strategy as a guide.</li> <li>- T asks them to read the essay in exercise 3 again for more ideas and encourage them to study how the writer has used phrases from exercise 5.</li> <li>- T shows an outline in the slide with guiding questions as a sample for them to make their plan.</li> <li>- Ss may work in pairs to create their plans in 5 minutes.</li> </ul>	<p><b>Paragraph plan – Outline</b></p> <table border="1"> <tr> <td><b>Introduction</b></td><td> <ul style="list-style-type: none"> <li>• What is the topic?</li> <li>• What are the elements you need to deal with?</li> </ul> </td></tr> <tr> <td><b>Body 1</b></td><td> <ul style="list-style-type: none"> <li>• What element does this paragraph deal with?</li> <li>• What are your main ideas?</li> </ul> </td></tr> <tr> <td><b>Body 2</b></td><td> <ul style="list-style-type: none"> <li>• What element does this paragraph deal with?</li> <li>• What are your main ideas?</li> <li>• What are your supporting ideas (evidence or examples)?</li> </ul> </td></tr> <tr> <td><b>Conclusion</b></td><td> <ul style="list-style-type: none"> <li>• Summarise your main points</li> <li>• Restate your opinions</li> </ul> </td></tr> </table>	<b>Introduction</b>	<ul style="list-style-type: none"> <li>• What is the topic?</li> <li>• What are the elements you need to deal with?</li> </ul>	<b>Body 1</b>	<ul style="list-style-type: none"> <li>• What element does this paragraph deal with?</li> <li>• What are your main ideas?</li> </ul>	<b>Body 2</b>	<ul style="list-style-type: none"> <li>• What element does this paragraph deal with?</li> <li>• What are your main ideas?</li> <li>• What are your supporting ideas (evidence or examples)?</li> </ul>	<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Summarise your main points</li> <li>• Restate your opinions</li> </ul>
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<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Summarise your main points</li> <li>• Restate your opinions</li> </ul>								

<b>Exercise 8. Write your essay (150–180 words). Follow your paragraph plan from exercise 7 and the advice in the Writing Strategy. Use phrases from exercise 5. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Ss spend time writing their essays based on the plan they made in exercise 7.</li> <li>- T circulates the classroom to monitor, takes notes of some significant mistakes and provide help with language if necessary.</li> </ul>	Student's performance

**e. Assessment**

- Teacher observation on Ss' performance.

**4. ACTIVITY 4: POST-WRITING (5 mins)****a. Objectives:**

- Ss can improve their speaking based on feedback.

**b. Content:**

- Check your work

**c. Products:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Check your work (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ss exchange their writings in pairs to give feedback to their friends' writings.</li> <li>- T gives feedback without saying who made the errors.</li> <li>- T selects randomly some writings to assess and gives more detailed feedback in the next class.</li> </ul>	<i>Have you ...</i> <ul style="list-style-type: none"> <li>• <i>followed all the advice in the Writing Strategy?</i></li> <li>• <i>included phrases from exercise 5?</i></li> <li>• <i>checked your spelling and grammar?</i></li> </ul>

**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 write an essay about sport at school. I can plan an essay and use phrases for introducing my and other people's opinions, making additional points, introducing proposals and solutions and concluding

**b. Homework**

- Prepare for the next lesson

**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 4: HOME**  
**LESSON 4A - VOCABULARY: DESCRIBING HOUSES AND HOMES**

## **I. OBJECTIVES**

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

### **1. Knowledge**

- Understand and comprehend a conversation about homes, including discussions on types of home, parts of a house and garden, and adjectives for describing houses and rooms.
- Acquire and retain vocabulary related to different types of homes, specific parts of a house and garden, and descriptive adjectives.

### **2. Competences**

- Demonstrate the ability to use and apply the newly acquired vocabulary accurately and appropriately in conversations and written descriptions about homes.
- Describe and discuss different types of homes, specific features of houses and gardens, and the appearance and characteristics of various rooms.

### **3. Personal qualities**

- Show creativity in describing homes using appropriate adjectives.
- Cultivate an appreciation for different types of homes and architectural features.

## **II. MATERIALS**

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

## **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:**

- Word Relay.

#### **c. Products:**

- Students contribute as a class.

#### **d. Procedure**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Word Relay (5 mins)	

<ul style="list-style-type: none"> <li>- T explains the rules of the game: Each student will take turns coming up with a word that starts with the last letter of the previous word.</li> <li>- T set a time limit of 5 minutes</li> <li>- The student who cannot come up with a word gets a minus point. Then a new round begins with a new word.</li> </ul>	house - ???
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**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 2: PRESENTATION (8 mins)****a. Objectives:**

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

**b. Content:**

- Exercises 1, 2, and 3.

**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
<b>Exercise 1: Look at the photos. What types of homes are they? Listen and choose from the words below. What type of home do you live in? (3 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the words and check the meaning and Pronunciation.</li> <li>- T focuses attention on the photos. In pairs, students describe them using words from exercise 1.</li> <li>- T asks a few students to share their ideas with the class.</li> </ul>	A. mansion B. thatched cottage C. terraced house D. flat bungalow /'bʌŋɡələʊ/ (a house that is all on one level, without stairs) thatched /θætʃt/ (having a roof made of straw), detached /dɪ'tætʃt/ (not joined to any other house) terraced /'terəst/ (forming part of a line of similar houses that are all joined together)
<b>Exercise 2: Work in pairs. Listen to the words below. Put them into two groups: those that are more likely to be a) parts of a house and b) in a garden. (3 mins)</b>	
<ul style="list-style-type: none"> <li>- In pairs, students check the meaning of any unknown words in their dictionaries. They then put them into the two groups.</li> <li>- T plays the recording for students to check their answers.</li> </ul>	a. attic, balcony, basement, cellar, conservatory, extension, hall, landing, porch, shutters, sliding doors, stairs, garage. b. drive, fence, flowerbed, gate, hedge, lawn, path, patio, pond, swimming pool.

- T plays the recording again, pausing after each word so that students can repeat.	
<b>Exercise 3: Which is the odd-one-out? Explain why. Sometimes more than one answer is possible. (2 mins)</b>	
- Working individually, students find the odd one out in each group. - T checks answers as a class.	1. attic: It is at the top of the house; the cellar and basement are below the house. 2. porch: The lawn and path are part of the garden. 3. detached house: It is not joined to another house. 4. gate: It is not a border; it's an entrance and it opens. / hedge: It is made of plants. 5. villa: It is not moveable. / houseboat: It is on the water.

**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:**

- Students get exposed to new words in the context provided through spoken English.

**b. Content:**

- Exercises 4, 5, 6 and 7.

**c. Products:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 3: Listen to an estate agent showing someone round a house. Which seven parts of the house are mentioned in the dialogue? (5 mins)</b>	
- T elicits the meaning of estate agent (a person whose job is to buy and sell houses and land for other people) and ask: Has an estate agent ever shown you around a house? What character traits does an estate agent have? Elicit some answers. - T goes through the instructions. - T plays recording 2.04 for students to note the parts of a house mentioned. - T checks the answers as a class. Then ask: What is the woman's overall impression of the house? Is she likely to buy it? Elicit ideas.	<b>Answer key:</b> <i>front gate, hall, living room, kitchen, back garden, (back) fence, main bedroom.</i> <i>(The woman does not sound enthusiastic about the house, and it seems unlikely that she will buy it.)</i>



<b>Exercise 5: Vocabulary Check. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ss match nine of the words with their meanings. There are two words with the same meaning.</li> <li>- They then check the meaning of the other words in their dictionaries.</li> <li>- T checks the answers as a class.</li> </ul>	<b>KEY</b> 1 cramped 2 tiny 3 peaceful 4 remote 5 contemporary 6 conveniently located 7 dilapidated 8 spacious, substantial
<b>Exercise 6: Listen again. Complete the sentences with words or phrases from the list in exercise 5. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions.</li> <li>- T play the recordings for students to complete the sentences.</li> <li>- With a weaker class, T plays the recording again.</li> <li>- T checks answers as a class.</li> </ul>	<b>KEY</b> 1 conveniently located 2 popular area 3 Cosy 4 tiny; spacious; cramped 5 dilapidated 6 charming 7 beautifully restored
<b>Exercise 7. Listen to four people describing their homes. Match sentences a–e with speakers 1–4. There is one extra sentence. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions.</li> <li>- T plays recording 2.05 for students to match four of the sentences with the speakers.</li> <li>- T checks the answers as a class.</li> </ul>	<b>KEY</b> a 4 b 1 c – d 2 e 3

**e. Assessment**

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

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

- Describe homes.

**b. Content:**

- Exercise 8.

**c. Products:**

- Students give a short talk.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 8. Work in pairs. Describe your home to your partner. Use the phrases below to help you. (10 mins)</b>	

<ul style="list-style-type: none"> <li>- Ss take turns to describe their homes to their partner using the phrases. They should try to include as many of the words in exercises 1, 2 and 5 as they can.</li> <li>- After each description, the partner listening should visualize the home based on the description and try to guess the type of home being described.</li> <li>- T circulates and monitors, helping with vocabulary or grammar where necessary.</li> <li>- T awards points for correct guesses and has the rest of the class vote on the most imaginative description.</li> </ul>	<p><b>Describing where you live</b></p> <p>It's a flat / detached house / terraced house.  It's in the town centre / on the outskirts / in the suburbs.  There's a park / There are some shops nearby.  It's got ... (bedrooms).  There is ... (other rooms).  There's / There isn't a garden / drive, etc.  It's a bit / very ... (adjective).</p>
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**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 understand a conversation about a home. I can describe homes using vocabulary for types of home, parts of a house and garden and adjectives for describing houses and rooms.

**b. Homework**

- Prepare for the next lesson.