

TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 4: HOME
LESSON 4B – GRAMMAR: COMPARISON

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

III. PROCEDURES

1. Activity 1: WARM-UP (9 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:


- Charades.
- Exercises 1 and 2.

c. Products:

- Students work in groups and pairs.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
CHARADES (6 mins)	
- Ss get in teams of 5 members, prepare a set of 5 adjectives related to emotions on small pieces of paper,	5 adjectives from each team.

<p>and place them folded in a container.</p> <ul style="list-style-type: none"> - The teams let 2 members from the other teams draw any piece from the container and act out the word for the others within the participating team to guess. - The members in the participating team tell which participant is better at expressing the emotion. - When time is up, the host team will tell which person has done the best. 	
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 attention on the photo. - In pairs, students discuss where the two girls are and what they are doing there. - T asks a few students to share their ideas with the class. 	
Exercise 2: Read the dialogue, ignoring the gaps, and check your ideas from exercise 1. (2 mins)	
<ul style="list-style-type: none"> - Students read the dialogue and check their answers in exercise 1. 	<p>(Possible answer) The people are looking at property to rent. They are discussing which would be the best for them.</p>

e. Assessment

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

2. ACTIVITY 2: PRESENTATION (8 mins)

a. Objectives:

- Ss know the forms and when to use the comparative and superlative forms.

b. Content:

- Exercises 3 and 4.

c. Products:

- Students complete exercises in the book.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Exercise 3: Complete the dialogue with the comparative or superlative form of the adjectives in brackets. (4 mins)	
<ul style="list-style-type: none"> - T asks students to read the dialogue in exercise 2 and complete it. - T checks answers as a class. - T briefly revises comparative and superlative forms by writing 	<p>KEY 1 nearest 2 worst 3 highest 4 further / farther 5 more spacious</p>

the following adjectives on the board and eliciting their comparative and superlative forms: expensive, contemporary, cheap, easy, big and good.	
Exercise 4: Read the Learn this! box. Match each highlighted phrase in the dialogue with a rule (a–f). (4 mins)	
<ul style="list-style-type: none"> - T goes through the Learn this! box. - Students then match each of the highlighted phrases in the dialogue in exercise 2 with the rules in the box. - T checks answers as a class. 	KEY a the best we've seen b higher and higher c The more we spend on rent, the less we'll have for other things. d more easily e the least expensive; the least space; less expensive than it seems f the fewest rooms

e. Assessment

- Teacher checks students' performance and gives feedback.

3. ACTIVITY 3: PRACTICE (16 mins)**a. Objectives:**

- Ss know the forms and uses of the comparative and superlative forms.
- Ss can use those forms in making sentences.

b. Content:

- Exercises 5 and 6. (p.50)

c. Products:

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

d. Organisation

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

	<p>5. <i>F You'll pay the least rent for flat 1.</i></p> <p>6. <i>F Flat 3 is nearer to the station than flats 1 and 2.</i></p> <p>7. <i>T</i></p> <p>8. <i>F Flat 2 has got the most rooms.</i></p> <p>9. <i>F Flat 3 is more comfortable and more spacious than flat 2.</i></p>
Exercise 6: Complete the second sentence so that it means the same as the first using the word in brackets and the correct comparative or superlative form. (10 mins)	
<ul style="list-style-type: none"> - T goes through the instructions. - Students do the exercise. - T checks answers as a class. 	<p>KEY</p> <p>1 sell more slowly in December 2 is less spacious than the villa 3 are becoming more (and more) expensive</p> <p>4 older the flat gets, the more dilapidated it becomes</p> <p>5 the cosiest living room I've ever seen</p>

e. Assessment

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

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

- Ss can use the superlative form, along with the present perfect with ever, to praise somebody or something.

b. Content:

- Exercise 7. (p.50)

c. Products:

- Ss work in pairs.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Exercise 7. Work in pairs. Ask and answer using a superlative form (-est / most / least) and the present perfect with ever. (10 mins)	
<ul style="list-style-type: none"> - T goes through the instructions, the prompts and the example question. - T elicits an answer to the question from a student. - Ss do the activity in pairs. - T ask a few students to share their ideas with the class. 	<p>1 Impressive building / visit 2 Interesting person / know 3 Long book / read 4 Exciting film / see</p> <p>What's the most impressive building you've ever visited?</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 elicit answers: I can make comparisons using a variety of comparative and superlative forms.

b. Homework

- Prepare for the next lesson

TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 4: HOME
LESSON 4C- LISTENING: YOUNG AND HOMELESS

I. OBJECTIVES

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

1. Knowledge

- Understand and identify idioms and formal language in a listening task.
- Match idioms and formal language with words that have the same meaning.
- Demonstrate comprehension of the listening passage related to homelessness.

2. Competences

- Apply listening strategies to extract meaning from spoken discourse.
- Utilize vocabulary and idiomatic expressions related to homelessness.
- Engage in critical thinking by expressing opinions on the topic of homelessness.

3. Personal qualities

- Develop empathy and awareness of social issues, specifically homelessness.

II. MATERIALS

- Grade 11 textbook, Unit 4, Listening audios
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 4C

III. PROCEDURES**1. ACTIVITY 1: 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 students' background knowledge.
- Students can gain more confidence and interest in the lesson.

b. Content:

- Home comforts.

- Exercise 1.

c. Products:

- Students discuss with their friends.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
HOME COMFORTS (2 mins)	
<ul style="list-style-type: none"> - T writes home comforts and elicit the meaning (things in a house that make it comfortable). - T asks: What are your most important home comforts? Which ones could you manage without? - Students discuss the questions in pairs. - T asks a few students to share their ideas with the class. 	<p>Suggested ideas:</p> <ol style="list-style-type: none"> 1. Aromatherapy diffuser 2. Home theater system 3. Massage chair
Exercise 1. Work in pairs. Look at the photo, title and slogan opposite. What happens on a 'Big Sleep Out'? Read the article and check your answer. (3 mins)	
<ul style="list-style-type: none"> - T focuses attention on the photo, title and slogan. - In pairs, students discuss what the Big Sleep Out might be and who might take part. (do not check answers at this point). - Students read the text and check their answers. - T checks the answers as a class. - Students discuss the question in pairs. - T asks a few students to share their ideas with the class. 	<p><i>The Big Sleep Out is a charity event which raises money for young homeless people. People sleep rough for one night to understand what life is like for homeless people in the UK.</i></p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 2: PRE-LISTENING (8 mins)

a. Objectives:

- Ss get to know some useful idioms.
- Ss can familiarize themselves with listening strategies.

b. Content:

- Exercise 2.
- Vocabulary Check.

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
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Vocabulary Check (4 mins)	
<ul style="list-style-type: none"> - T goes through the slides. - T checks meaning and pronunciation. - T gives a picture to check Ss' understanding of a new phrase. - Ss answer and take notes of new vocabulary. - Ss work in pairs to complete the sentence completion exercise on the slide for reinforcement. 	<ol style="list-style-type: none"> 1. <i>unemployed (a)</i> 2. <i>afford (v)</i> 3. <i>to sleep rough</i> 4. <i>to raise money</i> 5. <i>a charity event</i>
Exercise 2: Read Listening Strategy 1. Complete the definitions with the words below. (4 mins)	
<ul style="list-style-type: none"> - T goes through Listening Strategy 1. - Students then complete the idioms. (T points out that the meaning of an idiom is often not immediately clear). - T encourages students to note down any idioms they come across and to learn them as they will aid their fluency and understanding. - T checks the answers as a class. 	<ol style="list-style-type: none"> 1. <i>ignore</i> 2. <i>try</i> 3. <i>enjoy</i> 4. <i>talk</i> 5. <i>contact</i>

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 (20 mins)**a. Objectives:**

- Ss can identify the register of spoken English.
- Ss can follow what people say about homelessness.

b. Content:

- Exercises 3-5.

c. Products:

- Students listen intently and complete exercises in their books.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 3: Listen to two short recordings. Answer the questions. Use the verbs and phrases in exercise 2 to help you. (7 mins)	
<ul style="list-style-type: none"> - T goes through the instructions. T tells students that they will hear idioms from exercise 3. - T asks students to read the questions. With a weaker class, T could ask students which questions include words that match the idioms. - T play recording 2.07 for students to answer the questions. - T checks answers as a class. 	Answer: <ol style="list-style-type: none"> 1. <i>No, she didn't enjoy it.</i> 2. <i>No, she didn't.</i> 3. <i>Yes, he does.</i> 4. <i>No, they didn't.</i>

Exercise 4: Read Listening Strategy 2. Then listen to three recordings. Which excerpts contain formal language? Use the table below to help you identify them. (8 mins)		
<ul style="list-style-type: none"> - T goes through Listening Strategy 2. T tells students that if they can distinguish between formal and informal speech, this will help them to identify the role of a person who is speaking and the situation they are in. - T goes through the instructions and table and makes sure students understand what they have to do. - T play recording 2.08 for students to record their answers. - T checks answers as a class. 	Formal	Informal
	increase sharply	go up a lot
	offer / require assistance	need help
	a high priority	very important
	make a proposal	suggest something
	currently	at the moment
	gain employment	find a job
Answer: <i>Excerpts 1 and 3 use formal language.</i>		
Exercise 5: Listen again. Choose the correct answers (a–c). (5 mins)		
<ul style="list-style-type: none"> - T asks students to read the questions and highlight keywords that will help them choose the correct options. - T plays the recording again for students to answer the questions. With a weaker class, play the recording a third time if necessary. - T checks the answers as a class. 	Answer key:	
	1. a	
	2. c	
	3. c	

e. Assessment

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

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

- Talk about the problem of homelessness.

b. Content:

- Exercise 6

c. Products:

- Ss discuss with their partners.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 6: Discuss these questions with your partner. (10 mins)	

<ul style="list-style-type: none"> - T asks students to read the text in exercise 1 again. - T asks them if they think the text reflects homelessness in their country, i.e. Is there a similar number of homeless people in their country? Are they a similar age? Are the causes the same? - Students discuss the questions in pairs. - T asks a few students to share their ideas with the class. 	<ol style="list-style-type: none"> 1 What would be the worst thing about being homeless? <div> <div>The weather</div> <div>Other people's attitudes</div> <div>Being alone</div> <div>Being uncomfortable</div> <div>Personal safety</div> <div>Hygiene</div> </div> 2 What should governments do to tackle the problem of homelessness? 3 What can individuals do to help the homeless? <div>I think the worst thing would be not having a bed / feeling cold all the time / not being able to wash ...</div>
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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 idioms and formal language in a listening task and match them with words with the same meaning. I can give my opinion on homelessness.

b. Homework

- Prepare for the next lesson

TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 4: HOME
LESSON 4D – GRAMMAR: IMAGINARY SITUATIONS

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

III. PROCEDURES**1. ACTIVITY 1: LEAD-IN (10 mins)****a. Objectives:**

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

b. Content:

- Fantasy Home Quest
- Exercises 1 and 2.

c. Products:

- Students discuss with their friends.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Fantasy Home Quest + Exercise 1 (5 mins)	
<ul style="list-style-type: none"> - T checks the meaning of stately home (a large old house that has historical interest and can be visited by the public). - Students read the fact file. - T elicits all the good points of living in such a house by asking Ss to give some adjectives and nouns referring to its features, characteristics and amenities. - Ss get into small groups of 5, and create a wish list for their dream house. - Ss compare their dream house and the stately home, using the comparative form. - T asks a few students to share their ideas with the class. - T transitions the discussion towards the target grammar point by linking their wishes for their dream houses with the concept of imaginary situations. 	Ideas from students
Exercise 2: Read and listen to the dialogue. What two outdoor and indoor changes do the speakers mention? (5 mins)	
- T goes through the instructions.	(Possible answers)

<ul style="list-style-type: none"> - T plays recording 2.09 for students to read and listen and make a note of the changes. - T checks the answers as a class. - T asks: Do you agree with the changes mentioned? - T elicits a few answers. 	<i>removing trees to make room for a swimming pool; taking away statues ... to build a bowling alley</i>
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e. Assessment

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

2. ACTIVITY 2: THE SECOND CONDITIONAL (11 mins)**a. Objectives:**

- Ss get used to the forms and uses.

b. Content:

- Exercises 3 and 4.

c. Products:

- Students complete exercises in their books.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Presentation: Exercise 3. Read the Learn this! box and complete it. Underline all the examples of the second conditional in the dialogue. (2 mins)	
<ul style="list-style-type: none"> - T asks students to read the Learn this! box and complete the rule. - Students look for examples of the second conditional in the dialogue. - T checks answers as a class.. 	KEY 1. past simple 2. would/ could <i>But if it were my house, I wouldn't allow people to visit.</i> <i>If you had a party, you could invite hundreds of people!</i> <i>The parties would be better if I made a few changes, though. Well, if those trees weren't there, there'd be room for a swimming pool! If you took away all the statues, you could build a great bowling alley there!</i>
Practice: Exercise 4. Complete these second conditional sentences using the verbs in brackets. (9 mins)	
<ul style="list-style-type: none"> - Students complete the sentences. - T checks the answers as a class. 	Answer key: 1. lived; would have 2. visited; would sleep 3. could; was 4. wasn't; would watch

e. Assessment

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

3. ACTIVITY 3: WISH and IF ONLY (12 mins)

a. Objectives:

- Ss get used to the forms and uses.

b. Content:

- Exercises 5 and 6.

c. Products:

- Students complete exercises in their books.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Presentation: Exercise 5. Read the Learn this! box and complete it. Underline one example of I wish ... and one example of If only ... in the dialogue. (3 mins)	
<ul style="list-style-type: none"> - T goes through rule a in the Learn this! box, asks students to find examples of I wish ... and if only ... in the dialogue in exercise 2. - T elicits the tense of the verbs following the two phrases (the past simple). - Ss complete the box. T checks answers as a class. 	Answer key: 1. <i>had</i> 2. <i>lived</i> 3. <i>wouldn't</i> 4. <i>would</i> <i>Examples in the dialogue:</i> <i>I wish I lived here.</i> <i>If only I were a member of the Howard family!</i>
Practice: Exercise 6. Complete the first line of each mini-dialogue with the verbs in brackets. Use the past simple or would / could + infinitive without to. Complete the other lines with the second conditional. (9 mins)	
<ul style="list-style-type: none"> - T goes through the Look out! box. Point out that although we often use were instead of was in second conditional sentences and with if only and I wish, was is equally correct. <i>Were</i> sounds slightly more formal, but it is also used in informal English. - Students complete the sentences. - T checks answers as a class. 	Answer key: 1. <i>would come</i> 2. <i>would give</i> 3. <i>was / were</i> 4. <i>lived</i> 5. <i>was / were</i> 6. <i>would get</i>

e. Assessment

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

4. ACTIVITY 4: PRODUCTION (10 mins)

a. Objectives:

- Ss can use the second conditional in their speech.
- Ss can talk about hypothetical situations.


b. Content:

- Exercise 7.

c. Products:

- Students take notes in their books, discuss with their friends, then report.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Exercise 7 (Speaking). In pairs, talk about what you would do if you? (10 mins)	
<ul style="list-style-type: none"> - T goes through the instructions and give students two minutes to think of two sentences for each of the points. - In pairs, students compare their ideas. - T circulates and monitors, making a note of any errors you hear. When Ss have finished, T writes the errors on the board without saying who made them. Students can correct the mistakes as a class. - A few students volunteer to share their ideas with the class. 	<ol style="list-style-type: none"> 1 owned Castle Howard. 2 had a swimming pool in your garden. 3 gave a party for hundreds of people. 4 had to allow the public into your home. 

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 elicits answers: I can use the second conditional, 'I wish ...' and 'if only ...' to talk about imaginary situations.

b. Homework

- Prepare for the next lesson