

TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 4: HOME
LESSON 4E - WORD SKILLS: DO, MAKE, AND TAKE

I. OBJECTIVES

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

1. Knowledge

- Understand and recognize a variety of phrases with the verbs 'do', 'make', and 'take'.
- Identify the appropriate usage of these phrases in context.
- Expand their vocabulary by learning new phrases related to 'do', 'make', and 'take'.

2. Competences

- Use the learned phrases in conversations to express ideas and actions accurately.
- Apply the correct verb choice ('do', 'make', or 'take') in different contexts.
- Demonstrate improved comprehension skills by understanding phrases containing 'do', 'make', and 'take' in various forms of communication.

3. Personal qualities

- Develop confidence in using phrases with 'do', 'make', and 'take'.
- Cultivate an active and participatory attitude.

II. MATERIALS

- Grade 11 textbook, Unit 4, Word skills
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 4E

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

b. Content:

- House Hunt.
- Exercise 1. (p.53)

c. Products:

- Students work in groups.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENT |
|------------------------------------|---------|
| House Hunt (2 mins) | |

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| <ul style="list-style-type: none"> - T show pictures on the screen. - Ss vote within their groups. One representative will count the number of votes in favor and the number of votes against each location. - T asks which location is the most dangerous. - Transition to Exercise 1. | Would you like your house to be ...? on a deserted island in the middle of a rainforest at the top of a mountain underwater in the ocean |
| Exercise 1: Work in pairs. Imagine you were trying to sell the house in the photo. How would you describe it? Use the words below to help you. (3 mins) | |
| <ul style="list-style-type: none"> - T focuses attention on the photo and go through the instructions together. T asks: Do you think the house would be easy or difficult to sell? Why? - T elicits a few answers. - T checks the meaning and pronunciation of the nouns and adjectives, particularly spectacular /spek'tækjələ(r)/ and unique /ju:'ni:k/. - In pairs, students take turns to act as an estate agent and try to sell the house using the nouns and adjectives. - T elicits a few descriptions. | - Nouns: cliff glass metal ocean rock view - Adjectives: modern spacious spectacular unique |

e. Assessment

- Teacher observes the groups and give feedback.

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

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

b. Content:

- Exercises 2, 3, 4, and 5.

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 | CONTENT |
|---|---|
| Exercise 2. Work in pairs. Complete the dialogue in an estate agent's using the infinitive without to of these verbs: do, make, take (5 mins) | |
| <ul style="list-style-type: none"> - T asks students to read the dialogue and complete it and does not check answers at this point. | |
| Exercise 3. Listen and check your answers. Do you think the woman is keen on buying the house? Why? / Why not? (5 mins) | |
| <ul style="list-style-type: none"> - T plays recording 2.10 for students to check their answers. - In pairs, they discuss whether or not they think the | KEY 1 do 2 take 3 make 4 do 5 take 6 make 7 do 8 make 9 do 10 take 11 take |

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| woman is likely to buy the house. - T asks a few students to share their ideas with the class. | |
| Exercise 4: Read the Learn this! box. Which examples of do, make and take in the dialogue in exercise 2 match the basic meanings in the Learn this! box? (2 mins) | |
| - Ss match the examples in the dialogue with the meanings. - T checks answers as a class. | KEY do What can I do for you? I'm afraid you can't do that. Well, this house would be a great place to do yoga. make Can I make an appointment to look around? take Just take your yoga mat outside onto the cliff. |
| Exercise 5 (Dictionary Work). Read a short extract from a dictionary entry for take. Answer the questions. (5 mins) | |
| - T asks students to read the dictionary extract and answer the questions. - T checks answers as a class. | KEY 1 pt = past tense; pp = past participle 2 Three meanings are included. 3 they show a useful collocation. |

e. Assessment

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

3. ACTIVITY 3: PRACTICE (10 mins)**a. Objectives:**

- Ss can use the right collocations.

b. Content:

- Exercise 6.

c. Products:

- Students complete the exercises in their books correctly.

d. Organisation:

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
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| Exercise 6. Fill in the gap in each pair of sentences with the correct form of do, make and take. Use a dictionary to check the meaning of the verbs. | |
| - T asks students to read the dictionary extract and answer the questions. - T checks answers as a class. | KEY 1 took 2 make 3 doing 4 take |

e. Assessment

- Teacher's feedback and peers' feedback.

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

- Ss talk to their friends about related situations.

b. Content:

- The Verbal Vault.
- Exercise 7.

c. Products:

- Students discuss, take notes and report orally.

d. Organisation:

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENT |
|---|--|
| THE VERBAL VAULT (5 mins) | |
| <ul style="list-style-type: none"> - T goes through the instruction in the slide. - Ss draw slips of paper, provide the missing verbs, and make sentences. - T circulates and monitors the activity. | Slips of paper with incomplete common phrases using "do," "make," and "take" (e.g., "____ your best," "____ a decision," "____ it easy," etc.) |
| Exercise 7: Speaking. Tell your partner about a time when you (5 mins) | |
| <ul style="list-style-type: none"> - T tells students to check the meaning of the collocations in their dictionaries if necessary. - They then think about the situations and describe them to a partner. - T asks a few students to share their ideas with the class. | 1 did your best. 2 took it easy. 3 didn't take something seriously. |

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 understand a variety of phrases with 'do', 'make' and 'take' and use them in a conversation.

b. Homework

- Prepare for the next lesson

TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 4: HOME
LESSON 4F – READING: ALTERNATE LIVING

I. OBJECTIVES

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

1. Knowledge

- Understand the main ideas and details of a text about alternative homes.

- Identify and use evidence from the text to support their answers.
- Recognize and understand compound nouns related to homes.

2. Competences

- Engage in discussions about alternative homes, expressing opinions and providing supporting reasons.
- Apply reading comprehension strategies to effectively comprehend and analyze texts.
- Use vocabulary and language structures related to homes in a meaningful context.

3. Personal qualities

- Develop critical thinking skills by analyzing and evaluating information.
- Demonstrate active participation and engagement in class discussions and activities.
- Show openness and respect for diverse perspectives.

II. MATERIALS

- Grade 11 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- PowerPoint Unit 4F

III. PROCEDURES

1. ACTIVITY 1: WARM-UP (4 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 an enjoyable and short activity as well as to engage them in the steps that followed.
- Students can gain more confidence and interest in the lesson.

b. Content:

- Categorization activity.

c. Products:

- Students work in groups.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
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| Categorization (4 mins) | |
| <ul style="list-style-type: none"> - T shows ten items on the screen. - In groups, Ss think of two categories for the items. - T checks answers as a class. | Indoor areas: <i>Living room</i> <i>Kitchen</i> <i>Bedroom</i> <i>Bathroom</i> <i>Dining room</i> <i>Attic</i> <i>Basement</i> |

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| | Outdoor areas: <i>Garage</i> <i>Garden</i> <i>Patio</i> |
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e. Assessment

- Teacher observes the students and give feedback.

2. ACTIVITY 2: PRE-READING (3 mins)**a. Objectives:**

- Students get the gist of the texts.

b. Content:

- Exercises 1-2.

c. Products:

- Ss take notes of the new words.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
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| Exercise 1. Look at the photos and the titles of texts A–C. What do you think the texts are about? (1 min) | |
| <ul style="list-style-type: none"> - T focuses attention on the photos and the titles of the texts. - In pairs, students discuss what the texts may be about. - T asks a few students to share their ideas with the class. (<i>Do not check answers at this point</i>). | <i>Students' answers.</i> |
| Exercise 2. Quickly read texts A–C and check your ideas. (2 mins) | |
| <ul style="list-style-type: none"> - Students read the texts quickly to find the answers. - T checks answers as a class. | <i>Text A is about a sculptor who makes shelters for homeless people out of rubbish.</i> <i>Text B is about a weird architectural structure in Da Lat, designed by a Vietnamese architect.</i> <i>Text C is about converting shipping containers into homes for homeless people.</i> |

e. Assessment

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

3. ACTIVITY 3: WHILE-READING (25 mins)**a. Objectives:**

- Ss can use the reading strategy to help them match the pictures with the relevant details.
- Ss can locate the details in the texts.

b. Content:

- Exercises 3 and 4. (p.54)

- Exercises 5 and 6. (p.55)

c. Products:

- Students complete the exercises in the books.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
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| Exercise 3: Read the Reading Strategy. Match two of the texts with the photos below. Say what evidence you found to support your answers. (5 mins) | |
| <ul style="list-style-type: none"> - T goes through the Reading Strategy and elicits the kinds of words and phrases that would provide evidence to support an answer, e.g. associated nouns, paraphrasing. - Ss read the texts to match them with the photos and make a note of evidence to support their answers. - T checks answers as a class. | <div style="border: 1px dashed purple; padding: 10px; margin-bottom: 10px;"> <p>Reading Strategy When you find evidence in the text that supports an answer, underline it and note which question it refers to. If you do that, you can find it again easily when you are checking all your answers at the end.</p> </div> <p><i>1 Text B: closer to nature, no straight lines, no right angles.</i> <i>2 Text C: old shipping containers; stackable; The containers will sit on top of one another with stairs connecting them.</i></p> |
| Exercise 4: Match the texts (A–C) with the sentences (1–4) below. Make a note of the evidence you found to support your answers. (6 mins) | |
| <ul style="list-style-type: none"> - T asks students to read the texts again and match the texts with the sentences, making a note of evidence to support their answers. - T checks answers as a class, but does not ask students about the evidence they found at this point. | <p>Answer:</p> <ol style="list-style-type: none"> 1. C 2. A 3. B 4. C |
| Exercise 5: Match a–h with 1–8 to make compound nouns. They are all in the texts. (4 minutes) | |
| <ul style="list-style-type: none"> - Ss match the words to make compound nouns. - T checks the answers as a class. T asks students to work out the meaning of any unknown words from the context. | <p>Answer key:</p> <p>KEY 1d 2a 3c 4h 5b 6e 7f 8g</p> |
| Exercise 6: Read the texts again. Answer the questions. (10 mins) | |
| <ul style="list-style-type: none"> - Ss work in groups, read the questions and write their answers on a mini board in 5 minutes. - After 5 minutes, Ss exchange the answers with another group and peer check. - T checks the answers as a class. | <ol style="list-style-type: none"> 1 Where does Gregory Kloehn find the parts to make his houses? 2 What does Gregory sometimes use as a front door? 3 In what way does staying in the Crazy House bring guests closer to nature? 4 Apart from the UK, in which country have containers been made into flats? |

e. Assessment

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

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

- Students discuss preferences for different types of homes.

b. Content:

- Exercise 7.

c. Products:

- Students discuss in pairs.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENT |
|---|--|
| Exercise 7: Work in pairs. Ask and answer. (10 mins) | |
| <ul style="list-style-type: none"> - T goes through the questions. - T elicits some answers. - Students discuss the questions in pairs. - A few students volunteer to share their ideas with the class. | 1 Which home is the most original and clever, do you think? Why? 2 Which is the most useful from a social point of view? Why? 3 Which of the homes would you like to live in? Why? 4 Which of the homes would you not like to live in? Why not? |

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 understand a text about alternative homes. I can find evidence in a text to support my answers. I can understand and use compound nouns connected with homes. I can discuss alternative homes.

b. Homework

- Prepare for the next lesson.