

**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 4: HOME**  
**LESSON 4G- SPEAKING: PHOTO CONTRAST AND DISCUSSION**

## **I. OBJECTIVES**

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

### **1. Knowledge**

- Understand and use vocabulary related to accommodation for a gap year.
- Compare and contrast different ideas and options for accommodation.

### **2. Competences**

- Engage in a discussion about accommodation for a gap year.
- Justify their opinions and provide reasons for their choices..

### **3. Personal qualities**

- Enhance their ability to express and defend their viewpoints.
- Demonstrate effective communication and listening skills in a group discussion.
- Be collaborative and supportive in pair work and teamwork.

## **II. MATERIALS**

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

## **III. PROCEDURES**

### **1. ACTIVITY 1: LEAD-IN (8 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.
- Ss have a quick look at vocabulary for identify pieces of furniture in photos.

#### **b. Content:**

- Battle of the Rooms.
- Related vocabulary.
- Exercise 1.

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

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

#### **d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Battle of the Rooms (3 mins)	

<ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- Each group takes turns to say a word referring to pieces of furniture that can be found in the living room, the kitchen, and the bedroom.</li> <li>- If a group fails to say a word in 5 seconds, that group is eliminated.</li> <li>- The last group remaining wins the game.</li> <li>- T monitors to make sure the game is fair.</li> </ul>	Students' ideas.
<b>Vocabulary Check (3 mins)</b>	
<ul style="list-style-type: none"> <li>- T introduces the vocabulary.</li> <li>- T asks students which words are new to them</li> <li>- T checks meaning and pronunciation.</li> <li>- T 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>	<b>Words:</b> <ol style="list-style-type: none"> <li>1. bedside table</li> <li>2. bookcase</li> <li>3. bunk bed</li> <li>4. curtains</li> <li>5. cushion</li> <li>6. double bed</li> <li>7. duvet</li> <li>8. fridge</li> <li>9. hook</li> <li>10. kitchen cupboard</li> <li>11. lamp</li> <li>12. pillow</li> </ol>
<b>Exercise 1: Which items from below can you see in the photos? (2 mins)</b>	
<ul style="list-style-type: none"> <li>- T focuses Ss' attention on the photos.</li> <li>- In pairs, students describe the furniture in the rooms.</li> <li>- T elicits some descriptions and ask a few students which room they like best and why.</li> </ul>	<div data-bbox="906 1261 1436 1478"> </div> <p><i>bedside table, bunk bed, curtains, cushion, double bed, duvet, fridge, hook, kitchen cupboard, lamp, pillow</i></p>

**e. Assessment**

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

**2. ACTIVITY 2: PRE-SPEAKING (15 mins)****a. Objectives:**

- Ss understand how to compare and contrast photos.
- Ss listen for preferences, and give their own opinions.

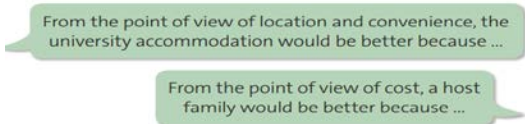
**b. Content:**

- Exercises 2-6.

**c. Products:**

- Ss complete the exercises in the book and have some ideas for their own conversations.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Exercise 2: Read the task above and the Speaking Strategy 1. Then listen to a student doing the task. Which room does she prefer? Does she use any linking words when contrasting the photos? (4 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions, Speaking Strategy 1 and the task.</li> <li>- T plays recording 2.12 for students to compare their ideas.</li> <li>- T checks answers as a class.</li> </ul>	<b>Answer:</b> Room A Yes ( <i>whereas, but, while, however, despite</i> )
<b>Exercise 3: Choose the best linking words to complete the sentences. Then listen again and check your answers. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions.</li> <li>- T plays the recording for students to complete their answers.</li> <li>- With a stronger class, T could ask students to complete the sentences before listening again to check.</li> <li>- With a weaker class, T could stop the recording after they have heard the answer to each question.</li> <li>- T checks answers as a class.</li> </ul>	<b>Answers:</b> 1. <i>whereas</i> 2. <i>but</i> 3. <i>While</i> 4. <i>However</i> 5. <i>despite</i>
<b>Exercise 4: Read the task above. For each of the four points, think of one advantage of staying with a host family and one advantage of staying in university accommodation. (1 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions and the task.</li> <li>- T elicits ideas for the first bullet point and write them on the board.</li> <li>- Working individually or in pairs, students think of one advantage of staying with a host family and one of staying in university accommodation for the three remaining bullet points.</li> <li>- T circulates and monitor, helping where necessary.</li> <li>- T asks a few students to share their ideas with the class.</li> </ul>	
<b>Exercise 5: Listen to two students doing the task. Did they mention any of your ideas from exercise 4? Do you agree with their opinions? Why? / Why not? (4 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions.</li> <li>- T plays recording 2.13 for students to listen and make notes.</li> <li>- T checks answers as a class.</li> </ul>	<b>Students' ideas</b>

<b>Exercise 6: Read Speaking Strategy 2. Then complete the phrases with the words below (2 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through Speaking Strategy 2 and the instructions and make sure students understand what they have to do.</li> <li>- T checks the answers as a class.</li> <li>- T encourages students to read out the key phrases and check pronunciation and intonation.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>see</i></li> <li>2. <i>Thinking</i></li> <li>3. <i>considered</i></li> <li>4. <i>suppose</i></li> <li>5. <i>else</i></li> <li>6. <i>point</i></li> </ol>

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

- Ss can ask for advice regarding accommodation.
- Ss offer their personal opinion on matters related to accommodation.

**b. Content:**

- Exercises 7 and 8.

**c. Products:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Exercise 7. Listen again to both answers. Which phrases from exercise 6 did the students use? (5 mins)</b>	
<ul style="list-style-type: none"> <li>- T plays the recording again for students to tick the phrases that were used.</li> <li>- T checks answers as a class.</li> </ul>	<i>Let me see, That's a good point, What else?</i> <i>Well, ... ,</i> <i>Thinking about it, ... , All things considered, ...</i>
<b>Exercise 8. Work in pairs. Read the task above and make notes for each of the four points that you have to cover. Do the task in exercise 7. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instructions and the task.</li> <li>- Students work in pairs to make notes for the four points.</li> <li>- T circulates and monitors, helping where necessary.</li> <li>- Students practise their conversation in pairs.</li> <li>- T asks a few pairs to perform their conversations for the class.</li> </ul>	<p>In your gap year, you are going to spend three months in the UK studying English. You are looking for a flat to rent.</p> <p>Ask your friend for advice. Discuss these points:</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Meals</li> <li>• Cost</li> <li>• Sharing with other students</li> </ul>

**e. Assessment**

- Teacher observation on Ss' performance.

#### 4. ACTIVITY 3: POST-SPEAKING (5 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 (5 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>	Students' mistakes in speaking.

##### 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 compare ideas and justify opinions in a discussion about accommodation for a gap year. I can use phrases that buy time for me to formulate opinions.

##### b. Homework

- Prepare for the next lesson

## TIẾNG ANH 11 FRIENDS GLOBAL UNIT 4: HOME LESSON 4H – WRITING: AN EMAIL

### I. OBJECTIVES

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

#### 1. Knowledge

- Know and understand vocabulary related to moving house and introducing preferences.
- Gain knowledge of appropriate language and phrases for informal emails and letters.
- Know how to use the "would rather" structure to express preferences.

**2. Competences**

- Understand and discuss the content of an email about moving house.
- Discuss their own preferences and experiences related to moving house.
- Write an email about moving house using appropriate language and structure.
- Develop their writing skills by effectively organizing ideas and expressing preferences in writing.

**3. Personal qualities**

- Develop effective communication skills.
- Show respect and consideration for others' preferences and experiences.
- Demonstrate creativity and critical thinking in expressing their own preferences in writing.

**II. MATERIALS**

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

**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.
- Engage students from the start of the class to capture their attention.
- Tap into students' prior knowledge.
- Foster students' confidence and enthusiasm for the lesson.

**b. Content:**

- Dream Home Match-Up (Speaking Activity)
- Exercise 1. (p.57)

**c. Products:**

- Students write on index cards, discuss and report orally.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Exercise 1 - Dream Home Match-Up (4 mins)</b>	
<ul style="list-style-type: none"> <li>- T goes through the instruction on the slides.</li> <li>- T gives each pair 2 index cards.</li> <li>- Ss first work in pairs of 4-5 and have 2 minutes to decide on their cities and the relevant details.</li> <li>- When they're done, Ss start comparing their choice and looking for those with the same interest and then form new groups.</li> </ul>	<b>Different cities:</b> E.g. 1. Paris 2. Tokyo 3. New York 4. Beijing 6. Sydney

- The winner group is one that has the most members.	
<b>A short presentation by the winner group (3 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks the winner group to justify their choice in front of the class, talking about advantages in terms of culture, attractions, climate, lifestyle, or personal interests, etc.</li> <li>- A few students volunteer to share their ideas with the class.</li> </ul>	Which city would you like to live in? Why?

**e. Assessment**

- Teacher observes the groups and give feedback.

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

- Ss can identify the tone conveyed in an email.
- Ss understand the use of “would rather” to talk about preferences.
- Ss know how to organize ideas and information effectively.
- Ss understand the Writing strategy.
- Ss gain some useful phrases to write an informal email or letter.

**b. Content:**

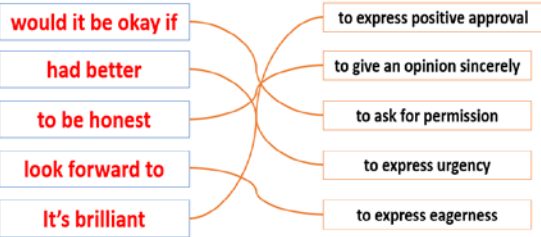
- Exercise 2 (p.57)
- Pre-teach some useful phrases.
- Exercise 3 (p.57)
- Exercise 4 (p.57)
- Exercise 5 (p.57)
- Exercise 6 (p.57)

**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 email. Do you think Ellie is happy or unhappy with her new home? Find evidence in her email. (2 mins)</b>	
<ul style="list-style-type: none"> <li>- T asks students to complete the task in pairs.</li> <li>- T checks answers as a class.</li> </ul>	<b>Answer:</b> <i>I think Ellie is happy with her new home. She talks about the advantages of the new flat, such as being close to the shops and making friends with her neighbour.</i>
<b>Exercise 3: Does the email cover all four points in the task? Match sentences in the email with each point. (3 mins)</b>	

<ul style="list-style-type: none"> <li>- T goes through the instructions and elicits whether or not the email covers all four points in the task.</li> <li>- T check answers as a class.</li> </ul>	<p><b>Answer:</b></p> <p><i>The email covers all four points in the task.</i></p> <p><i>1 It's brilliant being so close to the shops, and the flat is bigger than our old one.</i></p> <p><i>2 It's quite noisy, though, as there is a lot of traffic. I'd rather it were further from the main road.</i></p> <p><i>3 I met one of our neighbours yesterday. She's about my age. 4 Also, would it be OK if I used your bike for a few days?</i></p>
<p><b>Vocabulary teaching (3 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher introduces the phrases.</li> <li>- Ss underline them in the texts and match them with their uses.</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><b>Exercise 4: Read the Writing Strategy. Then read Ellie's email again and underline. Give examples (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- T goes through the Writing Strategy, then asks students to read the email 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><i>1 I look forward to receiving your reply. More informal: Looking forward to hearing from you! Write soon!</i></p> <p><i>2 We've, It's, I'd; She could have used: Hope everything's OK with you; There's a lot of traffic; Mine's at the bike shop.</i></p> <p><i>3 Got to go now. 'I've' has been omitted.</i></p>
<p><b>Exercise 5: Read the Learn this! box. Circle three examples of would rather in Ellie's email. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- T goes through the Learn this! box. Make sure that Ss understand the difference between would rather (not) + infinitive without to and would rather + subject + past simple.</li> <li>- Ss find examples of the structures in the email.</li> <li>- T checks answers as a class.</li> </ul>	<p><b>More examples:</b></p> <p><i>I'd rather not go to the cinema. (I don't want to go to the cinema.)</i></p> <p><i>I'd rather you didn't go to the cinema. (I don't want you to go to the cinema.)</i></p> <p><b>Answers:</b></p> <p><i>Line 6.</i></p> <p><i>I'd rather it was ... further from the main road.</i></p> <p><i>Line 10.</i></p> <p><i>I'd rather not go alone. ...</i></p> <p><i>Line 12.</i></p> <p><i>I'd rather cycle to school than get the bus.</i></p>



**Exercise 6: Read the task below. Make notes for each of the four points in the task. (3 mins)**

<ul style="list-style-type: none"><li>- T asks students to read the task and in pairs make notes for each of the points.</li><li>- T circulates and monitors, helping with ideas where necessary.</li></ul>	<p>You have recently moved to a house in the country. Write an email to a friend. Include the following:</p> <ul style="list-style-type: none"><li>• Describe the advantages of being in the country.</li><li>• Mention something you would change.</li><li>• Mention something that went wrong during the move.</li><li>• Ask if you can stay a night at your friend's house.</li></ul>
---	--

### 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 list their preferences.
- Ss can write an email about a new home.

**b. Content:**

- Exercise 7. (p.57)
- Exercise 8. (p.57)

### c. Products:

- Students' writings.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
<b>Exercise 7: Complete the useful phrases for starting and ending a letter or email. Find two more in Ellie's email. (5 mins)</b>	
- Ss complete the phrases and find two more examples in the email. - T check answers as a class.	<div style="text-align: right;"><b>Key phrases</b></div> <div style="text-align: right; color: #0070C0;">all are from going hi hope love touch write</div> <div style="text-align: right; color: #0070C0;">Starting an email</div> <div style="display: flex; justify-content: space-between;"> <div>           I<sup>1</sup> _____ you're well.            I hope <sup>2</sup> _____ is well.         </div> <div>           How's everything  <sup>3</sup> _____?            How <sup>4</sup> _____ you?         </div> <div style="color: #C00000;"> <b>1. hope</b>  <b>3. going</b>  <b>5. from</b>  <b>7. write</b>  <b>9. love</b> </div> <div style="color: #C00000;"> <b>2. all</b>  <b>4 are</b>  <b>6. touch</b>  <b>8. hi</b> </div> </div> <div style="text-align: right; color: #0070C0;">Ending an email</div> <div style="display: flex; justify-content: space-between;"> <div>           That's all <sup>5</sup> _____ me.            Keep in <sup>6</sup> _____.         </div> <div>           Please <sup>7</sup> _____ soon.            Say <sup>8</sup> _____ to (Ben) for me.            Give (Zoe) my <sup>9</sup> _____.         </div> </div>
<b>Exercise 8. Write your email (150–180 words) using your notes from exercise 6 and phrases from exercise 7. (10 mins)</b>	
- Ss spend time writing their emails.	Student's performance

- T circulates the classroom to monitor, takes notes of some significant mistakes and provide help with language if necessary.	
--	--

**e. Assessment**

- Teacher observation on Ss' performance.

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

- Ss can improve their writing 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>	<p><i>Have you ...</i></p> <ul style="list-style-type: none"> <li>• <i>included all four points from the task?</i></li> <li>• <i>used appropriate language (see the Writing Strategy)?</i></li> <li>• <i>included appropriate phrases for starting and ending the email?</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 email about a new home. I can plan an essay and use phrases for introducing my preferences.

**b. Homework**

- Prepare for the next lesson