

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 1: GENERATIONS**  
**LESSON 1C- LISTENING: FAMILY TENSIONS**

## I. OBJECTIVES

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

### 1. Knowledge

- Identify the attitude and intention of a speaker through tone of voice.
- Gain vocabulary to talk about family arguments.

### 2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

### 3. Personal qualities

- Understand the effect of technology on family life.
- Develop self-study skills.

## II. MATERIALS

- Grade 11 textbook, Unit 1, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

### Language analysis

Form	Pronunciation	Meaning
1. bitter (adj)	/ˈbɪtə(r)/	unhappy because you feel that you have been treated unfairly
2. complimentary (adj)	/ˌkɒmplɪˈmentri/	expressing approval, praise, etc.
3. nostalgic (adj)	/nəˈstældʒɪk/	having or bringing a sad feeling mixed with pleasure when you think of happy times in the past
4. sarcastic (adj)	/sɑːˈkæstɪk/	showing or expressing in a way opposite to what you mean in order to be unpleasant to somebody or to make fun of them
5. urgent (adj)	/ˈɜːdʒənt/	showing that you think that something needs to be dealt with immediately

**Assumption**

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

**III. PROCEDURES****1. WARM-UP (3 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.

**b. Content:**

- Exercise 1. (p.15)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 1: Work in pairs. Look at the photo. What do you think this app does? Why might some people need it? (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Students look at the photo and discuss the questions.</li> <li>- T asks a few students to share their ideas with the class</li> </ul>	<b>Suggested Answers:</b> The app allows parents to lock their children's phones at times when they should be doing other things such as studying. some children might need this app because they spend too much time on their phones instead of doing other things.

**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 1: PRESENTATION (15 mins)****a. Objectives:**

- To get students learn vocabulary related to the topic.

**b. Content:**

- Pre-teach vocabulary related to the topic.

- Exercise 2 (p.15)

- Exercise 3 (p.15)

**c. Expected outcomes:**

- Ss know how to pronounce the new words precisely and use them in appropriate contexts..

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching (4 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.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. bitter (adj)</li> <li>2. complimentary (adj)</li> <li>3. nostalgic (adj)</li> <li>4. sarcastic (adj)</li> <li>5. urgent (adj)</li> </ol>
<b>Exercise 2. Read the text and check your answer to exercise 1. Do you think the app would increase or decrease the number of arguments in your family? Why? (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Students read the text and check their answer.</li> <li>- Ask a student to summarize the purpose of the app.</li> <li>- In pairs, students discuss the questions.</li> <li>- Ask a few students to share their ideas with the class</li> </ul>	<b>Suggested Answer:</b> I am sure that this app would increase the number of arguments in my family. Firstly, I do not want my parents to lock my phones through this app while I am using it. If this app is on my phones, I will try to delete it. Secondly, people always want to do something that they are not allowed to do. The arguments between my parents and I can become more seriously. This app is not suitable to avoid people from using it.
<b>Exercise 3. Match some of the phrases in exercise 2 with the pictures below of the woman at different stages of her life. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Check and practice the pronunciation of the adjectives.</li> <li>- Students then decide which adjectives describe positive attitudes and which describe negative attitudes.</li> <li>- Check answers as a class. Point out that nostalgic can be positive or negative, depending on the context.</li> </ul>	<b>Answers:</b> <ul style="list-style-type: none"> <li>• <b>Positive:</b> calm, complimentary, enthusiastic, grateful, nostalgic, optimistic, sympathetic</li> <li>• <b>Negative:</b> accusing, aggressive, arrogant, bitter, miserable, nostalgic, pessimistic, sarcastic, urgent</li> </ul>
<b>Exercise 4. Read the Listening Strategy. Then listen and underline the adjective which best matches the speaker's attitude. Use their tone of voice to help you. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the Listening Strategy together.</li> </ul>	<b>Answers:</b>

<ul style="list-style-type: none"> <li>- Elicit ideas.</li> <li>- Play the recording for students to choose the most appropriate adjective.</li> <li>- Check answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>1 pessimistic</li> <li>2 aggressive</li> <li>3 complimentary</li> <li>4 sympathetic</li> </ul>
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**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: PRACTICE (14 mins)****a. Objectives:**

- Ss can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

**b. Content:**

- Exercise 5. (p.15)
- Exercise 6. (p.15)
- Exercise 7. (p.15)

**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 5. Listen and compare two different ways of saying the sentences. Then, in pairs, say a sentence in one of the two ways. Can your partner guess the adjective? (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions together.</li> <li>- Play the recording for students to listen to the sentences.</li> <li>- In pairs, they take turns to say the sentences in one of the two ways. Their partner must guess the correct adjective.</li> </ul>	Students' performance
<b>Exercise 6. Work in pairs. Listen to four speakers and decide which speaker sounds urgent/calm/enthusiastic/arrogant. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions together.</li> <li>- Play the recording for students to match the speakers with the adjectives.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> speaker 1: b. speaker 2: c. speaker 3: a. speaker 4: d.
<b>Exercise 7. Listen again. Match sentences A–E with speakers 1–4. Use the tone of voice to help you. There is one extra sentence. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask students to read the sentences and underline key words.</li> <li>- Play the recording again for students to match each speaker with one of the sentences.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> speaker 1: c speaker 2: a speaker 3: d speaker 4: b

**e. Assessment**

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

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

- To help Ss practice speaking skills.
- To help Ss memorize the basic knowledge on family arguments.

**b. Content:**

- Presentation. discussion.
- Exercise 7 (p15)

**c. Expected outcomes:**

- Students can give a short talk about family tensions and problems.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 7. Work in pairs. Ask and answer about your family and your ancestors. Give extra information where you can. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- In pairs, students discuss the topics and decide which one causes the most family arguments.</li> <li>- They then continue to work in their pairs to think of more topics that cause arguments.</li> <li>- Ask each pair to share their ideas with the class. Give the other students the chance to disagree if they have a different opinion.</li> <li>- Ask students to vote for the topic that causes the most family arguments.</li> </ul>	<i>Students' own creativity.</i>

**e. Assessment**

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

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan***Date of teaching***TIẾNG ANH 11 FRIENDS GLOBAL**

**UNIT 1: GENERATIONS****LESSON 1C- LISTENING: FAMILY TENSIONS****\* Warm-up**

- Exercise 1

**\* Vocabulary**

1. bitter (adj)
2. complimentary (adj)
3. nostalgic (adj)
4. sarcastic (adj)
5. urgent (adj)

**\* Presentation**

- Exercise 2
- Exercise 3
- Exercise 4

**\* Practice**

- Exercise 5
- Exercise 6
- Exercise 7

**\* Production**

- Exercise 8

**\* Homework**

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 1: GENERATIONS**  
**LESSON 1D- GRAMMAR: USED TO**

**I. OBJECTIVES**

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

**1. Knowledge**

- talk about things that were different in the past.
- Understand the usage of tenses.

**2. Competences**

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

**3. Personal qualities**

- Talk about the past using a variety of past tenses
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Grammar
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

**Language analysis****LEARN THIS! (p 16)**

a. We use *used to* when we want to talk about things which were true in the past but are not true now.

*I used to read my sister's magazines. (I don't read them now.)*

b. Pay attention to the spelling of the negative and interrogative forms.

*My sister didn't use to like it.*

*Did she use to get angry? Yes, she did.*

**Assumption**

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

### III. PROCEDURES

#### 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 by means of enjoyable and short activities as well as to engage them in the steps that followed.

##### b. Content:

- Exercise 1. (p.16)

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 1. Read and listen to the dialogue between a teenager and his grandfather. Which adjective best sums up the grandfather's attitude: miserable or nostalgic? (2 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask students to look at the photo and describe it.</li> <li>- Go through the instructions together.</li> <li>- Play the recording for students while they read the dialogue and note the answer.</li> <li>- Check the answer as a class.</li> </ul>	<b>Answer:</b> Nostalgic

##### e. Assessment

- Teacher observes the groups and give feedback.

#### 2. ACTIVITY 1: PRESENTATION (7 mins)

##### a. Objectives:

- To review *used to* structure.

##### b. Content:

- Exercise 2 (p16)



**c. Expected outcomes:**

- Students can apply the useful language in everyday reading and writing.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 2: Read the Learn this! box. Underline an affirmative, a negative and an interrogative example of used to in the dialogue in exercise 1. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the Learn this! box together. Point out that we use used to to talk about past habits and past situations that lasted for a period of time. We do not use it to describe single past events; to do that we use the past simple.</li> <li>- Students find the examples of used to in the dialogue in exercise 1.</li> <li>- Check answers as a class.</li> </ul>	<b>Answers:</b> <ul style="list-style-type: none"> <li>• Affirmative: You used to have great hair! I used to spend ages getting it just right. and I used to share clothes with my brother. I used to do that too.</li> <li>• Negative: I didn't use to have much money.</li> <li>• Interrogative: Did you use to spend a lot of money on them?</li> </ul>

**e. Assessment**

- Teacher checks students' performance and gives feedback.

**3. ACTIVITY 2: PRACTICE (20 mins)****a. Objectives:**

- Ss can answer the questions related to "used to" structure.
- They can also finish the tasks in the textbook.

**b. Content:**

- Exercise 3. (p.16)
- Exercise 4. (p.16)
- Exercise 5. (p.16)
- Exercise 6. (p.16)
- Exercise 7. (p.16)

**c. Expected outcomes:**

- Students can thoroughly understand and complete the exercises successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 3. Complete the dialogue with the correct form of used to and the verbs below. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask students to read the dialogue and complete it.</li> <li>- Do not check answers at this point.</li> </ul>	Students' performance
<b>Exercise 4. Listen and check your answers to exercise 3. How is used to pronounced? (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Play the recording for students to check their answers.</li> <li>- Check answers as a class.</li> </ul>	<b>Answers:</b> <ul style="list-style-type: none"> <li>1 used to live.</li> <li>2 did (you) use to go.</li> </ul>

- Draw students' attention to the pronunciation /ju:sto/	3 didn't use to pay. 4 didn't use to have. 5 used to wait. 6 used to do. 7 used to be.
<b>Exercise 5. Complete these sentences with the correct form of used to / didn't use to and the verbs in brackets. (4 mins)</b>	
- Students work individually to complete the sentences. - Check answers as a class.	<b>Answer key:</b> 1 used to be. 2 didn't use to eat. 3 used to like. 4 used to enjoy. 5 didn't use to speak.
<b>Exercise 6. Read the Look out! box. Listen and decide if the sentences contain be / get used to, used to or both. (4 mins)</b>	
- Ask students to read the Look out! box. - Play the recording for students to decide if it uses be / get used to, used to or both. - Check answers as a class.	<b>Answer key:</b> 1 be used to 2 used to 3 get used to 4 used to; be used to 5 be used to 6 used to 7 used to; get used to
<b>Exercise 7: Work in pairs. Ask and answer about what you used to be like at the age of five. Use the following prompts. (4 mins)</b>	
- Tell students about T's past as a kid, <ul style="list-style-type: none"> <li><i>I used to sleep with the light on.</i></li> <li><i>I used to have a teddy that was bigger than I was.</i></li> </ul> - Ask students to read the phrases and then write true sentences about themselves using used to. Students should do this individually and not show their sentences to anyone.	Students' performance

**e. Assessment**

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

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

- To help Ss practice speaking skills.
- To help Ss memorize the "used to" structure.

**b. Content:**

- Presentation
- Exercise 8 (p14)

**c. Expected outcomes:**

- Students can give a short talk using simple past, past continuous and past perfect tense.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 8. Find out more about your partner's childhood. Use the correct form of used to. What did he or she use to) (10 mins)</b>	
<b>Presentation</b> - In pairs, students take turns to ask and answer questions. - With a stronger class, ask students to think of more questions they can ask each other using different question words, e.g. what time, how often, where, who and how.	<i>Students' own creativity.</i>

**e. Assessment**

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

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>TIẾNG ANH 11 FRIENDS GLOBAL</b></p> <p style="text-align: center;"><b>UNIT 1: GENERATIONS</b></p> <p style="text-align: center;"><b>LESSON 1D- GRAMMAR: USED TO</b></p>	
<b>*Warm-up</b>	
- Exercise 1	
<b>* Presentation</b>	
- Exercise 2	
<b>*Practice</b>	
- Exercise 3	
- Exercise 4	
- Exercise 5	
- Exercise 6	
- Exercise 7	
<b>*Production</b>	
- Exercise 8	
<b>*Homework</b>	

**LESSON PLAN**  
**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 1: GENERATIONS**  
**LESSON 1E- WORD SKILLS: PHRASAL VERBS (1)**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about three-part phrasal verbs.
- Apply phrasal verbs to real life conversations.

**2. Competences**

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

**3. Personal qualities**

- Understand the dictionary tip.
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Word skills
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

**Language analysis**

Phrasal Verbs	Meaning
6. live up to	to match or equal
7. fit in with	to look and act like part of a group
8. get on with	to have a (good / bad) relationship with
9. catch up with	to succeed in finding or reaching somebody
10. go through with	to complete something
11. put up with	to tolerate or be patient about something
12. run out of	to use all your supply of something

**Assumption**

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

### III. PROCEDURES

#### 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 by means of enjoyable and short activities as well as to engage them in the steps that followed.

##### b. Content:

- Guessing game.
- Exercise 1. (p.17)

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>GUESSING GAME</b>	
<ul style="list-style-type: none"> <li>- Teacher shows the movie posters.</li> <li>- Ss work in 4 groups. Each group raise hands to take turn and guess what the movie is about. The team gains bonus with every suitable answer.</li> <li>- The team with highest points is the winner.</li> </ul>	Student's performance
<b>Exercise 1: Read the article about a film. Explain in your own words what is unusual about the main character.</b>	
<ul style="list-style-type: none"> <li>- Students read the article. In pairs, they summarize what makes the main character unusual.</li> <li>- Elicit some answers.</li> </ul>	<p>Suggested answer:</p> <p>He lives his life in reverse: he is born old and dies a baby.</p>

##### e. Assessment

- Teacher observes the groups and give feedback.

**2. ACTIVITY 1: PRESENTATION** (4 mins)**a. Objectives:**

- To get students learn vocabulary related to the topic.
- To learn more about three-part phrasal verb.

**b. Content:**

- Exercise 2 (p.17)
- Exercise 3 (p.17)

**c. Expected outcomes:**

- Ss know how to pronounce the new words precisely and use them in appropriate contexts.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 2. Match the highlighted phrasal verbs in the article with their definitions below.</b>	
<ul style="list-style-type: none"> <li>- Explain that the highlighted words in the text are three-part phrasal verbs and point out that, like all other phrasal verbs, their meanings may not be immediately clear.</li> <li>- Ask students to read the text again and try to work out the meanings of the phrasal verbs from the context. Students then match the phrasal verbs with the definitions.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer:</b> <ul style="list-style-type: none"> <li>1 gets on with</li> <li>2 go through with</li> <li>3 lives up to</li> <li>4 run out of</li> <li>5 catches up with</li> <li>6 fits in with</li> <li>7 put up with</li> </ul>
<b>Vocabulary teaching</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher checks students' understanding.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New phrasal verbs</b> <ul style="list-style-type: none"> <li>1. live up to</li> <li>2. fit in with</li> <li>3. get on with</li> <li>4. catch up with</li> <li>5. go through with</li> <li>6. put up with</li> <li>7. run out of</li> </ul>
<b>Exercise 3. Circle the correct words to complete the Learn this! box. Use the examples in the article to help you.</b>	
<ul style="list-style-type: none"> <li>- Go through the Learn this! box together and then ask students to complete it.</li> <li>- Check answers as a class.</li> </ul>	1 one 2 two 3 transitive 4 after

**e. Assessment**

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

**3. ACTIVITY 2: PRACTICE** (23 mins)**a. Objectives:**

- Ss can answer the questions to critical thinking.
- Ss can use dictionary tips to look up words quickly.

- They can also finish the tasks in the textbook.

**b. Content:**

- Exercise 4. (p.17)

- Exercise 5. (p.17)

**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 4. Read the Dictionary tip. Then find these phrasal verbs in a dictionary and check the difference in meaning between the two- and three-part phrasal verbs</b>	
<ul style="list-style-type: none"> <li>- Go through the Dictionary Strategy together.</li> <li>- Put students in two groups and ask each group to find the meanings of half the phrasal verbs.</li> <li>- Ask one person from each group to explain the meanings of their phrasal verbs to the other group.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• look up: to search for information in a book.</li> <li>• look up to: to respect and admire somebody</li> <li>• get away: to succeed in leaving or escaping from somebody or a place.</li> <li>• get away with: to do something bad and not be punished for it.</li> <li>• make up: to invent something, often something that is not true.</li> <li>• make up for: to do something that corrects a bad situation.</li> <li>• go back: to return to a place.</li> <li>• go back on: to break a promise, an agreement, etc.</li> </ul>
<b>Exercise 5. Complete the sentences with two- or three-part phrasal verbs from exercise 4.</b>	
<ul style="list-style-type: none"> <li>- Students complete the sentences. T reminds students to check the tense needed in each sentence.</li> <li>- Check answers as a class</li> </ul>	<p><b>Answer key:</b></p> <p>1 make up for 2 looked up 3 go back on 4 make up</p>

**e. Assessment**

- Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

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

**a. Objectives:**

- To help Ss practice speaking skills;

- To help Ss memorize the basic knowledge on stages of life.

**b. Content:**

- Role play
- Exercise 6. (p.17)

**c. Expected outcomes:**

- Students can give a short talk about stages of life.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 7. Use three-part phrasal verbs from exercises 2 or 4 to replace the underlined words. Ask and answer these questions with your partner</b>	
<ul style="list-style-type: none"> <li>- Students rewrite the sentences using phrasal verbs.</li> <li>- Check answers as a class</li> </ul>	1 Which famous people do you look up to? 2 What kind of behavior is the most difficult to put up with? 3 What kind of people do you find it easiest to get on with?
<ul style="list-style-type: none"> <li>- In pairs, students take turns to ask and answer the questions they rewrote. Circulate and monitor, checking that students are using the phrasal verbs correctly.</li> <li>- Elicit a few answers.</li> </ul>	Students' performance.

**e. Assessment**

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

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>TIẾNG ANH 11 FRIENDS GLOBAL</b></p> <p style="text-align: center;"><b>UNIT 1: GENERATIONS</b></p> <p style="text-align: center;"><b>LESSON 1E- WORD SKILLS: PHRASAL VERBS (1)</b></p>	
<b>* Warm-up</b>	
- Exercise 1	
<b>* Vocabulary</b>	
- Exercise 2	
<b>* Presentation</b>	
- Exercise 3	
<b>* Practice</b>	
- Exercise 4	



- Exercise 5

\* **Production**

- Exercise 6

\* **Homework**