

LESSON PLAN
TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 1: GENERATIONS
LESSON 1F- READING: ADOLESCENCE

I. OBJECTIVES

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

1. Knowledge

- Understand a text about how teenagers can get on better with their parents.
- Gain vocabulary to handle family tensions and present idea.

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 gapped-sentence tasks.
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. adolescence (n)	/ˌædəˈlesns/	the time in a person's life when they develop from a child into an adult
2. distrustful (adj)	/dɪsˈtrʌstfl/	of sb/ sth unwilling to trust somebody/something
3. idealistic (adj)	/ˌaɪdɪəˈlɪstɪk/	having a strong belief in perfect standards and trying to achieve them, even when this is not realistic

Assumption

Anticipated difficulties	Solutions
---------------------------------	------------------

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

III. PROCEDURES

1. WARM-UP (10 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.18)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 1: Do you sometimes argue with your parents? What do you argue about, and why? Use the ideas below to help you. (10 mins)	
<ul style="list-style-type: none"> - T goes through the instructions and topics together. Then T gives students a minute to think of more things they argue with their parents about. Elicit ideas and write them on the board. - In pairs, students answer the questions. - Ask a few students to share their ideas with the class. 	Students' performance

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (30 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.
- To get students understand reading strategy of solving the gapped-sentence tasks.

b. Content:

- Pre-teach vocabulary related to the topic.
- Exercise 2 (p.18)
- Exercise 3 (p.19)

c. Expected outcomes:

- Ss know how to pronounce the new words precisely and use them in appropriate contexts.
- Ss can do the gapped-sentence tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (10 mins) <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	New words: <ol style="list-style-type: none"> 1. adolescence (n) 2. distrustful (adj) 3. idealistic (adj)
Exercise 2. Read the text quickly, ignoring the gaps. Choose the best summary of the text: a, b or c. (10 mins)	
<ul style="list-style-type: none"> - Focus attention on the title of the text. Elicit its meaning and ask students if they know how to handle their parents. - Underline the important words/ phrases in the summaries. - Students read the text quickly and find the words/ phrases similar to the correct summary. - Check the answer as a class. 	Answer: C is the correct summary
Exercise 3. Read the Reading Strategy. Then read the sentences below and the highlighted words in the text. Say which sentence links to which highlighted word and underline the part of the sentence which helped you to decide. (10 mins)	
<ul style="list-style-type: none"> - Go through the Reading Strategy together. - Students read the missing sentences and match them with the highlighted words. - Check answers as a class. 	Answers: A Links to "opinions" and "idealistic": ... see the world differently, your own... B Extra sentence (does not link to any highlighted words) C Links to "Secondly": Firstly, ... D Links to "communication": ...talking to your parents

	<p>E Links to “Physically”: Emotionally and socially, ...</p> <p>F Links to “made decisions”: ... hate being told what to do</p> <p>G Extra sentence (does not link to any highlighted words)</p>
--	---

e. Assessment

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

3. ACTIVITY 2: PRACTICE (30 mins)**a. Objectives:**

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

b. Content:

- Exercise 4. (p.19)
- Exercise 5. (p.19)

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
Exercise 4. Use your answers to exercise 3 to match sentences A–G with gaps 1–5 in the text. There are two extra sentences. (16 mins)	
<ul style="list-style-type: none"> - Students match the missing sentences with the gaps in the text. - Check answers as a class 	1 E; 2 F; 3A; 4C; 5D
Exercise 5. Complete the stems to make a noun and an adjective. Use a dictionary to help you. Either the noun or the adjective is in the text. (Sometimes you do not need to add anything.) (14 mins)	
<ul style="list-style-type: none"> - Go through the instructions and word stems together. - Students use the text and a dictionary to do the exercise. - Check answers as a class and practise the pronunciation of the words 	Answer key: 1 adolescence ; adolescent 2 dependence; dependent 3 privacy; private 4 emotion; emotional 5 critic / criticism; critical 6 distrust; distrustful

e. Assessment

- Teacher observation on Ss’ performance.

- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: PRODUCTION (14 mins)

a. Objectives:

- To help Ss practice speaking skills.
- To help Ss understand the reason, as well as how to handle family arguments.

b. Content:

- Presentation. discussion.
- Exercise 6 (p.19)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 6. Work in pairs or small groups. Discuss points 1 and 2, using the phrases below to help you. Share your ideas and opinions with the class. (14 mins)	
<ul style="list-style-type: none"> - In pairs, students discuss the topics and decide which one causes the most family arguments. - They then continue to work in their pairs to think of more topics that cause arguments. - Ask each pair to share their ideas with the class. Give the other students the chance to disagree if they have a different opinion. - Ask students to vote for the topic that causes the most family arguments. 	<i>Students' own creativity.</i>

e. Assessment

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

5. CONSOLIDATION (6 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><i>Date of teaching</i></p> <p>TIẾNG ANH 11 FRIENDS GLOBAL</p> <p>UNIT 1: GENERATIONS</p>
--

LESSON 1F- READING: ADOLESCENCE*** Warm-up**

- Exercise 1

*** Vocabulary**

1. adolescence (n)
2. distrustful (adj)
3. idealistic (adj)

*** Presentation**

- Exercise 2
- Exercise 3

*** Practice**

- Exercise 4
- Exercise 5

*** Production**

- Exercise 6

***Homework**

LESSON PLAN
TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 1: GENERATIONS
LESSON 1G- SPEAKING: ROLE- PLAY

I. OBJECTIVES

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

1. Knowledge

- Role-play a conversation about an exchange programme.
- Gain vocabulary to understand exchange programmes.

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 grammar of using should and ought to for advice.
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
4. confidence (n)	/ˈkɒnfɪdəns/	a belief in your own ability to do things and be successful
5. exchange programme (n)	/ɪksˈtʃeɪndʒ ˈprəʊgræm/	an arrangement in which people from different countries visit each other's country to improve foreign language skills
6. host (n)	/həʊst/	a person who invites guests to a meal, a party, etc. or who has people staying at their house

Assumption

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

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

b. Content:

- Exercise 1. (p.20)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 1: Work in pairs. Look at the advert below. In your opinion, what would be the best and worst things about spending a year with a family abroad? Use the prompts below and your own ideas. (7 mins)	
<ul style="list-style-type: none"> - Focus attention on the advert and explain to students that it shows a student who is spending a year with a family abroad. - Go through the instructions and prompts together. Then give students two minutes to brainstorm more ideas. - Elicit ideas and write them on the board. - In pairs, students discuss the questions using the prompts in the book and the ideas on the board. - Ask a few students to share their ideas with the class 	Students' performance

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (12 mins)**a. Objectives:**

- To get students learn vocabulary related to the topic.
- To get students understand speaking strategy of how to use the preparation time.

b. Content:

- Pre-teach vocabulary related to the topic.
- Exercise 2 (p.20)
- Exercise 3 (p.20)

c. Expected outcomes:

- Ss know how to pronounce the new words precisely and use them in appropriate contexts.
- Ss can do the gapped-sentence tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins) <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	New words: <ol style="list-style-type: none"> 1. confidence (n) 2. exchange programme (n) 3. host (n)

Exercise 2. Read the Speaking Strategy and the task above. Then match one or two of the ideas below with each topic. (5 mins)	
<ul style="list-style-type: none"> - Go through the Speaking Strategy together. - Ask students to think how else they could use their preparation time, e.g. thinking of vocabulary they can use in the activity, tenses, etc. - Working individually, students match the ideas with the topics. - Check answers as a class 	Answer: <ul style="list-style-type: none"> • getting to know your exchange student: doing hobbies together. • useful things to take with you: carrying a dictionary. • going to school in England eating in the canteen, wearing a uniform. • advice about staying with an English family keeping your room tidy, helping with housework.
Exercise 3. Listen to a student doing the task from exercise 2. Does she discuss all the topics? Which ideas from the exercise does she mention? (3 mins)	
<ul style="list-style-type: none"> - Go through the instructions together. - Play the recording for students to answer the questions. - Check answers as a class 	Answers: She discusses all the topics. She mentions doing hobbies together, eating in the canteen and wearing a uniform.

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 2: PRACTICE (13 mins)**a. Objectives:**

- Ss understand how to use "should and ought to" for giving advice.
- Ss can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

b. Content:

- Exercise 4. (p.20)
- Exercise 5. (p.20)
- Exercise 6. (p.20)

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
Exercise 4. Read the Learn this! box. Then complete sentences 1–3 using the words in brackets. Do not change the words, but add extra words if necessary (5 mins)	

<ul style="list-style-type: none"> - Go through the Learn this! box together. Point out that “I don’t think you should” is more polite and less direct than “you shouldn’t”. - With a weaker class, remind students that should / ought to is followed by infinitive without to. - Students complete the sentences. Do not check answers at this point. 	Students’ performance
Exercise 5. Listen again. Check your answers to exercise 4. (3 mins)	
<ul style="list-style-type: none"> - Play the recording again for students to check their answers. 	Answer key: 1. ought to find out. 2. think you should send. 3. ought to take.
Exercise 6. Work in pairs. Student A is an English student who is going to stay with Student B’s family next month. Ask for and give advice about these topics. (5 mins)	
<ul style="list-style-type: none"> - Put students in pairs, Student A and Student B. - Students go through the topics together. Tell them to practise making questions about the topics. - Students then work individually to decide how they can answer each question using should and ought to. Circulate and monitor, helping with grammar and vocabulary where necessary. 	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 understand the how to give advice.

b. Content:

- Group-work, role-play, discussion.
- Exercise 7 (p.20)

c. Expected outcomes:

- Students can make a conversation about various aspects of exchange programmes.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
Exercise 7. Work in groups. Read the task below. Think of two ideas for each topic and make notes. Then do the task. (10 mins)	
<ul style="list-style-type: none"> - Go through the instructions and task together. 	<i>Students’ own creativity.</i>

<ul style="list-style-type: none"> - Working individually, students make notes. - In pairs, students do the task. Circulate and monitor, making a note of any mistakes you hear for a group feedback session at the end of the lesson. 	
--	--

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;">TIẾNG ANH 11 FRIENDS GLOBAL</p> <p style="text-align: center;">UNIT 1: GENERATIONS</p> <p style="text-align: center;">LESSON 1G- SPEAKING: ROLE-PLAY</p> <p>* Warm-up</p> <ul style="list-style-type: none"> - Exercise 1 <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. confidence (n) 2. exchange programme (n) 3. host (n) <p>* Presentation</p> <ul style="list-style-type: none"> - Exercise 2 - Exercise 3 <p>* Practice</p> <ul style="list-style-type: none"> - Exercise 4 - Exercise 5 - Exercise 6 <p>* Production</p> <ul style="list-style-type: none"> - Exercise 7 <p>* Homework</p>
--