

LESSON PLAN
TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 1: GENERATIONS
LESSON 1H- WRITING: A MESSAGE

I. OBJECTIVES

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

1. Knowledge

- Write a message in response to an advertisement.
- Gain vocabulary to understand conversations between international penfriends.

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 and give polite requests.
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. advertisement (n)	/əd'vɜ:tɪsmənt/	the act of advertising something and making it public.
2. be into sth/ sb (phrase)		to be interested in something in an active way.
3. be mad about sth (phrase)		to be fond of someone or something.
4. refer to sth (phrase)	/rɪ'fɜ:(r)/	to mention or speak about somebody/something.

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 (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.21)

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. What is a penfriend? Think of three reasons why somebody might want a penfriend in a different country. (3 mins)	
<ul style="list-style-type: none"> - Give students a minute to brainstorm reasons for having a penfriend in a different country. - Ask a few students to share their ideas with the class 	(Possible answers) to practise their English, to learn about life in other countries, to have someone to visit in the future,...

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (17 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.
- To get students understand writing strategy of how to organize the points in the task.

b. Content:

- Pre-teach vocabulary related to the topic.
- Exercise 2 (p.21)
- Exercise 3 (p.21)
- Exercise 4 (p.21)
- Exercise 5 (p.21)
- Exercise 6 (p.21)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (3 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. advertisement (n) 2. be into sth/ sb (phrase) 3. be mad about sth (phrase) 4. refer to sth (phrase)
Exercise 2. Read the advertisement from a website for international penfriends above. What information does Adam ask for? (2 mins)	
<ul style="list-style-type: none"> - Students read the advertisement and decide what information Adam asks for. - Check answers as a class 	Answer: information about you, your family and why you are looking for a penfriend
Exercise 3. Read the task and the message below. Does Vinh provide all of the information that Adam asks for? What does Vinh ask for more information about? (3 mins)	
<ul style="list-style-type: none"> - Students read the task and the message from Vinh. - Encourage them to read Adam's message again if necessary. - With a stronger class, they could make notes of Vinh's answers to Adam's requests rather than just saying yes or no. - Check answers as a class 	Answers: Yes. he asks for information about Newcastle and what it's like living there
Exercise 4. Look at the polite requests. Which one does Adam use in his advertisement? Which one does Vinh use in his message? (3 mins)	
<ul style="list-style-type: none"> - Go through the key phrases together and check their meaning and pronunciation. - In pairs, students complete the task. - Check answers as a class 	Answer: Adam: Could you please ...? Vinh: Would you mind (+ -ing form)?
Exercise 5. Work in pairs. Request the following information from your partner. Use different phrases from exercise 4 and verbs like tell, explain, describe, etc (3 mins)	

<ul style="list-style-type: none"> - Go through the task together and make sure students understand what they have to do. - Remind them to use the key phrases from exercise 4. - With a weaker class, you could do the first one as an example. - Check answers as a class 	<p>(Possible answers)</p> <p>Would it be possible for you to describe your earliest memory? Could you please describe your ideal day out? Would you mind telling me about your taste in music?</p>
<p>Exercise 6. Read the Writing Strategy. Then look at the message in exercise 3 again. Does Vinh develop the points or does he just write a single sentence for each one? (3 mins)</p>	
<ul style="list-style-type: none"> - Go through the instructions and the Writing Strategy together. Remind students how important it is to read exam questions carefully and use a variety of ideas to develop points. - Students read the exam task and the message again. They then look at Dominik's message again in exercise 3 and answer the question. 	<p>Answer.</p> <p>He develops the points.</p>

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.

3. ACTIVITY 2: PRACTICE (12 mins)

a. Objectives:

- Ss understand how to elicit and organize points.
- Ss can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

b. Content:

- Exercise 7. (p.21)
- Exercise 8. (p.21)

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
<p>Exercise 7. Match sentences 1–5 with sentences a–e. Think of other ways that extra detail or information could be added to sentences 1–5. (6 mins)</p>	
<ul style="list-style-type: none"> - Students match the sentences. They then think of other ways to add extra detail or information to sentences 1–5. - Check answers as a class 	<p>1 b 2 e 3 c 4 a 5 d</p>
<p>Exercise 8. You are going to do the task in exercise 3. Plan your message, using the prompts below to help you. Think about how you can add extra details. (6 mins)</p>	

<ul style="list-style-type: none"> - Go through the instructions and task together and make sure students understand what they have to do. - With a weaker class, you could elicit ideas for each of the points and write them on the board. - Monitor and help where necessary. 	Student's 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 writing skills.
- To help Ss understand the how to write a message.

b. Content:

- Pair-work, role-play, discussion.
- Exercise 9 (p.21)

c. Expected outcomes:

- Students can write a message.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 9. Write your message (70–80 words) using your plan from exercise 8. (10 mins)	
<ul style="list-style-type: none"> - Students write their messages. Remind them to use the plan from exercise 8 and the key phrases from exercise 4 to sound more polite. - Students use the Check your work box to edit their work 	<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 1H- WRITING: A MESSAGE

*** Warm-up**

- Exercise 1

*** Vocabulary**

1. advertisement (n)
2. be into sth/ sb (phrase)
3. be mad about sth (phrase)
4. refer to sth (phrase)

*** Presentation**

- Exercise 2
- Exercise 3
- Exercise 4
- Exercise 5
- Exercise 6

*** Practice**

- Exercise 7
- Exercise 8

*** Production**

- Exercise 9

***Homework**