

TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 2: LEISURE TIME
LESSON 2D: GRAMMAR – PRESENT PERFECT SIMPLE
AND CONTINUOUS

I. OBJECTIVES

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

1. Knowledge

- Understand the difference between present perfect simple and continuous tenses.
- 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

- Use present perfect simple and continuous properly in exercises and daily conversation.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, Grammar
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

Language analysis

LEARN THIS! (p. 28)

PRESENT PERFECT CONTINUOUS

- a. We form the present perfect continuous with have / has + been + -ing form.
- b. We use the present perfect continuous:
 1. for an action that began in the past and is still in progress.
You haven't been working much this term. Why not?
 - We often use for or since to say how long the action has been in progress.
They have been living in Paris for ten years.
 2. for an action that has recently been in progress, and which explains the current situation.
I'm hot because I have been running.

PRESENT PERFECT SIMPLE

We use the present perfect simple:

- a. for completed actions.

I've set up a Twitter account. Will you follow me?

- b. when we say how often something has happened.

Our team has won three times this season.

- c. with verbs that are not used in continuous tenses.

I've owed him £50 since the summer.

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 (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.28)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 1. Ask and answer the questions in pairs (5 mins)	
<ul style="list-style-type: none"> - T elicits to the questions "1 How often do you watch films? How do you watch them: at the cinema, on DVD, on live TV, or online? 2 Are some types of film better to watch at the cinema than on TV? Why? Give examples." - Students discuss the questions in pairs. 	Students' performance

- Ask a few students to share their ideas with the class	
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e. Assessment

- Teacher observes the groups and gives feedback.

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

- To review *present perfect continuous* and *present perfect simple* structure.

b. Content:

- Exercise 2 (p. 28)
- Exercise 3 (p. 28)
- Exercise 4 (p. 28)
- Exercise 5 (p. 28)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 2: Read and listen to the dialogue. Who do you think is more enthusiastic about seeing the film: Jack or Ellie? Find evidence for your opinion. (2 mins)	
<ul style="list-style-type: none"> - T goes through the instructions together and elicits the meaning of enthusiastic (full of excitement and interest in something). - Students read and listen to the dialogue and answer the question in pairs, giving evidence for their opinions. - Check the answer as a class. 	Suggested answers: Ellie is more enthusiastic. she wants to see the film even though it has already started
Exercise 3: Read the Learn this! box and complete the rules. Use the dialogue to help you. How many examples of this tense are there in the dialogue? (5 mins)	
<ul style="list-style-type: none"> - T goes through the Learn this! box together. Then T asks students to complete the rules and find all the examples of the present perfect continuous in the dialogue. - T points out that the present continuous can also be used to talk about repeated completed actions in the past. <i>My sisters have been arguing a lot in the last few weeks. (They have had a lot of different arguments.)</i> - Ss practise the present perfect continuous by making affirmative and negative sentences, questions and short answers with the following prompts: it / rain they / study 	Answers: 1 has 2 been 3 haven't been 4 since 5 have been 6 for 7 have been. There are six examples of present perfect continuous: I've been waiting for ages. What have you been doing? I've been trying to phone you since 7.30 ... I've been looking forward to it for weeks. it hasn't been raining. I've been running for 25 minutes!

you / relax - T checks answers as a class.	
Exercise 4: Write questions about Ellie and Jack from exercise 2. Use the present perfect continuous. (5 mins)	
- Students use the prompts to write questions. - T checks answers as a class	Answers: 1 How long has Ellie been waiting? 2 How long has Ellie been looking forward to the film? 3 Why has Ellie been looking forward to the film? 4 How long has Jack been running? 5 Why has Jack been running?
Exercise 5: Read the Learn this! box. Underline an example of the present perfect simple for a completed action in exercise 2. (3 mins)	
- T asks students to read Learn this! box and find an example of the present perfect simple for a completed action. - T checks the answer as a class. T points out that we do not use state verbs (e.g., like, believe, know, want) in a continuous form, also explains that we do not use the present perfect continuous with already, yet, or just.	Answers: The film has started. and I've already bought the tickets. I haven't eaten.

e. Assessment

- Teacher checks students' performance and gives feedback.

3. ACTIVITY 2: PRACTICE (10 mins)**a. Objectives:**

- Ss can answer the questions related to *present perfect continuous* and *present perfect simple* structure.
- They can also finish the tasks in the textbook.

b. Content:

- Exercise 6. (p.28)

c. Expected outcomes:

- Students can thoroughly understand and complete the exercises successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 6. Complete the sentences using the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words (10 mins)	
- T asks students to read the sentences and highlight any words that will help them to decide which tense to use. - Students complete the sentences.	Answer key: 1 have only been watching it. 2 has Alex been a member. 3 I haven't finished my homework

- T checks answers as a class.	4 have been talking to each other
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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 *present perfect continuous* and *present perfect simple* structure.

b. Content:

- Dialogue
- Exercise 7 (p. 28)

c. Expected outcomes:

- Students can give a short talk using the present perfect continuous and/ or present perfect simple tenses.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 8. Work in pairs. Take turns to be A and B. (10 mins)	
Dialogue <ul style="list-style-type: none"> - T checks the meaning of the adjectives and practices the pronunciation of exhausted /ɪg'zɔ:stɪd/, guilty /'gɪlti/ and relieved /rɪ'li:vɪd/. - In pairs, students take turns to tell each other how they look, and practice forming responses using the present perfect continuous and present perfect simple. - T circulates and monitors, helping with grammar where necessary. 	Students' own creativity.

e. Assessment

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

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

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

b. Homework

- Prepare for the next lesson

LESSON 2E: WORD SKILLS – COMPOUND NOUNS AND ADJECTIVES

I. OBJECTIVES

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

1. Knowledge

- Gain an overview of compounds and adjectives.
- Apply compounds and adjectives 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 form and use compounds correctly.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, Word skills
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

Language analysis

Form	Pronunciation	Meaning
1. tennis court (n)	/ˌtenɪs ˈkɔ:t/	a place where tennis is played
2. flood lights (n)	/ˈflʌd.laɪt/	a large, powerful electric light used for lighting outside areas, such as sports fields or buildings, in the dark
3. football pitch (n)	/ˈfʊt.bɔ:l pɪtʃ/	an area painted with lines for playing football
4. safety net (n)	/ˈseɪf.ti ˌnet/	a net put below people performing at a great height to catch them if they fall
5. rink (n)	/rɪŋk/	a specially prepared flat surface of ice, where you can ice-skate
6. abseiling (n)	/ˈæbsaɪlɪŋ/	the sport or activity of going down a steep cliff or rock while attached to a rope, pushing against the slope or rock with your feet

7. bodyboarding (n)	/ˈbɒdibɔːdɪŋ/	the sport or activity of riding on a surfboard or bodyboard lying on your front
8. bungee jumping (n)	/ˈbʌndʒi dʒʌmpɪŋ/	a sport in which a person jumps from a high place, such as a bridge or a cliff, with a bungee tied to their feet
9. karting (n)	/ˈkɑːtɪŋ/	the sport of racing in a small motor vehicle
10. all-weather (adj)	/ˌɔːl ˈweðə(r)/	suitable for all types of weather
11. state-of-the-art (adj)	/ˌsteɪt əv ði ˈɑːt/	using the most modern or advanced techniques or methods as good as it can be at the present time
12. soundproof (adj)	/ˈsaʊndpruːf/	made so that sound cannot pass through it or into it
13. solar-heated (adj)	/ˈsəʊlər ˈhiːtɪd/	made so that solar energy used to heat water or air in buildings
14. brightly lit (adj)	/ˈbraɪt.li lɪt/	in a way that is full of light, or shining

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:

- Discussion.

- Exercise 1. (p.29)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 1: Read the article about a film. Explain in your own words what is unusual about the main character. (3 mins)	
DISCUSSION - Ss work in groups and discuss about the photos A-C - Ask students: "What do these photos have in common?" - Invite some students to share their ideas - Ask students: "Which is the most spectacular, in your opinion?" - Elicit some answers. - Lead in the lesson: Compound nouns and adjectives	Suggested answer: They are sports facilities in unusual places

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (20 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.

- To learn more about forms of compound nouns.

b. Content:

- Vocabulary

- Exercise 2 (p.29)

- Exercise 3 (p.29)

- Exercise 4 (p.29)

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
Vocabulary teaching (10 mins) - Teacher introduces the vocabulary. - 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 compounds 1. tennis court (n) 2. flood lights (n) 3. football pitch (n) 4. safety net (n) 5. rink (n)

	6. abseiling (n) 7. bodyboarding (n) 8. bungee jumping (n) 9. karting (n) 10. all-weather (adj) 11. state-of-the-art (adj) 12. soundproof (adj) 13. solar-heated (adj) 14. brightly lit (adj)
Exercise 2. Match the nouns below with the photos in exercise 1. Some nouns go with more than one photo. (3 mins)	
- Check the meaning of the compound nouns. - Students then match the nouns with the photos. - Check answers as a class	Answer: A sea shore, tennis court, tennis player B main road, swimming pool, tower block C football pitch, mountain range
Exercise 3: Listen and repeat the compound nouns from exercise 2. Which word is stressed: the first or second? (3 mins)	
- Play the recording for students to listen and repeat the words. - Ask students which word is stressed in each compound noun.	Answer: The first word is stressed.
Exercise 4. Read the Learn this! box. Then look at the compound nouns in exercise 2. Underline at least one example of each type (1, 2 and 3). Which type has the most examples? (4 mins)	
- Go through the Learn this! box together. Explain that there are no rules for when a compound noun is written as one word, two words or with a hyphen. Students need to check in a dictionary if they are not sure. - Students find one example of each type of compound noun and answer the question. - Check answers as a class.	Answers: 1 flood lights, football pitch, mountain range, safety net, seashore, tennis court, tennis player, tower block 2 swimming pool 3 main road. Type 1 has the most examples.

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

- Ss can answer the questions to critical thinking.
- Ss can learn more about forms of compound adjectives.
- They can also finish the tasks in the textbook.

b. Content:

- Exercise 5. (p. 29)

- Exercise 6. (p. 29)

- Exercise 7. (p. 29)

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 5. Work in pairs. Match the words in A and B to form sports venues, using a dictionary to help you. Find three more sports venues in exercise 2. (3 mins)	
<ul style="list-style-type: none"> - In pairs, students make compound nouns and find the sports venues in exercise 2. - Check answers as a class. 	<p>Answer key:</p> <p>athletics track, basketball court, bowling alley, boxing ring, climbing wall, dance studio, golf course, ice rink, weights room. football pitch, swimming pool, tennis court</p>
Exercise 6. Work in pairs. Read the Learn this! box. Decide which sports venues from exercises 2 and 5 you are likely to describe with these compound adjectives. (3 mins)	
<ul style="list-style-type: none"> - Go through the Learn this! box together. Point out that compound adjectives commonly have a noun / adjective / adverb + word ending in -ed / past participle / present participle structure. grey-haired (noun + word ending in -ed) good-looking (adjective + present participle) well-behaved (adverb + past participle) - In pairs, students study the compound adjectives and decide which best describe the venues in exercises 2 and 5. - Check answers as a class. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> • 25-metre: swimming pool • 400-metre: athletics track • air-conditioned: basketball court, bowling alley, dance studio, weights room • brightly lit: athletics track, basketball court, boxing ring, dance studio, climbing wall, football pitch, ice rink • eight-lane: swimming pool • full-sized: swimming pool • open-air: athletics track, basketball court • solar-heated: swimming pool • soundproof: dance studio • well-equipped: bowling alley, dance studio, weights room
Exercise 7. Listen to four students arguing in favor of a new facility for their school. Match the facilities below (a–d) with the speakers (1–4). (3 mins)	
<ul style="list-style-type: none"> - Go through the instructions together. Tell students that the speakers will not say the names of the facilities, so they must listen carefully for words linked to the facilities. 	<p>Answer key:</p> <p>a 4 b 3 c 1 d 2</p>

<ul style="list-style-type: none"> - Go through the facilities together and check the meaning of the compound adjectives and nouns. - Play recording for students to match the speakers with the facilities. - Check answers as a class 	
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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 forms of compounds.

b. Content:

- Discussion
- Exercise 8. (p. 29)

c. Expected outcomes:

- Students can give a short talk about school facility.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 7. Work in groups. Which facility from exercise 7 would you like most for your school? Why? Can the whole class agree on one choice? (10 mins)	
DISCUSSION <ul style="list-style-type: none"> - Go through the instructions together. - Elicit or pre-teach phrases that students could use to persuade others or disagree with them. Persuading: <ul style="list-style-type: none"> • I feel this is a good idea because ... • I'm sure you'll agree that ... • Our school would benefit from this facility because ... • Imagine how this facility could help our school. Disagreeing: <ul style="list-style-type: none"> • I see your point, but ... • I'm afraid I disagree because ... • I don't think so because ... • I would say the exact opposite. <ul style="list-style-type: none"> - Put students in five groups and give each group one of the facilities to defend. In their groups, students think of 	Students' performance

<p>arguments in favour of their facility.</p> <ul style="list-style-type: none">- Begin a class discussion by asking one person from each group to give a point in favour of their chosen facility.- Encourage students to disagree with each other, and to try to change each other's minds.- When students have finished their discussion, they vote on the most popular choice	
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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