

TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 2: LEISURE TIME
LESSON 2F: READING – FIELD GAMES

I. OBJECTIVES

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

1. Knowledge

- Understand a text about geocaching.
- Gain vocabulary to express feelings about outdoor sports and field games.

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 Multiple-choice questions reading exercises.
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. geocache (n)	/ˈdʒiː.əʊ.kæʃ/	a hidden container with small prizes for people to find using GPS
2. geocaching (n)	/ˈdʒiː.əʊ.kæʃ.ɪŋ/	the activity of using GPS to search for small hidden prizes
3. treasure hunt (n)	/ˈtreʒ.ə ˌhʌnt/	a game in which the players are given a series of clues (= pieces of information) to direct them to a hidden prize
4. logbook (n)	/ˈlɒg.bʊk/	an official document that records information about something and the people who have owned it
5. multi-cache (n)	/mʌlti kæʃ/	a geocache involving the sequential discovery of a number of different locations

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.30)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 1: Look at the blog and the photos. What kind of game do you think the people are playing? What do you think happens? (10 mins)	
<ul style="list-style-type: none"> - Focus attention on the pictures and the title. - Students discuss the questions in pairs. - Ask a few students to share their ideas with the class 	Students' performance

e. Assessment

- Teacher observes the class and gives 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.30)
- Exercise 3 (p.30)

c. Expected outcomes:

- Ss know how to pronounce the new words precisely and use them in appropriate contexts.
- Ss can do the multiple-choice 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. geocache (n) 2. geocaching (n) 3. treasure hunt (n) 4. logbook (n) 5. multi-cache (n)
Exercise 2. Read the blog post quickly and check your ideas from exercise 1. (10 mins)	
<ul style="list-style-type: none"> - Students skim read or listen to the text and check their ideas. - Ask students to put their hands up if they had the right Answer. 	Answer: They are geocaching. They find geocaches with their smartphones.
Exercise 3. Read the Reading Strategy and the questions in exercise 4. Then answer the following questions. (10 mins)	
<ul style="list-style-type: none"> - Go through the instructions and the Reading Strategy together. - Students study the questions in exercise 4 and answer the questions in exercise 3. - Check answers as a class 	Answers: 1 a 6; b 4, 5; c 1, 2, 3 2 By looking for words that give clues, e.g.: "The writer thinks" suggests that the question is about the writer's opinion. 3 question 6

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 (20 mins)

a. Objectives:

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

b. Content:

- Exercise 4. (p.30)

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 blog post again. Choose the correct option (a–d). (20 mins)	
<ul style="list-style-type: none"> - Ask students to read the blog post again and answer the questions. Tell them that it can be useful to view each answer option in a multiple-choice task as a true / false statement. False statements often include words from the text, which can trick students into thinking they are correct. - Check answers as a class 	Answers: 1 a; 2 d; 3c; 4b; 5b; 6a

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (24 mins)**a. Objectives:**

- To help Ss practice speaking skills.
- To help Ss express feelings about outdoor sports and field games.

b. Content:

- Pair-work.
- Exercise 5 (p.30)
- Game: "WOULD YOU PLAY THIS GAME ?"

c. Expected outcomes:

- Students can give a short talk about outdoor sports.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 5. 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. (10 mins)	
<ul style="list-style-type: none"> - Working individually, students note down the words and phrases they would use to talk about the game. - In pairs, students discuss the questions. - Ask each student to share their ideas with the class 	<i>Students' own creativity.</i>

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. (16 mins)

Game: “WOULD YOU PLAY THIS GAME?”

- Ask students to work in groups, try to name the outdoor sport/ field game based on the photos. Then ask students to share their feelings toward the outdoor sport or field game that appears on the screen.
- Give students some examples
- Monitor and help with grammar and vocabulary where necessary.
- Invite some students to perform in front of class.

Students' own creativity.

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