

**TIẾNG ANH 11 FRIENDS GLOBAL**  
**UNIT 2: LEISURE TIME**  
**LESSON 2G: SPEAKING – STIMULUS-BASED DISCUSSION**

## **I. OBJECTIVES**

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

### **1. Knowledge**

- Discuss ideas for a day out and justify opinions.
- Gain vocabulary to understand adventure sports.

### **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 how to plan an outdoor activity to do with friends.
- Develop self-study skills.

## **II. MATERIALS**

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

### **Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. hang-gliding (n)	/ˈhæŋˌɡlaɪ.dɪŋ/	the activity of flying through the air by hanging from a very small aircraft without an engine
2. hiking (n)	/ˈhaɪ.kɪŋ/	the activity of going for long walks in the countryside
3. mountain biking (n)	/ˈmaʊn.tən ˌbaɪ.kɪŋ/	the sport or activity of riding a mountain bike
4. parkour (n)	/ˈpɑːr.kʊr/	an activity in which people move quickly around buildings and objects in a city while performing jumps and other skillful movements
5. snowboarding (n)	/ˈsnəʊ.bɔː.dɪŋ/	the activity or sport of moving over snow using a snowboard
6. surfing (n)	/ˈsɜː.fɪŋ/	the sport of riding on a wave on a special board

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
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 (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.32)
- Sport Quiz
- Exercise 2 (p.32)

**c. Expected outcomes:**

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

**d. Organisation**

<b>TEACHER'S AND STUDENTS' ACTIVITIES</b>	<b>CONTENTS</b>
<b>Exercise 1: Look at the photos. Match the activities with four of the adventure sports (4 mins)</b>	
<b>Game "SPORT QUIZ"</b> - Divide class into 2 groups - Ask students to match the sport show in the screen with its name	Answers: 1. B 2. A 3. C 4. A 5. D
<b>Exercise 2. Work in pairs. Ask and answer the questions. Give reasons for your opinions. (3 mins)</b>	
+ Which of the activities looks most fun/ challenging/ dangerous?	Students' performance

+ Have you ever tried any of the activities above? + If so, did you enjoy them? If not, would you like to try them? - Lead in the lesson: Stimulus-based discussion	
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**e. Assessment**

- Teacher observes the groups and gives feedback.

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

- To get students to learn vocabulary related to the topic.
- To get students to understand speaking strategy of preferences/ objections.

**b. Content:**

- Pre-teach vocabulary related to the topic.
- Exercise 3 (p.32)
- Exercise 4 (p.32)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching (4 mins)</b> - 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.	<b>New words:</b> 1. hang-gliding (n) 2. hiking (n) 3. mountain biking (n) 4. parkour (n) 5. snowboarding (n) 6. surfing (n)
<b>Exercise 3. Read the task below. Then listen to two students doing the task. Which activities do they consider? Which one do they agree on? (3 mins)</b>	
- Go through the instructions and the task together. - Play the recording for students to answer the questions	<b>Answers:</b> They consider kayaking, surfing, parkour, karting and hiking. They agree on karting.
<b>Exercise 4: Read the Speaking Strategy and the phrases below. Check that you understand them all. Then listen again. Which of the phrases did the students use? (5 mins)</b>	
- Go through the phrases together and check the meaning. - Elicit sentences using the phrases to check that students can use them correctly, e.g. I quite fancy doing	<b>Answers:</b> I'm quite keen on ... , I'd rather (go surfing) than (kayaking). , sorry, but I don't really

<p>parkour. I think hiking is a better option than abseiling because it's less dangerous.</p> <ul style="list-style-type: none"> <li>- Play the recording for students to tick the phrases used in the recording.</li> <li>- Check answers as a class</li> </ul>	<p>fancy ... , I like the idea of ... , overall, ... would be better. , that's settled then</p>
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**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 (8 mins)****a. Objectives:**

- Ss understand how to use key phrases for justifying opinions..
- Ss can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

**b. Content:**

- Exercise 5. (p.32)

**c. Expected outcomes:**

- Students can complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 5. Work in pairs. Prepare to do the task in exercise 3 (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions together.</li> <li>- Set a time limit for students to complete the task.</li> <li>- Remind them that they must each choose different activities.</li> <li>- Circulate and monitor, helping where necessary.</li> </ul>	Students' performance

**e. Assessment**

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

**4. ACTIVITY 3: PRODUCTION (15 mins)****a. Objectives:**

- To help Ss practice speaking skills.
- To help Ss understand how to discuss ideas for a day out and justify opinions.

**b. Content:**

- Group-work, role-play, discussion.
- Exercise 6 (p.32)
- Presentation.

**c. Expected outcomes:**

- Students can plan an outdoor activity to do with friends.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 6. Work in pairs. Do the task in exercise 3 using your notes and the phrases in exercise 4 to help you. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- In pairs, students work together to do the task, using their notes from exercise 5, the key phrases from exercise 4 and the ideas in the speaking strategy.</li> <li>- Ask a few pairs to perform their discussion to the class.</li> </ul>	Students' own creativity.
<b>Presentation: Story time (8 mins)</b> <ul style="list-style-type: none"> <li>- Divide class into 4 groups (A, B, C &amp; D)</li> <li>- Each group will tell a story planning a day out doing an adventure activity</li> <li>- Each story is based on clues and situations.</li> <li>- Give students some hints, sentences, and examples to use while practice speaking</li> <li>- Invite each group to share their story</li> </ul>	Students' own creativity.

**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

**TIẾNG ANH 11 FRIENDS GLOBAL  
UNIT 2: LEISURE TIME  
LESSON 2H: WRITING – A BLOG POST**

**I. OBJECTIVES**

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

**1. Knowledge**

- Write a blog post.
- Gain vocabulary to understand how to express an opinion.

**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 organize ideas for a blog post.
- Develop self-study skills.

## II. MATERIALS

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

### Language analysis

Form	Pronunciation	Meaning
7. blog post (n)	/ˈblɒɡ pəʊst/	a piece of writing that forms part of a blog
8. choir (n)	/ˈkwaɪə(r)/	a group of people who sing together, for example in church services or public performances
9. extracurricular (adj)	/ˌɛkstrəkəˈrɪkjələ(r)/	not part of the usual course of work or studies at a school or college
10. ballroom dancing (n)	/ˌbɔːlruːm ˈdɑːnsɪŋ/	a type of dancing done with a partner and using fixed steps and movements to types of music such as the waltz
11. take place (phr V)	/teɪk pleɪs/	to happen, especially after previously being arranged or planned

### 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> </ul>

	- Encourage students to work in groups so that they can help each other.
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### 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:

- Quiz
- Exercise 1. (p.33)

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 1: Match the photos with two clubs from the list below. Which clubs from the list would you like to belong to? Give reasons. (5 mins)</b>	
<b>Quiz (3 mins)</b> <ul style="list-style-type: none"> <li>- Divide class into 2 groups</li> <li>- Ask students to match the school club show in the screen with its name. Give reasons.</li> </ul> <b>Exercise 1 (2 mins)</b> <ul style="list-style-type: none"> <li>- Ask two students to describe the photos.</li> <li>- Go through the school clubs together and practise the pronunciation of the words.</li> <li>- Ask students to match the photos with two of the clubs.</li> <li>- They then discuss which clubs they already belong to or which ones they would like to join. They should give reasons for their choices.</li> <li>- Question: Which clubs would you like to belong to?</li> <li>- Lead in the lesson: A blog post</li> </ul>	<b>Answer:</b> <ul style="list-style-type: none"> <li>1 C</li> <li>2 A</li> <li>3 D</li> <li>4 A</li> <li>5 B</li> </ul> A. Astronomy club B. School choir

##### e. Assessment

- Teacher observes the groups and give feedback.

#### 2. ACTIVITY 1: PRESENTATION (14 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.33)
- Exercise 3 (p.33)
- Exercise 4 (p.33)

**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
<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. blog post (n)</li> <li>2. choir (n)</li> <li>3. extracurricular (adj)</li> <li>4. ballroom dancing (n)</li> <li>5. take place (phr V)</li> </ol>
<b>Exercise 2. Read the task and the blog post below. Which clubs from exercise 1 are mentioned? Which other clubs that are not in exercise 1 are mentioned? (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions and the task together.</li> <li>- Students scan the blog post for the necessary information and answer the questions.</li> <li>- Check answers as a class</li> </ul>	<b>Answer:</b> the school choir, the ballroom dancing club, the martial arts club, and the ice-skating club are also mentioned
<b>Exercise 3. Answer the questions about the blog post (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Students read the blog post again and answer the questions.</li> <li>- Check answers as a class</li> </ul>	<b>Answers:</b> a one Saturday last month b in my view, ... c as well as that, ...
<b>Exercise 4. Read the Writing Strategy. In pairs, look through the blog post in exercise 2 and suggest twelve words you could delete. Then compare your ideas with another pair's. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the Writing Strategy together.</li> <li>- In pairs, students decide which words can be cut from the blog post. In addition to unnecessary adjectives and examples, there may be other words they can cut without changing meaning.</li> <li>- Check answers as a class. Ask students to give reasons why they think the post still makes sense without the words. For example, even if you cut One Saturday,</li> </ul>	<b>Suggested answer:</b> one Saturday; all; also in; to the school; of them; at the beginning of the next school year; who are; different school; at the stalls; to the visitors; short; great; lots of; including ballroom dancing and ice skating



readers will still know that the event took place in the recent past	
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**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 (13 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 5 (p.33)
- Exercise 6 (p.33)

**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. Read the task below. Then prepare a plan for your blog post. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Go through the instructions and the task together, pointing out that one of the points is different from those in the previous task. Which one? (Suggest two improvements for next year's show.)</li> <li>- Working individually, students follow the plan and make notes for each of the paragraphs.</li> <li>- Ask students which tenses and structures they need to use in each paragraph, e.g., in paragraphs 1 and 2, they need to use the past simple to describe when the event happened. In paragraph 3, they could use the first conditional to describe a possible event in the future. E.g., If the event starts earlier, I think more people will come. In paragraph 4, they can use the present simple and imperatives with please.</li> </ul>	Students' performance
<b>Exercise 6. Work in pairs. Compare your notes from exercise 5 and suggest at least one improvement for your partner's plan. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- In pairs, students compare notes and suggest improvements for their partner's plan.</li> <li>- Monitor and help where necessary.</li> </ul>	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 how to write a blog post.

**b. Content:**

- Discussion.
- Exercise 7 (p.33)

**c. Expected outcomes:**

- Students can write a blog post.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Exercise 7. Write a blog post (150–180 words) using the task and plan from exercise 5. Include phrases from exercise 3 if appropriate. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Students write their blog posts. Remind them to keep within the word limit and to cut any unnecessary words.</li> <li>- Students then use the Check your work box to edit their blog posts.</li> <li>- Monitor and help where necessary.</li> </ul>	Students' own creativity.

**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