

**Period 2:                   UNIT 1: A LONG AND HEALTHY LIFE**  
**Lesson 1: Getting started – A healthy lifestyle**

### I. OBJECTIVES

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

#### 1. Knowledge

- Gain an overview about the topic *A long and healthy life*;
- Gain vocabulary to talk about a healthy lifestyle;
- Get to know the language aspects: Past simple vs. Present perfect.

#### 2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

#### 3. Personal qualities

- Familiarize with the ways to keep fit and stay healthy;
- Develop self-study skills.

### II. MATERIALS

- Grade 11 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. (to) work out	/wɜ:k aʊt/	to exercise in order to improve the strength or appearance of your body	Tập luyện
2. (be) full of	/fʊl əv/	containing a lot of something	Đầy
3. diet (n)	/'daɪ.ət/	the food and drink usually eaten or drunk by a person or group	Chế độ ăn uống
4. balanced (adj)	/'bælənst/	a balanced diet is a combination of the correct types and amounts of food.	Cân bằng
5. fit (adj)	/fit/	healthy and strong, especially as a result of exercise	Cân đối

#### Assumption

Anticipated difficulties	Solutions
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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 (5 mins)

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of healthy lifestyle;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Categorizing game: Classify healthy and unhealthy activities

##### c. Expected outcomes:

- Students can distinguish healthy and unhealthy activities

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Categorizing game</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups. Each group is given small pieces of paper on which activities of healthy and unhealthy lifestyle are written.</li> <li>- Each group has to classify them into correct categories.</li> <li>- The first team to complete the task correctly is the winner.</li> <li>- Teacher asks the winner to go to the board and show the correct answers.</li> </ul>	<p><b>Lists of activities:</b></p> <ul style="list-style-type: none"> <li>- <b>Healthy lifestyle</b></li> <li>+ <i>Eat fruits and vegetables</i></li> <li>+ <i>Drink enough water</i></li> <li>+ <i>Have a balanced diet</i></li> <li>+ <i>Get regular exercise</i></li> <li>+ <i>Avoid tobacco and drugs</i></li> <li>+ <i>Get enough good sleep</i></li> <li>- <b>Unhealthy lifestyle</b></li> <li>+ <i>Stay up late</i></li> <li>+ <i>Eat late in the evening</i></li> <li>+ <i>Eat too much sodium</i></li> <li>+ <i>Have excessive screen time</i></li> <li>+ <i>Overuse painkillers and sedatives</i></li> <li>+ <i>Eat fast food</i></li> </ul>

##### e. Assessment

- Teacher observes the groups and gives feedback.

#### 2. ACTIVITY 1: PRESENTATION (7 mins)

##### a. Objectives:

- To get students to learn vocabulary related to the topic.

##### b. Content:

- Pre-teach vocabulary related to the content of the dialogue.

**c. Expected outcomes:**

- Students can use key language more appropriately before they read.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Vocabulary pre-teaching</b></p> <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 with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. (to) work out</li> <li>2. (be) full of</li> <li>3. diet (n)</li> <li>4. balanced (adj)</li> <li>5. fit (adj)</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

**3. ACTIVITY 2: PRACTICE (20 mins)**

**a. Objectives:**

- To help students get to know the topic.
- To introduce words and phrases related to healthy lifestyles.
- To help Ss identify the Past Simple and Present Perfect.

**b. Content:**

- Task 1: Listen and read. (p.8)
- Task 2: Read the conversation again and decide whether the following statements are true (T) or false (F). (p.9)
- Task 3: Fill in the blanks to make phrases from Task 1 with the following meanings. (p.9)
- Task 4: Complete the text based on the conversation in Task 1. Use the correct form of the verbs in brackets. (p.9)

**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><b>Task 1. Listen and read. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	<div data-bbox="831 1599 1489 1899" data-label="Image"> </div> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see in each picture?</li> <li>- Who are the speakers?</li> <li>- What do you think they are discussing?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- Water, vegetables, tape measure</li> </ul>

	<ul style="list-style-type: none"> <li>- Nam and his friend Mark are the speakers.</li> <li>- They are discussing a healthy lifestyle.</li> </ul>
<b>Task 2. Read the conversation again and decide whether the following statements are true (T) or false (F). (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements.</li> <li>- Ss work independently to find the answers.</li> <li>- Teacher has Ss compare the answers in pairs before checking with the whole class.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> </ul>	<b>Answer key:</b> 1. F (Nam used to eat a lot of fast food and have bad habits.) 2. T 3. T
<b>Task 3. Fill in the blanks to make phrases from Task 1 with the following meanings. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss look at the box 1-4. Explain that these words are part of phrases related to healthy lifestyles and they are all in the conversation in Task 1.</li> <li>- Teacher asks Ss to read the definitions and the words in the boxes so that the phrases on the left match the definitions on the right. Underline the phrases in the conversation.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> 1. energy 2. habits 3. regular 4. balanced
<b>Task 4. Complete the text based on the conversation in Task 1. Use the correct forms of the verbs in brackets. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to read the summary. Focus attention on the verbs in brackets.</li> <li>- Teacher asks Ss to complete the sentences, using the correct verb form. In weaker class, teacher may have Ss refer to the conversation in Task 1.</li> <li>- Check answers as a class.</li> <li>- Elicit the verb tenses, i.e. Past Simple and Present Perfect</li> </ul>	<b>Answer key:</b> 1. ate 2. has started 3. (has) given 4. visited 5. has just celebrated

#### e. Assessment

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

### 4. ACTIVITY 3: PRODUCTION (10 mins)

#### a. Objectives:

- To help Ss memorize the basic knowledge on how to stay healthy;
- To get Ss to speak about how to be strong and healthy.

#### b. Content:

- Role play

#### c. Expected outcomes:

- Students can give a short talk about good habits to stay healthy.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 5. Role-play</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups.</li> <li>- In each group, one student plays the role of grandpa who is in his 90s and still very strong and healthy. Others are grandchildren.</li> <li>- Grandpa is giving advice on how to be healthy.</li> <li>- Ss have 3 minutes to prepare for the role-play.</li> <li>- Teacher invites 1 or 2 groups to come to the stage and do the role-play.</li> <li>- Teacher asks other groups to listen and give comments.</li> </ul>	<i>Students' own creativity</i>

- Teacher gives feedback and gives marks to the best group.	
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**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Write a short paragraph about how to keep fit and stay healthy.
- Prepare for the project in Lesson 8

**Period 3:           UNIT 1: A LONG AND HEALTHY LIFE**  
**Lesson 2: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the lexical items related to the topic *A long and healthy life*;
- Recognise and practise strong and weak forms of auxiliary verbs;
- Review the use of *Present perfect* and *Past simple tenses*.

**2. Core competence**

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

**3. Personal qualities**

- Be ready to have a healthy lifestyle;
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

Past simple tense	Present perfect tense
1. Describe something started and finished in the past <i>E.g. You <b>did</b> a great job yesterday.</i>	1. Describe something that started in the past, and is still happening now (often used with <i>since, for, so far</i> ) <i>E.g: You <b>have done</b> a great job so far.</i>
2. Describe something that was completed in the past (often used with a time phrase) <i>E.g. We <b>lived</b> in Hai Phong when I was little.</i>	2. Describe something that was completed in the very recent past (used with <i>just</i> and <i>recently</i> ) <i>E.g. We <b>have just moved</b> to Hai Phong.</i>

**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:

- To stir up the atmosphere and activate students' knowledge on the topic of healthy lifestyle;
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Watch a video and answer the question: **What do humans need to do to stay healthy?**

##### c. Expected outcomes:

- Students can listen and find out some ways to stay healthy from the video clip.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>VIDEO WATCHING</b> <a href="https://www.youtube.com/watch?v=UxnEuj1c0sw">https://www.youtube.com/watch?v=UxnEuj1c0sw</a> - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Ss watch the video once and list out good habits to stay healthy mentioned in the video. - All teams stick the paper on the boards. - Teacher checks the answers of each group. - The group that has the most correct answers is the winner.	<b>Suggested answers:</b> - <i>Eat a good balance of all kinds of food</i> - <i>Drink lots of water</i> - <i>Do lots of exercises</i> - <i>Keep clean and wash off germs</i> - <i>Have enough sleep</i>

##### e. Assessment

- Teacher observes the groups and gives feedback.

#### 2. ACTIVITY 1: PRONUNCIATION (12 mins)

##### a. Objectives:

- To help Ss recognise and practise strong and weak forms of auxiliary verbs.
- To help Ss practise strong and weak forms of auxiliary verbs.

##### b. Content:

- **Task 1:** Listen and repeat. Pay attention to the strong and weak forms of the auxiliary verbs. Then practice saying them. (p.9)
- **Task 2:** Read the sentences out loud. Pay attention to the strong and weak forms of the auxiliary verbs. Then listen and check. (p.9)

##### c. Expected outcomes:

- Students can pronounce the strong and weak forms of auxiliary verbs in Yes-No questions correctly.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and repeat. Pay attention to the strong and weak forms of the auxiliary verbs. Then practise saying them.</b> (5 mins) - Teacher asks Ss to listen to the recording. Have them pay attention to the strong forms (in red) and the weak forms (in blue) of the auxiliary verbs. - Teacher asks Ss to listen to the recording again, but this time, have them repeat the words in red and green only.	<b>Notes:</b> - <i>Auxiliary verbs at the beginning of Yes/No questions do not receive stress and are pronounced in their weak forms.</i> - <i>At the end of short answers, they often receive stress and are pronounced in their short forms.</i>

<p>- Teacher asks Ss to read the notes in the <i>Remember!</i> Box which is above the conversation. Check understanding by asking individual Ss to briefly explain the strong and weak forms of auxiliary verbs.</p>	<p><b>Mark:</b> <b>Have</b> you started working out again? /həv/ <b>Nam:</b> Yes, I <b>have</b>. /hæv/ <b>Mark:</b> <b>Was</b> it your grandfather who taught /wəz/ you? <b>Nam:</b> Yes, it <b>was</b>. /wɒz/</p>
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**Task 2: Work in pairs. Read the sentences out loud. Pay attention to the strong and weak forms of the auxiliary verbs. Then listen and check. (7 mins)**

<p>- Teacher asks Ss to read quickly through the questions and answers. Check understanding. - Teacher asks Ss to read the red and blue words first before reading aloud the whole sentences/conversations. - Teacher has Ss work in pairs to take turns to read each sentence aloud. Ask them to pay attention to the strong and weak forms. - <b>Extension:</b> <i>Teacher may have pairs make new questions and answers using auxiliary verbs in the same sentence structures. Invite pairs to role-play their conversations in front of the class. Have the rest of the class say if they are using the strong and weak forms of auxiliary verbs correctly.</i></p>	<p><b>Answer key:</b> 1. <b>Does</b> she exercise? – Yes, she <b>does</b>. /dəz/ /dʌz/ 2. <b>Were</b> you eating healthily? – Yes, I <b>was</b>. /wə(r)/ /wɒz/ 3. <b>Do</b> you eat vegetables? – Yes, I <b>do</b>. /də/ /du/ 4. <b>Can</b> he get up early? – Yes, he <b>can</b>. /kən/ /kæn/</p>
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

**3. ACTIVITY 2: VOCABULARY (12 mins)**

**a. Objectives:**

- To introduce words / phrases related to health and fitness.
- To help Ss practise the words in meaningful contexts.

**b. Content:**

- **Task 1:** Match each word with its meaning (p.10)
- **Task 2.** Complete the sentences using the correct forms of the words (p.10)

**c. Expected outcomes:**

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Match each word (1-5) with its meaning (a-e). (6 mins)</b></p>	
<p>- Teacher tells Ss that the words / phrases in the activity are related to health. - Teacher has Ss match each word with its meaning. Encourage Ss to look at the pictures and explain what they see. This way, they will develop a better understanding of the words / phrases. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check the answers as a class.</p>	<p><b>Answer key:</b> 1. B 2. C 3. A 4. D 5. E</p>
<p><b>Task 2. Complete the following sentences using the correct forms of the words in Task 1. (6 mins)</b></p>	
<p>- Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first. - Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1.</p>	<p><b>Answer key:</b> 1. examined 2. treatment 3. strength 4. muscles 5. suffering from</p>



<p>- Teacher asks some Ss to read the complete sentences.</p> <p>- <b>Extension:</b> Invite individual Ss to add other topic-related words they have learnt from Getting started or Task 1. Make sure there are about 15 words. Teacher writes all the words on the board. Have Ss study them for half a minute, then the teacher asks Ss to cover/close their eyes. Erase one word from the board. Have Ss open their eyes and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.</p>	
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**e. Assessment**

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

**4. ACTIVITY 3: GRAMMAR (13 mins)**

**a. Objectives:**

- To help Ss recognise the difference between the Past Simple and the Present Perfect.
- To help Ss practise the Past Simple and the Present Perfect.

**b. Content:**

- **Task 1.** Put the verbs in brackets in either the past simple or the present perfect. (p.11)
- **Task 2.** Talk about your healthy activities, using the past simple or the present perfect. (p.11)

**c. Expected outcomes:**

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

**d. Organisation**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<b>Task 1. Put the verbs in brackets in either the past simple or the present perfect. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the notes in the Remember box to review the differences between the Past Simple and the Present Perfect. Give more explanation and examples if necessary.</li> <li>- Teacher asks Ss to pay attention to the meaning of each sentence and underline the key words (such as <i>ago, yesterday</i> with Past Simple, and <i>yet, already, for, since</i> with Present Perfect).</li> <li>- Teacher asks Ss to pay attention to the active voice or passive voice of the verbs.</li> <li>- Teacher gives Ss time to complete the task.</li> <li>- Teacher checks answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. <i>1. We use Past simple here because it is an action that started and finished in the past, and the grammatical clue here is “yesterday”.</i></li> <li>- <b>Extension:</b> Ask Ss to add 2-3 more sentences to each item, using the Past simple and/or Present perfect where appropriate, e.g. <i>He saw the doctor yesterday. The doctor <u>examined</u> him carefully. He <u>has felt</u> better since then.</i></li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. saw</li> <li>2. suffered</li> <li>3. have been improved</li> <li>4. has just examined</li> </ol>
<b>Task 2. Work in pairs. Talk about what you do to keep fit and healthy. Use the past simple or the present perfect. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher lets Ss work in pairs.</li> <li>- Teacher asks Ss to talk to their partner and share about healthy habits/activities that they have done. It can be a conversation between two people or two separate talks from the pair.</li> <li>- Teacher requires Ss to use the correct past simple and present perfect tense.</li> <li>- Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as the rules of pronouncing strong and weak forms of auxiliary verbs (if there are Yes-No questions in their dialogue).</li> <li>- <b>Extension:</b> In stronger class, teacher may ask one student to report what his/her partner has shared and vice versa.</li> </ul>	<p><b>Suggested answer:</b></p> <ul style="list-style-type: none"> <li>- I have exercised regularly for a year.</li> <li>- I went swimming last weekend.</li> <li>- I went to the gym and did weigh-lifting yesterday. I wanted to build up my muscles and increase my strength.</li> <li>- The last time I had a medical treatment was 2 weeks ago.</li> </ul>

**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

**Period 4:       UNIT 1: A LONG AND HEALTHY LIFE**  
**Lesson 3: Reading – How to live a long and healthy life**

**I. OBJECTIVES**

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

**1. Knowledge**

- Develop reading skills for general ideas and for specific information about healthy lifestyle habits.

**2. Competences**

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

**3. Personal qualities**

- Acknowledge and be able to apply the tips on how to develop healthy lifestyle habits in their own life;
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>	<b>Vietnamese equivalent</b>
1. life expectancy (n)	/ 'laɪf ɪkspektənsi/	the number of years that a person is likely to live	tuổi thọ
2. ingredient (n)	/n 'gri:diənt/	one of the things from which something is made, especially ones that are used together to make a particular dish	nguyên liệu
3. nutrient (n)	/ 'nju:triənt/	a substance that is needed to keep a living thing alive and to help it to grow	chất dinh dưỡng
4. (to) give off	/gɪv ɒf/	to produce something such as a smell, heat, light, etc.	phát ra, tỏa ra

5. repetitive (adj)	/rɪ'petətɪv/	repeated many time	lặp đi lặp lại
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### Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## III. PROCEDURES

### 1. WARM-UP (5 mins)

#### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of healthy lifestyle;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

#### b. Content:

- Crossword

#### c. Expected outcomes:

- Students can find out all the words as well as the key word based on the definitions given by the teacher.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Crossword</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups and take turns to choose a word. If they get the correct answer, they will have 1 point.</li> <li>If the answer is wrong or the group cannot find out the answer, the chance is for other groups.</li> <li>- After 6 words, if a group can guess the key word, they can answer it. 5 points for the key word.</li> <li>- If the keyword is incorrect, that group will be out of the game.</li> </ul>	<p><u>Clues:</u></p> <p><b>KEY WORD: A way of living that helps you enjoy more aspects of your life.</b></p> <ol style="list-style-type: none"> <li>1. Eating too much fat can cause _____ diseases.</li> <li>2. Go on a _____ means to begin a specific nutritional plan in an attempt to lose weight or achieve some other health benefits.</li> <li>3. A clear liquid that has no color or taste when it is pure.</li> <li>4. A disease or period of sickness affecting the body or mind.</li> <li>5. The noun of 'strong'</li> <li>6. What is it? (Picture)</li> <li>7. The subject P.E stands for _____ Education.</li> <li>8. Doing exercises can burn out many _____.</li> <li>9. To look at or consider a person or thing carefully to discover something about them.</li> <li>10. Do you _____ from any allergies?</li> <li>11. Eating enough _____ and fruits is good for your digestive system.</li> </ol>

1					H	E	A	R	T		
2			D	I	E	T					
3				W	A	T	E	R			
4			I	L	L	N	E	S	S		
5				S	T	R	E	N	G	T	H
6				C	H	I	P	S			
7			P	H	Y	S	I	C	A	L	
8			C	A	L	O	R	I	E	S	
9	E	X	A	M	I	N	E				
10		S	U	F	F	E	R				
11		V	E	G	E	T	A	B	L	E	

**e. Assessment**

- Teacher observes the groups, collects their answers and gives feedback.

**2. ACTIVITY 1: PRE-READING (9 mins)**

**a. Objectives:**

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.


**b. Content:**

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

**c. Expected outcomes:**

- Students can use key language more appropriately before they read.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Work in pairs. Look at the photos and discuss the questions.</b> (4 mins)	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs and look at the pictures. They should discuss whether each picture shows a healthy or unhealthy habit, and give reasons for their answers.</li> <li>- Teacher has some Ss share their answers with the whole class.</li> <li>- Teacher introduces the topic of the reading text.</li> </ul> 	<p><b>Questions:</b> Which photos show healthy habits? Which ones show unhealthy habits?</p> <p><b>Suggested answers:</b></p> <p>A. Picture A shows a healthy habit, because vegetables are good for our health. They help us to lose weight and have a healthy heart and skin.</p> <p>B. Picture B shows an unhealthy habit, because sleeping late when you are sleeping, or having your laptop on while sleeping all have bad effects on the quality of your sleep, which in turn damages your health in the long run.</p> <p>C. Exercising is a healthy habit. Working out regularly helps you to keep fit, lose weight, develop muscles etc.</p> <p>D. Eating fast food and eating too much are unhealthy habits. These habits are not good for our hearts and digestive system. They can lead to obesity/being overweight, or heart diseases.</p>
<b>Vocabulary pre-teaching (5 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 with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. life expectancy (n)</li> <li>2. ingredient (n)</li> <li>3. nutrient (n)</li> <li>4. (to) give off</li> <li>5. repetitive (adj)</li> </ol>
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

**3. ACTIVITY 2: WHILE-READING (20 mins)**

**a. Objectives:**

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

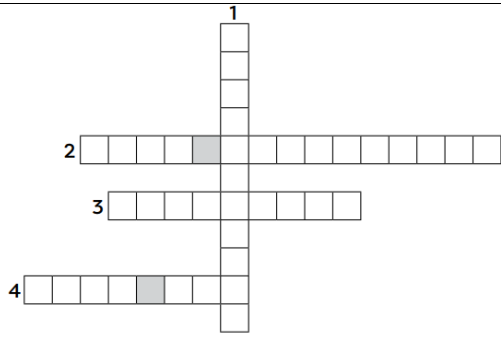
**b. Content:**

- Task 2. Read the article. Solve the crossword with words and phrases from it. (p.11)
- Task 3. Read the article again. Match the sections (A-C) with the headings (1-5) below (p.12)
- Task 4. Read the article again. Complete the diagrams with information from the text. Use no more than two words for each gap (p.12)

**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>Task 2. Read the article. Solve the crossword with words and phrases from it. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the article.</li> <li>- Teacher asks Ss to work in pairs to solve the crossword using words from the text. Walk round the class and provide help if necessary. Point out the part of speech (v, n, adj) as well the text where they can find the words.</li> <li>- In weaker classes, give the first and / or last letter of each word to help them work out the answers faster.</li> <li>- Check the answers as a class. Have individual Ss write the words on the board. In weaker classes, check understanding of the words by asking Ss to make sentences with them.</li> </ul>	 <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. ingredients</li> <li>2. life expectancy</li> <li>3. nutrients</li> <li>4. work out</li> </ol>
<b>Task 3. Read the article again. Match the sections (A-C) with the headings (1-5) below. There are TWO extra headings. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the five headings and make sure they understand their meaning.</li> <li>- Teacher asks Ss to read the text quickly, then match each of the three paragraphs with a heading. Remind them that there are TWO extra headings they will not need.</li> <li>- Teacher reminds Ss that incorrect headings for a section are often "irrelevant" (i.e., not mentioned in the section), "too narrow" (i.e., only representing part of the section) or "too general" (i.e., not specific to that section only).</li> </ul>	<p><b>Answer key:</b></p> <p>A-1 B-2 C-5</p>

<ul style="list-style-type: none"> <li>- Check answers as a class.</li> <li>- Teacher has Ss explain why certain headings are not needed, e.g. <i>Heading 3 only focuses on part of Paragraph B so does not represent the main idea of the whole paragraph. Heading 4 is too general and should be the main idea of the whole text rather than a single paragraph.</i></li> </ul>	
<p><b>Task 4. Read the article again. Complete the diagrams with information from the text. Use no more than TWO words for each gap (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to study the diagram. Make sure they understand that each branch is a summary of a main paragraph of the text, and follows a logical sequence. In weaker classes, give Ss an example, e.g. <i>Branch A shows what to do if we want to have a long and healthy life by eating better. The information is from paragraph A in the text. As we can see, the first thing to do is to look at food labels. Then we should avoid too much salt or sugar ...</i></li> <li>- Teacher draws Ss' attention to the gaps. Tell them that they are going to fill in each blank with no more than TWO words. These words should be taken from the text.</li> <li>- Teacher encourages Ss to guess the type of information they need for each gap. E.g. For Blank (1) we need a noun. For Blank (2) it is an adjective.</li> <li>- Teacher asks Ss to scan through each paragraph, locate the information for each gap, check if the answers have no more than TWO words and fit the blanks in terms of both meaning and the type of information they have guessed earlier.</li> <li>- Check answers as a class.</li> </ul> <p><b>Extension:</b> Play a game: Make some statements based on the text and have Ss decide whether they are True, False or Not Given by doing some actions. If the statement is True according to the text, they should raise their right hand. They should raise their left hand for a false statement, and stand up if it is Not given (No information is provided).</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>breakfast</i></li> <li>2. <i>suitable</i></li> <li>3. <i>regularly</i></li> <li>4. <i>energy drinks/ exercising</i></li> <li>5. <i>electronic devices</i></li> </ol> <p><b>Suggested answers (for extension activity):</b></p> <ol style="list-style-type: none"> <li>1. <i>We should avoid food with too much fat (Not given/Stand up).</i></li> <li>2. <i>We should work out hard from the start (False/left hand).</i></li> <li>3. <i>Blue light from electric devices makes it hard to sleep. (True/right hand)</i></li> <li>4. <i>You should turn off electronic devices and go to bed immediately. (False/left hand)</i></li> <li>5. <i>If you find it hard to sleep, you may try to count the sheep. (Not given/Stand up)</i></li> </ol>

#### e. Assessment

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

#### 4. ACTIVITY 3: POST-READING (8 mins)

##### a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

##### b. Content:

- Discussion: *Do you find the advice in the article useful? Have you tried following any of the suggestions above?*

##### c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own lifestyle.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 5. Work in pairs. Discuss the following questions.</b></p>	

- Teacher asks Ss to work in pairs. Have them discuss if they find any advice in the text useful for them and if they have followed these suggestions themselves. Encourage them to explain why they find the advice useful and how they actually try or will try to incorporate these healthy habits into their daily routine.
- Teacher invites some pairs to share their answers with the whole class.
- Teacher asks other students to listen and give comments.
- Teacher gives feedback and gives marks to Ss' performance.

**Questions:**

- *Do you find the advice in the article useful?*
- *Have you tried following any of the suggestions above?*

**Answers:**

*Students' own ideas.*

**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Write a short paragraph about effective methods to live healthily and increase life expectancy.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.



**Period 5:                   UNIT 1: A LONG AND HEALTHY LIFE**  
**Lesson 4: Speaking – Giving instructions for an exercise routine**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about how to give instructions for an exercise routine;
- Memorise vocabulary to talk about an exercise routine.

**2. Competences**

- Gain some language expressions to talk about an exercise routine;
- Talk about the steps to give instructions for an exercise routine;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

**3. Personal qualities**

- Acknowledge and be able to give instructions for an exercise routine;
- Develop self-study skills;
- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. slightly (adv)	/'slaitli/	a little
2. star jump (n)	/sta:(r) dʒʌmp/	an exercise in which you stand with your legs together and your arms at your sides and jump to a position with your legs apart and your arms spread out
3. press-up (n)	/'pres ʌp/	an exercise in which you lie on your stomach and raise your body off the ground by pressing down on your hands until your arms are straight
4. (to) squat	/skwɒt/	to sit on your heels with your knees bent up close to your body

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>

Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <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> <li>- Give short, clear instructions and help if necessary.</li> </ul>
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### III. PROCEDURES

#### 1. WARM-UP (5 mins)

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on an exercise routine;
- To set the context for the speaking part;
- To help Ss warm up and get ready for the lesson by some authentic physical practice.

##### b. Content:

- Watch a video and practice the exercise by following the instructions in the video.

##### c. Expected outcomes:

- Students can follow the instructions and memorize some of the steps.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Video watching</b> <ul style="list-style-type: none"> <li>- Teacher plays the video and asks the whole class to stand up.</li> <li>- Ss watch the video and follow the instructions.</li> <li>- After the physical exercise, teacher asks Ss if they can remember any instructions in the video (<i>E.g: turn around, clap your hands, stretch it out, jump, shake, stomp your feet</i>)</li> <li>- In pairs, Ss discuss to recall the instructions mentioned in the video.</li> <li>- Teacher invites some students to say out loud the actions.</li> </ul>	Link: <a href="https://www.youtube.com/watch?v=3XGNP_SzcI8&amp;t=29s">https://www.youtube.com/watch?v=3XGNP_SzcI8&amp;t=29s</a>

##### e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

#### 2. ACTIVITY 1: CONTROLLED PRACTICE (9 mins)

##### a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

##### b. Content:


- Pre-teach vocabulary related to the content of the lesson;
- Introducing tips to give instructions.

##### c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to give instructions for an exercise routine.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Look at the diagram. Match the two parts of each sentence to complete the instruction</b> (4 mins)	

<ul style="list-style-type: none"> <li>- Teacher asks Ss if they know what a star jump is or looks like. Do some star jumps for Ss to have a clearer idea.</li> <li>- Teacher asks Ss to match parts of the sentences to complete the instructions for doing star jumps.</li> <li>- Check the answers as a class.</li> </ul> <p><b>Tips to give instructions:</b></p> <ul style="list-style-type: none"> <li>- Teacher designs a brief note in which tips to give instructions are summarized. Teacher asks students to try to guess the answers in each blank without looking at the textbook.</li> <li>- Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases.</li> <li>- Teacher asks Ss to give an example from the matching exercise for each tip. Ask them to underline the linking words or phrases.</li> </ul>	 <p><b>Answer key:</b> 1. B    2. D    3. C    4. A</p> <p><b>Tips to give instructions:</b></p> <ol style="list-style-type: none"> <li>1. Start by _____ the process.</li> <li>2. Sequencing the steps, using _____ words or phrases (i.g: first, second, next, finally ...)</li> <li>3. give _____ direction at a time.</li> </ol> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>introducing</i></li> <li>2. <i>linking</i></li> <li>3. <i>one</i></li> </ol>
<p><b>Vocabulary pre-teaching (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. slightly (adv)</li> <li>2. star jump (n)</li> <li>3. press-up (n)</li> <li>4. (to) squat</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

**3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (20 mins)**

**a. Objectives:**

- To help Ss practise linking words and phrases in giving instructions;
- To give Ss an opportunity to practise giving instructions for an exercise routine;
- To provide Ss with some basic information about *How to burn fat*.

**b. Content:**

- Task 2. Fill in the blanks with one word to complete the first part of the instructions. (p.13)
- Task 3. Practise giving the instructions for the rest of the exercise routine. (p.13)
- Task 4. Take turns demonstrating the exercise routine and giving instructions to the rest of the class. (p.13)

**c. Expected outcomes:**

- Students know how to give instructions for the full exercise routine *How to burn fat* with suitable linking words and phrases.

**d. Organisation**

<b>Task 2. Look at the ‘How to burn fat’ exercise. Fill in each blank with ONE word to complete the first part of the instructions (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to study the ‘How to burn fat’ diagram. Tell them that this is an exercise routine that helps people to reduce fat in the body.</li> <li>- Teacher makes sure Ss understand the words in the diagram. Have Ss study the pictures or use body language to demonstrate each move. .</li> <li>- Teacher asks Ss to use the words in the Remember box to complete the first part of the instructions.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>First...</i></li> <li>2. <i>Second...</i></li> <li>3. <i>Next/Then ...</i></li> </ol>
<b>Task 3. Work in pairs. Practise giving the instructions for the rest of the exercise routine in Task 2. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs. They should give the full instructions for the “How to burn fat” routine.</li> <li>- Teacher reminds Ss to refer to the tips and phrases in the <i>Tips</i> box.</li> <li>- For weaker classes, give them more examples and guidance by asking them to study the next picture in the sequence first (i.e., the third picture). Then ask them to make a sentence with this picture, using the proper linking words and phrases (e.g. Then repeat on the opposite side for 10 seconds). Correct them if necessary and encourage the Ss to continue with other pictures.</li> <li>- Teacher walks around to provide help if necessary.</li> </ul> <p><b>Extension:</b> Have Ss play a guessing game in groups. Each student gives instructions for a type of exercise while the rest of the group try to guess it, e.g. Stand with your legs together and your arms at your sides. Then jump to a position with your legs apart and your arms spread out. (star jumps) In stronger classes, encourage Ss to come up with their own ideas for exercise, e.g. Move along fast by taking quick steps. Make sure you lift each foot before the next one touches the ground. (running)</p>	<p><b>Suggested answers:</b></p> <p><i>You can burn fat by doing this simple exercise routine. First, do star jumps for 20 seconds. Second, take a one-minute rest. Next, stand on one leg for 10 seconds. Then, repeat on the opposite side for 10 seconds. After another one-minute rest, do squats for 30 seconds. Finally, rest for another minute and run on the spot for 20 seconds.</i></p>
<b>Task 4. Work in groups. Take turns demonstrating the exercise routine and giving instructions to the rest of your group so that they can do the exercise with you. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups. They should take turns demonstrating and giving instructions for the exercise routine while the rest of the group follow.</li> <li>- Teacher has some groups come to the front and give the instructions while the rest of the class perform the routine together.</li> <li>- Teacher praises groups for good effort, teamwork and clear instructions.</li> </ul>	<p><i>Students’ practice</i></p>

**e. Assessment**

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

**4. ACTIVITY 3: FREE PRACTICE (8 mins)**

**a. Objectives:**

- To check students’ understanding about the language use in giving instructions for an exercise routine;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

**b. Content:**

- Further practice: Students give instructions for another exercise routine.

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to be more active and healthy.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Further practice</b></p> <ul style="list-style-type: none"><li>- Teacher asks Ss to work in pairs and come up with instructions for another exercise routine. (for example: Warm-up exercise in the P.E lesson)</li><li>- Teacher invites some pairs to demonstrate their routine in front of the class and give instructions.</li><li>- Teacher encourages the rest of the class to follow their instructions and do the exercises.</li><li>- Teacher gives feedback and give marks to Ss' performance.</li></ul>	<p><i>Students' practice</i></p>

**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

**Period 6:           UNIT 1: A LONG AND HEALTHY LIFE**  
**Lesson 5: Listening – Food and health**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about food and health;
- Memorize vocabulary to talk about food and health.

**2. Competences**

- Develop listening skills: listening for the main idea and listening for specific details;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

**3. Personal qualities**

- Be aware of good food for health and how to build up a healthy meal;
- Develop self-study skills;
- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. cut down on	/kʌt daʊn ɒn /	to reduce the size, amount or number of something
2. acne (n)	/'ækni/	a skin condition, common among young people, that produces many pimples (= spots), especially on the face and neck
3. skincare (n)	/'skɪnkeə(r)/	the use of creams and special products to look after your skin
4. fitness (n)	/'fɪtnəs/	the state of being physically healthy and strong
5. brown rice (n)	/,braʊn 'raɪs/	rice that is light brown because it has not had all of its outside part removed

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
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Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <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> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

### III. PROCEDURES

#### 1. WARM-UP (5 mins)

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on health and fitness;
- To set the context for the listening part;

##### b. Content:

- Do a quiz about health and fitness.

##### c. Expected outcomes:

- Students can join the quiz and gain knowledge on the topic.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Quizizz</b> - Ss use their electronic devices to access the link on quizizz and join the game. - Teacher shows the questions one by one, the whole class completes the quiz to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	Link: <a href="https://quizizz.com/quiz/creator/6358dea9023bb3001d2b0f40/edit">https://quizizz.com/quiz/creator/6358dea9023bb3001d2b0f40/edit</a>

##### e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

#### 2. ACTIVITY 1: PRE-LISTENING (9 mins)

##### a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

##### b. Content:

- Pre-teach vocabulary related to the content of the lesson;

##### c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Choose the correct meanings of the underlined word and phrase.</b> (4 mins)	
- Teacher writes the phrase "balanced diet" on the board. Help Ss to recall what a "balanced diet" is. ( <i>i.e. A diet that contains different</i>	<b>Answer key:</b> 1. A 2. B

<p><i>kinds of foods in appropriate amounts to give our body the nutrients it needs</i>). Ask Ss if they have a balanced diet.</p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to do the activity by choosing the word or phrase with the closest meaning to the underlined ones.</li> <li>- Check answers as a class. Make sure Ss understand their meaning.</li> </ul>	
<b>Vocabulary pre-teaching</b> (5 mins)	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>1. (to) cut down on</li> <li>2. acne (n)</li> <li>3. skincare (n)</li> <li>4. fitness (n)</li> <li>5. brown rice (n)</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

**3. ACTIVITY 2: WHILE-LISTENING** (20 mins)

**a. Objectives:**

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about food and health.

**b. Content:**

- Task 2. Listen to a TV chat show about teen health. Circle the topic of the show. (p.13)
- Task 3. Listen again. Tick the food which is recommended in the talk. (p.13)
- Task 4. Listen again and complete the sentences. Use ONE word for each answer. (p.14)

**c. Expected outcomes:**

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS				
<b>Task 2. Listen to a TV chat show about teen health. Circle the topic of the show.</b> (6 mins)					
<ul style="list-style-type: none"> <li>- Teacher tells Ss that they are going to listen to a TV chat show.</li> <li>- Teacher has them read the four topics and checks understanding.</li> <li>- Teacher plays the recording and has Ss choose the topic of the talk.</li> <li>- Teacher reminds Ss that incorrect choices are often "irrelevant" (i.e., not mentioned in the talk), "too narrow" (i.e., only representing part of the talk) or "too general" (i.e., too broad or too vague)</li> <li>- Check answers as a class. Explain why C is the correct answer (i.e., the talk is about different kinds of healthy foods for teenagers) and why other answers are incorrect (i.e., A, D are not mentioned, and B is not the main idea of the whole talk).</li> </ul>	<b>Answer key:</b> <i>C. Healthy food for young people</i>				
<b>Task 3. Listen again and tick the food which is recommended in the talk.</b> (7 mins)					
<ul style="list-style-type: none"> <li>- Ss work in pairs.</li> <li>- Teacher has Ss read the list of foods in the table, and guess which ones are good for skin and brain, and which ones are good for bones and muscles.</li> </ul>	<b>Answer key:</b> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><i>Good for skin &amp; brain</i></td> <td style="text-align: center;"><i>Good for bones &amp; muscles</i></td> </tr> <tr> <td style="text-align: center;"><i>food with sugar</i></td> <td style="text-align: center;"><i>✓eggs</i></td> </tr> </table>	<i>Good for skin &amp; brain</i>	<i>Good for bones &amp; muscles</i>	<i>food with sugar</i>	<i>✓eggs</i>
<i>Good for skin &amp; brain</i>	<i>Good for bones &amp; muscles</i>				
<i>food with sugar</i>	<i>✓eggs</i>				



<p>- Teacher plays the recording. Ask Ss to put a tick ✓ next to the food which is mentioned and recommended in the talk. Emphasise that they should tick words that are not only mentioned in the talk, but also recommended by the speaker as being good.</p> <p>- Check answers as a class.</p> <p>- Teacher may ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. <i>Who is Katherine Jones? (A food expert) What do many people think of when they want to improve their health? (Expensive health products and fitness programmes).</i></p>	<table border="1"> <tr> <td><i>white rice</i></td> <td>✓ <i>fish</i></td> </tr> <tr> <td>✓ <i>yoghurt</i></td> <td>✓ <i>butter</i></td> </tr> <tr> <td><i>lemons</i></td> <td>✓ <i>carrots</i></td> </tr> <tr> <td>✓ <i>green vegetables</i></td> <td><i>potato chips</i></td> </tr> </table>	<i>white rice</i>	✓ <i>fish</i>	✓ <i>yoghurt</i>	✓ <i>butter</i>	<i>lemons</i>	✓ <i>carrots</i>	✓ <i>green vegetables</i>	<i>potato chips</i>
<i>white rice</i>	✓ <i>fish</i>								
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<i>lemons</i>	✓ <i>carrots</i>								
✓ <i>green vegetables</i>	<i>potato chips</i>								
<p><b>Task 4. Listen again and complete the sentences. Use ONE word for each answer. (7 mins)</b></p>									
<p>- Teacher asks Ss to listen again and complete each sentence with only one word.</p> <p>- Teacher instructs Ss to read the question carefully, underline the key words and identify the word form of the blank. Ss should also try to guess the word in the blank.</p> <p>- Teacher plays the recording again.</p> <p>- Teacher asks Ss to go to the board and write the answers.</p> <p>- Check the answers as a class. If Ss don't get the correct word, teacher lets them listen to that part again.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li><i>sugar</i></li> <li><i>concentrate</i></li> <li><i>stronger</i></li> <li><i>exercise</i></li> </ol>								

**e. Assessment**

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

**4. ACTIVITY 3: POST-LISTENING (8 mins)**

**a. Objectives:**

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

**b. Content:**

- Students make a healthy meal plan for one day and explain why they have selected the foods.

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to eat more healthily.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>- Teacher puts Ss in groups and has each group make a healthy meal plan for one day, including three main meals plus some morning and afternoon snacks. They should also think of the reasons why they would like to include certain foods in the plan.</p> <p>- Teacher reminds Ss to refer to the foods they have ticked in the table in Activity 3. Encourage them to brainstorm other healthy ingredients and think about what meals they can prepare using them. In weaker classes, do the brainstorming with all Ss and write the best ideas on the board.</p> <p>- Teacher gives each group a big-sized piece of paper and colors so that they can also decorate their paper.</p> <p>- Teacher invites some groups to share their meal plans in front of the class.</p>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li><i>Breakfast</i> <ul style="list-style-type: none"> <li>- <i>A bowl of beef noodles</i></li> <li>- <i>Orange juice</i></li> </ul> </li> <li><i>Morning snacks</i> <ul style="list-style-type: none"> <li>- <i>Sugar-free cookies and milk</i></li> </ul> </li> <li><i>Lunch</i> <ul style="list-style-type: none"> <li>- <i>Brown rice</i></li> <li>- <i>Grilled chicken breast</i></li> <li>- <i>Green salad: lettuce, tomato, cucumber, bell pepper, boiled eggs</i></li> </ul> </li> <li><i>Afternoon snack</i> <ul style="list-style-type: none"> <li>- <i>Dessert: Watermelon</i></li> </ul> </li> <li><i>Dinner</i> <ul style="list-style-type: none"> <li>- <i>Yogurt, banana and granola</i></li> </ul> </li> </ol>

- |  |                                                                                                                                                                                               |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>- <i>Whole grain bread</i></li><li>- <i>Fish and sweet potatoes</i></li><li>- <i>Broccoli and carrot</i></li><li>- <i>Dessert: Grapefruit</i></li></ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**e. Assessment**

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

## Period 7: UNIT 1: A LONG AND HEALTHY LIFE

### Lesson 6: Writing – A short message

#### I. OBJECTIVES

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

##### 1. Knowledge

- Gain an overview about how to write a short message;
- Apply structures to express suggestions, invitation or acceptance.

##### 2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

##### 3. Personal qualities

- Be polite and clear when writing a short message;
- Develop self-study skills;
- Actively join in class activities.

#### II. MATERIALS

- Grade 11 textbook, Unit 1, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

#### Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> <li>- Guide students to make an outline before they write.</li> <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>

#### III. PROCEDURES

##### 1. WARM-UP (5 mins)

###### a. Objectives:

- To stir up the atmosphere and activate students' reading comprehension of short messages;
- To set the context for the writing part;

###### b. Content:

- Do a quiz game to get to know authentic short messages.

###### c. Expected outcomes:

- Students can join the quiz and gain knowledge on the topic.

###### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Kahoot game	

<ul style="list-style-type: none"> <li>- Ss use their electronic devices to access the link on <i>Kahoot.it</i> and join the game.</li> <li>- Teacher shows the questions one by one, the whole class answers the questions.</li> <li>- After each question, teacher pauses for a moment to ask Ss to give explanations for their choice.</li> <li>- After the game, Ss with the highest point is the winner.</li> <li>- Teacher leads in the lesson by showing one of the short messages in 5 questions in the quiz.</li> </ul>	<p>Link:  <a href="https://create.kahoot.it/details/281388ba-8d64-465e-8a20-0b39b721e390">https://create.kahoot.it/details/281388ba-8d64-465e-8a20-0b39b721e390</a></p>
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**e. Assessment**

- Teacher observes the students' performance, collects their answers and gives feedback.

**2. ACTIVITY 1: PRE-WRITNG (9 mins)**

**a. Objectives:**

- To get students to know the structure of a short message;
- To help students revise some common expressions in writing a short message.

**b. Content:**

- Teach Ss elements of a short message together with useful expressions;

**c. Expected outcomes:**

- Students understand the structure and are familiar with the language of a short message.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Below is a short message. Put the parts in the correct order.</b> (4 mins)	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in pairs and rearrange the parts A-F to make a meaningful message.</li> <li>- Make sure Ss fully understand the content of the words in the message. Provide help with vocabulary if Ss don't know any words (i.e. recipe means a set of instructions for preparing a particular dish, including a list of the ingredients required)</li> <li>- Teacher asks a student to write the order on the board.</li> <li>- Check as a class.</li> <li>- After the correct order is identified, teacher shows the message again on the screen and asks Ss "How many parts are there in a message?" ( 3 parts: Greeting, Message, Closing)</li> </ul>	<p><b>Answer key:</b>  B - D - C - A - E - F</p>
<b>Useful expressions</b> (5 mins)	
<ul style="list-style-type: none"> <li>- Teacher gives Ss a handout and asks them to classify the items into correct parts of a message.</li> <li>- Teacher lets Ss work in groups.</li> <li>- The groups show their answers on the board.</li> <li>- The whole class checks the task together.</li> </ul>	<p><b>List of expressions:</b></p> <ul style="list-style-type: none"> <li>- <b>Greeting</b></li> <li>+ <i>Hi,</i></li> <li>+ <i>Hello,</i></li> <li>+ <i>Dear ...,</i></li> <li>- <b>Message</b></li> <li>+ <i>Thank you for ...</i></li> <li>+ <i>How about ...</i></li> <li>+ <i>What about ...</i></li> <li>+ <i>Why don't we ...</i></li> <li>+ <i>Shall we ...</i></li> <li>+ <i>Remember to ...</i></li> <li>+ <i>Don't forget to ...</i></li> <li>+ <i>I would like to invite you to ...</i></li> </ul>

	+ Do you want to ... - <b>Closing</b> + See you again, + See you soon, + Write back soon, + Bye, + Love,
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**e. Assessment**

- Teacher observes Ss' work and gives feedback.

**3. ACTIVITY 2: WHILE-WRITING (16 mins)**

**a. Objectives:**

- To help Ss practise writing some common structures in a message;
- To help Ss write a complete message to reply to another message.

**b. Content:**

- Task 2. Write a sentence to express each message below. Begin with the words given (p.14)
- Task 3. Write a short message to reply to the one in Task 1. (p.14)

**c. Expected outcomes:**

- Students can write a complete message in which the language is clear, short and simple.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Write a sentence to express each message below. Begin with the words given. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher instructs Ss to do the task.</li> <li>- Before writing, Ss should identify the purpose of each sentence and find out the suitable expression. (i.e. Question 1 is an invitation □ "Why don't you + V")</li> <li>- Ss do the task individually and then compare the answers with their friends.</li> <li>- Check as a class.</li> </ul>	<b>Answer key:</b> 2. <i>How about joining the reading club with me?</i> 3. <i>Don't forget to return the book to the library.</i> 4. <i>I'm glad to come to your birthday party.</i> 5. <i>Do I have to dress formally for the party?</i>
<b>Task 3. Write a short message to reply to the one in Task 1. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks students to write a message to reply to the one in Task 1.</li> <li>- Before Ss write the message, teacher asks them to review the structure of a message.</li> <li>- Teacher reminds Ss to include enough information: accept the invitation, suggest the time to meet, ask if you need to do some shopping in advance.</li> <li>- Students work individually in 7 minutes.</li> </ul>	<b>Suggested answer:</b> <i>Hi Mai,</i> <i>Thank you for inviting me to your house this Sunday. I am so glad to come to try some recipes from the book with you. Shall we meet at 10 a.m?</i> <i>Please tell me if I need to buy something in advance to prepare for the meal.</i> <i>See you soon,</i> <i>Linda.</i>

**e. Assessment**

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

**4. ACTIVITY 3: POST-WRITING (12 mins)**

**a. Objectives:**

- To do a cross-check and final check on students' writing.

**b. Content:**

- Students exchange their work for cross-checking.

**c. Expected outcomes:**

- Students can evaluate others' work as well as improve their own pieces of writing.

#### **d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Cross-checking</b></p> <ul style="list-style-type: none"> <li>- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.</li> <li>- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. <i>Organization: .../10</i></li> <li>2. <i>Legibility: .../10</i></li> <li>3. <i>Ideas: .../10</i></li> <li>4. <i>Word choice: .../10</i></li> <li>5. <i>Grammar usage and mechanics: .../10</i></li> </ol> <p style="text-align: right;"><i>TOTAL: .../50</i></p>

#### **e. Assessment**

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

### **4. CONSOLIDATION (3 mins)**

#### **a. Wrap-up**

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

#### **b. Homework**

- Do exercises in the workbook.
- Prepare for the next lesson – Communication and Culture.

**Period 8:                   UNIT 1: A LONG AND HEALTHY LIFE**  
**Lesson 7: Communication and Culture / CLIL**

**I. OBJECTIVES**

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

**1. Knowledge**

- Expand vocabulary with the topic of the unit;
- Distinguish bacteria and viruses and how to deal with them;
- Review expressions for offering help and responding to offers.

**2. Core competence**

- Be able to offer help and respond to offers;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

**3. Personal qualities**

- Be ready to offer help to others when necessary;
- Protect their own health as well as their families’.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>	<b>Vietnamese equivalent</b>
1. tuberculosis (n)	/tju: ,bɜ:kju' ləʊsɪs/	a serious disease, caused by bacteria, in which swellings appear on the lungs and other parts of the body	bệnh viêm phổi
2. organism (n)	/'ɔ:gənɪzəm/	a living thing, especially one that is extremely small	loài sinh vật
3. diameter (n)	/daɪ'æmɪtə(r)/	a straight line going from one side of a circle or any other round object to the other side, passing through the centre	đường kính
4. antibiotic (n)	/'æntɪbɪə'ɒtɪk/	a substance, for example penicillin, that can destroy or prevent the growth of bacteria and cure infections	thuốc kháng sinh
5. cell (n)	/sel/	the smallest unit of living matter that can exist on its own. All plants and animals are made up of cells.	tế bào

## 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> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## III. PROCEDURES

### 1. WARM-UP (5 mins)

#### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of healthy life.
- To enhance students' skills of cooperating with teammates.

#### b. Content:

- Game: Mysterious creature

#### c. Expected outcomes:

- Students can get ready to learn about differences between bacteria and viruses.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Game: Mysterious creature</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- There are 4 questions which relate to a key picture.</li> <li>- T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened.</li> <li>- The group which gets the correct answer of the key picture is the winner.</li> </ul>	<p><b>Clues:</b></p> <ol style="list-style-type: none"> <li>1. <i>The kind of education that takes place over the Internet</i></li> <li>2. <i>A substance that is put into the body of a person or animal to protect them from a disease by causing them to produce antibodies</i></li> <li>3. <i>A covering for your face or for part of your face</i></li> <li>4. <i>A set of measures aiming at stopping the spread of an infectious disease, based on staying away from other people as much as possible.</i></li> </ol> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Online learning</i></li> <li>2. <i>Vaccine</i></li> <li>3. <i>Mask</i></li> <li>4. <i>Social distancing</i></li> </ol> <p><b>KEY WORD:</b> <i>Corona virus</i></p>

#### e. Assessment

- Teacher observes the groups and gives feedback.

### 2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

#### a. Objectives:

- To provide a model conversation in which speakers offer help and respond to offers.



- To review expressions for offering help and responding to offers.

**b. Content:**

- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.15)

- Task 2: Work in pairs. Make similar conversation for these situations (p.15)

**c. Expected outcomes:**

- Students can use appropriate language to express help and respond to offers in certain situations.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss if they have ever been to the gym or know how to use fitness equipment.</li> <li>- Teacher tells Ss that they are going to listen to a conversation between a teenager, Tam, and a trainer. While listening, they should complete the conversation with the words they hear.</li> <li>- Teacher gives Ss some time to skim through the conversation. Check understanding of words such as <i>treadmill</i> or <i>workout</i>. Use the photo to illustrate these words if necessary.</li> <li>- Teacher plays the recording once in stronger classes and twice in weaker classes.</li> <li>- Teacher checks answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.</li> <li>- Teacher puts Ss into pairs and has them practise the conversation.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. B</li> <li>4. D</li> </ol>
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: offering help and responding to offers.</li> <li>- Ss work in groups to do the task.</li> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<p><b>Useful expressions</b></p> <p><b>- Offering help:</b></p> <ul style="list-style-type: none"> <li>+ <i>Can I give you a hand?</i></li> <li>+ <i>Can I help you with ...?</i></li> <li>+ <i>Let me help you with ...</i></li> <li>+ <i>What can I do for you?</i></li> <li>+ <i>Is there anything (else) I can do for you?</i></li> </ul> <p><b>- Responding to offers</b></p> <ul style="list-style-type: none"> <li>+ <i>That's very kind/nice of you.</i></li> <li>+ <i>Thanks for your help.</i></li> <li>+ <i>Thanks, but I think I'm fine.</i></li> <li>+ <i>You are so kind. Thanks a lot.</i></li> </ul>
<b>Task 2: Work in pairs. Make similar conversation for these situations. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that the words they used to fill in the gaps in Task 1 are used to offer help and respond to offers.</li> <li>- Teacher asks Ss to read the list of useful expressions and checks understanding.</li> <li>- Teacher puts Ss in pairs and explains the task: to role-play conversations similar to the one in Task 1, but based on the two situations. Ss should play the roles given in this activity.</li> <li>- Teacher gives Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles.</li> </ul>	<p><b>Sample conversations:</b></p> <p>1.</p> <p>A: <i>Let me help you with the squats.</i></p> <p>B: <i>Oh, please. They're so difficult to do.</i></p> <p>A: <i>Here, let me show you. You should sit on your heels with your knees bent up close to your body. Do it with me.</i></p> <p>B: <i>Oh, like this?</i></p> <p>A: <i>Yes. Well done!</i></p>

<ul style="list-style-type: none"> <li>- Teacher walks round the class and provides help when necessary.</li> <li>- Teacher asks some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.</li> </ul>	<p><i>B: Thanks for your help.</i></p> <p>2.</p> <p><i>B: Can I help you with anything, Madam?</i></p> <p><i>A: Oh, please. I'm looking for some food which is healthy for my family.</i></p> <p><i>B: Well, I'll recommend fresh fruits and vegetables. They're very good for our health. You can find plenty of them over there.</i></p> <p><i>A: That's very kind of you.</i></p> <p><i>B: You're welcome.</i></p>
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**e. Assessment**

- Teacher observes Ss's work and gives feedback.
- Teacher gives scores to evaluate Ss' performance.

**3. ACTIVITY 2: CLIL (15 mins)**

**a. Objectives:**

- To introduce words / phrases related to health and fitness.
- To help Ss practise the words in meaningful contexts.
- To help Ss relate what they have learnt about bacteria and viruses to real-life situations.

**b. Content:**

- Task 1. Read the text and complete the comparison table below. (p.16)
- Task 2. Discuss in pairs. What would you say to these people? (p.16)

**c. Expected outcomes:**

- Students understand the meaning of words, memorise them and are able to use them in a meaningful context.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																
<b>Pre-teach vocabulary (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 with the "Rub out and remember" technique.</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>	<p><b>New words</b></p> <ol style="list-style-type: none"> <li>1. tuberculosis (n)</li> <li>2. organism (n)</li> <li>3. diameter (n)</li> <li>4. antibiotic (n)</li> <li>5. cell (n)</li> </ol>																
<b>Task 1. Read the text and complete the comparison table below. (6 mins)</b>																	
<ul style="list-style-type: none"> <li>- Teacher asks Ss some questions to find out what they already know about the topic, e.g. <i>Do you know what bacteria and viruses are? What is the similarity between bacteria and viruses? What is the difference?</i></li> <li>- Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What are some diseases caused by viruses? (Common cold, flu, AIDS and Covid-19); What are some diseases caused by bacteria? (tuberculosis and food poisoning); What are some ways to treat or prevent diseases caused by them? (Using medicines such as antibiotics or vaccines)</i></li> </ul>	<p><b>Answer key:</b></p> <table border="1" data-bbox="938 1671 1485 2134"> <thead> <tr> <th></th> <th>Bacteria</th> <th>Viruses</th> </tr> </thead> <tbody> <tr> <td>1. Living or not when entering the human body?</td> <td>Living</td> <td>Not living</td> </tr> <tr> <td>2. Which is smaller?</td> <td>Bigger</td> <td>Smaller</td> </tr> <tr> <td>3. Examples of diseases they can cause</td> <td>tuberculosis or food poisoning</td> <td>Common cold, flu, AIDS and Covid-19</td> </tr> <tr> <td>4. How to treat/prevent diseases caused by them?</td> <td>Antibiotics</td> <td>Vaccines</td> </tr> </tbody> </table>			Bacteria	Viruses	1. Living or not when entering the human body?	Living	Not living	2. Which is smaller?	Bigger	Smaller	3. Examples of diseases they can cause	tuberculosis or food poisoning	Common cold, flu, AIDS and Covid-19	4. How to treat/prevent diseases caused by them?	Antibiotics	Vaccines
	Bacteria	Viruses															
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3. Examples of diseases they can cause	tuberculosis or food poisoning	Common cold, flu, AIDS and Covid-19															
4. How to treat/prevent diseases caused by them?	Antibiotics	Vaccines															

<ul style="list-style-type: none"> <li>- Teacher asks Ss to study the comparison table in Task 1. Make sure they understand the first column. Encourage them to guess the answers.</li> <li>- Teacher tells Ss that they are going to read about viruses and bacteria. As they read, they should fill in the comparison table to show the differences between viruses and bacteria.</li> <li>- Teacher explains or elicits any new or difficult words, e.g. <i>organism, infectious, food poisoning, antibiotics, germs, infect</i>. In stronger class, encourage them to guess their meaning from context as they read the text.</li> <li>- Teacher has Ss read the text and complete the table individually.</li> <li>- Check answers as a class.</li> <li>- Teacher goes back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.</li> </ul>	
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**Task 2. Discuss in pairs. What would you say to these people? (5 mins)**

<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the two statements and checks their understanding.</li> <li>- Teacher tells Ss to read the text again before they decide how to respond to them.</li> <li>- If time allows, have Ss discuss their answers in pairs.</li> <li>- Teacher asks some Ss to share their answers in front of the class. Ask other Ss if they agree or disagree, and give/add more reasons to explain their answers.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <i>To Anne: Covid-19 is caused by (Corona) viruses. Antibiotics are useful for treating diseases caused by bacteria, not viruses. A better way to protect yourself from viruses in general and Corona viruses in particular is to get vaccinated.</i></li> <li>- <i>To Joe: Not all bacteria are bad or dangerous. Some bacteria are useful for our body and nature (e.g. some can help us to digest food or absorb nutrients, some can help to decompose rubbish in nature). Therefore, we should not try to get rid of them all.</i></li> </ul>
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**e. Assessment**

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

**4. ACTIVITY 3: EXTRA ACTIVITY (5 mins)**

**a. Objectives:**

- To help Ss gain some knowledge about Coronavirus and Covid-19 pandemic.
- To help Ss be aware of some measures to protect themselves from coronavirus.

**b. Content:**

- Watch a video about Covid-19 pandemic and discuss.

**c. Expected outcomes:**

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

**d. Organisation**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<b>Watch a video about Covid-19 pandemic and discuss. (6 mins)</b>	
<p><b>* Extension:</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to share their knowledge about pandemics or diseases caused by viruses and/or bacteria.</li> </ul>	<p><b>Diseases caused by viruses:</b></p> <ul style="list-style-type: none"> <li>● <i>AIDS</i></li> <li>● <i>Common cold</i></li> <li>● <i>Ebola</i></li> <li>● <i>Genital herpes</i></li> <li>● <i>Influenza</i></li> <li>● <i>Measles</i></li> <li>● <i>Chickenpox and shingles</i></li> </ul>

<p>- Teacher plays a video about pandemics such as Covid-19 pandemic. Ask Ss comprehension questions to check understanding or have them summarize the main points.</p> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. How can the corona virus spread?</li> <li>2. What are some measures to avoid the spreading of the conora virus?</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Coronavirus disease 2019</i></li> </ul> <p><b>Diseases caused by bacteria</b></p> <ul style="list-style-type: none"> <li>• <i>Tuberculosis</i></li> <li>• <i>Pneumonia</i></li> <li>• <i>Cholera</i></li> </ul> <p><b>Link</b>  <a href="https://www.youtube.com/watch?v=8z9BsKpCJY0">https://www.youtube.com/watch?v=8z9BsKpCJY0</a></p> <p><b>Suggested answer:</b></p> <ol style="list-style-type: none"> <li>1. <i>Via vectors like objects we have touched through sneezing or coughing</i></li> <li>2. <i>Wash your hands, use hydro alcoholic gel, avoid touching your face, keep a safe distance, don't touch your mask, cough or sneeze into your elbow</i></li> </ol>
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**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.

**Period 9:           UNIT 1: A LONG AND HEALTHY LIFE**  
**Lesson 8: Looking back and project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 1;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Core competence**

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

**3. Personal qualities**

- Be more creative when doing the project;
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<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>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessively talkative students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

**III. PROCEDURES**

**1. WARM-UP (5 mins)**

**a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on the topic of healthy life.
- To enhance students' skills of cooperating with teammates.

**b. Content:**

- Game: Lucky number

**c. Expected outcomes:**

- Students can get ready to learn about differences between bacteria and viruses.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Game: Lucky number</b></p> <ul style="list-style-type: none"> <li>- Ss work in 2 teams.</li> <li>- There are 7 numbers, 2 of which are lucky ones.</li> <li>- If Ss choose a lucky number, they get one point without answering the question.</li> <li>- If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it.</li> <li>- This student has to use words or actions to describe it (without saying the word directly)</li> <li>- Other Ss try to guess the words. One point for a correct answer.</li> <li>- The group with the most points is the winner.</li> </ul>	<p><b>Suggested words:</b></p> <ol style="list-style-type: none"> <li>1. <i>bacteria</i></li> <li>2. <i>antibiotic</i></li> <li>3. <i>vaccine</i></li> <li>4. <i>star jump</i></li> <li>5. <i>squat</i></li> </ol>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: LOOKING BACK (12 mins)**

**a. Objectives:**

- To help Ss review strong and weak forms of auxiliary verbs.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the past simple and present perfect.

**b. Content:**

- Task 1: Circle the common pronunciation of the underlined auxiliary verbs. Then listen and check. Practise saying the conversations in pairs (p.16)
- Task 2: Fill in each gap with one word. (p.16)
- Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p.17)

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Circle the common pronunciation of the underlined auxiliary verbs. Then listen and check. Practise saying the conversations in pairs (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher puts Ss in pairs and has them read the conversations paying attention to the underlined auxiliary verbs.</li> <li>- In weaker classes, check if Ss can read the phonetic transcriptions of the two forms.</li> <li>- Teacher asks students to circle the correct pronunciation of the auxiliary verbs.</li> <li>- Check answers as a class by playing the recording.</li> <li>- Teacher asks Ss to role-play the conversations in pairs. Encourage them to use the correct forms of the auxiliary verbs.</li> </ul>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- <i>Auxiliary verbs at the beginning of Yes/No questions do not receive stress and are pronounced in their weak forms.</i></li> <li>- <i>At the end of short answers, they often receive stress and are pronounced in their short forms.</i></li> </ul> <p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. <i>B - A</i></li> <li>2. <i>B - A</i></li> </ol>
<p><b>Task 2: Fill in each gap with one word. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher selects some words from the unit to write on the board, one letter at a time (also known as slow reveal game, in which one letter of a word is given at a time from left to right until a student can guess the whole word). Have individual Ss call out their guesses.</li> <li>- Focus attention on the sentences and have Ss skim through them. Check if they know all the words.</li> <li>- Teacher has Ss complete the activity.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. <i>cut</i></li> <li>2. <i>suffer</i></li> <li>3. <i>Working</i></li> <li>4. <i>balanced</i></li> <li>5. <i>treatment</i></li> </ol>

<ul style="list-style-type: none"> <li>- Check answers as a class.</li> <li>- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. <i>cut down on</i> first appears in the Listening section.</li> </ul>	
<p><b>Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher explains to Ss that they are going to review the use of the past simple and present perfect. In weaker classes, give Ss some time to revise the grammar rules in the Language lesson before doing the activity.</li> <li>- Check answers as a class by asking individual Ss to read the correct sentences and give reasons for their corrections, e.g. 1. <i>My grandfather went to hospital last month.</i> The time phrase 'last month' indicates that the action was completed in the past</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A (<input type="checkbox"/> <i>went</i>)</li> <li>2. A (<input type="checkbox"/> <i>was</i>)</li> <li>3. B (<input type="checkbox"/> <i>when</i>)</li> <li>4. B (<input type="checkbox"/> <i>haven't/ have not done</i>)</li> </ol>

**e. Assessment**

- Teacher observes Ss's work and gives feedback.

**3. ACTIVITY 2: PROJECT (28 mins)**

**a. Objectives:**

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster presentation.

**b. Content:**

- Presentation of posters about healthy habits by groups in class.

**c. Expected outcomes:**

- Students practice giving a poster presentation.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Instructions (given in Lesson 1 – Getting Started)</b></p>	
<ul style="list-style-type: none"> <li>- T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups.</li> <li>- Ss work in groups and make a poster to help teenagers develop a healthy habit. (p.17)</li> <li>- Ss choose one or some healthy habits that they think are important to teenagers. (<i>having a balanced diet, taking regular exercise, protecting themselves from certain diseases, etc.</i>)</li> <li>- Ss do research carefully and select the most interesting information to include in the poster. Pay attention to facts and figures.</li> <li>- T suggests Ss some designing tools or applications to have an eye-catching lay-out for their poster.</li> <li>- T makes sure that Ss answer 3 compulsory questions in the textbook.</li> <li>- T asks the class to listen to the reports and ask questions if they would like to.</li> <li>- Ss have peer assessment by taking notes on a checklist and then vote for the most attractive poster and the most interesting presentation.</li> </ul>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>- <i>What is a health habit?</i></li> <li>- <i>What are the benefits of this habit?</i></li> <li>- <i>How can we develop this habit?</i></li> </ul>
<p><b>Students' presentations</b></p>	
<ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> <li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li> </ul>	

**e. Assessment**

- T gives comments and feedback to all posters and presentations, and awards a prize to the group which has the most votes.

#### **4. CONSOLIDATION (3 mins)**

##### **a. Wrap-up**

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

##### **b. Homework**

- Do exercises in the workbook.
- Prepare for Unit 2.