

Date of planning: 03/ 11 / 2024

PERIOD 28:

## REVIEW 1

### Lesson 3: Skills - Reading and Writing

#### I. OBJECTIVES

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

**1. Knowledge**

- Practise reading for main ideas and specific information about the generation gap and writing an opinion essay about ways parents use to teach their children good behaviour

**2. Core competence**

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

**3. Personal qualities**

- Develop self-study skills.

#### II. MATERIALS

- Grade 11 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

#### Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<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. 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 give excitement to students and lead in the lesson.


**b. Content:**

- Brainstorming: Picture description and brainstorming about generation gap

**c. Expected outcomes:**

- Students can describe a picture and discuss the reasons for the generation gap.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Brainstorming</b></p> <ul style="list-style-type: none"> <li>- Teacher shows a picture to all students</li> </ul>  <ul style="list-style-type: none"> <li>- Teacher asks Ss some questions:           <ul style="list-style-type: none"> <li>+ <i>What can you see in the picture? Can you describe it?</i></li> <li>+ <i>What do you think about the phenomenon in the picture?</i></li> </ul> </li> <li>- Teacher checks Ss' answer and delivers the task.</li> <li>- Ss work in groups and discuss the question: <i>Where does the generation gap come from?</i></li> <li>- Teacher asks each group to report their ideas.</li> <li>- Teacher corrects the answers and gives feedback.</li> </ul>	<p><b>Suggested answers:</b></p> <p><i>Where does the generation gap come from?</i></p> <ul style="list-style-type: none"> <li>- <i>differences in interests</i></li> <li>- <i>differences in habits</i></li> <li>- <i>differences in viewpoints</i></li> <li>- <i>lack of time for each other</i></li> <li>- <i>impose decisions on children</i></li> <li>- <i>compare children with others</i></li> </ul>

**e. Assessment**

- Teacher observes the students and gives feedback.

**2. ACTIVITY 1: READING (18 mins)**

**a. Objectives:**

- To help Ss practise reading for main ideas.
- To help Ss practise reading for specific information.

**b. Content:**

- Task 1. Read the text. Match the headings with the paragraphs (p.41)
- Task 2. Read the text again and decide whether the following statements are True or False (p.41)

**c. Expected outcomes:**

- Students can understand the main ideas as well as specific information of the reading passage.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Read the text. Match the headings (A-C) with the paragraphs (1-3) (6 mins)</b></p>	

<ul style="list-style-type: none"> <li>- Teacher has Ss read through the three headings and the text.</li> <li>- Teacher asks Ss to do the matching individually, then puts them into pairs to compare their answers.</li> <li>- Teacher confirms the correct answers.</li> <li>- In stronger classes, ask pairs to come up with a suitable title for the whole text. Write Ss' ideas on the board and have the class vote for each one.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. A</li> <li>3. B</li> </ol>
<p><b>Task 2. Read the text again and decide whether the following statements are true or false (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read through the statements and checks understanding of the vocabulary.</li> <li>- Teacher tells Ss to underline the key information in each statement.</li> <li>- Teacher checks the key words Ss have underlined, e.g. <i>1. three causes, parents and children; 2. changes, parents and children get closer; 3. busy schedules, parents and children, spend a lot of time together; 4. parents, not enough time, long working hours; 5. comparing children, good for them.</i></li> <li>- Teacher has Ss read the text again and look for the information to decide whether each of the statements is true or false.</li> <li>- Teacher has Ss compare their answers in pairs.</li> <li>- Teacher checks answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. F (they see things differently)</li> <li>3. F (busy schedules prevent them from spending time together)</li> <li>4. T</li> <li>5. T</li> </ol>
<p><b>Task 3. Extra activity (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher divides Ss into groups.</li> <li>- Teacher has each group prepare three comprehension questions about the reading text. Call each group to read out their questions and invite other groups to answer, e.g. <i>Why do parents and children see the world differently?</i></li> <li>- In stronger classes, ask Ss to close their books.</li> </ul>	

**e. Assessment**

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

**3. ACTIVITY 2: WRITING (19 mins)**

**a. Objectives:**

- To help Ss practise writing an opinion essay.

**b. Content:**

Write an opinion essay on the following topic: Some parents often compare their own childhood to their children's experiences today with the intention of teaching them good behaviours. Do you think this is a good idea?

**c. Expected outcomes:**

- Students develop writing skills on the given topic. They are able to complete an essay and give feedback on their friends' work.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Write an opinion essay on the following topic. You may use the ideas in the reading to help you.	

- Teacher asks Ss to refer to the last paragraph of the reading text and checks understanding. Ask if Ss have similar experiences and how they felt.
- Teacher has Ss work in pairs to make an outline for their essays and discuss the topic.
- Teacher gives Ss enough time to write an essay of about 120-150 words. Set a time limit depending on the Ss' ability level.
- Teacher walks around the class and offers help.
- If time allows, ask Ss to swap their essays with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation and capitalization.
- Collect Ss' essays to mark and provide written feedback in the next lesson.

**Sample answer:**

*Many parents compare their own childhood with their children's experiences because they want to teach them good behaviour. In my opinion, parents should not make such a comparison for two reasons.*

*Firstly, parents and their children belong to different generations. Parents experienced different social changes and grew up in different economic conditions. These changes and conditions have formed their points of views and behaviour.*

*However, many social norms have changed over the last decades. Therefore, it may be difficult to apply them to their children's lives nowadays.*

*In addition, when children are compared to their parents, they may lose their confidence because they may think that they are not good enough. As a result, many of them will believe that their parents don't believe in their abilities and become afraid of living independently.*

*In conclusion, parents shouldn't compare their life experiences with their children's experiences because of generational differences and the negative emotional feelings that this comparison may cause to their children.*

**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 the next lesson: Unit 4 – Lesson 1.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>REVIEW 1</b></p> <p><b>Lesson 3: Skills – Reading and Writing</b></p>
<p><b>*Warm-up</b></p> <p>Brainstorming</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Task 1: Match the headings (A-C) with the paragraphs (1-3)</li> <li>- Task 2: True or False</li> <li>- Task 3: Extra activity</li> </ul> <p><b>Writing</b></p> <p>Write an opinion essay.</p> <p><b>*Homework</b></p>

**Date of planning: 03/ 11 / 2024**

**PERIOD 29:**

**MID-TERM TEST**

**Date of planning: 03/ 11 / 2024**

**PERIOD 30:**

## **UNIT 4: ASEAN and Viet Nam**

### **Lesson 1: Getting started - At the AYVP Office**

#### **I. OBJECTIVES**

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

##### **1. Knowledge**

- Gain an overview about the topic *ASEAN and Viet Nam*.
- Gain vocabulary to talk about AYVP.
- Get to know the language aspects: Gerunds as subjects and objects.

##### **2. Competences**

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

### 3. Personal qualities

- Proud of our country and responsible for the regional issues

## II. MATERIALS

- Grade 11 textbook, Unit 4, Getting Started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. Apply (v)	/ə'plai/	to officially ask for something such as a job, a place on a course, or a loan, usually by completing a special form or writing a letter	Ứng dụng, ứng tuyển
2. Community (n)	/kə'mjuniti/	all the people who live in a particular area, or a group of people who are considered as a unit because of their shared interests or background	Cộng đồng
3. Contribution (n)	/kəntre'bjʊʃən/	something that you contribute or do to help produce or achieve with other people, or to help make something successful	Sự đóng góp, cống hiến
4. Volunteer (v/n)	/vɒlən'tiə/	to do/ a person who does something that you do not have to do, often without having been asked to do it and/or without expecting payment	Tình nguyện/ tình nguyện viên

### 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 ASEAN.
- To set the context for the listening and reading part.
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Map quiz: Guessing the countries.

##### c. Expected outcomes:

- Students can identify countries in ASEAN and their shapes.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Map quiz</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the shape of the countries.</li> <li>- Ss work in 4 groups. Each group raises their hands to take turns and guess what country it is. The group with all correct answer will get a bonus.</li> <li>- The team with the highest points is the winner.</li> </ul>	<p>Lists of countries:</p> <ul style="list-style-type: none"> <li>● Viet Nam</li> <li>● Brunei</li> <li>● Cambodia</li> <li>● Thailand</li> <li>● Laos</li> <li>● Malaysia</li> <li>● Philippines</li> <li>● Singapore</li> <li>● Myanmar</li> <li>● Indonesia</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 comprehend the new words and prepare for the listening and reading of Getting Started.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks the students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.	<b>New words:</b> 1. apply (v) 2. community (n) 3. contribution (n) 4. volunteer (v, n)

### e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' 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 AYVP.
- To help Ss identify the functions and goals of AYVP.

### b. Content:

- Task 1. Listen and read (p.42)
- Task 2. Read the conversation again and write T (True) or F (False). (p.43)
- Task 3. Match each word with its definition. (p.43)
- Task 4. Complete the sentences using words and phrases from exercise 1. (p.43)

### 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
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**Task 1. Listen and read. (5 mins)**

- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.
- Ss answer the questions in pairs.
- Teacher plays the recording twice. Ss listen and read.
- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.



**Questions:**

- What can you see in the picture?
- Who are the speakers?
- What do you think they are discussing?

**Suggested answers:**

- Girls, books, photos, AVVP, ASEAN logo
- The girls are the speakers.
- They are discussing ASEAN.

**Task 2. Read the conversation again and write T (True) or F (False). (5 mins)**

- 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.
- Ss work independently to find the answers.
- Teacher has Ss compare the answers in pairs before checking with the whole class.
- Teacher checks the answers as a class and gives feedback.

**Answer key:**

1. F (It was her cousin.)
2. T
3. F
4. F (She should be over 18.)

**Task 3. Match each word with its definition. (5 mins)**

- Teacher has Ss look at the box 1-4, a-d.
- Ss work in pairs and solve Task 3 using background knowledge.
- Check answers as a class.

**Answer key:**

- |      |      |
|------|------|
| 1. c | 2. d |
| 3. b | 4. a |

**Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)**

- Teacher tells Ss to read sentences, locate the key words in the question and the text. Focus attention on the V-ing forms.
- Teacher asks Ss to complete the sentences, using the correct verb form.
- Check answers as a class.

**Answer key:**

1. Taking part
2. promoting - helping
3. checking
4. meeting

- Elicit the gerunds	
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**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 practise speaking skills;
- To help Ss memorize the basic information about the AYVP.

**b. Content:**

- Role-play

**c. Expected outcomes:**

- Students can recall the information they have listened and read, then give a short talk about the AYVP.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 5. Role-play</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups.</li> <li>- In each group, 1 - 2 students play the role of the AYVP office's staff. Others play the role of high school students asking for detailed information about the AYVP programme.</li> <li>- Ss have 5 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> <li>- Teacher gives feedback and gives marks to the best group.</li> </ul>	<p><i>Students' own creativity</i></p>

**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**

- Prepare for the next lesson: Language.
- Prepare for the Project (Lesson 8).

**Board Plan**

*Date of teaching*

**Unit 4: ASEAN and Viet Nam****Lesson 1: Getting started****\*Warm-up**

Map quiz

**\* Vocabulary**

1. apply (v)
2. community (n)
3. contribution (n)
4. volunteer (v)

- Task 1: Listen and read.
- Task 2: True or False.
- Task 3: Match each word with its definition.
- Task 4: Complete the sentences.

**Extra activity:** Role-play

**\*Homework**