

Date of planning: 26 / 3 / 2025

PERIOD 82:

MID-TERM TEST

SỞ GD&ĐT QUẢNG NAM
TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN
(Đề có 04 trang)

KIỂM TRA GIỮA HỌC KỲ II- NĂM HỌC 2024- 2025

MÔN: TIẾNG ANH- LỚP 11

Thời gian làm bài: 60 phút

(không kể thời gian phát đề)

Họ và tên: Lớp 11/

Số báo danh:

Mã đề: 101

I. LISTENING (2.0 pts):

PART 1: *Listen to a conversation and decide whether the statements are True (T) or False (F):*

Question 1. Ecotourism allows visitors to enjoy nature while protecting the environment.

Question 2. Ecotourism encourages visitors to stay in big hotels to support local businesses.

Question 3. Visitors on eco-tours can interact closely with wild animals.

Question 4. Alberta, Canada, is a recommended ecotourism destination for mountain lovers.

PART 2: *Listen to a talk and choose the correct answer to each of the following questions:*

Question 5. When will the students have their final examinations?

A. In March

B. In June

C. In May

D. In July

Question 6. What is an alternative option besides going to university and working immediately?

A. Moving to a vocational school.

B. Attending extra classes.

C. Studying for extra years in high school.

D. Taking a year off to travel or work abroad.

Question 7. What is the first extra lesson about?

A. Applying to a university.

B. Finding a part-time job.

C. Getting some work experience.

D. Managing money.

Question 8. What is the main purpose of the talk?

A. To inform students about their final year and future choices.

B. To welcome students to a new school and introduce extra lessons.

C. To inform students when they will start a job.

D. To remind students about their exams.

II. LANGUAGE (3.0 pts):

Mark letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the correct questions.

Question 9. Social media is a powerful tool to promote _____ and preserve their value.

A. heritage sites

B. landscapes

C. wildlife habitats

D. mass tourism

Question 10. As a _____ chef, she always ensures that every dish is prepared with the

highest quality ingredients.

A. business B. original C. short D. professional

Question 11. Their _____ preservation of the old pagoda results from their dedication, hard work, and respect for cultural heritage.

A. successfully B. success C. successful D. succeed

Question 12. A lot of school-leavers opt to pursue _____ at universities to deepen their knowledge in a specific field.

A. homeschooling B. secondary education
C. vocational school D. higher education

Question 13. She's trying to get _____ the habit of cooking my meals at home rather than ordering takeout all the time.

A. in B. into C. about D. on

Question 14. It's important for teenagers to learn how to stand on their own two _____ and stop relying on their parents before they enter adulthood.

A. legs B. hands C. shoes D. feet

Question 15. The first moon landing by Neil Armstrong in 1969 was a _____ event that changed the course of space exploration.

A. historical B. sustainable C. historic D. particular

Question 16. The boys stood on the desks _____ a better view.

A. get B. to get C. getting D. to getting

Question 17. He apologized for _____ the meeting due to a last-minute emergency.

A. having miss B. having not missed C. having missed D. to have missed

Question 18. _____ well for the test, she struggled to answer the questions.

A. Not having prepared B. Having not prepared
C. Having prepared D. Having been prepared

Question 19. *Mark the letter A, B, C or D on your answer sheet to indicate the word that differs from the other three in the position of primary stress in each of the following questions.*

A. remove B. request C. preserve D. measure

Question 20. *Mark the letter A, B, C or D on your answer sheet to indicate the word whose underlined part differs from the other three in the pronunciation in each of the following question.*

A. say B. stay C. ban D. pay

III. READING (2.5 pts):

PART 1: *Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each the numbered blanks from 21 to 25.*

An important part of being an adult is becoming more independent from your parents. To become independent, you'll need to focus on your living situation, your financial resources, your budgeting behavior and possibly how you (21) _____ with your parents in your day-to-day life.

Make sure you are living somewhere other than your parents' house or in a residence that your parents have paid (22) _____. If you want to be independent and make your own

decisions about how you live, you will need to obtain your own housing that is completely separate from your parents both physically and financially.

One of the main challenges in becoming independent as an adult is acquiring a sufficient income to allow you to live without the financial assistance of your parents. This can be particularly difficult if you are still a university student, but it is not impossible. Seek scholarships and part-time jobs. If you are no longer a student, find employment that offers a salary (23) _____ can cover your expenses. Avoid relying on your parents as the first option for help of any kind. (24) _____ your parents will always be an important source of social support in your life, your parents should not be the first people you approach with requests for help, or requests for financial assistance. This means that you may never ask your parents for help again, it just means that as an (25) _____ adult, there should be other sources of support within your life that you can turn to when necessary.

(Adapted from

<https://www.tuyensinh247.com>)

Question 21: A. interact

B. develop

C. complete

D. provide

Question 22: A. in

B. at

C. on

D. for

Question 23: A. who

B. whom

C. that

D. when

Question 24: A. Because
of

B. Although

C. If

D. Because

Question 25: A. independently
dependent

B. independence

C. independent

D.

PART 2: Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the answer to each of the questions from 26 to 30.

In today's world, students have a wide variety of education options to choose from, depending on their interests, career goals, and financial resources. After completing basic education, students can opt for either academic or vocational paths, each offering unique benefits.

Academic education typically involves attending a university or college where students pursue a degree in fields like science, arts, business, or social studies. This path is ideal for students who are interested in professions that require in-depth theoretical knowledge, such as doctors, lawyers, or engineers. University education provides a broad understanding of subjects and prepares students for research or higher-level professional roles.

On the other hand, vocational education focuses on providing students with specific skills for a particular job. **This** could include training in areas like carpentry, plumbing, computer programming, or culinary arts. Vocational education is often shorter than academic programs and is ideal for students who want to **enter the workforce** quickly with hands-on skills.

Another option is online education, which has become increasingly popular in recent years. Online courses and degrees allow students to study from the comfort of their own homes and at their own pace. This flexible option is beneficial for working professionals or students in remote areas who may not have access to traditional educational institutions.

Ultimately, the choice between academic, vocational, or online education depends on individual interests, learning styles, and long-term goals.

Question 26: According to the passage, which of the following is a characteristic of academic education?

- A. It focuses on hands-on skills.
- B. It prepares students for theoretical professions.
- C. It takes less time to complete than vocational education.
- D. It is only available online.

Question 27: What is one example of a vocational education field mentioned in the passage?

- A. Medicine
- B. Engineering
- C. Carpentry
- D. Law

Question 28: The word "this" in the third paragraph refers to _____.

- A. academic education
- B. university education
- C. vocational education
- D. career goals

Question 29: The phrase "enter the workforce" in the third paragraph most likely means _____.

- A. start a business
- B. begin working in a job
- C. continue studying
- D. work from home

Question 30: What is the main idea of the passage?

- A. Different education options, such as academic, vocational, and online education, offer various benefits based on individual needs and goals.
- B. Vocational education is the best choice for all students.
- C. Online education is more effective than traditional education.
- D. Academic education is the only route to career success.

IV. WRITING (2.5pts):

PART 1: Finish each of the following sentences in such a way that it means the same as the sentence printed before it.

Question 31: Heritage tourism is a major industry in many parts of the world. (Using Cleft sentence)

→It

Question 32: Ngoc was the youngest member that competed at the 30th SEA Games in the Philippines in 2019. (Using To infinitive clause)

→Ngoc.....
.....

Question 33: When the students completed the project, they celebrated with a party. (Using Perfect participle clause)

→.....
.....

PART 2: Write a leaflet (90-110 words) to inform students about the challenges facing Bai Choi singing and offer some solutions. Use the suggested ideas below to help you.

Problems	Solutions
<ul style="list-style-type: none">- Little appreciation for traditional music.- Lack of chances to perform......	<ul style="list-style-type: none">- Using social media.- Introducing Bai Choi singing in schools. (Teaching Bai Choi singing in music or literature classes/ Organizing extracurricular activities)

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Preserve Bai Choi singing for future generations!	Problems	Solutions
<p>Bai Choi singing is a significant part of Vietnamese culture. It is a unique folk music tradition that has been passed down from generation to generation. Recognizing its cultural importance, The UNESCO listed Bai Choi singing as a part of the Intangible Cultural Heritage of Humanity on December 7th 2017. Despite this recognition, Bai Choi singing is facing numerous challenges that threats its survival. We need to adopt effective measures to promote this traditional art form.</p>

-THE END-

Date of planning: 31 / 3 / 2025

PERIOD 83:

UNIT 9: SOCIAL ISSUES

Lesson 1: A social awareness club meeting

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *social issues*.
- Understand and use words and phrases related to social issues.

2. Competences

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

3. Personal qualities

- Understand the effect of social issues.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 9, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning
1. Awareness (n)	/ə'weɪ.nəs/	knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience
2. Campaign (n)	/kæm'peɪn/	a planned group of especially political, business, or military activities that are intended to achieve a particular aim
3. Bully (v)	/'bʊl.i/	to hurt or frighten someone, often over a period of time, and often forcing that person to do something they do not want to do

4. peer pressure (n)	/ˈpiə ˌpreʃ.ər/	the strong influence of a group, especially of children, on members of that group to behave as everyone else does
5. body shaming (n)	/ˈbɒd.i ˌʃeɪ.mɪŋ/	criticism of someone based on the shape, size, or appearance of their body

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Quiz: Multiple choice.

c. Expected outcomes:

- Students can have an overview of global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
QUIZ - Teacher shows the quiz.	List of answers: 1. Homelessness 2. Climate change 3. School violence/ bullying

<ul style="list-style-type: none"> - Ss work in 4 groups. Each group raise hands to take turn and answer the multiple-choice questions. The team gains bonus with every correct answer. - The team with highest points is the winner. 	4. Childhood obesity
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e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students 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
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	New words: <ol style="list-style-type: none"> 1. Awareness (n) 2. Campaign (n) 3. Bully (v) 4. peer pressure (n) 5. body shaming (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on 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 global warming.
- To help Ss identify the causes and consequences of global warming.

b. Content:

- Task 1: Listen and read (p.100)
- Task 2. Who suggests the following ideas? Tick (✓) the correct box. (p.101)
- Task 3. Find five social issues in 1. use the pictures and hints below to help you. (p.101)
- Task 4. Complete the summary with words from task 1. (p.101)

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
Task 1. Listen and read. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to open their books. - Ask Draw Ss' attention to the illustration ... Ask Ss to skim through the conversation and ask, e.g. Who are the speakers? (Nam, Mai and Mark) What do you think they are discussing? (Social issues). - Play the recording twice for Ss to listen and read silently along. Have Ss underline words / phrases related to social issues. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on two or three pairs of Ss to read the conversation aloud. 	<i>Students' performance.</i>
Task 2. . Who suggests the following ideas? Tick (✓) the correct box. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the conversation again. - Ask Ss to identify and underline the key words in the statements in the tables. Then have them read the conversation again and locate the part that contains information about each statement. Have them compare the information with each statement in the table. - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. 	Answer key: 1. Mai 2. Nam 3. Mark/Nam
Task 3. Find five social issues in 1. use the pictures and hints below to help you. (5 mins)	
<ul style="list-style-type: none"> - Have Ss look at the pictures and the first letters of the missing words. Explain that these words are related to social issues and they are all in the conversation in Activity 1. - Ask Ss to write down the words. - Check answers as a class. - Explain the meaning of any words Ss don't know or find hard to understand, e.g. What is peer 	Answer key: 1. poverty 2. crime 3. overpopulation 4. bullying 5. peer pressure 6. body shaming

pressure? (Pressure from people of your age or social group to behave like them to be liked or accepted)	
Task 4. Complete the summary with words from task 1. (p.101). (5 mins)	
<ul style="list-style-type: none"> - Tell Ss to read the summary. - Ask Ss to complete the sentences, using words from Activity 1. - Check answers as a class. - Elicit what type of linking words and phrases there are, i.e., to show contrast (although, however), and to indicate reasons (because). 	Answer key: <i>1. although 2. However 3. because</i>

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practice speaking skills.
- To help Ss memorize the basic knowledge on effect of social issues.

b. Content:

- Discussion, project preparation

c. Expected outcomes:

- Students can plan activities for a campaign to raise people's awareness about a social issue.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Discussion <ul style="list-style-type: none"> - Ss open their books at the last page of Unit 9, the Project section, look at the picture and say what the topic of the project is (A social awareness campaign). - Explain the project requirements: Ss will have to design and give an oral presentation about a campaign to raise people's awareness about different social issues in your community. Each group is responsible for planning activities for one social issue. The presentation should discuss (1) what the social issue is and how it affects the community; (2) who will participate in the campaign, and who can help to fix this issue; (3) the activities in the campaign; and (4) the goals of the 	<i>Students' own creativity.</i>

<p>campaign. The class will listen and vote for the best presentation.</p> <ul style="list-style-type: none"> - Suggest the steps Ss should follow: 1) Collecting information (searching the Internet, reading newspapers, etc.); 2) Illustrate their ideas on computer or on posters etc. 3) Rehearse for the oral presentation. - Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work. - Help Ss set deadlines for each task and support them throughout the process. - In each of the next lessons, help Ss work on the structure of their presentation. Encourage them to prepare some notes to refer to when they speak. - Ss practice their presentation in their group for 5-10 minutes. Encourage groups to meet after classes for further practice so that they can be well-prepared for their group presentations in the last lesson. 	
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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

- Prepare for the next lesson

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">UNIT 9: SOCIAL ISSUES</p> <p style="text-align: center;">Lesson 1: A social awareness club meeting</p> <p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. Awareness (n) 2. Campaign (n) 3. Bully (v)
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4. peer pressure (n)

5. body shaming (n)

- Task 1: Listen and read (p.100)

- Task 2. Who suggests the following ideas? Tick (✓) the correct box. (p.101)

- Task 3. Find five social issues in 1. use the pictures and hints below to help you.
(p.101)

- Task 4. Complete the summary with words from task 1. (p.101)

- Task 5: Discussion

***Homework**

Date of planning: 1 / 4 / 2025

PERIOD 84:

UNIT 9: SOCIAL ISSUES

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use intonation appropriately to speak with a natural rhythm.
- Understand and use words and phrases related to social issues.
- Use linking words and phrases correctly.

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

- Understand how to use intonation in choice questions.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 9, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Intonation in choice questions
Choice questions are questions that include a list of choices. Each choice mentioned before the word 'or' has rising intonation at the end, while the last one has falling intonation at the end.

We use linking words and phrases to connect ideas, clauses, or sentences. Below are some common linking words and phrases:	
To add ideas and information	Besides (this/that), ... Moreover, ... In addition (to + noun or gerund), ...
To contrast ideas	However, ... Although ..., ... In spite of/ Despite (noun or gerund), ... By contrast, ...

To give reasons	Because ..., ... Because of (noun or gerund), ... As/Since ...,
To show results	As a result, ... As a consequence, ... Therefore, ...

Form	Pronunciation	Meaning
1. Violent (adj)	/'vaɪə.lənt/	using force to hurt or attack
2. Drug (n)	/drʌg/	any natural or artificially made chemical that is used as a medicine
3. Alcohol (n)	/'æɪ.kəl.həl/	a clear liquid that can make you drunk, also used as a solvent (= a substance that dissolves another) and in fuel and medicines
4. Crime (n)	/kraɪm/	an action or activity that is against the law, or illegal activity generally

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Mini game

c. Expected outcomes:

- Students can have an overview of global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Listen & Answer - Students work in 4 groups. - Ss will hear and find the words/ phrases with raised voice in 3 sentences below. - Raise your hands to get turn and answer.	Answers: 1. <i>Thanks- really</i> 2. <i>Train- ten</i> 3. <i>You- your sister- always argue</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise the intonation in choice questions..

b. Content:

- **Task 1:** Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (p.101)
- **Task 2:** Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (p.101)

c. Expected outcomes:

- Students can speak with a natural rhythm.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (5 mins)	
- Tell Ss that they are going to listen to some sentences from Getting started. - Play the recording and have Ss pay attention to the rising tone and the falling tone in each intonation pattern. - Play the recording again and have Ss repeat. - Ask Ss to read the notes in the Remember! box. Check understanding by asking individual Ss to list the choices before and after the word 'or' in each question. - Ss practise saying the questions in pairs.	Students' performance
Task 2: Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (7 mins)	
- Ask Ss to read quickly through the sentences. Check understanding.	Answer key: 1. Is peer pressure good ↗or bad↘?

<ul style="list-style-type: none"> - Have Ss work in pairs to take turns to read each sentence aloud. Ask them to pay attention to the rising and falling tones on the choices. - Ask Ss to mark the falling and rising tones in each question. - Check answers by asking Ss to draw the correct arrows for each question on the board. - Have Ss practise them in pairs. 	<p>2. Is this a social ↗ or environmental issue↘?</p> <p>3. Should our campaign focus on poverty↗, crime↗ or climate change↘?</p> <p>4. Do you talk to your parents↗, share problems with your friends↗ or ask your teachers for advice ↘</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 and phrases related to social issues.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Find five words in the word search and write them next to the correct definition. use the glossary (page 130) to help you. (p.102)
- **Task 2.** Complete the sentences using the correct forms of the words in task 1 (p.102)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<p>1. Violent (adj)</p> <p>2. Drug (n)</p> <p>3. Alcohol (n)</p> <p>4. Crime (n)</p>
Task 1. Find five words in the word search and write them next to the correct definition. use the glossary (page 130) to help you. (6 mins)	
<ul style="list-style-type: none"> - Tell Ss that the words / phrases in the activity are related to social issues. - Have Ss find five words in the wordsearch. Encourage Ss to look at the definitions below the wordsearch to have a better understanding of the words. - If necessary, T does the first one as an example before asking Ss to do the rest. 	<p>Answer key:</p> <p>1. Violent 2. Drug 3. Alcohol 4. Campaign 5. Bully</p>

- Check answers as a class.	
Task 2. Complete the sentences using the correct forms of the words in task 1 (6 mins)	
<ul style="list-style-type: none"> - Tell Ss to read the sentences carefully and decide which word in Activity 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Check answers as a class. Confirm the correct answers. - Ask some Ss to read the complete sentences. 	Answer key: 1. alcohol 2. bullied 3. drugs 4. violent 5. campaign

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise different types of linking words or and phrases.
- To help Ss practise using linking words/phrases.

b. Content:

- **Task 1.** Connect these sentences, using linking words or phrases. (p.102)
- **Task 2.** Work in pairs. add more sentences to each item. use different linking words and/or phrases. (p.102)

c. Expected outcomes:

- Students know how to use linking words/phrases in sentences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Connect these sentences, using linking words or phrases. (6 mins)	
<ul style="list-style-type: none"> - Encourage Ss to study the Remember! box. Tell them that there are several types of linking words/phrases with different meanings (i.e. to add ideas, to contrast ideas, to give reasons, and to show results) and sentence structure (i.e. some words/phrases are followed by a clause, while others are followed by nouns or gerunds; some are used to connect two dependent clauses of a sentence, while others can be used to connect two sentences or independent clauses). Give some examples to illustrate these differences. - Ask Ss to match the two parts to link the sentences. Tell them to pay attention to the meaning of each linking word/phrase and the relationship between the parts of the sentences, e.g. 1. "moreover" indicates an addition of ideas and information. - Check answers as a class. Go through each item and ask Ss to explain why they linked the two sentences or clauses, e.g. 	Answer key: 1. b 2. c 3. a 4. d

1. 1 goes with b because b adds more ideas (that victims of bullying often prefer to be silent) to 1.	
Task 2. Work in pairs. add more sentences to each item. use different linking words and/or phrases. (7 mins)	
<ul style="list-style-type: none"> - Ask Ss to fill in the blanks using linking words or phrases. Tell them to pay attention to the meaning of each sentence and the linking words/phrases. - Check answers as a class by having individual Ss read aloud the completed sentences and explain why they have used the linking word or phrase, e.g., 1. I used as a result (Therefore) here because the second sentence gives the result of the action in the first sentence (i.e., some people become violent after drinking alcohol). 	<p><i>Suggested answer:</i></p> <p>1 As a result/As a consequence /Therefore</p> <p>2. However</p> <p>3. Moreover / In addition / Besides</p> <p>4 However / In spite of this / Despite this</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 on workbook.
- Prepare for Lesson 3. Reading.

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 9: SOCIAL ISSUES</p> <p>Lesson 2: Language</p> <p>*Warm-up</p> <p>Mini game</p> <p>* Pronunciation</p> <ul style="list-style-type: none"> - Task 1: Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (p.101) - Task 2: Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (p.101) <p>* Vocabulary</p> <ul style="list-style-type: none"> - Task 1: Find five words in the word search and write them next to the correct definition. use the glossary (page 130) to help you. (p.102) - Task 2. Complete the sentences using the correct forms of the words in task 1 (p.102) <p>* Grammar</p> <ul style="list-style-type: none"> - Task 1. Connect these sentences, using linking words or phrases. (p.102) - Task 2. Work in pairs. add more sentences to each item. use different linking words and/or phrases. (p.102) <p>*Homework</p>
