

Date of planning: 15/ 9 / 2025

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
<b>Kahoot game</b> <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>	Link: <a href="https://create.kahoot.it/details/281388ba-8d64-465e-8a20-0b39b721e390">https://create.kahoot.it/details/281388ba-8d64-465e-8a20-0b39b721e390</a>

**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. (4 mins)</b>	
<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>	<b>Answer key:</b> B - D - C - A - E - F
<b>Useful expressions (5 mins)</b>	
<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> </ul>	<b>List of expressions:</b> <b>- Greeting</b>

<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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> <li>+ <i>Do you want to ...</i></li> <li>- <b>Closing</b></li> <li>+ <i>See you again,</i></li> <li>+ <i>See you soon,</i></li> <li>+ <i>Write back soon,</i></li> <li>+ <i>Bye,</i></li> <li>+ <i>Love,</i></li> </ul>
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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> </ul>	<b>Suggested answer:</b> <i>Hi Mai,</i>

<ul style="list-style-type: none"> <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>	<p><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? Please tell me if I need to buy something in advance to prepare for the meal.</i></p> <p><i>See you soon,</i></p> <p><i>Linda.</i></p>
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#### **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
<b>Cross-checking</b> <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>	<b>Writing rubric</b> <ol style="list-style-type: none"> <li>1. Organization: .../10</li> <li>2. Legibility: .../10</li> <li>3. Ideas: .../10</li> <li>4. Word choice: .../10</li> <li>5. Grammar usage and mechanics: .../10</li> </ol> <p><b>TOTAL: .../50</b></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.

### **Board Plan**

*Date of teaching*

**Unit 1: A long and healthy life**

**Lesson 6: Writing – A short message**

**\*Warm-up**

- Task 1. Put the parts in the correct order.

**\* Useful expressions**

Task 2. Write a sentence to express each message below. Begin with the words given.

Task 3. Write a short message to reply to the one in Task 1.

**\* Cross-checking**

**\*Homework**

Date of planning: 15/ 9 / 2025

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

Form	Pronunciation	Meaning	Vietnamese equivalent
1. tuberculosis (n)	/tjuːˌbɜːkjuˈləʊsɪs/	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)	/'ɔːɡənɪzəm/	a living thing, especially one that is extremely small	loài sinh vật
3. diameter (n)	/daɪˈæmɪtə(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)	/,æntɪbaɪ'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
<b>Game: Mysterious creature</b> <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>	<b>Clues:</b> <ol style="list-style-type: none"> <li>1. The kind of education that takes place over the Internet</li> <li>2. 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</li> <li>3. A covering for your face or for part of your face</li> <li>4. A set of measures aiming at stopping the spread of an infectious disease, based on staying away from other people as much as possible.</li> </ol>

	<b>Answer key:</b> 1. <i>Online learning</i> 2. <i>Vaccine</i> 3. <i>Mask</i> 4. <i>Social distancing</i> <b>KEY WORD:</b> <i>Corona virus</i>
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**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>	<b>Answer key</b> 1. <i>A</i> 2. <i>C</i> 3. <i>B</i> 4. <i>D</i>
<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> </ul>	<b>Useful expressions</b> <b>- Offering help:</b> + <i>Can I give you a hand?</i> + <i>Can I help you with ...?</i> + <i>Let me help you with ...</i>



<ul style="list-style-type: none"> <li>- T asks if Ss can add some more expressions.</li> </ul>	<ul style="list-style-type: none"> <li>+ <i>What can I do for you?</i></li> <li>+ <i>Is there anything (else) I can do for you?</i></li> <li>- <b>Responding to offers</b></li> <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> <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><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> <p>B: <i>Thanks for your help.</i></p> <p>2.</p> <p>B: <i>Can I help you with anything, Madam?</i></p> <p>A: <i>Oh, please. I'm looking for some food which is healthy for my family.</i></p> <p>B: <i>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>A: <i>That's very kind of you.</i></p> <p>B: <i>You're welcome.</i></p>

#### 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</b> (4 mins)																	
<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>	<b>New words</b> 1. tuberculosis (n) 2. organism (n) 3. diameter (n) 4. antibiotic (n) 5. cell (n)																
<b>Task 1. Read the text and complete the comparison table below.</b> (6 mins)																	
<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><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>	<b>Answer key:</b>																
	<table><tr><th></th><th>Bacteria</th><th>Viruses</th></tr><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></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														
	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															
<b>Task 2. Discuss in pairs. What would you say to these people?</b> (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></ul>	<b>Suggested answers:</b> - 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. - 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																

- 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.	<i>nutrients, some can help to decompose rubbish in nature). Therefore, we should not try to get rid of them all.</i>
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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>- 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>	<p><b>Diseases caused by viruses:</b></p> <ul style="list-style-type: none"> <li>• AIDS</li> <li>• Common cold</li> <li>• Ebola</li> <li>• Genital herpes</li> <li>• Influenza</li> <li>• Measles</li> <li>• Chickenpox and shingles</li> <li>• Coronavirus disease 2019</li> </ul> <p><b>Diseases caused by bacteria</b></p> <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Pneumonia</li> <li>• Cholera</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. Via vectors like objects we have touched through sneezing or coughing</li> <li>2. 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</li> </ol>

**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.

#### Board Plan

*Date of teaching*

**Unit 1: A long and healthy life**

**Lesson 7: Communication and Culture / CLIL**

**\*Warm-up**

**\* Everyday English: Offering help and responding to offers**

- Task 1. Listen and complete the conversation with the expressions in the box.
- Task 2. Make similar conversations for these situations.

**\* CLIL (Biology): Bacteria and viruses**

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

**\* Further Practice**

Watch a video about Conona virus

**\*Homework**

Date of planning: 15/ 9 / 2025

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

Anticipated difficulties	Solutions
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
<b>Game: Lucky number</b> <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>	<b>Suggested words:</b> <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
<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>	
<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> </ul>	<b>Notes:</b> <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> <b>Answer key</b>

<ul style="list-style-type: none"> <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>	1. B - A 2. B - A
<b>Task 2: Fill in each gap with one word. (4 mins)</b>	
<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> <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>	<b>Answer key</b> 1. <i>cut</i> 2. <i>suffer</i> 3. <i>Working</i> 4. <i>balanced</i> 5. <i>treatment</i>
<b>Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (4 mins)</b>	
<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>	<b>Answer key:</b> 1. A ( <input type="checkbox"/> <i>went</i> ) 2. A ( <input type="checkbox"/> <i>was</i> ) 3. B ( <input type="checkbox"/> <i>when</i> ) 4. B ( <input type="checkbox"/> <i>haven't/ have not done</i> )

#### 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
<b>Instructions (given in Lesson 1 – Getting Started)</b>	
<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> </ul>	

<ul style="list-style-type: none"> <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>
<b>Students' presentations</b>	
<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.

## Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 1: A long and healthy life</b></p> <p style="text-align: center;"><b>Lesson 8: Looking back and project</b></p> <p><b>*Warm-up</b></p> <p><b>* Looking back</b></p> <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Vocabulary</li> <li>- Language</li> </ul> <p><b>* Project: Healthy habits posters</b></p> <p><b>*Homework</b></p>
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