

REVIEW 1

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 1, 2 and 3.

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, Review 1
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Explain expectations for each task in detail. Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To revise the vocabulary related to the topic of Unit 1, Unit 2 and Unit 3.

b. Content:

- Miming game: Students describe the words without saying them and then guess the words that they have learnt in 3 units.

c. Expected outcomes:

- Students can recall the important new words that they have learnt.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
MIMING GAME - Teacher lists out some key words of Unit 1, Unit 2 and Unit 3. - Teacher has a volunteer come to the front then whispers one of the words into his/her ears. - Ss have to draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point. - The class plays the game together. - T checks if the answers are correct or incorrect and leads in the lesson.	Suggested words: <i>squat, star jump, bacteria, conflict, curious, screen time, infrastructure, skyscraper</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss review strong and weak forms, contractions and consonant-to-vowel linking and provide further pronunciation practice.

b. Content:

- Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (∪). Practise saying the conversation in pairs. (p.38)

c. Expected outcomes:

- Students can identify the strong and weak forms of auxiliary verbs, recognize contracted forms and revise how to link final consonants to initial vowels.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (∪). Practise saying the conversation in pairs. (p.38)	
- Teacher plays the recording for Ss to listen and do the activity individually. Then have them compare their answers in pairs. - Teacher plays the recording again, pausing after each sentence for Ss to check their answers. - Teacher writes the marked sentences on the board if necessary. - Ss work in pairs to practise the conversation.	Answer keys: A: What's ∪ it like living in ∪ a skyscraper? B: It's great. I can ∪ enjoy the best views ∪ of the city from my sofa. A: Do you have ∪ a balcony? B: No, I don't. But ∪ I have huge windows.

Extension: Teacher asks Ss to choose a text from previous units. Mark any weak/strong/contracted forms and linked sounds, and practise it in pairs.

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 check if students can use words and phrases related to the topics that they have learnt in Unit 1, 2 and 3.

b. Content:

- Task 1: Choose the correct answer A, B, C or D to complete the following sentences (p.38)
- Task 2: Solve the crossword. (p.39)

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
Task 1. Choose the correct answer A, B, C or D to complete each of the following sentences. (6 mins)	
- Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers.	Answer key: 1. A 2. B 3. C 4. D 5. B 6. C
Task 2. Solve the crossword. Use words or phrases you have learnt in Units 1, 2, and 3. The first letters are given to help you. (6 mins)	
- Teacher asks Ss to do the activity individually, then compare answers in pairs. - Teacher tells Ss that they have learnt all the words and phrases in Unit 1, 2 and 3. The first letters are given to help them find the answer more easily. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. - Extension: Invite individual Ss to add other topic-related words they have learnt from Unit 1 to Unit 3. Make sure there	Answer key: DOWN 1. skyscrapers 2. dwellers ACROSS 3. treatment 4. values 5. screen time 6. strength

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.

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 review past simple and present perfect and provide further grammar practice.
- To help Ss review linking verbs and stative verbs in the continuous form and provide further grammar practice.
- To help Ss review modal verbs *must*, *have to* and *should* and provide further grammar practice.

b. Content:

- Task 1. Complete the sentences with the correct forms of the verbs in brackets. (p.39)
- Task 2. Choose the correct words or phrases. (p.39)
- Task 3. Choose the correct answer A, B, C or D to complete each of the following sentences (p.39)

c. Expected outcomes:

- Students know how to use the past simple or the present perfect, review linking verbs and stative verbs in continuous form and distinguish the use of modal verbs.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Complete the sentences with the correct forms of the verbs in brackets. (4 mins)	
- Teacher asks Ss to read the sentences and check comprehension. - Ss complete the sentences individually with the correct form of the verbs in brackets. - Teacher checks answers by having individual Ss call out the verb forms first, then read the complete sentences. - Teacher confirms the correct answers.	Answer key: 1. took up 2. has just decided 3. have won 4. started 5. have received 6. have already shown
Task 2. Choose the correct words or phrases. (5 mins)	
- Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class.	Answer key: 1. angry 2. I'm thinking / stressed

- Teacher confirms the correct answers. - Extension: Put Ss into two teams. Have Team 1 write sentences using stative verbs describing feelings, emotions, thoughts, or senses, e.g. <i>I think I need a holiday</i>. Team 2 should write sentences using stative verbs in the continuous form, e.g. <i>I'm seeing my cousin tomorrow</i>. Then have teams swap their sentences and try to write new sentences using the same verb, but changing its meaning to an action or a state, e.g. <i>I'm thinking about my next holiday</i>. <i>I don't see the house now</i>.	3. <i>Do you remember</i> 4. <i>is getting / do you think</i>
Task 3. Choose the correct answer A, B, C or D to complete each of the following sentences. (4 mins)	
- Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers.	Answer key: 1. A 2. B 3. C 4. D 5. C 6. B

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 reviewed in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Review 1 - Lesson 2. Listening and Speaking.

Board Plan

<i>Date of teaching</i> REVIEW 1 Lesson 1: Language *Warm-up Miming game - Pronunciation - Vocabulary Task 1. Choose the correct answer. Task 2. Solve the crosswords - Grammar

Task 1. Complete the sentences.

Task 2. Choose the correct words or phrases.

Task 3. Choose the correct answer.

***Homework**

REVIEW 1

Lesson 2: Skills - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Practise listening for main ideas and listening for specific information about life expectancy

2. Core competence

- Develop critical thinking skill;
- 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.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Explain expectations for each task in detail. Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can listen for comprehension and answer the given questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watch a video - Teacher asks Ss to watch a short video and try to remember the information in the video. - After the Ss listen, teacher shows each question, one by one. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson. Link: https://www.youtube.com/watch?v=FttJiqfURB8	Questions: 1. <i>What is the trend of life expectancy all over the world?</i> 2. <i>Which regions in the world have high life expectancy?</i> 3. <i>Which regions in the world have low life expectancy?</i> Suggested answers: 1. <i>It has been an increasing trend from 1738 to 2015.</i> 2. <i>North America, Western Europe, Australia, Japan</i> 3. <i>Some parts of Africa</i>

e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: LISTENING (18 mins)

a. Objectives:

- To practise listening for main ideas
- To practise listening for specific information

b. Content:

- **Task 1.** Listen to a talk about life expectancy. Put the topics in the order you hear them. (p.40)
- **Task 2.** Listen again and choose the correct answer A, B or C. (p.40)

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and reorder the key information.
- Students can identify specific information of the listening and choose correct answers for the questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a talk about life expectancy. Put the topics in the order you hear them. (6 mins)	
- Teacher focuses Ss' attention on the picture. Ask, <i>What do you think the listening text will be about?</i> to elicit the topic of life expectancy. - Teacher checks if Ss understand how to do the activity, i.e. number the points in the correct order. - Teacher plays the recording once for Ss to listen and put the information in order. - Teacher checks Ss' answer as a class.	Answer key: 1. C 2. A 3. D 4. B
Task 2. Listen again and choose the correct answer A, B or C. (6 mins)	
- Teacher has Ss read through the questions and the options. Make sure Ss understand the questions. - Teacher elicits tips for approaching multiple choice questions, <i>e.g. be careful about distractors - words given in the choices that Ss hear in the listening, but are not the answers, pay attention to paraphrases and synonyms, e.g. over = more; above = over; get access to sth = sth is available; break bad habit = stop doing things that are bad for health.</i> - Teacher plays the recording and has Ss listen and choose their answers. - Teacher asks Ss to check their answers in pairs. - Teacher confirms the correct answers as a class.	Answer key: 1. A 2. C 3. B 4. B 5. C
Extra activity (6 mins)	
- Teacher puts Ss into groups. - Teacher plays the recording and has them take notes. - Teacher gives groups a few minutes to discuss and plan their talks about life expectancy. - Teacher invites some groups to present their talks in front of the class. - Teacher praises groups whose talks include correct facts and all the points.	

e. Assessment

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

3. ACTIVITY 2: SPEAKING (19 mins)

a. Objectives:

- To help Ss develop ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

b. Content:

- **Task 1:** Work in pairs. Discuss what future cities should have so that city dwellers can live a long and healthy life. Fill in the diagram. (p.40)

- **Task 2.** Work in groups. Compare your diagrams. Discuss which is the most important thing that will help people to live a long and healthy life in the cities of the future. (p.40)

c. Expected outcomes:

- Students come up with good ideas and are able to decide on the most important thing that will help people to live a long and healthy life in the cities of the future.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss what future cities should have so that city dwellers can live a long and healthy life. Fill in the diagram. (9 mins)	
- Teacher has Ss read through the instructions and write down the discussion question on the board if necessary. - Teacher asks them to work in pairs to discuss the suggestions in the diagram and add more ideas to complete it. - Teacher walks around the class to offer help if necessary. - Teacher invites some pairs to present their completed diagrams in front of the class.	<i>Students' suggested answers:</i> - <i>smart buildings with sensor technology to reduce waste and save resources</i> - <i>AI technologies to improve people's safety and security</i> - <i>green space with more pedestrian zones and cycle paths</i>
Task 2. Work in groups. Compare your diagrams. Discuss which is the most important thing that will help people to live a long and healthy life in the cities of the future. (10 mins)	
- Teacher has Ss work in groups and discuss the most important thing that will help people to live a long and healthy life in the cities of the future. - Teacher walks around the class to offer help if necessary. - Teacher invites some groups to present a summary of their group discussion to the class.	<i>Student's answers</i> <i>Discussion sample:</i> <i>A: There are a lot of things that will help people to live a long and healthy life in future cities. In your opinion, what's the most important thing, B?</i> <i>B: Well, I think people in future cities really need green space with more pedestrian zones and cycle paths.</i> <i>C: I totally agree with B. These are necessary for a healthy life. People need a space where they can walk or cycle regularly and safely.</i> <i>A: I can't agree more. Exercising outdoors is good for people both physically and mentally.</i> <i>Report sample:</i> <i>In our group, we all agree that green space with more pedestrian zones and cycle paths is the most important thing that will help people to live a long and healthy life. When there are more pedestrian zones and cycle paths in outdoor space, city dwellers will want to</i>

	<i>exercise more. This will help them to stay healthy and live longer.</i>
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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 Review 1 - Lesson 3. Reading and Writing.

Board Plan

Date of teaching

REVIEW 1

Lesson 2: Skills

***Warm-up**

Watch a video

Listening

- Task 1. Listen and put the information in the correct order.
- Task 2. Listen and choose the correct answer A, B or C.
- Task 3. Extra activity.

Speaking

- Task 1. Fill in the diagram.
- Task 2. Discussion.

***Homework**

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.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Explain expectations for each task in detail. Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

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
Brainstorming - Teacher shows a picture to all students  - Teacher asks Ss some questions: + <i>What can you see in the picture? Can you describe it?</i> + <i>What do you think about the phenomenon in the picture?</i> - Teacher checks Ss' answer and delivers the task. - Ss work in groups and discuss the question: <i>Where does the generation gap come from?</i> - Teacher asks each group to report their ideas. - Teacher corrects the answers and gives feedback.	Suggested answers: <i>Where does the generation gap come from?</i> - differences in interests - differences in habits - differences in viewpoints - lack of time for each other - impose decisions on children - compare children with others

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
Task 1. Read the text. Match the headings (A-C) with the paragraphs (1-3) (6 mins)	

- Teacher has Ss read through the three headings and the text. - Teacher asks Ss to do the matching individually, then puts them into pairs to compare their answers. - Teacher confirms the correct answers. - 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.	Answer key: 1. C 2. A 3. B
Task 2. Read the text again and decide whether the following statements are true or false (6 mins)	
- Teacher asks Ss to read through the statements and checks understanding of the vocabulary. - Teacher tells Ss to underline the key information in each statement. - 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> - Teacher has Ss read the text again and look for the information to decide whether each of the statements is true or false. - Teacher has Ss compare their answers in pairs. - Teacher checks answers as a class.	Answer key: 1. T 2. F (<i>they see things differently</i>) 3. F (<i>busy schedules prevent them from spending time together</i>) 4. T 5. T
Task 3. Extra activity (6 mins)	
- Teacher divides Ss into groups. - 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> - In stronger classes, ask Ss to close their books.	

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: <i>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.</i>

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

Date of teaching

REVIEW 1

Lesson 3: Skills – Reading and Writing

***Warm-up**

Brainstorming

Reading

- Task 1: Match the headings (A-C) with the paragraphs (1-3)
- Task 2: True or False
- Task 3: Extra activity

Writing

Write an opinion essay.

***Homework**