

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN
TỔ: NGOẠI NGỮ
Giáo viên soạn: PHẠM THỊ THU TUYẾT
Ngày soạn: 04/9/2026
Lớp dạy: 11/4, 11/9

Period 1

INTRODUCING THE PROGRAMS OF ENGLISH 11

A. Aims:

- Help Ss to know about the English book grade 11 in general. (Including themes, tests, lessons etc.)
- Introduce how to do an oral test, a fifteen - minute tests and a written test.
- Some requires of student to study well English.
- To help Ss have the opportunities to develop their oral fluency.
- To introduce the theme and units.
- By the end of the lesson, students will be able to:
 - + Know about the English book grade 11 in general.

B. Preparations:

- Teacher: Handouts, textbook, and chalks.
- Students: Textbook.

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

[illegible]

--	--	--

E. Experience:

.....

.....

.....

UNIT 1: A LONG AND HEALTHY LIFE

Period 2

Lesson 1: Getting started – A healthy lifestyle

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

4. Digital Competences (NLS):

- **1.1NC1b:** Apply search techniques to retrieve data, information, and digital content related to healthy habits.
- **3.1NC1b:** Demonstrate self-expression by creating and editing digital content (e.g., digital posters or short health clips) for the unit project.

II. MATERIALS

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Categorizing game: Classify healthy and unhealthy activities

NLS 1.1NC1b: Students practice identifying information needs regarding healthy/unhealthy habits.

c. Expected outcomes:

- Students can distinguish healthy and unhealthy activities

d. Organization:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Categorizing game	Lists of activities: - <i>Healthy lifestyle</i>

- Task Ss to play a game and give the rule - Ss work in groups. Each group is given small pieces of paper on which activities of healthy and unhealthy lifestyle are written. - Each group has to classify them into correct categories. The first team to complete the task correctly is the winner. - Teacher check the correct answers.	+ <i>Eat fruits and vegetables</i> + <i>Drink enough water</i> + <i>Have a balanced diet</i> + <i>Get regular exercise</i> + <i>Avoid tobacco and drugs</i> + <i>Get enough good sleep</i> - <i>Unhealthy lifestyle</i> + <i>Stay up late</i> + <i>Eat late in the evening</i> + <i>Eat too much sodium</i> + <i>Have excessive screen time</i> + <i>Overuse painkillers and sedatives</i> + <i>Eat fast food</i>
---	--

2. PRESENTATION (7 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	New words: 1. (to) work out 2. (be) full of 3. diet (n) 4. balanced (adj) 5. fit (adj)

3. PRACTICE (20 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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. 2 Ss read the conversation aloud. - Teacher checks Ss' prediction.	 Questions: - What can you see in each picture? - Who are the speakers? - What do you think they are discussing? Suggested answers: - Water, vegetables, tape measure - Nam and his friend Mark are the speakers. - They are discussing a healthy lifestyle.
Task 2. Read the conversation again and decide whether the following statements are true (T) or false (F). (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. - 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 (Nam used to eat a lot of fast food and have bad habits.) 2. T 3. T
Task 3. Fill in the blanks to make phrases from Task 1 with the following meanings. (5 mins)	
- Teacher has Ss look at the box 1-4. Explain that these words are part of phrases related to healthy lifestyles and they are all in the conversation in Task 1. - Ss read the definitions and the words in the boxes so that the phrases on the left match the definitions on the right. Underline the phrases in the conversation. - Ss represent individually - Check answers as a class.	Answer key: 1. energy 2. habits 3. regular 4. balanced
Task 4. Complete the text based on the conversation in Task 1. Use the correct forms of the verbs in brackets. (5 mins)	

- Teacher tells Ss to read the summary. Focus attention on the verbs in brackets. - Teacher asks Ss to complete the sentences, using the correct verb form. In weaker class, teacher may have Ss refer to the conversation in Task 1. - Ss represent individually - Check answers as a class. Elicit the verb tenses, i.e. Past Simple and Present Perfect	Answer key: 1. <i>ate</i> 2. <i>has started</i> 3. <i>(has) given</i> 4. <i>visited</i> 5. <i>has just celebrated</i>
--	---

4. PRODUCTION (10 mins)

a. Objectives:

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

b. Content:

- Role play

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Role-play	
- Teacher asks Ss to work in groups. + In each group, one student plays the role of grandpa who is in his 90s and still very strong and healthy. Others are grandchildren. + Grandpa is giving advice on how to be healthy. - Ss have 3 minutes to prepare for the role-play. - 1 or 2 groups come to the stage and do the role-play. - Teacher gives feedback and gives marks to the best group.	<i>Students' own creativity</i>

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Write a short paragraph about how to keep fit and stay healthy.
- Prepare for the project in Lesson 8
- **Digital Assignment (NLS 3.1NC1b):** Prepare for the Project in Lesson 8 by creating a digital infographic or a 30-second "Healthy Tip" video using tools like Canva or CapCut.

Note:.....

UNIT 1: A LONG AND HEALTHY LIFE

Period 3

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

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

2. Core competence

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

3. Personal qualities

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

4. Digital Competence (Năng lực số):

- **1.1NC1a:** Identify information needs; find data, information, and digital content in a digital environment to meet information needs. (*Xác định được nhu cầu thông tin; tìm kiếm được dữ liệu, thông tin và nội dung trong môi trường số để đáp ứng nhu cầu thông tin*).
- **4.3NC1a:** Protect health and well-being; avoid risks and threats to physical and mental health when using digital technologies. (*Tránh được rủi ro và đe dọa đến sức khỏe thể chất và tinh thần khi sử dụng công nghệ số*).

II. MATERIALS

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Watch a video and answer the question: **What do humans need to do to stay healthy?**
(**1.1NC1a:**) Students can identify and extract relevant information from a digital video source to answer questions.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
VIDEO WATCHING https://www.youtube.com/watch?v=UxnEuj1c0sw - T asks Ss to watch video - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Ss list out good habits to stay healthy mentioned in the video. All teams stick the paper on the boards. - Teacher checks the answers of each group.	Suggested answers: - <i>Eat a good balance of all kinds of food</i> - <i>Drink lots of water</i> - <i>Do lots of exercises</i> - <i>Keep clean and wash off germs</i> - <i>Have enough sleep</i>

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
2.1. Presentation: Listen and repeat. Pay attention to the strong and weak forms of the auxiliary verbs. Then practise saying them. (5 mins)	
- Teacher asks Ss to listen to the recording. Have them pay attention to the strong forms (in red) and the weak forms (in blue) of the auxiliary verbs. - Ss listen to the recording again, but this time, have them repeat the words in red and green only. - Ss read the notes in the <i>Remember!</i> Box which is above the conversation. - T checks understanding by asking individual Ss to briefly explain the strong and weak forms of auxiliary verbs.	Notes: - Auxiliary verbs at the beginning of Yes/No questions do not receive stress and are pronounced in their weak forms. - At the end of short answers, they often receive stress and are pronounced in their short forms. Mark: Have you started working out again? /həv/ Nam: Yes, I have. /hæv/ Mark: Was it your grandfather who taught you? /wəz/ Nam: Yes, it was. /wɒz/
2.2 Practice: Work in pairs. Read the sentences out loud. Pay attention to the strong and weak forms of the auxiliary verbs. Then listen and check. (7 mins)	
- Teacher asks Ss to read quickly through the questions and answers. Check understanding. - Ss read the red and blue words first before reading aloud the whole sentences/conversations. - Ss work in pairs to take turns to read each sentence aloud, pay attention to the strong and weak forms. - T checks the Ss's pronunciation * Extension: Teacher may have pairs make new questions and answers using auxiliary verbs in the same sentence structures. Invite pairs to role-play their	Answer key: - Does she exercise? – Yes, she does. /dəz/ /dʌz/ - Were you eating healthily? – Yes, I was. /wə(r)/ /wɒz/ - Do you eat vegetables? – Yes, I do. /də/ /du/ - Can he get up early? – Yes, he can. /kən/ /kæn/

<i>conversations in front of the class. Have the rest of the class say if they are using the strong and weak forms of auxiliary verbs correctly.</i>	
3. VOCABULARY (12 mins) a. Objectives: - To introduce words / phrases related to health and fitness. - To help Ss practise the words in meaningful contexts. b. Content: - Task 1: Match each word with its meaning (p.10) - Task 2. Complete the sentences using the correct forms of the words (p.10) c. Expected outcomes: - Students understand the meaning of words, memorise them and are able to use them in meaningful contexts. d. Organisation	
TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
3.1 Presentation. Match each word (1-5) with its meaning (a-e). (6 mins)	
- Teacher tells Ss that the words / phrases in the activity are related to health. - Teacher has Ss match each word with its meaning. Encourage Ss to look at the pictures and explain what they see. This way, they will develop a better understanding of the words / phrases. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check the answers as a class.	Answer key: 1. B 2. C 3. A 4. D 5. E
3.2. Practice. Complete the following sentences using the correct forms of the words in Task 1. (6 mins)	
- Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. - Ss change the forms of some words if necessary. - Ss call out the word they have used in each sentence first. - Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1. * Extension: <i>Invite individual Ss to add other topic-related words they have learnt from Getting started or Task 1. Make sure there are about 15 words. Teacher writes all the words on the board. Have Ss study them for half a minute, then the teacher asks Ss to cover/close their eyes. Erase one word from the board. Have Ss open their eyes and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.</i>	Answer key: 1. examined 2. treatment 3. strength 4. muscles 5. suffering from
4. GRAMMAR (13 mins) a. Objectives: - To help Ss recognise the difference between the Past Simple and the Present Perfect. - To help Ss practise the Past Simple and the Present Perfect. b. Content: - Task 1. Put the verbs in brackets in either the past simple or the present perfect. (p.11) - Task 2. Talk about your healthy activities, using the past simple or the present perfect. (p.11)	

- **(4.3NC1a):** Students can discuss how to maintain physical/mental health while using technology (e.g., balancing screen time).

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
4.1 Presentation. Put the verbs in brackets in either the past simple or the present perfect. (6 mins)	
- Teacher asks Ss to read the notes in the Remember box to review the differences between the Past Simple and the Present Perfect. Give more explanation and examples if necessary. - Ss pay attention to the meaning of each sentence and underline the key words (such as <i>ago, yesterday</i> with Past Simple, and <i>yet, already, for, since</i> with Present Perfect) and the active voice or passive voice of the verbs. - Ss complete the task. - Teacher checks answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. <i>I. We use Past simple here because it is an action that started and finished in the past, and the grammatical clue here is "yesterday".</i> * Extension: Ask Ss to add 2-3 more sentences to each item, using the Past simple and/or Present perfect where appropriate, e.g. <i>He saw the doctor yesterday. The doctor <u>examined</u> him carefully. He <u>has felt</u> better since then.</i>	Answer key: 1. saw 2. suffered 3. have been improved 4. has just examined
4.2 Practice. Work in pairs. Talk about what you do to keep fit and healthy. Use the past simple or the present perfect. (7 mins)	
- Teacher lets Ss work in pairs. - Ss talk to their partner and share about healthy habits/activities that they have done. It can be a conversation between two people or two separate talks from the pair. Use the correct past simple and present perfect tense. - Ss apply the vocabulary they have learnt in the lesson as well as the rules of pronouncing strong and weak forms of auxiliary verbs (if there are Yes-No questions in their dialogue). - T checks Ss' pronunciation * Extension: <i>In stronger class, teacher may ask one student to report what his/her partner has shared and vice versa.</i>	Suggested answer: - I have exercised regularly for a year. - I went swimming last weekend. - I went to the gym and did weigh-lifting yesterday. I wanted to build up my muscles and increase my strength. - The last time I had a medical treatment was 2 weeks ago.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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