

Period: 1

Week : 1

Teaching date 15./09/2021

Guiding how to learn and to do English tests

I. Objectives:

1. **Educational aim:** Students know about English book in grade 11

2. **Knowledge:**

- Student know:
- How to learn English in grade 11
 - How to do English tests
 - How to use student’s book and workbook

3. **Skill :** - Reading

- Speaking
- Listening
- Writing
- Doing English tests

II. Teaching aids: Student’s book, student’s workbook, dictionary, some test papers, etc.

III. Procedure:

<i>Teacher’s activities</i>	<i>Students’ activities</i>
<p>Warm-up :(7 minutes)</p> <ul style="list-style-type: none"> - Introduce to students about the teacher - Ask students about their names and English knowledge etc. <p>I. Guiding: 35 minutes</p> <p>1. Guiding student’s book and workbook:</p> <ul style="list-style-type: none"> * Introduce to students how to use their book and workbook * Introduce to students how to learn reading, speaking, listening, writing, language focus in their books and how to do the exercises in their books <p>2. Guiding English tests in grade 11:</p> <ul style="list-style-type: none"> * Introduce to students about oral tests, 15 minute tests, 45 minute tests, etc. and how to do them * The tests in grade 11 include: <p>reading : 25%</p> <p>listening: 25%</p> <p>writing: 25%</p> <p>language focus: 25%</p> <p>3. Guiding other books and tape, disc, etc.</p> <p>II.Homework: 3 minutes</p> <ul style="list-style-type: none"> - Ask students to prepare textbook, notebooks and the things for learning and prepare lesson reading - Unit 1 	<ul style="list-style-type: none"> - Listen to the teacher - Answer the teacher’s questions <ul style="list-style-type: none"> - put the student’s book and workbook on the table - listen to the teacher and look through the books <ul style="list-style-type: none"> - Listen to the teacher - listen to the teacher and write down the things which will be prepared at home

Period: 2

Teaching date/09/2021

Unit 1: friendship

Lesson 1 : Reading

I. Objectives:

1. **Educational aim:** Students should know what a friendship is, know how to keep a friend long.

2. Knowledge:

- General knowledge: Students know about how to make and to keep friends long.
- Language: Sentences and expression for describing qualities of true friendship.
- New words: Words related to qualities of friendship.

3. Skills: Guessing meaning in context, scanning for specific information and passage comprehension.**II. Method:** Integrated, mainly communicative.**III. Teaching aids:** Student's books, note books, chalks board, etc.**IV. Procedure:**

<i>Teacher's activities</i>	<i>Students' activities</i>
<p>Warm-up: (5 minutes)</p> <ul style="list-style-type: none"> - Ask students the questions: <ul style="list-style-type: none"> - Have you got many friends? - Who is your best friend? - What do your friends and you do in your free time? - Let students understand more about activities and qualities of friends, then say to students: Today we learn Unit 1- part A: Reading. <p>1. Before you read : (7 minutes)</p> <ul style="list-style-type: none"> - Ask students to look at the picture and read the poem in their books. - Ask students to discuss then ask and answer the question: <ul style="list-style-type: none"> - What do you think of the friend in the poem? -Let them work in pairs. - Listen to students and correct pronunciation and grammar if necessary. -Show students to know about friends. <p>2. While you read : (23 minutes)</p> <ul style="list-style-type: none"> - Ask students to look through the passage and read in silence. - Help students read the passage. - Explain pronunciation and meaning of new words which appear in the passage. <p>Task 1 : (3 minutes)</p> <ul style="list-style-type: none"> - Ask students to fill each blank with a suitable word/phrase. - Let students work individual or in groups. - Help students if necessary. <p>Key: 1-mutual; 2-incapable of; 3-unselfish; 4(1)-acquaintance; 4(2)-friend; 5-give-and-take; 6-loyal to; 7-suspicious.</p> <p>Task 2: (4 minutes)</p> <ul style="list-style-type: none"> - Ask students look through the passage then try to choose which of the choices A, B, C, or D most adequately sums up the ideas of the whole passage. - Let them work in pairs. 	<ul style="list-style-type: none"> - Listen to the teacher and answer the questions: <ul style="list-style-type: none"> - Yes, I have. - A is my best friend. - We usually come to the library sometimes play foot ball... - Listen to the teacher and open the book . Unit 1, part A: reading. - Look at the picture in the book, listen to the teacher, read the poem then ask and answer the question, work in pairs: <ul style="list-style-type: none"> A: What do you think of the friend in the poem? B: I think.... - Listen to the teacher. - Listen to the teacher then read the passage. - Ask some new words if necessary. - Keep the book open. - Listen to the teacher then do task 1. - Ask the teacher if necessary. - work individual or in group. - Write down the true keys in the notebook. - Listen to the teacher. - Look through the passage again and try to choose the most adequately sums up the idea of the whole passage. - Practice with a partner then write the key down in the note book.

Key: B**Task 3: (6 minutes)**

- Ask students to scan the passage and answer the questions:
- Let them work in pairs.
- Walk round and help students.
- Ask some students to stand up to ask and answer each other.
- Walk round the classroom and correct mistakes.

3. After you read : (8 minutes)

- Ask students to discuss the question:
- Why do we need to have friends?
- Let them work in pairs.
- Ask them to report the results to the class.
- Listen to students and correct mistakes.

Home work: (2 minutes)

- Ask students to write a passage about their friendships (80 words)
- Ask students to do Reading exercise of Unit 1 in workbook and prepare Part B : Speaking at home

- Ask the teacher if necessary.

- Listen to the teacher then ask and answer the questions in the book:

1/ The first quality for true friendship is unselfishness..

2/Changeable and uncertain people are incapable of ...

3/ the third quality for friendship is loyalty...

4. There must be mutual trust between friends because if not, people cannot feel safe when telling the other their most intimate secrets.

5. People can't keep a friend long because they can't keep a secret, either of their own or others.

6. The last quality for true friendship is sympathy. It tells us that to be a true friend, you must sympathize with your friend. Where there's no mutual sympathy between friends, there's no true friendship

- Listen to the teacher.

- Try to discuss the question.

- The students who are called to stand up to report the result to the class loudly.

- Listen to the teacher and write down homework

Period: 3

Teaching date/09./2021

Unit 1 : Friendship**Lesson 2 : Speaking****I. Objectives:**1. **Educational aim:** Students should know how to describe a person**2. Knowledge:**

- General knowledge: Students learn about physical characteristics and personalities of a person.

- Language: Talking about people's physical characteristics and personalities.

- New words: words related to people's physical characteristics and personalities.

3. **Skills:** talking about people's physical characteristics and personalities.**II. Method:** integrated, mainly communicative.**III. Teaching aids:** Student's book and pictures showing friends, etc.**IV. Procedure:**

<i>Teacher's activities</i>	<i>Students' activities</i>
<p>Warm-up: (5 minutes)</p> <ul style="list-style-type: none"> - Ask students to keep book close - Ask students to describe some students in the class. - Call some students to stand to talk to the class. - Introduce, listen and repair mistakes for students. <p>(We learn Unit 1, part- speaking)</p> <p>1.Pre-speaking : (12 minutes)</p> <p>Task 1</p> <ul style="list-style-type: none"> - Ask students to look at the people in the book and describe their physical characteristics. - Let them work in pairs. - Introduce “Useful language” to the students: <ul style="list-style-type: none"> + Height: <i>tall, medium, short, ...</i> + Face: <i>square, large, oval, ...</i> + Forehead: <i>broad, high, ...</i> + Nose: <i>straight, crooked,</i> + Hair : <i>Black, grey,</i> + Appearance: <i>handsome, beautiful, good-looking,</i> <p>2. While-speaking : (15 minutes)</p> <p>Task 2</p> <ul style="list-style-type: none"> - Help students with some new words. - Ask ss to make questions and answer questions with a partner, using the information from the picture . - Let them work in groups - Walk round and help them - Ask some students to stand up to talk again loudly - Listen and correct mistakes <p>3. Post-speaking : (10 minutes)</p> <p>Task 3</p> <ul style="list-style-type: none"> - Have students work in pairs . - Guide them to do the task . - Make sure that ss understand their roles - Pay attention to the suggestions : <ul style="list-style-type: none"> + his / her name + date of birth + his / her physical characteristics + his / her hobbies + his / her personalities (friendly , humorous , quick-witted , good-natured , helpful , honest , pleasant , caring) + why he / she interests in Maths + how much time he / she spends on Maths everyday + what makes him / her a good friend + what made him / her successful (studious , intelligent , keenly interested in Maths , eager to learn , patient , calm) + what he / she does in his / her free time - Call some pairs to report . - Walk round and help them - Ask some students to stand up and tell loudly - Listen and correct mistakes <p>4. Homework: (3 minutes)</p> <ul style="list-style-type: none"> - Ask students to write a passage about their daily routine (50 words) - Ask students to prepare Part C- Listening and do homework 	<ul style="list-style-type: none"> - Keep books close. - Listen to the teacher. - Try to describe some one in the class. - The students who are called stand to describe a friend to the class. <ul style="list-style-type: none"> - Try to repeat from memory - Try to describe the people in the book: <ul style="list-style-type: none"> + The boy is short . He has a large face , ... + The girl is - Play roles. <ul style="list-style-type: none"> -Present their performance. <ul style="list-style-type: none"> - Work in groups of four . - List some personalities of a person. - State some reasons why they choose . - Discuss and say the reasons . - Report their results to the class and explain why they do like that .. <ul style="list-style-type: none"> - Make pairs : one is a journalist , the other is an interviewee . - Listen carefully . <ul style="list-style-type: none"> - Practise in pairs . - Pay attention to the content : <ul style="list-style-type: none"> + physical characteristics + personalities + reasons why the friends are famous - Role play - Perform their task . <ul style="list-style-type: none"> - The students are called stand up and tell loudly

	<ul style="list-style-type: none"> - Listen to the teacher - Write down the homework
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Week: 2

Period: 4

Teaching date/09./2021

Unit 1 : Friendship

Lesson 3 : Listening

I. Objectives:

1. **Educational aim:** Students should know how to describe the best friend and how to keep the friendship.

2. **Knowledge:**

- General knowledge: Students learn how to keep friendship.
- New words: Words related to friends and keeping friendship.

3. **Skills:** - To practise listening comprehension skill.

- To distinguish true and false statements.
- To take notes about given questions in order to answer.

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student’s book, tape and cassette player, chalks, notebooks...

IV. Procedure:

<i>Teacher’s activities</i>	<i>Students’ activities</i>
<p><u>Warm-up: (5 minutes)</u></p> <ul style="list-style-type: none"> - Ask students to close the books - Ask students some questions about friendship: <ul style="list-style-type: none"> • Who is your best friend? What qualities & characteristics of your best friend do you admire? <p><u>1. Before you listen: (7 minutes)</u></p> <ul style="list-style-type: none"> - Ask students to look at the part: Before listening - Let them work in pairs ask and answer the questions: <ol style="list-style-type: none"> 1. Who is your best friend? 2. How did you happen to meet him or her? 3. How long have you known each other? 4. What qualities do you admire in your best friend? - Walk round, listen and help students - Read loudly the words in the books: - Ask students to repeat loudly the words - Listen and check pronunciation - Explain some new words & phrases: <ul style="list-style-type: none"> Residential area, ring (n), ride/ rode/ ridden, motorbike, happen to infinitive (v), introduce, ever since, college, great sense of humour, favourite, interest (n), plays (n), movies, a rough time. <p><u>2. While you listen: (20 minutes)</u></p> <ul style="list-style-type: none"> - Have students read the true-false statement list and questions 	<ul style="list-style-type: none"> - Close the books - Listen to the teacher and answer the questions. - Listen to the teacher then and answer the questions in the book. - Work in pairs. - Look at the books - Listen to the teacher and repeat the words. - Students repeat & take notes - Repeat loudly the words and try to remember them

<p>in textbook silently for several minutes to make sure that every student understands them (Task1, 2)</p> <p>-Check again if students are able to understand main requirements of the 2 tasks</p> <p>-Emphasize you will hear Lan & Long talk about their best friends_Ha & Minh. Listen to their talks and do the tasks below.</p> <p>-Turn on the cassette player twice.</p> <p>-Ask some students to do their tasks on the board.</p> <p>-Correct and give score</p> <p>3. After you listen: (10 minutes)</p> <p>-Have students ask & answer about the friendship between Lan and Ha, Long and Minh (How & Where they met, what they like about their friends.</p> <p>-Ask students to rewrite their answers completely</p> <p>Homework: (3 minutes)</p> <p>- Ask students to rewrite their answers of tasks 2 in their notebooks at home</p> <p>- Remember them to prepare Part- Writing at home</p>	<p>-Students read task1, 2 silently for gist</p> <p>-Elicited students raise their hands to interpret.</p> <p>Students take notes during listening.</p> <p>-Other students watch and give comments.</p> <p>-Students work in pairs.</p> <p>-Listen to the teacher and write down homework</p>
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Key content

	Where & how they met	What they like about their friends
Lan	-They used to live in the same residential area in Ha Noi. -Lan went on a holiday to Do Son & Ha went there to visit her.	-Ha is very friendly & helpful. -Ha is sociable. She’s got many friends in Do Son & she introduced Lan around.
Long	-They met in the college. -Minh played the guitar, Long was a singer. -They worked together.	-Minh has a sense of humour. -Minh likes to go to plays & movies. -Minh is a good listener. -Minh is friendly & helpful

Lan’s talk : 1f, 2f, 3t, 4f, 5t, 6f

Long’s talk : 1f, 2f, 3t, 4t, 5t,

Period: 5

date/09/2021

Unit 1 : Friendship

Lesson 4 : Writing

I. Objectives:

- Educational aim:** Students know how to write a passage to describe a friend they like.
- General knowledge:** Students learn how to describe someone’s physical characteristics and someone’s personalities.

- Language: The simple present of verbs to describe a friend
- New words: Words related to describe someone’s physical characteristics and someone’s personalities.

- Skills:** Writing a passage.

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student’s book, notebook, chalks, board...

IV. Procedure:

<i>Teacher’s activities</i>	<i>Students’ activities</i>
<p>Warm-up: (5 minutes)</p> <p>- Ask students to keep book close</p> <p>- Ask students some questions about their best friends.</p>	<p>- Keep book close</p> <p>- Listen to the teacher and answer the questions.</p>

1. Pre-writing: (10 minutes)

- Teacher asks students to think about a friend they like.

-Teacher raises a few guiding questions.

1. What is your friend name?

2. How old is he / she?

3. Where and when did you meet each other?

-Teacher uses a picture to give some key words to describe someone's physical characteristics (height , hair , eyes , face , clothes...) and his / her personalities (helpful , sincere...) and some necessary structures.

2. While-writing: (18 minutes)

-Teacher gives a sample and has students write a passage to describe a friend they like.

A Sample

Hoa has been my best friend since many years. She is quite a lively person. She is fairly tall with a good figure. She 's got a heart- shaped face with a small sort of turned- up nose. It is very attractive . She has got long , black wavy hair and blue eyes with very long eyelashes. Her complexion is white. Her lips are very full and she has got dimples in her cheeks. Now she lives very far from me , but we still keep contact through e- mail .

- Let them work in groups

- Go round, check and help students

3. Post-writing: (10 minutes)

- Give suggestions and corrections

-Teacher asks students to read / write some students' passages on the board and Teacher gives comments.

- Correct mistakes and mark

4. Homework: (2 minutes)

- Ask students to do part writing of Unit 1 in the student's work book and prepare part Language Focus

- Listen to the teacher and answer the questions:

1. My friend's name is Hoa

2. She is 17 years old.

3. We met each other at my cousin's birthday party 4 years ago .

-Students write a passage.

-Students read / write some students' passages on the board.

- Listen to the teacher and write down homework

Period: 6

Teaching date/09/2021

Unit 1 : Friendship

Lesson 5 : Language Focus

I. Objectives:

1. **Educational aim:** Students should know how to use Infinitive with to or without to make sentences.

2. Knowledge:

- General knowledge: Students learn how to use infinitive with to or without to.

- Language: * The Infinitive with to or without to.

- New words: Words related to pronunciation /dʒ / - /tʃ/.

3. **Skills:** Writing sentences with infinitives with to or without to.

II. Method: Intergrated, mainly communicative

III. Teaching aids: Student's books, notebooks, chalks, board...

IV. Procedure:

<i>Teacher's activities</i>	<i>Students' activities</i>
<p>Warm-up: (5 minutes)</p> <ul style="list-style-type: none"> - Ask students to keep book close - Ask students to complete the sentence: - <i>January is the ...month ofyear.</i> - <i>Children..... eating sweets.</i> - Ask students to speak the sentence loudly - Let students to get their attention on pronunciation : / dʒ / - / tʃ / - Introduce new lesson <p>1. Pronunciation: (8 minutes)</p> <ul style="list-style-type: none"> - Ask students to look at their books then introduce to them <p>*Listen and repeat :</p> <ul style="list-style-type: none"> - Read loudly then ask students to repeat - Introduce : / dʒ / - / tʃ / - Correct pronunciation for the students <p>* Practise these sentences</p> <ul style="list-style-type: none"> - Read the sentences loudly - Ask students to repeat - Correct pronunciation for students <p>2. Grammar and vocabulary:(4 minutes)</p> <ul style="list-style-type: none"> - Introduce exercises to the students - Let students get their attention to focus on Infinitive with to and Infinitive without to. <p>Exercise 1: (13 minutes)</p> <ul style="list-style-type: none"> - Ask students to do Exercise 1 - Introduce how to do it - Let them work in pairs - Walk round, check and give mark <p>Exercise 2 (13 minutes)</p> <ul style="list-style-type: none"> - Introduce Exercise 2 to students and explain how to do it - Ask students to do it - Let them work individually - Check, correct mistakes <p>Homework : (2 minutes)</p> <p>Ask students to do Part Language Focus and prepare part Reading of Unit 2 at home</p>	<ul style="list-style-type: none"> - Keep book close - Listen to the teacher and complete the sentence: - <i>January is the first month of the year.</i> - <i>Children like eating sweets.</i> - Open the books - Look at : Listen and Repeat - Repeat the words in chorus then individual - Look at Practise the sentences - Listen to the teacher then repeat in chorus then individual - Listen to the teacher - Listen to the teacher and do exercise 1. <p>Keys:</p> <ol style="list-style-type: none"> 1. Who wants some thing to eat? 2. I have some letters to write. 3. I am delighted to hear the news. 4. My mother has some shopping to do. <p>.....</p> <ul style="list-style-type: none"> - Listen to the teacher and do exercise 2. <p>Keys:</p> <ol style="list-style-type: none"> 1.The police watched them get out of the car. 2. They let him write a letter to his wife. 3. I heard them talk in the next room. 4. The customs officer made him open the briefcase. <p>.....</p> <ul style="list-style-type: none"> - Listen to the teacher and write down <p>Good bye!</p>