

TÀI LIỆU TẬP HUẤN SỬ DỤNG  
SÁCH GIÁO KHOA

TIẾNG ANH **11**  
EXPLORE NEW WORLDS

BỘ SÁCH CẢNH ĐIỀU





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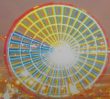
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# CHÀO MỪNG QUÝ THẦY CÔ ĐẾN VỚI BỘ SÁCH TIẾNG ANH 11 - EXPLORE NEW WORLDS

Nhà xuất bản Đại học Sư phạm TP. Hồ Chí Minh, Công ty Cổ phần Đầu tư Xuất bản Thiết bị Giáo dục Việt Nam (VEPIC) và National Geographic Learning, một bộ phận của Nhà xuất bản Cengage là đối tác độc quyền của Hiệp hội địa lý Hoa Kỳ - National Geographic trong mảng sách dạy và học tiếng Anh (ELT), đã phối hợp biên soạn, hiệu chỉnh và cho ra mắt bộ sách **Tiếng Anh 11 - Explore New Worlds** đáp ứng yêu cầu của Chương trình môn tiếng Anh thuộc Chương trình giáo dục phổ thông 2018 của Bộ Giáo dục và Đào tạo Việt Nam.

Sách giáo khoa (SGK) **Tiếng Anh 11 - Explore New Worlds** (thuộc bộ sách Cánh Diều) đã được Bộ Giáo dục và Đào tạo phê duyệt sử dụng trong cơ sở giáo dục phổ thông từ năm học 2022 - 2023 tại **Quyết định số 442/QĐ-BGDĐT ký ngày 28/01/2021**.

Bộ sách **Tiếng Anh 11 - Explore New Worlds** là tiếp nối của bộ sách Tiếng Anh cấp Trung học cơ sở - Explore English. Bộ sách có tham khảo và sử dụng các nguồn học liệu tiên tiến của nước ngoài, là sản phẩm chất lượng của tập thể tác giả do Tiến sĩ Nguyễn Thanh Bình làm Tổng chủ biên, Thạc sĩ Đinh Trần Hạnh Nguyên làm Chủ biên và sự tham vấn chuyên môn của một số chuyên gia nổi tiếng thế giới về giảng dạy tiếng Anh.

Chúng tôi rất vui mừng chào đón Quý thầy cô trong hành trình đầy thú vị này, nơi chúng ta làm việc cùng nhau để mang cuộc sống vào bài học và đưa bài học vào cuộc sống.





## **PHẦN I. HƯỚNG TIẾP CẬN:**

### **1. Mục tiêu biên soạn:**

Bộ sách **Tiếng Anh 11 - Explore New Worlds** được biên soạn với mục tiêu “Mang cuộc sống vào bài học - Đưa bài học vào cuộc sống” góp phần hình thành, phát triển các phẩm chất chủ yếu, các năng lực chung và năng lực ngôn ngữ theo quy định của Chương trình Giáo dục phổ thông được Bộ Giáo dục và Đào tạo Việt Nam ban hành năm 2018. Bộ sách giúp các em học sinh cấp trung học phổ thông có một công cụ giao tiếp mới, phát triển các kĩ năng nghe, nói, đọc, viết cũng như trang bị vững chắc nền tảng kiến thức ngôn ngữ (từ vựng, ngữ pháp, ngữ âm) và năng lực giao tiếp bằng tiếng Anh. Thông qua các hoạt động và nội dung học tập trong sách, học sinh không chỉ nhận thức và yêu mến hơn văn hoá, đất nước và con người Việt Nam mà còn có cơ hội tìm hiểu các nền văn hóa trên thế giới, từ đó phát triển thái độ và tình cảm tốt đẹp với đất nước, con người, nền văn hóa và ngôn ngữ của các quốc gia đó.

### **2. Phương pháp tiếp cận phát triển tài liệu:**

- **Tiếng Anh là công cụ giao tiếp quốc tế:**

Nguyên tắc chính của **Tiếng Anh 11 - Explore New Worlds** là sự nhận thức về thế giới mà chúng ta đang sống, trong đó tiếng Anh là công cụ giao tiếp quốc tế. Với **Tiếng Anh 11 - Explore New Worlds**, học sinh không học về một nền văn hóa của một quốc gia nói tiếng Anh cụ thể nào, mà về tất cả thế giới xung quanh, về các nền văn hóa đa dạng trên thế giới. **Tiếng Anh 11 - Explore New Worlds** mang cả thế giới vào lớp học, giới thiệu cho các em sự đa dạng của phong tục, truyền thống và lối sống toàn cầu, qua đó tạo cơ hội cho học sinh chiêm nghiệm về văn hóa, phong tục và truyền thống của Việt Nam, so sánh văn hóa của nước mình với những nền văn hóa khác, và thảo luận với bạn bè về sự kết nối giữa các nền văn hóa. Việc giao tiếp cũng trở nên hiệu quả hơn thông qua nền tảng kết nối ngôn ngữ và văn hóa quốc tế.

- **Hệ thống chủ đề, chủ điểm mang tính thời đại:**

**Tiếng Anh 11 - Explore New Worlds** bao gồm những chủ đề, chủ điểm có liên hệ mật thiết đến cuộc sống và thế giới trong thế kỷ 21 như bảo vệ môi trường, giữ gìn bản sắc văn hóa dân tộc, bình đẳng giới, làm chủ tài chính, v.v. Điều này khuyến khích học sinh đưa ra những ý tưởng như một công dân toàn cầu thực thụ, thúc đẩy các em nỗ lực tìm hiểu các nền văn hóa, những vấn đề toàn cầu và những sự kiện nổi bật của thế giới, chuẩn bị cho các em những kiến thức và kỹ năng sống cần thiết sau tốt nghiệp.





- **Nội dung về con người thật, địa điểm thật, thế giới thật:**

Phần lớn nội dung của **Tiếng Anh 11 - Explore New Worlds**, bao gồm cả hình ảnh và video, xuất phát từ nguồn tài nguyên phong phú của National Geographic về thế giới thực. Những câu chuyện về những con người, tấm gương có thật truyền cảm hứng cho học sinh kết nối với cuộc sống của chính mình. Ngoài ra, những địa điểm thực tế sẽ giúp học sinh trải nghiệm thế giới và ngôn ngữ thực tế. Điều này giúp học sinh mở rộng hiểu biết về thế giới và con người, trải nghiệm thế giới thông qua các nguồn tài nguyên hấp dẫn, từ đó thúc đẩy giao tiếp hiệu quả.





## **PHẦN II. GIỚI THIỆU VỀ BỘ SGK TIẾNG ANH 11 - EXPLORE NEW WORLDS:**

### **1. Cấu trúc:**

#### **1.1 Sách được chia thành 12 đơn vị bài học (unit) thuộc 12 chủ đề, 4 chủ điểm theo quy định của Chương trình giáo dục phổ thông 2018:**

Mỗi đơn vị bài học giúp học sinh phát triển đầy đủ các kỹ năng nghe, nói, đọc, viết và các kiến thức ngôn ngữ (từ vựng, ngữ âm, ngữ pháp) theo quy định của Chương trình môn tiếng Anh lớp 11. Tất cả các hoạt động luyện tập trong sách được xây dựng theo cấu trúc từ dễ đến khó, từ đơn giản đến phức tạp (scaffolding), từ đó giúp quá trình lĩnh hội và phát triển ngôn ngữ được diễn ra một cách tự nhiên và dễ dàng nhất. Ngoài ra, cuối sách học sinh có các trang bài tập bổ trợ ngữ pháp và tổng kết từ vựng theo từng đơn vị bài học.

#### **1.2 Mỗi đơn vị bài học (unit) trong SGK Tiếng Anh 11 – Explore New Worlds được thiết kế gồm các bài học (lesson) như sau:**





Câu hỏi thảo luận để dẫn dắt vào bài

**UNIT 9**  
**Life Now and in the Past**

**Look at the photo and answer the questions:**

- 1 What do you see in the photo?
- 2 What ancient places exist where you live?

A visitor at the 12<sup>th</sup>-century Bayon Temple in Angkor, Cambodia

**UNIT 9 GOALS**

- A. Discuss Life in the Past
- B. Contrast Different Ways of Life
- C. Talk about How Things were Done in the Past
- D. Discuss Historical Facts
- E. Describe a Historical Wonder

Hình ảnh khơi gợi hứng thú

**Unit Opener - Bài mở đầu:** Mỗi đơn vị bài học bắt đầu bằng một bức ảnh phản ánh thế giới thật có kèm theo nội dung miêu tả ngắn, vừa giúp minh họa chủ đề của bài học và vừa cung cấp tư liệu, gợi mở và tạo hứng thú cho việc thảo luận. Hai câu hỏi thảo luận được thiết kế sẵn kèm theo bức ảnh sẽ dẫn dắt học sinh vào chủ đề của bài học.





Đoạn văn giới thiệu từ vựng và điểm ngữ pháp trong ngữ cảnh

Giới thiệu tóm tắt nội dung ngữ pháp

**A GOAL** Discuss Life in the Past

**Vocabulary**

**2** Look at the picture. Answer the questions in pairs.

- What do you know about Marco Polo?
- Where did he travel? How do you think he traveled?

**3** Read the text.

Today, many people travel from one country to another easily, but long-distance travel used to be very **challenging** hundreds of years ago. Still, there were always people who wanted to discover new places. Explorers used to travel on trips that often took many years, and the result was an **exchange** of knowledge and culture that changed the world.

Marco Polo (1254–1324) was one of these great explorers. He lived in Venice and Genoa, in what is now Italy. In 1271, at about 17, he **set off** on a trip with his father and uncle and traveled east—far beyond the borders of Europe, into Asia.

Marco's father was a merchant searching for **opportunities** for **trade** with China. They traveled first by ship, then by horse and camel, through many countries. Everything was very different: they saw amazing places and learned new things. In China, for example, they were surprised to see paper money, eyeglasses, the compass, and **silk** making.

Marco Polo returned to Italy 24 years later with lots of experiences to share. But he only became famous after his book, *The Description of the World*, was **published**. The book inspired other world travelers centuries later.

**100 Unit 9**

**Grammar** (See Grammar Reference p. 154)

Used to	
We use <b>used to</b> + base form of a verb to contrast the past with the present.	Long-distance travel <b>used to be</b> challenging; now it is easier. Trade between countries <b>used to take</b> more time.
In questions and negative statements, use <b>did / didn't + use to</b> .	<b>Did</b> explorers <b>use to</b> travel by horse a lot? How <b>did</b> people <b>use to</b> travel? People <b>didn't use to</b> pay for things with paper money.

**3** Write questions using the words provided and the correct form of **used to**. Ask a partner your questions.

- people / travel *How did people use to travel?*
- trade / take longer
- clothes / people / wear
- merchants / trade

**4** Complete the conversation. Then, listen and check your answers.

**1** didn't travel use used used to

**Sue:** Why did people (1) \_\_\_\_\_ to travel by horse?  
**Ali:** Well, there (2) \_\_\_\_\_ use to be other transportation.  
**Sue:** OK, but did everyone use to (3) \_\_\_\_\_ that way?  
**Ali:** No, in some parts of the world, they (4) \_\_\_\_\_ use camels, not horses. Why are you so interested in how people (5) \_\_\_\_\_ to travel?  
**Sue:** I'm writing about transportation in the past for my history class.

**G MY WORLD** Make a list of things that were different 100 years ago where you live.

**GOAL CHECK** Discuss Life in the Past

- Complete the chart.

	Before	Now
transportation	horse-drawn vehicles	motor vehicles
communication		
trade		
home life		
education		
beliefs		

**2** In pairs, describe what people used to do in the past. Use the topics in the chart and your own ideas.

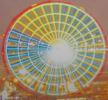
People used to travel by sea more. Now we fly to different countries.  
That's right. Travel used to take longer.

Life Now and in the Past 101

Hoạt động vận dụng từ vựng và ngữ pháp trong giao tiếp

**Lesson A - Bài học A:** Lesson A tập trung phát triển từ vựng (**Vocabulary**) theo chủ đề và cấu trúc ngữ pháp (**Grammar**). Bài luyện tập có độ khó tăng dần, giúp học sinh chuyển dần từ việc nhận diện, khám phá điểm ngữ pháp và từ vựng mới trong ngữ cảnh sang việc luyện tập và vận dụng các kiến thức ngôn ngữ mới để liên hệ bản thân và giao tiếp trong cuộc sống. Đi kèm với Lesson A là các trang tóm tắt ngữ pháp và luyện tập bổ sung ở cuối sách học sinh (**Grammar Reference**).

Sách giáo viên bổ sung thông tin và hướng dẫn luyện tập bổ sung cho các đối tượng học sinh khá, giỏi (các hộp **Grammar** và **Grammar Practice** và các trang **Grammar Activities** ở cuối sách dành cho ngữ pháp, **Word Bank** và **Expansion Activity** cho phần từ vựng).



Pre-listening: hoạt động thảo luận để dẫn nhập vào bài

Các bài luyện tập điểm ngữ âm

Tóm tắt thông tin điểm ngữ âm có xuất hiện trong bài nghe

**B GOAL** Contrast Different Ways of Life

**While-listening:** các bài tập phát triển kỹ năng nghe hiểu

**Listening**

**A** Look at the photo. Would you like to live there? Discuss in pairs.

**B** How do you think people used to live in this part of the world 1,000 years ago? Check (✓) the things you think people did.

1. \_\_\_ ate fish from the Arctic Ocean      4. \_\_\_ lived in houses made of wood  
2. \_\_\_ lived on small farms                      5. \_\_\_ had their own language and customs  
3. \_\_\_ followed groups of animals, such as reindeer

**C** Listen to a talk about the Sami people and choose the main idea.

a. The Sami people depend on animals, especially reindeer, to make a living.  
b. Life is changing for the Sami people, but some of them still live in traditional ways.  
c. Many young Sami people want to attend a university and choose a career.

**D** Listen again and circle T for true or F for false. Correct the false sentences to make them true.

1. Traditionally, the Sami people stayed and lived in one place.      T F  
2. Reindeer were used by the Sami people for food and clothing.      T F  
3. Most Sami people still live in the traditional way.      T F  
4. Some Sami people now raise reindeer on farms.      T F  
5. New laws affect the way Sami people may use land.      T F

**WORD FOCUS**  
Some animal words don't have plural forms:  
bison    deer  
reindeer    sheep

**PRONUNCIATION: Reduction of used to**  
When we speak quickly, used to is sometimes pronounced /'ju:stə/.

**2** You will hear each sentence twice. Listen to the strong form and the weak form of used to. Listen again and repeat the sentences.

1. The Sami people used to follow their herds of reindeer.  
2. They used to sleep in tents.  
3. They used to make the tents from reindeer skins.  
4. Did the Sami use to raise sheep?  
5. No, they didn't use to raise sheep, only reindeer.

**3** Complete the sentences with your own information. Then, share your ideas in pairs. Use the reduced form /'ju:stə/.

1. When I was younger, I used to \_\_\_\_\_  
2. As a child, I used to want money for \_\_\_\_\_  
3. In my country, people used to \_\_\_\_\_  
4. Before I was born, my grandparents used to \_\_\_\_\_  
5. As children, my parents used to \_\_\_\_\_

**Communication**

**4 MY WORLD** How has your culture changed? Write notes to answer the questions below.

1. Fifty years ago in your culture:

- How old were men and women when they got married?
- How many children did they use to have?
- Where did people use to live?
- What kind of jobs did people use to do?

2. How have these things changed?

**GOAL CHECK** Contrast Different Ways of Life

education    food    housing    language    location    traditions    transportation

In groups, discuss your answers to the following questions. Use the ideas in the box and your own ideas.

1. How is your life different from other cultures you know?  
2. How is your life now different from your parents' life when they were young?  
3. Is there any generation gap in your family? How do you deal with that?

**WORD FOCUS**  
A generation gap refers to a situation in which young and old people do not understand each other because of the difference in their beliefs, attitudes, and behaviors.

**Post-listening:** hoạt động thảo luận liên quan đến chủ đề của bài nghe

**Thực hành / vận dụng**

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Hoạt động thảo luận, vận dụng điểm ngữ âm và liên quan đến nội dung của bài

**Lesson B - Bài học B:** Lesson B chú trọng phát triển kỹ năng nghe (**Listening**) và ngữ âm (**Pronunciation**). Các bài tập nghe đa dạng thuộc nhiều dạng thức văn bản khác nhau như độc thoại, hội thoại, buổi nói chuyện trên đài ... với độ dài từ 200-230 từ. Phần ngữ âm, gồm các bài tập nhận diện, phân biệt và các bài luyện tập vận dụng điểm ngữ âm vừa học trong câu và ngữ cảnh cuộc sống. Phần **Goal Check** cuối bài giúp đánh giá khả năng đáp ứng yêu cầu cần đạt của bài học thông qua việc sử dụng kiến thức, kỹ năng vừa học trong bài vào hoạt động nói về bản thân hoặc môi trường xung quanh. Sách giáo viên đưa ra các lời khuyên gợi ý dành cho giáo viên (**Teaching Tip**), hướng dẫn chiến lược nghe hiểu (**Listening Strategy**) và các gợi ý bài tập giao tiếp mở rộng (**Expansion Activity**).





Học sinh sử dụng từ và cấu trúc vừa học trong hội thoại

Giới thiệu từ; các bài luyện tập và vận dụng từ vựng trong ngữ cảnh

Bài luyện tập ngữ pháp

**C GOAL** Talk about How Things Were Done in the Past

**Language Expansion: Separable Phrasal Verbs**

**A** Complete the paragraph with the separable phrasal verb in the box closest in meaning to the verb in parentheses.

Hi, my name is Susie, and I live in the Nunavut Territory in Canada. Life in Nunavut hasn't changed as much as it has in other places. It's true that nowadays we can (1) \_\_\_\_\_ (start) the furnace when it gets cold instead of building a fire, but we haven't given up our traditional culture. We still (2) \_\_\_\_\_ (raise) our children in the land our people have lived on for thousands of years. We teach them to (3) \_\_\_\_\_ (wear) our traditional clothing to stay warm in the winter. When they're old enough, we teach them to (4) \_\_\_\_\_ (discover, solve) solutions to everyday problems. We teach them to (5) \_\_\_\_\_ (return) anything they borrow. And most importantly, we teach them to always (6) \_\_\_\_\_ (aid) their family and their community. Those things will never change.

**B** Answer the questions. Use pronouns and the separable phrasal verbs in A.

- What do you do with children? \_\_\_\_\_
- What do you do with shoes? \_\_\_\_\_
- How do you assist your friends? \_\_\_\_\_
- How do you understand something? \_\_\_\_\_
- What do you do with a borrowed book? \_\_\_\_\_
- What do you do to the heater when it's cold? \_\_\_\_\_

**Grammar** (See Grammar Reference pp. 154–155)

Passive Voice in the Past	
Use the active voice in the past to focus on the subject of a sentence.	Parents <b>raised</b> their children differently in the past.
Use the <b>passive voice in the past</b> to focus on a past action or its receiver.	Children <b>were raised</b> differently in the past (by their parents).
Form the past passive with was or were + the past participle of a verb.	My father <b>was taught</b> to always help other people.

**C** Match the sentence parts. In your notebook, write complete sentences with the past passive form of a verb from the box.

- Paper money \_\_\_\_\_
- Explorers \_\_\_\_\_
- The Sami tents \_\_\_\_\_
- Fires \_\_\_\_\_
- Reindeer \_\_\_\_\_

- from reindeer skins.
- in China.
- by the Sami people.
- when it was cold.
- by Marco Polo's stories.

**Conversation (Optional)**

**D** Listen to the conversation with your book closed. Why is Luisa interested in mail delivery in the past?

**Luisa:** Hi, Carl. Can I ask you a question?  
**Carl:** Sure. Go ahead.  
**Luisa:** What do you know about how mail used to be delivered?  
**Carl:** Do you mean letters and packages? Well, I guess they were taken on horseback to places in the same country, and by ship to other countries.  
**Luisa:** Right, so it used to take a really long time.  
**Carl:** Oh yes! When the telegram was invented in the 1800s, people were finally able to send messages quickly.  
**Luisa:** Then, in the 20<sup>th</sup> century, when the Internet was developed, everything changed in communication!  
**Carl:** Definitely! But why are you asking me about mail delivery?  
**Luisa:** I'm giving a presentation in my history class on how communication has changed over the years. I was just practicing for it!  
**Carl:** Well, I hope I helped! Good luck!  
**Luisa:** Thanks, Carl!

**GOAL CHECK** Talk about How Things Were Done in the Past

- Look at the timeline. How has public education changed? Discuss in pairs. Use *used to*.

Public education		
300 years ago:	50 years ago:	Now:
Girls weren't allowed to learn to read. Many students left school at age 12.	Girls were allowed to go to school. Boys and girls were taught mostly different things.	Girls and boys learn the same things. The age of students is not limited to age 18.

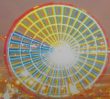
How were the topics in the box done before public services were developed, and how are they done now? Choose one and draw a timeline.

garbage collection   health care   public transportation   water

Giới thiệu tóm tắt nội dung ngữ pháp

Hoạt động vận dụng từ vựng và ngữ pháp trong giao tiếp

**Lesson C - Bài học C:** Lesson C mở rộng kiến thức ngôn ngữ về từ vựng theo chủ đề (**Language Expansion**) và ngữ pháp (**Grammar**). Phần từ vựng nhấn mạnh khả năng sử dụng từ trong ngữ cảnh; phần ngữ pháp tiếp tục giúp học sinh khám phá và luyện tập các cấu trúc mới với độ khó tăng dần. Ngoài ra còn có nội dung tùy chọn - hội thoại (**Conversation**) - giúp học sinh luyện tập thêm từ vựng và cấu trúc trong ngữ cảnh theo cặp. Các chiến lược nói (**Speaking Strategy**) được giới thiệu trong cùng trang sách với các cụm từ thường được sử dụng cho các chức năng giao tiếp khác nhau. Phần **Goal Check** cuối bài giúp đánh giá khả năng đáp ứng yêu cầu cần đạt của bài học thông qua việc sử dụng kiến thức, kỹ năng vừa học để nói về bản thân và thế giới xung quanh. Sách giáo viên cũng cung cấp thêm các gợi ý luyện tập bổ sung như **Grammar Box**, **Grammar Practice**, **Grammar Activities**, **Word Bank** và **Expansion Activity**.



While-reading: các bài tập phát triển kỹ năng đọc hiểu

Pre-reading: hoạt động thảo luận để dẫn nhập vào bài

Bài đọc (kèm file nghe và hình ảnh minh họa để dẫn nhập vào bài)

**D GOAL** Discuss Historical Facts

**Reading** 148 (Optional)

**A MY WORLD** Are there any UNESCO World Heritage Sites in Việt Nam? Work in pairs. Tell your partner anything you know about the World Heritage Sites in Việt Nam.

**B** Read the article. Circle **T** for true or **F** for false. Make the false statements true.

1. Mỹ Sơn Sanctuary and Hội An Ancient Town are World Heritage Sites in Quảng Nam Province. T F
2. Hội An Ancient Town used to be a trading port. T F
3. The architecture of Hội An is affected by only one culture. T F
4. Hội An lantern festival is held every night. T F
5. Hội An Ancient Town is well-preserved. T F

**C** Answer the questions.

1. When did UNESCO recognize Hội An Ancient Town as a world heritage site?
2. Which goods were exchanged in Hội An trading port?
3. What are the diverse cultural influences on the architecture of Hội An?
4. What happens during the night of Hội An lantern festival?
5. What attracts many tourists to Hội An Ancient Town?

**GOAL CHECK**

In groups, plan one of these projects and write down the information in the table. Then, share your plan with the class.

1. A campaign to help preserve the antique beauty of Hội An Ancient Town.
2. An event for landscape preservation in Việt Nam.

What is the project? (List the activities.)	When are you going to start and finish?	Who is going to do each part?	What are you going to need?

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**The Ancient Town of Hội An**

Along with **Mỹ Sơn Sanctuary**, **Hội An Ancient Town** is another popular natural World Heritage Site in Quảng Nam Province, Việt Nam. It was recognized by UNESCO on December 4<sup>th</sup>, 1999. Since then, Hội An Ancient Town remains one of Việt Nam's most beautiful places with its cultural richness.

Hội An Ancient Town used to be one of the most bustling trading ports in Southeast Asia, thanks to the **canals** cutting through it. From the 15<sup>th</sup> to the 19<sup>th</sup> century, many kinds of goods—silk, china, pottery, and spices—were exchanged among traders from all over the world. Trading activities declined in the late 19<sup>th</sup> century, but the lively spirit still remains in this little port town.

What is also special about Hội An is the lantern festival. It is held on the 14<sup>th</sup> night of every lunar month when the moon is the fullest and brightest. At 8 p.m., all **fluorescent lights** are turned off, and the lanterns are lit up by candles. People can enjoy the peaceful atmosphere with the traditional character of Hội An.

Over the centuries, Hội An Ancient Town is still in an excellent state of preservation. Its antique beauty and rich culture have attracted many tourists around the world.

**canal** (n) an artificial waterway  
**tube house** (noun phrase) long and narrow house  
**fluorescent light** (noun phrase) tube-shaped electric light

Hội An Ancient Town at night

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Post-reading: hoạt động thảo luận liên quan đến chủ đề của bài đọc

**Lesson D - Bài học D:** Lesson D xoay quanh kỹ năng đọc hiểu, với các hoạt động dẫn nhập, các bài luyện tập các tiểu kỹ năng đọc hiểu (đọc lấy ý chính, đọc lấy thông tin chi tiết, đọc để đoán nghĩa của từ trong ngữ cảnh...) , và các câu hỏi thảo luận về chủ đề của bài đọc nhằm giúp học sinh phát triển khả năng tư duy phân tích. Các bài đọc (250 – 280 từ) thuộc chủ đề và dạng văn bản phong phú, đi kèm một bức ảnh minh họa về người thật, việc thật trong cuộc sống, và các ghi chú giải nghĩa từ vựng khó khi cần thiết. Phần **Goal Check** cuối bài giúp đánh giá khả năng đáp ứng yêu cầu cần đạt của bài học thông qua việc sử dụng kiến thức, kỹ năng vừa học trong bài vào hoạt động nói về bản thân hoặc môi trường xung quanh.

Sách giáo viên cung cấp lời khuyên gợi ý dành cho giáo viên (**Teaching Tip**), thông tin hướng dẫn chiến lược đọc hiểu (**Reading Strategy**) và các gợi ý bài tập giao tiếp mở rộng (**Expansion Activity**).





Bài viết mẫu (model text) cung cấp ngữ liệu và ý tưởng

**E GOAL** Describe a Historical Wonder

**Communication**

**A** What is a historical wonder? What historical wonders of the world do you know of? Write a list.

**B** Which words describe your reaction to historical wonders? Discuss in pairs. Explain your choices and add another word of your own.

amazed inspired interested proud shocked your idea \_\_\_\_\_

**C** What amazing things did people create in the past? Think of a historical wonder in your country. Write notes about it.

- What is it like?
- When was it built? Why?
- How does it make you feel when you see it?

**D** Tell a partner about your wonder.

There is a beautiful, old temple in my town. It was built in...

What is special about it?

**Writing**

**E** Read the information about the New Seven Wonders of the World.

What does it mean to be a "wonder of the world"? Both the Seven Wonders of the Ancient World and the New Seven Wonders are examples of humankind's greatest achievements. They include historical sites that show the incredible things we are capable of creating. Of the original Seven Wonders, only the Great Pyramid in Giza, Egypt, still exists, so Swiss-Canadian filmmaker and adventurer Bernard Weber started the New Seven Wonders of the World project. He wanted the greatest achievements of the last 2,000 years to be recognized now and remembered in the future. He also wanted regular people to decide on these new wonders by voting over the phone and internet. The project began in the year 2000, and the results were announced in 2007 with nearly 100 million votes. The new wonders include the Great Wall of China, the Colosseum in Rome, and the Taj Mahal in India.

**F** Complete the description with adjectives from the box.

amazed amazing ancient famous huge interested stronger

**WRITING STRATEGY**  
Using descriptive adjectives makes your writing more interesting.


The Great Wall of China was voted one of the New Seven Wonders of the World, and it is also a UNESCO World Heritage Site. It is really (1) \_\_\_\_\_—some parts were built in the 3<sup>rd</sup> century BCE—and it is (2) \_\_\_\_\_—it is more than 20,000 kilometers (12,430 miles) long. Architecturally, it is an (3) \_\_\_\_\_ construction. The Chinese built the wall over the centuries to protect their country. At the beginning of the 13<sup>th</sup> century, China was attacked by Genghis Khan's army, because Khan wanted China to be part of the Mongol Empire. His grandson, Kublai Khan, finally achieved this in 1276. Because of historic events like this, China continued to make the wall (4) \_\_\_\_\_, and better up to the 17<sup>th</sup> century. It is now one of the world's most (5) \_\_\_\_\_ landmarks. I was very (6) \_\_\_\_\_ to read about the Wall's history and I was (7) \_\_\_\_\_ when I saw it.

**G** Use the Internet to research one of the New Seven Wonders historical sites. Write notes.

**GOAL CHECK** Describe a Historical Wonder

- In your notebook, write a description (150–180 words) of the site. Use your own words, including adjectives, to describe your reaction to the site. Use the paragraph in **F** to help you.
- Share your description with a partner. Talk about the information that is interesting or surprising to you.
- How can your partner improve the description? Use your partner's comments to make corrections and improvements.

**Các bài luyện tập (controlled writing) và chuẩn bị cho hoạt động viết (guided writing)**



The Colosseum, also known as the Flavian Amphitheater, in Rome, Italy

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Hoạt động viết

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**Lesson E - Bài học E:** Lesson E chú trọng phát triển hai kỹ năng sản sinh là nói (**Communication**) và viết (**Writing**). Các bài tập giao tiếp (kỹ năng nói) được thiết kế gồm các bài luyện tập có kiểm soát và chuyển dần sang các hình thức luyện tập tự do hơn. Học sinh sẽ sử dụng vốn từ vựng, ngữ pháp và ý tưởng có được từ các bài học trước để thực hành các hoạt động nói khác nhau. Phần giao tiếp này làm nền tảng để học sinh luyện tập kỹ năng viết ở phần tiếp theo. Phần **Goal Check** cuối bài giúp đánh giá khả năng đáp ứng yêu cầu cần đạt của bài học thông qua việc sử dụng kiến thức, kỹ năng vừa học trong bài để viết một đoạn văn bản từ 120 đến 150 từ.

Sách giáo viên cung cấp lời khuyên gợi ý dành cho giáo viên (**Teaching Tip**), hướng dẫn chiến lược dành cho kỹ năng viết (**Writing Strategy**) và các gợi ý bài tập giao tiếp mở rộng (**Expansion Activity**). Ngoài ra, cuối Sách giáo viên còn có các phiếu bài tập luyện tập kỹ năng nói (**Communication Activities**) và kỹ năng viết (**Writing Program**) theo từng bài.

# TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 11 - EXPLORE NEW WORLDS



## 2. Nội dung:

Bộ sách giúp các em học sinh cấp trung học phổ thông hình thành và phát triển năng lực giao tiếp bằng tiếng Anh. Kết thúc chương trình (lớp 10 - lớp 12), học sinh có khả năng giao tiếp đạt trình độ bậc 3 theo Khung năng lực ngoại ngữ 6 bậc dùng cho Việt Nam. Bộ sách cũng được biên soạn với mục tiêu góp phần hình thành, phát triển các phẩm chất chủ yếu, các năng lực chung theo quy định của Chương trình Giáo dục phổ thông năm 2018.

Unit	Unit Goals	Grammar	Vocabulary	Listening	Speaking	Pronunciation	Reading	Writing
<b>1 Food for Life</b> Page 2	<ul style="list-style-type: none"> <li>Contrast General and Current Actions</li> <li>Describe Regional Foods</li> <li>Describe Favorite Dishes</li> <li>Discuss Diet Trends</li> <li>Give Details to Support Your Ideas</li> </ul>	The Simple Present vs. The Present Continuous Stative Verbs The Simple Past (Regular and Irregular)	Healthy Diets Types of Food	General and Focused Listening An Interview: Rice Farming	Comparing Diets Discussing Types of Food	Linking Words Together	The Paleo Diet: Natural and Healthy? An Article about a Special Diet (Reading for Details; Identifying the Author's Opinions)	Writing Main Ideas and Supporting Details
<b>2 Express Yourself</b> Page 14	<ul style="list-style-type: none"> <li>Talk about Yourself</li> <li>Make Small Talk with New People</li> <li>Start a Conversation</li> <li>Discuss Endangered Languages</li> <li>Give Examples</li> </ul>	The Present Perfect vs. The Simple Past Present Perfect Signal Words: Already, Yet, Ever, and Never	Culture and Communication Starting a Conversation	General and Focused Listening Conversations: Small Talk	Talking about Yourself Starting a Conversation	How or How vs. Contractions	Endangered Languages: An Article about Languages that are Endangered and Ways to Preserve Them (Identifying the Author's Opinions; Reading for Details)	Giving Examples
<b>3 Cities</b> Page 26	<ul style="list-style-type: none"> <li>Make Predictions about Your City or Town</li> <li>Explain What Makes a Good Neighborhood</li> <li>Discuss the Reasons for Moving to the City</li> <li>Evaluate Solutions to a Problem</li> <li>Explain What Makes a Good City</li> </ul>	Compound Nouns Future with Will Present Participles vs. Present Perfect Participles	Changing Cities City Life	General and Focused Listening A Radio Interview: Jardin Nomade in Paris	Discussing the Future of Your City Describing the Pros and Cons of Cities	Stressed Syllables Before -ion Suffix	Streets for People: An Article about Making Streets More Accessible to Pedestrians (Reading for Details; Understanding Referents)	Writing a Paragraph With a Good Topic Sentence
<b>4 The Body</b> Page 38	<ul style="list-style-type: none"> <li>Discuss Ways to Stay Healthy</li> <li>Talk about Healthy Habits</li> <li>Suggest Helpful Natural Remedies</li> <li>Describe the Benefits of a Positive Attitude</li> <li>Explain an Idea Using Details</li> </ul>	Gerunds Used as Subjects and Objects Infinitive of Purpose	Human Organs Everyday Ailments	Focused Listening An Interview: Healthy Lifestyles	Talking about Staying and Healthy Lifestyles Suggesting Easy Remedies	Elision of /t/, /d/, and /v/ sounds	Attitude Is Everything: An Article about the Effects of Attitude on People's Health (Reading for Details; Identifying the Author's Opinions; Reading for Gist)	Writing a Paragraph Using Supporting Details
<b>5 Challenges</b> Page 50	<ul style="list-style-type: none"> <li>Talk about Facing Challenges</li> <li>Describe Past Accomplishments</li> <li>Use "Round Enough" to Talk about Abilities</li> <li>Discuss Steps Toward a Goal</li> <li>Describe a Personal Challenge</li> </ul>	The Past Continuous vs. The Simple Past Subordinating Conjunctions: When and While Enough, Not Enough, Too + Adjective	Physical and Mental Challenges Personal Verbs	General and Focused Listening An Interview: Dr. Jenny Daltry, Wildlife Conservationist and Ecologist	Discussing Challenges Talking about Abilities	Words That End in -ed	Living Happily Together: Tam Chim An Article about Tam Chim National Park and People's Efforts in Preserving the Park's Biodiversity (Reading for Details; Identifying the Author's Opinions; Identifying the Meanings of Words from Context)	Writing a Letter to Talk about a Challenging Experience
<b>6 Transitions</b> Page 62	<ul style="list-style-type: none"> <li>Talk about Different Stages in Your Life</li> <li>Talk about the Best Age to Do Something</li> <li>Ask Questions to Get More Information</li> <li>Discuss Changes Caused by Technology</li> <li>Describe an Important Transition in Your Life</li> </ul>	The Past Perfect How + Adjective or Adverb	Describe Life Events Adjectives for Age	General and Focused Listening Conversation: Becoming an Adult	Talking about Events in Your Life Getting More Information	The Schwa Sound /ə/ in Unstressed Syllables Elision of Vowels	The Evolution of Distance Learning: An Article about the Evolution of Distance Learning (Identifying the Meanings of Words from Context; Identifying the Author's Opinions; Reading for Details)	Writing a Paragraph to Describe a Life Transition

Unit	Unit Goals	Grammar	Vocabulary	Listening	Speaking	Pronunciation	Reading	Writing
<b>7 Things that Matter</b> Page 74	<ul style="list-style-type: none"> <li>Discuss Spending Habits</li> <li>Talk about Needs and Wants</li> <li>Discuss What Makes People's Lives Better</li> <li>Talk about Different Lifestyles</li> <li>Set Priorities</li> </ul>	Passive Voice in the Present Passive Voice with By	Spending Habits Irregular Past Participles	General and Focused Listening Discussions: Needs and Wants	Discussing Spending Habits Talking about Priorities	Sentence Stress; Content vs. Function Words	A Zero-Waste Lifestyle: An Article about the Zero-Waste Lifestyle and Its Benefits (Predicting; Identifying the Author's Opinions; Reading for Details)	Writing about Your Future Life
<b>8 Conservation</b> Page 86	<ul style="list-style-type: none"> <li>Talk about Consequences</li> <li>Discuss Ways to Solve Future Problems</li> <li>Describe a Situation</li> <li>Discuss Conservation Projects</li> <li>Explain a Conservation Issue</li> </ul>	Real Conditionals in the Future Linking Verbs	Climate Change Adverbs of Manner	General and Focused Listening A Radio Program: The Bluefin Tuna	Talking about Issues That Affect Nature and Their Consequences Talking about Protecting Animals	Sentence Rhythm	Making a Difference: Small Changes An Article about Conservation Projects to Protect the Environment (Predicting; Identifying the Author's Opinions; Reading for Details)	Writing a Paragraph about an Environmental Issue
<b>9 Life Now and in the Past</b> Page 98	<ul style="list-style-type: none"> <li>Discuss Life in the Past</li> <li>Contrast Different Ways of Life</li> <li>Talk about How Things Were Done in the Past</li> <li>Discuss Historical Facts</li> <li>Describe a Historical Wonder</li> </ul>	Used to Passive Voice in the Past	Life in the Past Contrast Phrasal Verbs	General and Focused Listening A Talk: The Sami People	Comparing Life Now and in the Past Discussing How Things Used to Be in the Past	Weak Form of Used to	The Ancient Town of Hoi An: An Article about Hoi An Ancient Town in Quang Nam Province (Identifying the Author's Opinions; Reading for Details)	Writing a Paragraph on One of the New Seven Wonders of the World
<b>10 Travel</b> Page 110	<ul style="list-style-type: none"> <li>Talk about Organizing a Trip</li> <li>Talk about Different Kinds of Vacations</li> <li>Use English at the Airport</li> <li>Discuss Travel</li> <li>Describe a Cultural Event</li> </ul>	Expressing Obligation and Necessity Expressing Prohibition	Travel Preparations At the Airport	General and Focused Listening Conversations: Vacations	Discussing Preparing for a Trip Discussing Things You Do at the Airport	Weak Form of Have to and Has to	Four Reasons Why Traveling Is Good for You: An Article about the Benefits of Traveling (Identifying the Author's Opinions; Reading for Gist—Using Headings; Reading for Details)	Writing a Travel Blog
<b>11 Careers</b> Page 122	<ul style="list-style-type: none"> <li>Discuss Career Choices</li> <li>Ask and Answer Job-Related Questions</li> <li>Talk about Career Planning</li> <li>Discuss Gender Equality in Careers</li> <li>Get and Give Advice about Careers</li> </ul>	Models for Giving Advice Cleft Sentences: It is/was... that...	Careers and Jobs Participial Adjectives	General and Focused Listening An Interview: A Restaurant Owner in Thailand	Discussing Career Choices Talking about Career Planning	Intonation: Yes / No Questions and Wh-Questions	Breaking the Gender Stereotypes: An Article about the Gender Stereotypes in Careers (Identifying the Author's Opinions; Reading for Gist—Using Headings; Reading for Details; Understanding Referents)	Writing a Formal Letter to a Career Advice Agency
<b>12 Celebrations</b> Page 134	<ul style="list-style-type: none"> <li>Describe a Celebration</li> <li>Compare Holidays in Different Countries</li> <li>Express Congratulations and Good Wishes</li> <li>Talk about Rituals</li> <li>Share Opinions about Holidays</li> </ul>	Comparisons with as... as Would rather	Festivals and Holidays Expressions for Celebrations	General and Focused Listening Discussions: Local Celebrations or Holidays	Describing a Celebration Expressing Congratulations and Good Wishes	Intonation: Alternative Questions, Tag questions, Invitations, and Suggestions	The Rituals of an Important Life Event: An Article about the Wedding Rituals (Reading for Gist; Reading for Details)	Writing a Substantiated Opinion





## 2.1 Kiến thức ngôn ngữ:

### a) Ngữ âm:

Ngữ âm	Unit
Từ nối	Unit 1
Phát âm giản lược của have và has	Unit 2
Nhấn trọng âm trước hậu tố -tion	Unit 3
Đọc lướt âm /t/, /d/ và /r/	Unit 4
Âm cuối của động từ tận cùng bằng -ed	Unit 5
Âm /ə/ trong các âm tiết không nhấn trọng âm. Đọc lướt nguyên âm.	Unit 6
Trọng âm câu: Từ nội dung và các từ chức năng	Unit 7
Nhịp điệu câu	Unit 8
Dạng phát âm yếu của Used to	Unit 9
Dạng phát âm yếu của Have to và Has to	Unit 10
Ngữ điệu của câu hỏi Yes/No và Câu hỏi Wh-	Unit 11
Ngữ điệu của câu hỏi, câu hỏi đuôi, lời mời và gợi ý	Unit 12

### b) Từ vựng:

Từ mới học theo cách chủ động bao gồm danh từ, động từ, tính từ... được giới thiệu theo chủ đề của mỗi đơn vị bài học. Đó là các từ và cụm từ về các chủ đề như nghề nghiệp, quốc gia, các hoạt động hàng ngày, tiệc tùng, lễ hội, du lịch, thức ăn, thể thao, giao tiếp cá nhân, điện tử, năng lượng, kế hoạch dài và ngắn hạn, tài chính cá nhân, mua sắm... Số lượng tổng cộng là 388 từ dành riêng cho sách **Tiếng Anh 11 - Explore New Worlds**. (Số lượng từ vựng được quy định ở cấp trung học phổ thông là khoảng 600 đến 800 từ ở Bậc 3 không bao gồm các từ đã học ở các cấp tiểu học và trung học cơ sở).



Ngoài ra, còn một số từ vựng thụ động (passive vocabulary) được dạy thông qua các bài học trong sách và các từ vựng mở rộng được giới thiệu trong Sách giáo viên cho đối tượng học sinh khá giỏi.

**c) Ngữ pháp:**

<b>Ngữ pháp</b>	<b>Unit</b>
Thì hiện tại đơn và thì hiện tại tiếp diễn Động từ chỉ trạng thái Quá khứ đơn (Động từ hợp quy tắc và bất quy tắc)	Unit 1
Thì hiện tại hoàn thành và thì quá khứ đơn Dấu hiệu nhận biết thì hiện tại hoàn thành: Already, Yet, Ever và Never	Unit 2
Danh từ ghép Thì tương lai với Will Hiện tại phân từ và phân từ hoàn thành	Unit 3
Danh động từ được dùng làm Chủ ngữ và Tân ngữ Động từ nguyên mẫu chỉ mục đích	Unit 4
Thì quá khứ tiếp diễn và thì quá khứ đơn Liên từ phụ thuộc: When và While Enough, Not Enough, Too + tính từ	Unit 5
Thì quá khứ hoàn thành How + tính từ hoặc trạng từ	Unit 6
Câu bị động ở hiện tại Câu bị động với By	Unit 7
Câu điều kiện có thực ở hiện tại và tương lai Liên động từ	Unit 8
Used to Câu bị động ở quá khứ	Unit 9
Diễn tả sự bắt buộc và sự cần thiết Diễn tả sự ngăn cấm	Unit 10
Động từ khuyết thiếu dùng đưa lời khuyên Câu chẻ It is/was ... that ...	Unit 11





So sánh bằng as ... as ...  
Would rather

Unit 12

## 2.2 Kỹ năng ngôn ngữ:

**Tiếng Anh 11 - Explore New Worlds** cung cấp nhiều cơ hội cho học sinh phát triển cả bốn kỹ năng nghe, nói, đọc, viết một cách cân bằng và phù hợp với lứa tuổi, theo đúng yêu cầu của chương trình môn học dành cho học sinh trung học phổ thông. Các năng lực giao tiếp được lựa chọn theo hướng mở, có liên hệ chặt chẽ với các chủ điểm, chủ đề trong bài học.

### a) Nghe:

- Nghe hiểu những ý chính của các đoạn hội thoại, độc thoại khoảng 200 - 230 từ về những chủ đề mà cá nhân quan tâm trong phạm vi Chương trình.
- Nghe hiểu những ý chính trong các cuộc thảo luận, với điều kiện nội dung thảo luận được trình bày rõ ràng.
- Nghe bản tường thuật ngắn và đưa ra các giả thuyết về những điều sẽ xảy ra tiếp theo.

### b) Nói:

- Phát âm rõ ràng, tương đối chính xác trọng âm, nối âm, ngữ điệu, nhịp điệu các câu khác nhau.
- Bắt đầu, duy trì và kết thúc một cuộc hội thoại; thảo luận về các chủ đề trong Chương trình.
- Đưa ra những chỉ dẫn chi tiết.
- Trình bày các dự án một cách cơ bản, có chuẩn bị trước về các chủ đề trong Chương trình.

### c) Đọc:

- Đọc hiểu các ý chính, nội dung chi tiết của văn bản khoảng 250 - 280 từ về các chủ đề mang tính thời sự và quen thuộc.
- Đọc hiểu các ý chính, nội dung chi tiết các bản tin, bài báo,.. về các chủ đề hoặc sự kiện mang tính thời sự và hiểu toàn bộ ý nghĩa của văn bản.
- Đọc lướt các văn bản ngắn để tìm kiếm các sự kiện và thông tin cần thiết.

### d) Viết:

- Viết văn bản (có mở đầu, thân bài, kết luận) khoảng 150 - 180 từ về các chủ đề quen thuộc.
- Viết thư cá nhân yêu cầu cung cấp thông tin hoàn chỉnh và chi tiết về sản phẩm hoặc dịch vụ.
- Viết để truyền tải những thông tin, sự kiện ngắn gọn, đơn giản tới bạn bè và người thân.



### 2.3 Chủ đề, chủ điểm:

Các chủ điểm và chủ đề được lựa chọn rất gần gũi, phù hợp với đối tượng học sinh, đáp ứng được các yêu cầu của Chương trình Giáo dục phổ thông 2018. Các hoạt động trong mỗi chủ đề đều rất đa dạng, tạo sự hứng thú cho giáo viên và học sinh, giúp cho học sinh phát triển toàn diện.

Chủ điểm	Chủ đề	Unit
Cuộc sống của chúng ta	Chế độ ăn uống lành mạnh	Unit 1
Xã hội của chúng ta	Bảo tồn di sản thế giới	Unit 2
Cuộc sống của chúng ta Tương lai của chúng ta	Tương lai của các thành phố	Unit 3
Cuộc sống của chúng ta	Sức khỏe và tuổi thọ: lối sống lành mạnh	Unit 4
Cuộc sống của chúng ta Môi trường của chúng ta	Cuộc sống tự lập Hệ sinh thái	Unit 5
Cuộc sống của chúng ta Tương lai của chúng ta	Khoảng cách thế hệ Giáo dục trong tương lai	Unit 6
Cuộc sống của chúng ta	Lối sống lành mạnh	Unit 7
Môi trường của chúng ta	Sự nóng lên toàn cầu Hệ sinh thái Bảo tồn môi trường tự nhiên	Unit 8
Môi trường của chúng ta	Du lịch, di sản văn hóa	Unit 9
Xã hội của chúng ta	Du lịch, lễ hội văn hóa	Unit 10
Tương lai của chúng ta Xã hội của chúng ta	Nghề nghiệp, cuộc sống tự lập Bình đẳng giới	Unit 11
Xã hội của chúng ta	Văn hóa, lễ hội; Việt Nam và các quốc gia thuộc khối ASEAN	Unit 12





### 3. Kiểm tra đánh giá:

Sách **Tiếng Anh 11 - Explore New Worlds** bao gồm hệ thống các hoạt động/ bài kiểm tra đánh giá thường xuyên và định kì. Mỗi bài học kết thúc bằng một hoạt động đánh giá thường xuyên, qua đó, giáo viên đặt các câu hỏi đơn giản và cụ thể để xác định xem học sinh có nắm được mục tiêu bài học hay không. Những câu hỏi này nằm trong hệ thống giáo án mà Nhà xuất bản biên soạn dành riêng cho Việt Nam.

Ngoài ra hệ thống các bài kiểm tra sau mỗi đơn vị bài học cũng được cung cấp để giáo viên sử dụng. Các bài kiểm tra này giúp đánh giá từ vựng, ngữ pháp, và các kĩ năng nghe, đọc, viết.

Bài kiểm tra giữa kì và cuối kì cũng được thiết kế sẵn trong chương trình nhằm đánh giá đủ 4 kĩ năng nghe, nói, đọc, và viết.



## BÀI KIỂM TRA GIỮA KÌ I

### Midterm Test

**Instructions:** Read. Then answer the questions. Use reasons and examples from the text to support your answers.

#### Life Hacks

The term *life hack* is usually used to describe a simple solution to an everyday problem. These usually aren't very serious problems, but most of us have experienced them.

When a glass falls on the floor and breaks, it's easy to pick up the big pieces but not very easy to pick up the small ones. Put a little water on a piece of bread and press the bread on the floor to pick up the small pieces of glass. Some people say this method is much more effective than using a broom.

If you don't like ironing, try using ice! Put one or two shirts or a pair of pants in the dryer with three pieces of ice for ten minutes. The ice will melt and turn to steam, which can help remove wrinkles.

Iced coffee is a delicious drink but when the ice melts, the coffee gets too watery. Instead of using ice cubes in your coffee, try coffee cubes instead. You can make these at home by pouring coffee in ice cube trays—hot coffee actually freezes faster—and when they melt in your coffee, they don't make it watery.

Dirty shoes? You can use an old toothbrush and white, non-gel toothpaste to clean the outside. Leave the toothpaste on the shoes for ten minutes and then wipe it off. To make the inside smell better, try putting a dry, unused teabag inside overnight. The material on the teabags can help absorb the moisture.

From broken glass to dirty shoes, sometimes simple solutions work best!

1. What does the term *life hack* mean?

---

---

2. What life hack can you use to easily pick up small pieces of broken glass?

---

---

3. How do ice cubes work to take the wrinkles out of clothing?

---

---

4. Why does the writer suggest as an alternative to ice cubes in iced coffee?

---

---





5. What can be used to clean the outside of dirty shoes?

---

---

6. According to the text, why should you put a teabag inside a shoe?

---

---

**Instructions: Track 26** | *Listen to the conversation. Then write True or False for each statement. Correct the false statements.*

7. The speakers are on a bus.

---

---

8. The speakers don't know each other.

---

---

9. One of the speakers is leaving work.

---

---

10. Their friend Maria looks different than she did at her birthday party.

---

---

**Instructions:** *Complete each sentence with a word from the list. You do not need to use all the words.*

- available
- crops
- diet
- dish
- farmers
- ingredients
- meals
- prepares
- sells
- special
- variety

11. There are different meals for each day, and there is a \_\_\_\_\_ of food every week.



12. Harvest Foods gets their fruit and vegetables from \_\_\_\_\_ who work in the area.

**Instructions:** Choose the word that best describes the food.

- \_\_\_\_\_ 13. fish  
a. grain  
b. high in protein  
c. dairy
- \_\_\_\_\_ 14. milk  
a. dairy  
b. grain  
c. vegetable

**Instructions:** Correct the errors in bold. Rewrite each sentence with a word from the list. You do not need to use all the words.

avoid  
become  
common  
communicate  
connects  
culture  
customs  
experience  
increase  
polite  
way

15. Do many people in your country **connect** friends with their neighbors?

\_\_\_\_\_  
\_\_\_\_\_

**Instructions:** Put the words in order to make sentences.

16. for the bus have you been how long waiting \_\_\_\_\_?

17. you again to see it's nice \_\_\_\_\_.

**Instructions:** Complete the sentence with a word from the list. You do not need to use all the words.





apartment buildings  
rooftop gardens  
neighborhoods  
traffic light  
public transportation  
streetcar

18. Traveling by \_\_\_\_\_ is one of the cheapest options for tourists to see the city.

**Instructions:** Match the sentence halves. You do not need to use all the letters.

- a. arena if you like basketball.
- b. buildings will be closed for the holiday.
- c. car was not badly damaged.
- d. drive in the historical part of the city.
- e. famous painter at the art museum.
- f. hall where you can hear live music.
- g. office.
- h. show where the bicycle lane is.
- i. theater?
- j. walk to the other side of the road.
- k. shop?

- \_\_\_\_ 19. You must get a special permit if you want to

- \_\_\_\_ 20. I want to see the exhibit by that

**Instructions:** Choose the correct answers.

- \_\_\_\_ 21. What does the brain do?

- a. It digests food.
- b. It lets you think and remember.

**Instructions:** Match the sentences that have the same meaning. You do not need to use all the letters.

- a. This person ate something that made them sick and now their stomach hurts.
- b. This person has a small raised spot on their face.
- c. This person has the hiccups.
- d. This person feels like they are going to vomit.
- e. This person has a headache.
- f. This person has a fever.
- g. This person is not able to sleep.



- h. This person has a cold.
- i. This person has pain in their throat.
- j. This person has an earache.
- k. This person is in the hospital.

\_\_\_\_\_ 22. I am suffering from nausea.

\_\_\_\_\_ 23. It is sore.

**Instructions:** Complete the sentence with a word from the list. You do not need to use all the words.

achieve  
although  
challenge  
convinced  
deal  
goal  
make  
progress  
result  
seem  
significant

24. When asked how to \_\_\_\_\_ with the stress of school, she said you just need to try your best.

**Instructions:** Rewrite the sentences. Replace the words and phrases in bold with the correct form of phrasal verbs from the list. You can use the phrasal verbs more than once.

break down  
give up  
grow up  
keep on  
put up with  
run out of  
set out  
watch out

25. I **changed from a child to an adult** in the same place where my mother was born.

\_\_\_\_\_

26. The car **stopped working** as we crossed the bridge.

\_\_\_\_\_





**Instructions:** Rewrite the sentences. Replace the words and phrases in bold with the best words from the list to keep the same meaning. You do not need to use all of the words.

career  
developed  
direction  
events  
eventually  
finances  
negative  
opportunities  
positive  
realized  
relationship

27. I finally **became aware** that I was not happy at my job anymore.

\_\_\_\_\_

\_\_\_\_\_

**Instructions:** Complete the sentences with your own words.

28. If you say that someone is childish, it means \_\_\_\_\_.
29. A teenager is someone who \_\_\_\_\_.

**Instructions:** Choose the correct answer to complete each sentence.

- \_\_\_\_ 30. This is a cooking class. We \_\_\_\_\_ how to make a salmon dish.  
a. learn  
b. learns  
c. are learning
- \_\_\_\_ 31. The chef always \_\_\_\_\_ a white jacket in the kitchen.  
a. wear  
b. wears  
c. is wearing

**Instructions:** Complete each sentence with the simple past form of the verb in parentheses. Remember, some verbs are regular (jump–jumped) and some are irregular (eat–ate).

32. I \_\_\_\_\_ (meet) him when I was at a restaurant in a small town in Portugal.
33. I \_\_\_\_\_ (cook) last night. It's your turn tonight.

**Instructions:** Complete the sentence with the correct form of the verb in parentheses. Use the present perfect or the simple past.



**Example**

Muhammad and I \_\_\_\_\_ (know) each other for a long time.

Muhammad and I have known each other for a long time.

34. He \_\_\_\_\_ (buy, not) the food for the party yet.

*Instructions: Read each question or statement. Then write a response using the word in parentheses.*

**Example**

**A:** Is your sister feeling better? (yet)

**B:** I don't know. I haven't called her yet.

35. **A:** We are finished eating. Do we need to pay? (already)

**B:** No. Randy has \_\_\_\_\_.

36. **A:** Where's Angela? It's so early! (already)

**B:** Angela has \_\_\_\_\_.

*Instructions: Put the words in order to make sentences.*

37. invite everyone they the store won't to opening.

\_\_\_\_\_

*Instructions: Complete each statement using the present participle or the present perfect participle. Example*

She will go to college after \_\_\_\_\_.

She will go to college after finishing high school.

38. \_\_\_\_\_, I will take the train into the city.

39. \_\_\_\_\_, Jason looked for an apartment .

*Instructions: Choose the correct answer to complete each sentence.*

- \_\_\_\_\_ 40. \_\_\_\_\_ healthy food helps people live longer.

- a. Eat
- b. Eating
- c. Eats

*Instructions: Use an infinitive of purpose to complete each statement. Use your own ideas.*

**Example**





I drink coffee \_\_\_\_\_.

I drink coffee to wake up in the morning.

41. I eat green vegetables \_\_\_\_\_.

42. People take medicine \_\_\_\_\_.

**Instructions:** Choose the correct answer to complete each sentence.

- \_\_\_\_\_ 43. When the teacher walked into the room, the students \_\_\_\_\_ quietly.
- were reading
  - was reading
  - reading

**Instructions:** Read. Then complete each sentence with enough, not enough, or too and the adjective in parentheses.

Challenge yourself physically and mentally with the Adventure Weekend:

- Hiking; Mountain Climbing; Sailing
- September 20–22 (must make a reservation between August 10th and August 15th)
- \$280 per person
- Must be at least 18 years old
- Cabins for 2–6 people

44. Binan is 17 years old. She's \_\_\_\_\_ (young) to go.

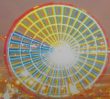
45. You have \$525 in the bank. The Adventure Weekend is \_\_\_\_\_ (cheap) for you.

**Instructions:** Put the words in order to complete the sentences.

46. the tree apples fallen from after they collected the had  
The children \_\_\_\_\_.

**Instructions:** Complete each sentence with a word from the list. You do not need to use all the words.

clean  
difficult  
early  
fast  
often  
polite  
serious  
well



young

47. **A:** How \_\_\_\_\_ does the train go?

**B:** 90 miles per hour.

48. **A:** How \_\_\_\_\_ is she?

**B:** She's only two.

**Instructions:** *Complete the tasks.*

49. Write a full sentence using the words in parentheses.

a. (he / taste / the soup / now)

---

b. (they / never / come / Thailand)

---

c. (my mother / love / cook)

---

d. (Lisa / become / famous singer / now)

---

50. Write one paragraph (150–180 words) about one way to stay healthy, explain and give examples.



## MA TRẬN ĐỀ THI GIỮA KÌ I

Dạng bài	Chuyên đề	Số câu	Nhận biết	Thông hiểu	Vận dụng	Nâng cao
<b>Đọc hiểu</b>	Đọc hiểu thông tin từ một văn bản.	6	x	x		
<b>Nghe hiểu</b>	Nghe hiểu thông tin từ một cuộc đối thoại.	4	x	x		
<b>Điền từ</b>	Từ vựng (thực phẩm, giao thông, hành động); thì của động từ.	12			x	
<b>Trắc nghiệm từ</b>	Từ vựng (thực phẩm).	2		x		
<b>Viết câu</b>	Từ vựng (giao tiếp, văn hóa); thì hiện tại hoàn thành, cấu trúc miêu tả mục đích.	6			x	
<b>Sắp xếp từ</b>	Cấu trúc câu nói và câu hỏi.	4			x	
<b>Ghép câu</b>	Cấu trúc câu nói.	4			x	
<b>Trả lời câu hỏi</b>	Chức năng cơ thể; thì hiện tại hoàn thành.	3		x		
<b>Viết lại câu</b>	Động từ ghép; từ đồng nghĩa.	5			x	
<b>Chia động từ</b>	Động từ.	3			x	
<b>Viết đoạn văn</b>	Cách giữ sức khỏe.	1				x
<b>Tổng</b>		<b>50</b>	<b>10</b>	<b>15</b>	<b>34</b>	<b>1</b>



# TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 11 - EXPLORE NEW WORLDS



## 4. Sách bài tập:

Sách bài tập **Tiếng Anh 11 - Explore New Worlds** là một phương thức hiệu quả giúp học sinh củng cố và nâng cao kiến thức, kỹ năng đã học tại lớp. Sách bài tập được thiết kế theo cùng cấu trúc với Sách học sinh, trong đó các hoạt động luyện tập được thiết kế đa dạng và bám sát từng đơn vị bài học với đầy đủ 4 kỹ năng nghe, nói, đọc, và viết, và các kiến thức từ vựng, ngữ pháp và ngữ âm.

Ngoài ra, cuối sách bài tập có mã code để học sinh truy cập sách bài tập số hoá và làm các bài tập tương tác và các bài tập game hoá hấp dẫn, hay thực hành các câu hỏi ôn luyện và đánh giá





## 5. Sách giáo viên:

Sách giáo viên cung cấp tất cả các tài liệu cần thiết hỗ trợ quý thầy cô lập kế hoạch, giảng dạy và bổ sung các bài học một cách hiệu quả, bao gồm:

- Hướng tiếp cận và nguyên tắc biên soạn bộ sách.
- Miêu tả cấu trúc một đơn vị bài học.
- Hướng dẫn chung về cách sử dụng hiệu quả sách giáo viên **Tiếng Anh 11 – Explore New Worlds**.
- Đáp án cho các bài tập trong SGK.
- Lời thoại cho các bài nghe trong SGK.
- Đáp án cho sách bài tập.
- Các hướng dẫn chi tiết về cách triển khai các hoạt động học tập trong một tiến trình bài dạy như: giới thiệu chủ đề của bài, thông tin nền về bức ảnh trong Bài mở đầu, các bước tổ chức hoạt động học tập trong bài, các câu hỏi gợi mở và ví dụ bổ sung...
- Các gợi ý về kiến thức ngôn ngữ và hoạt động luyện tập bổ trợ ngữ pháp (**Grammar Box, Grammar Practice**), từ vựng (**Word Bank**), bài tập giao tiếp mở rộng (**Expansion Activity**).
- Hướng dẫn chiến lược đọc hiểu (**Reading Strategy**), hướng dẫn chiến lược nghe hiểu (**Listening Strategy**) và các gợi ý khác dành cho giáo viên (**Teaching Tip**).
- Các trang luyện tập thêm ở cuối sách như **Grammar Activities** dành cho ngữ pháp, **Communication Activities** dành cho hoạt động giao tiếp, và **Writing Program** dành cho hoạt động viết.







## 6. Các nguồn tài liệu hỗ trợ giảng dạy:

SGK **Tiếng Anh 11 - Explore New Worlds** gồm một hệ thống các tài nguyên và tài liệu bổ trợ, giúp giáo viên và học sinh giảng dạy và học tập sáng tạo, linh hoạt, và hiệu quả, tùy theo điều kiện và bối cảnh giảng dạy khác nhau. Các nguồn tài liệu này có thể được tải về tại website: <https://hoc10.vn>

Website được bảo vệ bằng mật khẩu. Để tiếp cận với các tài nguyên trực tuyến, học sinh có thể xem hướng dẫn trong sách để truy cập vào website.

Để truy cập các tài nguyên trực tuyến dành cho giáo viên, xin vui lòng liên hệ tại địa chỉ được ghi ở trang cuối của tài liệu hướng dẫn này.

The screenshot displays the Hoc10 website interface for English 11 resources. The top navigation bar includes 'Giới thiệu', 'Tủ sách', 'Bài giảng', 'Luyện thi', 'Kịch hoạt sách', 'Hỗ trợ', 'Đăng ký', and 'Đăng nhập'. The main content area is titled 'TIẾNG ANH LỚP 11' and is organized into three sections: 'Giới thiệu sách' (Book Introduction) featuring a video thumbnail and two slide thumbnails; 'Sách giới thiệu' (Introduction Book) featuring a book cover thumbnail; and 'Tài liệu bổ trợ' (Supporting Materials) featuring four icons representing lesson plans, teacher guides, video journals, and lesson plans. A sidebar on the left allows filtering by grade level (Lớp học) and subject (Môn học). The 'Lớp học' section has 'Lớp 11' selected, and the 'Môn học' section has 'Tiếng Anh' selected.





## 6.1 Giáo án dành riêng cho Việt Nam:

Bộ sách cung cấp giáo án chi tiết hoàn chỉnh cho từng bài học phù hợp tiến độ dạy học cũng như đáp ứng mục tiêu giảng dạy của tất cả các trường học tại Việt Nam theo quy định trong công văn 5512/BGDĐT-GDTrH của Bộ Giáo dục và Đào tạo Việt Nam.

<b>Week 9</b> <b>Period 27 / Pages 38 - 40</b>	<b>Date of preparing: ... / ... /202...</b>	<b>Date of teaching: ... / ... / 202...</b>
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### Unit 4: THE BODY Unit Opener and Vocabulary

#### I. Lesson objectives:

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

- *Knowledge:*
  - talk about healthy activities.
  - get to know vocabulary related to body parts.

#### - Vocabulary:

- heart
- artery
- bone
- brain
- joint
- kidney
- lungs
- muscle
- skin
- stomach
- vein

- *Skills/Competences:*
  - improve their speaking skills.
  - improve their critical thinking skills.
- *Values/Attitudes:*
  - have a positive attitude in English language learning so that they actively participate in all classroom activities.
  - recognize and be able to distinguish the functions of different body parts.



## 6.2 Phân phối chương trình:

Bộ sách cung cấp bảng phân phối chương trình gợi ý phù hợp khung chương trình 3 tiết/tuần (45 phút/tiết học). Bảng phân phối chương trình đưa ra các hướng dẫn theo từng đơn vị tuần học tương ứng nội dung giảng dạy phù hợp để giúp giáo viên đảm bảo hoàn thành toàn bộ nội dung chương trình học trong năm học.

Week	Class Period	Duration	Unit	Section
Week 1	Class period 1	45 min	1	Unit Opener + Vocabulary
Week 1	Class period 2	45 min	1	Grammar
Week 1	Class period 3	45 min	1	Listening
Week 2	Class period 4	45 min	1	Communication + Pronunciation
Week 2	Class period 5	45 min	1	Language Expansion + Grammar
Week 2	Class period 6	45 min	1	Reading
Week 3	Class period 7	45 min	1	Communication
Week 3	Class period 8	45 min	1	Writing
Week 3	Class period 9	45 min	2	Unit opener + Vocabulary
Week 4	Class period 10	45 min	2	Grammar
Week 4	Class period 11	45 min	2	Listening
Week 4	Class period 12	45 min	2	Pronunciation + Communication
Week 5	Class period 13	45 min	2	Language Expansion + Grammar
Week 5	Class period 14	45 min	2	Reading
Week 5	Class period 15	45 min	2	Communication
Week 6	Class period 16	45 min	2	Writing
Week 6	Class period 17	45 min	3	Unit Opener + Vocabulary
Week 6	Class period 18	45 min	3	Grammar
Week 7	Class period 19	45 min	3	Listening
Week 7	Class period 20	45 min	3	Pronunciation + Conversation
Week 7	Class period 21	45 min	3	Language Expansion + Grammar
Week 8	Class period 22	45 min	3	Reading
Week 8	Class period 23	45 min	3	Communication
Week 8	Class period 24	45 min	3	Writing
Week 9	Class period 25	45 min	1st Review	Review on Units 1–3
Week 9	Class period 26	45 min	Midterm test	Midterm test on Units 1–3
Week 9	Class period 27	45 min	4	Unit Opener + Vocabulary
Week 10	Class period 28	45 min	4	Grammar
Week 10	Class period 29	45 min	4	Listening
Week 10	Class period 30	45 min	4	Pronunciation + Communication
Week 11	Class period 31	45 min	4	Language Expansion + Grammar
Week 11	Class period 32	45 min	4	Reading
Week 11	Class period 33	45 min	4	Communication
Week 12	Class period 34	45 min	4	Writing
Week 12	Class period 35	45 min	5	Unit Opener + Vocabulary
Week 12	Class period 36	45 min	5	Grammar



### 6.3 Bài giảng trình chiếu gợi ý:

Mỗi bài học đi kèm với một bài giảng điện tử, được tích hợp sẵn nội dung, tranh ảnh, âm thanh, đáp án và các hiệu ứng phù hợp. Giáo viên có thể tải về các bài giảng trình chiếu và tùy chỉnh cho phù hợp với đối tượng học sinh của mình.

UNIT 4	MY BODY	VOCABULARY
	<p><b>Vocabulary</b></p> <p><b>A</b> Look at the picture. Fill in the blanks with the vocabulary words from the box.</p>	
	<div style="border: 1px solid #008000; padding: 5px; margin-bottom: 10px;"> <p>a. artery    b. bone    c. brain    d. heart    e. joint    f. kidney g. lungs    h. muscle    i. skin    j. stomach    k. vein</p> </div> <ol style="list-style-type: none"> <li>This pushes your blood through your body: <u>heart</u></li> <li>These carry blood around your body: <u>artery</u>, <u>vein</u></li> <li>These bring air into your body: <u>lungs</u></li> <li>This covers the outside of your body: <u>skin</u></li> <li>These make your body move: <u>muscle</u>, <u>joint</u></li> <li>This lets you think and remember: <u>brain</u></li> <li>This is one of the organs that cleans your blood: <u>kidney</u></li> <li>This digests food: <u>stomach</u></li> <li>This supports your body: <u>bone</u></li> </ol>	
<p>National Geographic Learning, a Cengage Company. © 2022 Cengage Learning, Inc. ALL RIGHTS RESERVED. This presentation tool is for teaching purpose only. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.</p>		

### 6.4 Kiểm tra đánh giá:

Sau mỗi đơn vị bài học đều có các phiếu kiểm tra đánh giá (**Unit Assessment**). Giáo viên có thể tham khảo và sử dụng các phiếu này trong quá trình triển khai bộ sách. Ngoài ra cũng có bài kiểm tra kết thúc mỗi học kì (sau unit 6 và sau unit 12) và kiểm tra cuối năm học.





## BÀI KIỂM TRA THEO ĐƠN VỊ BÀI HỌC

### Unit 4

**Instructions:** Read. Then write True or False for each statement. Correct the false statements.

#### Tiny Invaders

The germs that make people sick are everywhere. You can't see them, but they're there. They're sitting on your desk. They're hiding on your computer's keyboard. They're even in the air that you are breathing.

There are two types of germs: viruses and bacteria. Viruses use the cells inside animals or plants to live and multiply. Viruses cause illnesses such as influenza, also known as the flu. Bacteria are tiny creatures. Some bacteria are good. They can help your stomach digest food. Other bacteria aren't as good. They can cause sore throats and ear infections.

Once germs are inside your body, your immune system—the body's way of preventing illness—tries to protect you. How does it do that? Some cells in the body actually eat germs! Other cells make substances called antibodies. There is a different antibody for each kind of germ. Some antibodies stop germs from making you sick. Others help your body find and kill germs. After a germ is destroyed, the antibodies stay in your body. They try to protect you if the same kind of germ comes back.

How can you stop these tiny invaders from making you sick? Your skin is the first defense against germs. One of the easiest ways to prevent some illnesses is simply by washing with soap and water. But germs can still enter the body through small cuts in the skin or through the mouth, eyes, and nose.

You can also help your immune system to fight germs by getting vaccinated. Vaccines are medicines. They contain dead or weak germs that cannot make you sick. Instead, they cause your body to make antibodies. If the same germ ever shows up again, then your antibodies attack it.

1. Viruses can only live inside animals.

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2. All bacteria cause illnesses.

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3. Washing your skin can prevent some illnesses.

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4. Germs can enter the body through the eyes.

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## 6.5 Phiếu bài tập:

Trong trường hợp cần bổ sung thêm bài tập để học sinh ôn tập hoặc mở rộng và nâng cao kiến thức, giáo viên có thể sử dụng phiếu bài tập đã được soạn sẵn cho mỗi đơn vị bài học (Unit). Phiếu bài tập được thiết kế với nhiều dạng bài khác nhau. Phiếu bài tập dành cho phần Video (tự chọn) cũng được thiết kế để hỗ trợ giáo viên giảng dạy.



## WRITING PROGRAM WORKSHEET

### Unit 4: The Body

#### Supporting Details

- A** Read the paragraph and underline the topic sentence. Remember, the topic sentence says the main idea of the paragraph.

There are many things you can do to help a bad cold. Last week, I had a sore throat, a cough, and a stuffy nose. My mom gave me some warm tea with honey. I also took some cough medicine. In addition, I went to bed early and drank a lot of water. After four days, my cold was finally gone.

- B** A good paragraph contains a topic sentence and supporting details. Supporting details provide more information to back up the idea in the topic sentence. Write the supporting details from the paragraph in the correct columns.

The Symptoms	The Mother's Actions	The Writer's Actions	How long was the illness?

- C** Read the paragraph. Then cross out the sentence that does NOT have a good supporting detail. Remember, supporting details should always be about the topic sentence.

I do several things every day to stay healthy. For example, I always get some exercise. On some days, I run or play tennis, and on other days, I just go for a long walk. Another thing I do to stay healthy is to watch my diet. I avoid sweets, and I eat as many vegetables as possible. My dad is the best cook in the family. Finally, I get enough sleep at night. That way, I feel good in the morning, and I have the energy to exercise.

- D** Write two more sentences with supporting details for this paragraph.

My brother Paul has an unhealthy lifestyle. He works too hard, and he never takes any time to relax.  
In addition, \_\_\_\_\_  
\_\_\_\_\_. He also \_\_\_\_\_  
\_\_\_\_\_.

I worry about my brother because of these unhealthy habits.





## COMMUNICATION ACTIVITIES WORKSHEET

### Unit 4 The Body

**A** Read the statements and check (✓) your opinions.

	I agree.	It depends.	I disagree.
1. Eating modern food is healthier than the traditional food in our country.			
2. Most people worry too much about their health.			
3. Getting enough sleep is as important for health as eating good food.			
4. Medicine that you get from a doctor works better than home remedies.			
5. Most people in this country don't get enough exercise.			
6. All children should have physical education classes in school.			
7. People are more interested in staying healthy now than they were in the past.			
8. Having a little bit of stress isn't bad for your health.			
9. Walking is the best kind of exercise for everyone.			
10. Eating junk food is as bad for your health as smoking.			

**B** Compare your answers in small groups. Give reasons for your opinions.



## GRAMMAR ACTIVITIES WORKSHEET

### Unit 4 The Body

#### Lesson A: Gerunds Used as Subjects or Objects

**A** Complete the sentences with the correct form of the verbs in parentheses.

1. I enjoy \_\_\_\_\_ (teach) people to play the guitar. It's rewarding.
2. I'm afraid of \_\_\_\_\_, (fly) but I have to travel to Brazil for a wedding.
3. I'm planning on \_\_\_\_\_ (visit) my parents for a week before I leave.
4. I'm thinking about \_\_\_\_\_ (look) for a new job with a better salary.
5. I love \_\_\_\_\_ (eat) sandwiches at lunchtime.

**B** Unscramble the words to make sentences.

1. by / she / traveling / boat / prefers \_\_\_\_\_.
2. than / is / running / walking / easier \_\_\_\_\_.
3. people / stress / reduce / yoga / helps / doing \_\_\_\_\_.
4. sports / good / way / is / playing / a / keep / fit / to \_\_\_\_\_.
5. nothing / in / this / book / worth / reading / there's \_\_\_\_\_.

**C** Use the words in parentheses to write sentences. You can add words.

1. (skip rope / can / help / lose weight)  
\_\_\_\_\_.
2. (my mother / dislike / use / tablet / cure disease)  
\_\_\_\_\_.
3. (my brother / like / play / team sports)  
\_\_\_\_\_.
4. (Sarah / enjoy / go for walks / on the beach / every day)  
\_\_\_\_\_.
5. (they / don't mind / wait / in the line / for ice cream)  
\_\_\_\_\_.

**D** Complete the sentences below with true information about yourself.

1. I enjoy \_\_\_\_\_.

# TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 11 - EXPLORE NEW WORLDS

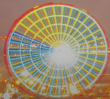


## 6.6 Học liệu điện tử:

Học liệu điện tử gồm sách phiên bản điện tử, các bài tập tương tác, các bài học video (tự chọn), các câu hỏi ôn luyện và đánh giá, và các bài tập game hoá hấp dẫn.







## **PHẦN III. PHÁT TRIỂN CHUYÊN MÔN:**

### **1. Bồi dưỡng chuyên môn trực tiếp:**

**Buổi tập huấn cơ bản** giới thiệu về bộ SGK, tổng quan về các phần trong chương trình và minh họa các bước của một bài học.

#### **Các buổi hội thảo chuyên sâu bao gồm:**

- Sử dụng tranh ảnh trong giảng dạy tiếng Anh.
- Giảng dạy tiếng Anh trực tuyến.
- Rèn luyện các kỹ năng của thế kỷ 21 cho học sinh qua các bài học tiếng Anh.
- Đảm bảo và nâng cao hiệu quả học tập thông qua việc kiểm tra đánh giá quá trình.
- Và nhiều chuyên đề khác.

### **2. Bồi dưỡng chuyên môn trực tuyến:**

Trong suốt năm học, National Geographic Learning thường xuyên hỗ trợ các hội thảo về phát triển nghiệp vụ chuyên môn cho giáo viên trên toàn thế giới theo các hình thức trực tiếp và trực tuyến với nội dung đa dạng. Diễn giả tại các hội thảo này là các tác giả, giảng viên, các chuyên gia về giảng dạy tiếng Anh, các nhà diễn thuyết trong diễn đàn TEDTalks cùng các nhiếp ảnh gia và các nhà thám hiểm của National Geographic. Người tham dự hội thảo có thể trao đổi trực tiếp với diễn giả và giáo viên trên toàn thế giới và sẽ nhận được giấy chứng nhận đã tham gia chương trình. Trang web hội thảo là: <https://www.ngl-asia.com/> và <https://webinars.eltngl.com/>.

Nếu không thể tham gia các hội thảo trực tuyến theo thời gian thực, giáo viên có thể xem lại video được ghi hình và cập nhật thường xuyên trên trang web, với các chủ đề như:

- How to Engage Teenager Learners with Projects?
- Exploring Global Topics from Multiple Perspectives in Teenagers Classes.
- Motivating Teenage Learners in the Classroom.
- The Creative Classroom.
- Empowering Teenagers to be the Change the World Needs.
- Engaging Students in Meaningful Learning Activities.
- Developing Reading Skills in an Online Environment.
- Exploring, Exploiting and Expanding on Online Lessons.
- Và nhiều chủ đề khác.



## PHẦN IV. GỢI Ý TỔ CHỨC DẠY HỌC MỘT SỐ DẠNG BÀI:

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### **Unit 4: THE BODY**

#### **Unit Opener and Vocabulary**

#### **I. Lesson objectives:**

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

- *Knowledge:*
  - understand and use some vocabulary items related to body parts.

#### **- Vocabulary:**

- heart
- artery
- bone
- brain
- joint
- kidney
- lungs
- muscle
- skin
- stomach
- vein

- *Skills/Competences:*
  - discuss the functions of different body parts
  - improve their critical thinking skills.
- *Values/Attitudes:*
  - recognize ways to stay healthy and the significance of different body parts.



## II. Resources and materials:

<b>ENW11 resources:</b> Student's book, workbook.	<b>Other materials and equipment:</b> PPT slides, PC/Laptop, projector/TV, speakers.
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## III. Lesson steps:

- **Warm-up:**

a. *Goal:*

- Students are introduced to the topic of this unit–The body.
- Students feel interested in the topic of the unit.

b. *Content:* Students brainstorm and name as many body parts as possible.

c. *Outcome:* Students recognize that the topic of the unit is the body.

d. *Procedure:*

<b>Suggested time</b>	<b>Contents</b>	<b>Teacher's Actions</b>	<b>Students' Actions</b>
1 min	<b>Greetings</b>	Say <i>Good morning/afternoon, class.</i> (Now sit down, class.)	Say <i>Good morning/afternoon, teacher.</i>  Sit down.
5 mins	<b>Warm-up activity</b>	Have groups of students write down as many parts of the body as they can remember in one minute (books closed).  As a class, compile a list on the board.	Brainstorm the body parts.

- **Unit Opener**

a. *Goals:*

- Students feel interested in the topic of the unit.

b. *Contents:* Students answer discussion questions related to the photo in the Unit Opener.

c. *Outcomes:*





- Students feel interested in the topic of the unit.

d. Procedure:

Suggested time	Contents	Teacher's Actions	Students' Actions
4 mins.	<b>Unit Opener</b>	<p>Point out the unit title and have students look at the photo. Ask, <i>What is she doing with her body?</i> Prompt students to explain that she is doing yoga with her arms raised up and one of her legs stepped forwards. Ask questions as needed: <i>What is she doing with her arms? Her legs?</i> Explain that this unit will focus on parts of the body and topics related to the health of our bodies.</p> <p>Have students answer the questions individually, then share answers with a partner. Discuss as a class and write their ideas on the board.</p> <p>Have students read the unit goals.</p> <p>Discuss each goal and elicit related vocabulary. For example, for Goal B, explain <i>habits (something we do regularly)</i>. For Goal C, ask, <i>What do you take / eat / drink when you have a cold?</i> From their answers, show the difference between natural remedies and medicine. For Goal D, write <i>positive attitude</i> on the board and brainstorm examples. For example, think about good things, find solutions, etc.</p>	<p>Listen to the teacher's explanation carefully.</p> <p>Answer the questions, and then work in pairs.</p> <p>Read the unit goals.</p> <p>Do the task as instructed.</p>

- **Presentation:**

a. Goal:

- Students know the names of some body parts in English.



c. *Outcome:*

- Students recognize the body parts in contexts.

d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
8 mins	<b>Activity B</b> <b>Listen and check (✓) the words you hear.</b>	Tell students they will hear a conversation between a doctor and a patient. Elicit some things the doctor and patient might say.  Play the audio for students to complete the exercise. Replay the audio as needed.  Review answers as a class.  Elicit some of the things the doctor and the patient said. Write some of the expressions on the board and discuss their meanings. For example, <i>I really don't feel well.</i>  <b>Answers:</b>  heart, lungs, skin, stomach	Listen to the teacher's instructions carefully.  Listen and complete the task.  Check answers.  Take notes.

- **Production:**

a. *Goal:*

- Students can describe the functions of different body parts.

b. *Content:* Students work in pairs to discuss the functions of different body parts with the help of the information in **A**.

c. *Outcome:*

- Students describe the functions of different body parts in simple sentences, using the vocabulary and information they have just learned.

d. *Procedure:*



c. *Outcome:*

- Students recognize the body parts in contexts.

d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
8 mins	<b>Activity B</b> <b>Listen and check (✓) the words you hear.</b>	<p>Tell students they will hear a conversation between a doctor and a patient. Elicit some things the doctor and patient might say.</p> <p>Play the audio for students to complete the exercise. Replay the audio as needed.</p> <p>Review answers as a class.</p> <p>Elicit some of the things the doctor and the patient said. Write some of the expressions on the board and discuss their meanings. For example, I <i>really don't feel well</i>.</p> <p><b>Answers:</b> heart, lungs, skin, stomach</p>	<p>Listen to the teacher's instructions carefully.</p> <p>Listen and complete the task.</p> <p>Check answers.</p> <p>Take notes.</p>

- **Production:**

a. *Goal:*

- Students can describe the functions of different body parts.

b. *Content:* Students work in pairs to discuss the functions of different body parts with the help of the information in **A**.

c. *Outcome:*

- Students describe the functions of different body parts in simple sentences, using the vocabulary and information they have just learned.

d. *Procedure:*





Suggested time	Contents	Teacher's Actions	Students' Actions
6 mins	<b>Activity C</b> <b>In pairs, discuss the functions of different body parts. Use the information in A to help you.</b>	Have students complete the exercise in pairs using the information in A.  Afterward, call some volunteers to share their answers.	Work in pairs.  Say the answers.

- **Wrap up:**

- Goal:* Students can remember the key points from the lesson.
- Content:* Students answer review questions from the teacher.
- Outcomes:* Students can answer review questions from the teacher.
- Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
2 mins.	<b>Wrap-up</b>	Say <i>Good job today, class.</i>  Address any questions students may have. Review the key points from the lesson.  Remind students to do homework in their workbooks.	Ask questions if necessary.  Note down homework.

**Formative Assessment (3 mins.)**

Can students talk about different body parts?

Ask them to talk about the functions of different body parts.



<b>Week 10</b> <b>Period 28 / Pages 40 - 41</b>	<b>Date of preparing: ... / ... /202...</b>	<b>Date of teaching: ... / ... / 202...</b>
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## Unit 4: THE BODY

### Grammar + Communication

#### I. Lesson objectives:

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

- *Knowledge*
  - understand the use of gerunds used as subjects or objects.
  - know different ways to stay healthy.

<b>- Word bank: Ways to Stay Healthy</b> <ul style="list-style-type: none"><li>• avoid junk food</li><li>• do yoga</li><li>• get up and stretch</li><li>• go jogging</li><li>• go to the gym</li><li>• hang out with friends / family</li><li>• take the stairs at work / school</li><li>• take vitamins</li><li>• work out</li><li>• write in a journal</li></ul>	<b>- Structure:</b> <ul style="list-style-type: none"><li>• Gerunds used as subjects or objects</li></ul>
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- *Skills/Competences:*
  - discuss ways to stay healthy
  - use gerunds as subjects or objects in daily conversations.
- *Values/Attitudes:*
  - be aware of healthy activities



## II. Resources and materials:

<b>ENW11 resources:</b> Student's book, workbook.	<b>Other materials and equipment:</b> PPT slides, PC/Laptop, projector/TV, speakers.
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## III. Lesson steps:

### 1. Warm-up:

- Goal:* Students are introduced to the topic of the lesson—gerunds used as subjects or objects.
- Content:* Students identify the form and use of gerunds.
- Outcome:* Students recognize that the topic of the lesson—gerunds used as subjects or objects.
- Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
1 min	<b>Greetings</b>	Say <i>Good morning/afternoon, class.</i>  ( <i>Now sit down, class.</i> )	Say <i>Good morning/afternoon, teacher.</i>  Sit down.
4 mins	<b>Warm-up activity</b>	Write on the board three sentences, <i>Running is great fun.</i> <i>The team practiced kicking. He is good at jogging.</i> Conduct repetition of the examples.  Then, draw students' attention to the use of gerunds in these sentences. Elicit or explain the form and use of gerunds.  Introduce the topic of the lesson.	Look at the board, listen, and repeat.  Listen to the teacher's explanation carefully.  Listen.

### 2. Presentation





a. *Goals:*

- Students understand the form and use of gerunds used as subjects or objects.

b. *Contents:*

- Students listen to the teacher's presentation of gerunds, answer questions and take notes when necessary.

c. *Outcomes:*

- Students can explain the form and use of gerunds.

d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
8 mins.	<b>Gerunds used as subjects or objects</b> - <b>Introduction</b>	Point to the information in the grammar chart and clarify any doubts.  Provide further examples and / or explanation as needed.  For additional practice, say more verbs and have students write the gerund forms of these verbs. Check as a class.  Then have them write sentences using gerunds.	Read the grammar chart and ask questions.  Listen and take notes.  Do the task as instructed individually.

**3. Practice**

a. *Goal:*

- Students can use gerunds as subjects or objects in sentences.
- Students can differentiate the functions of gerunds in context.

b. *Contents:*

- Students complete the sentences with the gerund form of the verbs in parentheses. Then, they point out the instances where gerunds are used as subjects.
- Students discuss the sentences in the previous activities using gerunds.

c. *Outcome:*



- Students use gerunds as subjects or objects in sentences.
- Students identify the functions of the gerunds in those sentences.
- Students share their opinions using gerunds.

*d. Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
5 mins.	<b>Activity D</b> <b>Complete the sentences with the correct form of the verbs in parentheses. In which sentences are the gerunds used as subjects?</b>	Have students complete the exercise individually, then compare answers with a partner.  Review the answers as a class, clarifying doubts as needed.  <i>Answers:</i> <i>1. Walking, running</i> <i>2. staying</i> <i>3. Getting, getting</i> <i>4. eating</i> <i>5. keeping</i> <i>6. drinking</i>	Work individually.  Check answers and take notes.
5 mins	<b>Activity E</b> <b>Do you agree or disagree with the statements above? Discuss in pairs, using gerunds in your sentences.</b>	Model this exercise with a student using the speech bubbles. Then have pairs complete the exercise. Monitor and assist as needed. Prompt students to explain their reasons.  Survey the class to find out how many students agree / disagree with each statement.	Listen to the instructions carefully. Then, work in pairs as instructed.  Do the survey.

**4. Production:**

*a. Goals:*

- Students use gerunds as subjects or objects to discuss healthy activities.



*b. Contents:*

- Students complete the table with the activities in the box.
- Students come up with new activities to stay healthy.
- Students discuss which activities are more / less important.

*c. Outcome:*

- Students use gerunds to describe healthy activities.
- Students can discuss the importance of some activities to stay healthy, using gerunds in their speech.

*d. Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
4 mins.	<b>Activity F</b> <b>In pairs, complete the table with ideas from the box. Add your own ideas.</b>	Go over the chart and the ideas in the box. Explain that, in this case, <i>Daily Life</i> means the way you spend your time every day. Then have students complete the exercise with a partner.  Share answers as a class and complete the chart on the board.  <b>Answers:</b>  <i>Daily Life: contacting with friends &amp; family, sleeping 7-8 hours</i>  <i>Exercise Routine: playing sports, taking a walk</i>  <i>Others: eating fruits &amp; vegetables, reading a good book</i>	Work in pairs.           Share answers.
4 mins	<b>Activity G</b> <b>Discuss the table in F. Which things are more important or less important</b>	In small groups, or as a class, discuss the question. Prompt correct uses of gerunds.    Call some individuals to share their answers.	Read, listen, and take notes.        Share answers.





	<b>for staying healthy?</b>		
5 mins	<b>GOAL CHECK</b> <b>Discuss Ways to Stay Healthy</b>	<p>Model the exercise with a student using speech bubbles.</p> <p>Have students complete the exercise with a partner and let them know they'll need to share with the class what their partner says (see Teaching Tip). Monitor and assist as needed, using the Word Bank to provide additional vocabulary.</p> <p><b>Teaching Tip:</b> Reporting Partner's Answers</p> <p>If students are told that they will have to report their partner's answers to the class after talking in pairs (as in the Goal Check), it pushes them to pay attention and ask their partner clarifying questions if they don't understand something. It can also be a useful opportunity for extra practice of the simple present third-person singular -s. For example, <i>Javier <u>tries</u> to eat a lot of fruits and vegetables every day.</i></p> <p>Call on several pairs to tell the class what their partner does to stay healthy.</p>	<p>Listen.</p> <p>Work in pairs.</p> <p>Report partner's answers.</p>

**5. Wrap up:**

- a. *Goal:* Students can remember the key points from the lesson.
- b. *Content:* Students answer review questions from the teacher.
- c. *Outcomes:* Students can answer review questions from the teacher.
- d. *Procedure:*

<b>Suggested time</b>	<b>Contents</b>	<b>Teacher's Actions</b>	<b>Students' Actions</b>
2 mins.	<b>Wrap-up</b>	<i>Say Good job today, class.</i>	



		Address any questions students may have. Review the key points from the lesson.  Remind students to do homework in their workbooks.	Ask questions if necessary.  Note down homework.
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**Formative Assessment (5 mins.)**

Can students use gerunds as subjects or objects?

Ask them to come up with healthy activities using gerunds.



<b>Week 9</b> <b>Period 28 / Pages 42</b>	<b>Date of preparing: ... / ... /202...</b>	<b>Date of teaching: ... / ... / 202...</b>
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## Unit 4: THE BODY

### Listening

#### I. Lesson objectives:

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

- *Knowledge:*
  - listen for keywords and main ideas in a conversation about people’s healthy lifestyles.
  - apply the listening skills they have learned in a speaking task about their own lifestyles.
  
- *Skills/Competences:*
  - discuss ways to stay healthy.
  - extract the main ideas from the answers.
  - listen for details and specific information.
  
- *Values/Attitudes:*
  - be aware of healthy habits.

#### II. Resources and materials:

<b>ENW11 resources:</b> Student’s book, workbook.	<b>Other materials and equipment:</b> PPT slides, PC/Laptop, projector/TV, speakers.
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#### III. Lesson steps:

- **Warm-up:**
  - *Goal:* Students are introduced to the topic of the lesson—healthy habits.
  - *Content:* Students brainstorm and describe the picture.
  - *Outcome:* Students recognize the topic of the lesson—healthy habits.
  - *Procedure:*

Suggested time	Contents	Teacher’s Actions	Students’ Actions
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1 min	<b>Greetings</b>	Say <i>Good morning/afternoon, class.</i>  <i>(Now sit down, class.)</i>	Say <i>Good morning/afternoon, teacher.</i>  Sit down.
4 mins	<b>Warm-up activity</b>	As a warm-up, have students look at the photo and describe what they see. Review the idea of community gardens from Unit 3. Ask, <i>Do you think this man is healthy? Why? What is he doing? What do you know about his life?</i> (He likes to eat fresh food, spend time gardening, etc.) Discuss the word <i>habits</i> .	Look at the photo and describe it. Then, answer the questions.

▪ **Presentation:**

- *Goal:* Students are prepared with prior knowledge about ways to stay healthy.
- *Content:* Students discuss questions relating to healthy lifestyles. Then, they answer the survey to find out the most common way to stay healthy.
- *Outcome:* Students know the importance of healthy food and other ways to stay healthy.
- *Procedure:*

<b>Suggested time</b>	<b>Contents</b>	<b>Teacher's Actions</b>	<b>Students' Actions</b>
8 mins	<b>Pre-listening</b>  <b>Activity A</b>  <b>Discuss the questions in pairs</b>	Have students discuss the questions with a partner.  Compare answers as a class. Survey the class to find out the most common way to stay healthy. Keep the discussion brief because you will return to this topic after the students have finished the listening sequence.	Work in pairs  Discuss as a class.



- **Practice:**
  - *Goal:*
    - Students can listen to the main idea in the conversation.
    - Students can listen to details and specific information in the conversation.
  - *Contents:*
    - Students listen to three people talking about their healthy lifestyles and match the speaker to the correct topic.
    - Students listen to the conversation again and answer the questions in detail.
  - *Outcome:*
    - Students match the speaker to the correct topic and explain their choices.
    - Students answer the questions with detailed information.
  - *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
10 mins.	<p><b>While-listening</b></p> <p><b>Activity B</b></p> <p><b>Listen to three people talking about their healthy lifestyles. Write the letter (A –C) to match the speaker to the correct topic.</b></p>	<p>Tell students that the first time they listen they should try to understand the main idea of what each speaker says (see Listening Strategy).</p> <p><b>Listening Strategy:</b> Listening for Gist</p> <p>When listening, it is important for students to remember that they don't need to understand every word they hear. Focusing on understanding the gist, or main idea (as in <b>B</b>), is a useful strategy to avoid the frustration of not understanding everything. Students should be</p>	<p>Listen to the teacher's instructions carefully.</p>



		<p>encouraged to listen for content words (adjectives, nouns, verbs) to help them understand the main points. This strategy could be modeled in <b>B</b> by having students brainstorm keywords to listen for that are related to exercise, diet, and healthy genes.</p> <p>Play the audio.</p> <p>Have students complete the exercise, then compare answers with a partner.</p> <p>Review as a class, having students explain their answers. Ask, <i>What did they say that helped you decide?</i></p> <p><b>Answers:</b> 1. B; 2. C; 3. A</p>	<p>Listen.</p> <p>Do the task as instructed.</p> <p>Answer and explain the answers.</p>
10 mins	<p><b>Activity C</b></p> <p><b>Listen again and answer the questions in your notebook</b></p>	<p>Have students read the questions. Remind them that this time they need to listen for details and suggest that they take notes as they listen.</p> <p>Play the audio again. Give students time to complete their answers and compare them with a partner.</p> <p>Review answers as a class, replaying parts of the audio if necessary. Ask, <i>Do you know some other ways to stay healthy? Which ones do you want to try?</i></p> <p><b>Answers:</b></p>	<p>Listen to the teacher's instructions. Then, read the questions.</p> <p>Listen and compare the answers.</p> <p>Answer.</p>





		<p>1. walking</p> <p>2. mother and grandmothers</p> <p>3. goes to the gym 3-4 times per week</p> <p>4. 5-6 times per year</p> <p>5. didn't have any energy</p> <p>6. that you can't be healthy if you only eat plant foods</p>	
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▪ **Production:**

- *Goal:*
  - Students can conduct an interview.
  - Students can apply skills in listening to write down their partners' answers, and later report them.
- *Content:* Students interview their partners. Then, they tell the class about their partner's lifestyles.
- *Outcome:* Students interview and tell the class about their partner's lifestyle.
- *Procedure:*

<b>Suggested time</b>	<b>Contents</b>	<b>Teacher's Actions</b>	<b>Students' Actions</b>
10 mins	<p><b>Post-listening</b></p> <p><b>Activity D</b></p> <p><b>Interview a partner. Then tell the class about your partner's lifestyle.</b></p>	<p>Model the exercise by having a student ask you the questions.</p> <p>Have students ask and answer the questions with a partner. Remind them that they will need to report on their partner's answers</p> <p>Call on several students to talk about their partner's lifestyle.</p>	<p>Ask questions.</p> <p>Work in pairs.</p> <p>Report partner's answers.</p>



▪ **Wrap up:**

- *Goal:* Students can remember the key points from the lesson.
- *Content:* Students answer review questions from the teacher.
- *Outcomes:* Students can answer review questions from the teacher.
- *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
2 mins.	<b>Wrap-up</b>	<p>Say <i>Good job today, class.</i></p> <p>Address any questions students may have. Review the key points from the lesson.</p> <p>Remind students to do homework in their workbooks.</p>	<p>Ask questions if necessary.</p> <p>Note down homework.</p>

**Formative Assessment (3 mins.)**

Can students talk about some healthy habits?

Ask them to talk about what they usually do to stay healthy.



Suggested time	Contents	Teacher's Actions	Students' Actions
1 min	<b>Greetings</b>	Say <i>Good morning/afternoon, class.</i>  ( <i>Now sit down, class.</i> )	Say <i>Good morning/afternoon, teacher.</i>  Sit down.
4 mins	<b>Warm-up activity</b>	Have students write any words ending with /t/, /d/, or /r/ sounds. Students will carry out this activity in groups of 4-5 people. The group having the most correct words wins. After students have finished it, have them read all the words once.	Work in groups.

▪ **Presentation:**

- *Goal:* Students understand the rule of the elision of /t/, /d/, and /r/ sounds.
- *Content:* Students listen to the teacher's presentation of the elision of /t/, /d/, and /r/ sounds, ask questions and take notes when necessary.
- *Outcome:* Students can recognize and pronounce the elision of /t/, /d/, and /r/ sounds.
- *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
9 mins	<b>Elision of /t/, /d/, and /r/ sounds - Introduction</b>	Write on the board: <i>Watching a sunset is <b>more relaxing</b> than watching TV.</i> Ask students to listen carefully to the words in bold and then say the sentence. Do the same with the other sentences.	Listen to the teacher's instructions carefully.





Suggested time	Contents	Teacher's Actions	Students' Actions
1 min	<b>Greetings</b>	Say <i>Good morning/afternoon, class.</i>  ( <i>Now sit down, class.</i> )	Say <i>Good morning/afternoon, teacher.</i>  Sit down.
4 mins	<b>Warm-up activity</b>	Have students write any words ending with /t/, /d/, or /r/ sounds. Students will carry out this activity in groups of 4-5 people. The group having the most correct words wins. After students have finished it, have them read all the words once.	Work in groups.

▪ **Presentation:**

- *Goal:* Students understand the rule of the elision of /t/, /d/, and /r/ sounds.
- *Content:* Students listen to the teacher's presentation of the elision of /t/, /d/, and /r/ sounds, ask questions and take notes when necessary.
- *Outcome:* Students can recognize and pronounce the elision of /t/, /d/, and /r/ sounds.
- *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
9 mins	<b>Elision of /t/, /d/, and /r/ sounds - Introduction</b>	Write on the board: <i>Watching a sunset is <b>more relaxing</b> than watching TV.</i> Ask students to listen carefully to the words in bold and then say the sentence. Do the same with the other sentences.	Listen to the teacher's instructions carefully.



		<p>Explain the rule of the elision of /t/, /d/, and /r/ sounds.</p> <p>Go over the Pronunciation box and answer any questions.</p> <p>Ask students to read the sentences again if time allows.</p>	<p>Listen and take notes.</p> <p>Listen and ask questions.</p> <p>Read the sentences.</p>
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- **Practice:**

- *Goal:*

- Students can recognize the elision of /t/, /d/, and /r/ sounds in sentences.
    - Students can pronounce the elision of /t/, /d/, and /r/ sounds in sentences.

- *Contents:*

- Students listen to the sentences and notice how the sounds are linked.
    - Students listen to the sentences again and repeat, trying to remember to pronounce the elision of /t/, /d/, and /r/ sounds.

- *Outcome:* Students can recognize and pronounce the elision of /t/, /d/, and /r/ sounds in sentences correctly.

- *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
8 mins.	<p><b>Activity E</b></p> <p><b>Listen to the sentences.</b></p> <p><b>Notice how the sounds are linked.</b></p> <p><b>Listen again and repeat.</b></p>	<p>Play the audio as students listen and read along.</p> <p>Then replay it and have students repeat.</p> <p>Have students practice saying sentences with a partner.</p>	<p>Listen and repeat.</p> <p>Work in pairs.</p>



▪ **Production:**

- *Goal:* Students will be able to talk about staying healthy.
- *Content:*
  - Students add their own idea for each topic (food and types of exercise)
  - Students rate the kinds of food and exercise for a healthy lifestyle from least to best in pairs.
  - Students compare rankings as a class using comparatives and superlatives in their speech.
  - Students discuss questions related to healthy habits and explain their answers.
- *Outcome:*
  - Students use comparatives and superlatives in sentences.
  - Students share their opinions about healthy habits and give the reasons.
- *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
8 mins	<b>Activity F</b> <b>What are the best kinds of food and exercise for a healthy lifestyle? In pairs, rate the foods from the least healthy to the healthiest. Add one idea of your own for each topic. Then do the same with the types of exercise. Compare your list with the list of another pair.</b>	<p>Make sure students understand each category (food and types of exercise). Remind them to add their own idea for each.</p> <p>Model the exercise using speech bubbles. Have pairs compare lists.</p> <p>Compare rankings as a class, prompting the correct use of comparatives and superlatives.</p>	<p>Listen to the teacher's instructions carefully.</p> <p>Work in pairs.</p> <p>Work as a class.</p>
10 mins	<b>GOAL CHECK</b>	Review the ideas in the box.	Listen.





	<p><b>Talk about Healthy Habits</b></p>	<p>Model the exercise with a student using speech bubbles. In small groups, have students discuss the questions and explain their answers. Monitor and assist as needed.</p> <p>Compare ideas as a class. Survey students to find out (1) the most common healthy habit in the class and / or (2) which generation has a healthier lifestyle.</p>	<p>Work in groups.</p> <p>Do the task as instructed.</p>
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▪ **Wrap up:**

- *Goal:* Students can remember the key points from the lesson.
- *Content:* Students answer review questions from the teacher.
- *Outcomes:* Students can answer review questions from the teacher.
- *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
2 mins.	<b>Wrap-up</b>	<p>Say <i>Good job today, class.</i></p> <p>Address any questions students may have. Review the key points from the lesson.</p> <p>Remind students to do homework in their workbooks.</p>	<p>Ask questions if necessary.</p> <p>Note down homework.</p>

**Formative Assessment (3 mins.)**

Can students recognize the elision of /t/, /d/, and /r/ sounds?

Have them read sentences in activity E again.



<b>Week 9</b> <b>Period 28 / Pages 44-</b> <b>45</b>	<b>Date of preparing: ... / ...</b> <b>/202...</b>	<b>Date of teaching: ... / ... /</b> <b>202...</b>
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## Unit 4: THE BODY

### Language Expansion and Grammar

#### I. Lesson objectives:

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

- *Knowledge:*
  - Understand and use some vocabulary items related to everyday ailments.
  - Understand the use of infinitives of purpose.

<p><b>- Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• insomnia</li> <li>• fever</li> <li>• hiccups</li> <li>• nausea</li> <li>• indigestion</li> <li>• pimple</li> <li>• headache</li> <li>• sore throat</li> </ul>	<p><b>- Structure:</b></p> <ul style="list-style-type: none"> <li>• Infinitive of purpose</li> </ul>
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- *Skills/Competences:*
  - Discuss ailments and suggest remedies.
  - Use infinitives of purpose in daily conversations.
- *Values/Attitudes:*
  - Be aware of natural remedies to cure different ailments.



## II. Resources and materials:

<b>ENW11 resources:</b> Student's book, workbook.	<b>Other materials and equipment:</b> PPT slides, PC/Laptop, projector/TV, speakers.
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## III. Lesson steps:

### ▪ Warm-up:

- *Goal:* Students are introduced to the topic of the lesson—everyday ailments.
- *Content:* Students brainstorm and talk about small health problems people often have.
- *Outcome:* Students recognize the topic of the lesson—everyday ailments.
- *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
1 min	<b>Greetings</b>	Say <i>Good morning/afternoon, class.</i>  <i>(Now sit down, class.)</i>	<i>Say Good morning/afternoon, teacher.</i>  Sit down.
4 mins	<b>Warm-up activity</b>	Say, <i>Tell me some small health problems people often have. (headache, cold, etc.)</i> Write students' suggestions on the board.  Write <i>everyday ailments</i> on the board and tell students the meaning of the words (minor / not serious health problems)	Listen and answer.  Look at the board and listen to the teacher's explanation carefully.

### ▪ Presentation:

- *Goal:*
  - Students know the names of different ailments in English.





- Students know the use of natural remedies to cure different ailments.
- Students understand the use of infinitives of purpose.
- *Content:*
  - Students read a text and do exercise related to the vocabulary items describing everyday ailments.
  - Students discuss the use of natural remedies.
  - Students listen to the teacher's presentation of infinitives of purpose, answer questions and take notes when necessary.
- *Outcome:*
  - Students write the names of ailments.
  - Students know the use of ailments in context.
  - Students can explain the form and use of infinitives of purpose.
  - Students learn new vocabulary related to natural remedies.
- *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
10 mins	<b>Activity A</b> <b>Write the words in blue next to their definition</b>	Write these questions on the board: <i>What kinds of solutions does the article suggest for everyday ailments? Are they things you buy at the pharmacy or are they natural? Is there a cure for hiccups?</i>  Have students read the text and answer the questions with a partner. Review answers as a class.  <i>Answers:</i> 1. <i>insomnia</i> 2. <i>fever</i> 3. <i>hiccups</i> 4. <i>nausea</i>	Look at the board.          Work in pairs.



		<p>5. <i>indigestion</i></p> <p>6. <i>pimple</i></p> <p>7. <i>headache</i></p> <p>8. <i>sore throat</i></p> <p>Ask students to read the article again focusing on the blue words and their meanings. Elicit the parts of speech (see Teaching Tip)</p> <p><b>Teaching Tip:</b> Parts of Speech</p> <p>When learning new vocabulary, it is helpful for students to identify the part of speech of each word (as in <b>A</b>). The basic parts of speech are adjectives, adverbs, articles, conjunction, noun, preposition, pronoun, and verbs. If students know what <i>kind</i> of word a new word is, it will be easier for them to use it correctly. For example, if it's a verb, they know it needs a subject and that the form may change depending on the time they're talking about.</p> <p>Have students complete the exercise and compare answers with a partner.</p> <p>Review answers as a class.</p>	<p>Read the text again. Then, listen to the teacher's instructions carefully and take notes.</p> <p>Complete the exercise individually and compare answers in pairs.</p> <p>Check answers.</p> <p>Do as instructed.</p>
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		<p>Ask a student, <i>What do you do when you have insomnia?</i> Then have students ask and answer questions about the different ailments with their partners. Tell them that they will need to report on their partner's answers.</p> <p>Call on students to share a response from their partner.</p>	<p>Report partner's answers.</p>
5 mins	<p><b>Activity B</b></p> <p><b>What natural remedies do you know about?</b></p>	<p>Have students look at the photo and describe what they see. Explain or elicit the meaning of <i>remedy</i>.</p> <p>Read aloud the question from the instructions.</p> <p>Model the example answers in the speech bubbles. Have students discuss in pairs. Use the Word Bank for additional vocabulary.</p> <p><b>Word Bank:</b> Natural Remedies</p> <ul style="list-style-type: none"> <li>• aloe vera plant (to help burns)</li> <li>• arnica gel (to help with pain / bruises)</li> <li>• chili peppers (to prevent colds)</li> <li>• clove oil (to stop toothaches)</li> <li>• cumin seeds (for indigestion)</li> <li>• echinacea (to strengthen your immune system)</li> <li>• elderberries (to help / prevent the flu)</li> </ul>	<p>Describe the photo</p> <p>Listen.</p> <p>Do as instructed.</p>





		<ul style="list-style-type: none"> <li>• fennel seeds (for bad breath)</li> <li>• garlic (to stop earaches)</li> <li>• onion tea (to help colds)</li> </ul> <p>Call on several pairs to share remedies they talked about.</p>	Share the answers.
5 mins	<b>Infinitive of Purpose - Introduction</b>	<p>Ask, <i>Why do you exercise? Why do you brush your teeth?</i> Rephrase students' answers if necessary to use infinitives of purpose.</p> <p>Review the grammar chart.</p>	<p>Listen to the questions and answer them.</p> <p>Look at the grammar chart, listen to the teacher's explanation carefully, and take notes.</p>

• **Practice:**

- *Goal:* Students can use the infinitive of purpose in sentences.
- *Contents:* Students match the actions with the purpose, and then rephrase each statement with the infinitive of purpose at the beginning.
- *Outcome:*
  - Students use the infinitive of purpose in sentences.
  - Students understand the purpose of different natural remedies.
- *Procedure*



Suggested time	Contents	Teacher's Actions	Students' Actions
7 mins	<b>Activity C</b> <b>Match the actions with the purposes.</b>	<p>Have students complete the exercise, then compare answers with a partner.</p> <p>Review the answers as a class.</p> <p>Call on students to rephrase each statement with the infinitive of purpose at the beginning.</p> <p><b>Answers:</b> <i>1. c; 2. e; 3. f; 4. a; 5. b; 6. d</i></p>	<p>Complete the exercise individually and then compare answers in pairs.</p> <p>Check answers.</p> <p>Do as instructed.</p>

▪ **Production:**

- *Goal:* Students can identify the infinitive of purpose in context.
- *Content:*
  - Students listen to the conversation and answer the question.
  - Students practice conversation in pairs.
  - Students find infinitives of purpose in the conversation and connect the mentioned remedies with the purpose.
  - Students discuss ailments and suggest remedies to cure them, using the infinitive of purpose in their speech.
- *Outcome:*
  - Students recognize the use of the infinitive of purpose in conversation and connect the actions with the purpose.
  - Students use the infinitive of purpose to suggest remedies for ailments.
- *Procedure:*



Suggested time	Contents	Teacher's Actions	Students' Actions
7 mins	<b>Activity D</b> <b>Close your book and listen to the conversation. What remedies for fatigue do the speakers talk about?</b>	Write Olivia and Ashley on the board. Write the question on the board and clarify the meaning of <i>fatigue</i> . Ask students to think about the relationship between the two women as they listen (books closed).  Play the audio.  Discuss the answers as a class.  <i>Answers:</i>  <i>Drinking coffee; going for a walk</i>	Listen and discuss.
3 mins	<b>Activity E</b> <b>Practice the conversation in pairs. Find and underline the infinitives of purpose.</b>	Have pairs practice the conversation. Then review the infinitives of purpose. Point out or elicit the connection between the remedies mentioned and the infinitives.	Work in pairs.
8 mins	<b>GOAL CHECK</b>  <b>Suggest Helpful Natural Remedies</b>	Have pairs join to form groups of four.  Model the exercise using speech bubbles. Have students discuss ailments and suggest remedies. Use Word Bank for additional vocabulary.  Share remedies as a class, prompting the correct use of infinitives of purpose.	Form groups.  Work in groups.  Share answers and discuss as a class.

▪ **Wrap up:**

- *Goal:* Students can remember the key points from the lesson.
- *Content:* Students answer review questions from the teacher.
- *Outcomes:* Students can answer review questions from the teacher.
- *Procedure:*



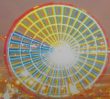


Suggested time	Contents	Teacher's Actions	Students' Actions
2 mins.	<b>Wrap-up</b>	<p>Say <i>Good job today, class.</i></p> <p>Address any questions students may have. Review the key points from the lesson.</p> <p>Remind students to do homework in their workbooks.</p>	<p>Ask questions if necessary.</p> <p>Note down homework.</p>

**Formative Assessment** (3 mins.)

Can students share about natural remedies?

Ask them to talk about what they usually do to cure some ailments.



<b>Week 11</b> <b>Period 32 / Pages 46 - 47</b>	<b>Date of preparing: ... / ... /202...</b>	<b>Date of teaching: ... / ... / 202...</b>
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## Unit 4: THE BODY

### Reading

#### I. Lesson objectives:

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

- *Knowledge:*
  - read for specific information in a text about the benefits of a positive attitude.
  - describe the benefits of a positive attitude.
- *Skills/Competences:*
  - improve their critical thinking skills.
  - back up their statements with textual evidence.
- *Values/Attitudes:*
  - recognize and be able to describe the benefits of a positive attitude.



## II. Resources and materials:

<b>ENW11 resources:</b> Student's book, workbook.	<b>Other materials and equipment:</b> PPT slides, PC/Laptop, projector/TV, speakers.
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## III. Lesson steps:

- **Warm-up:**

a. *Goal:*

- Students are introduced to the topic of the lesson – attitude.

b. *Content:* Students read the title of the article and brainstorm the topic of the reading.

c. *Outcome:* Students recognize the topic of the lesson – attitude.

d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
1 min	<b>Greetings</b>	Say <i>Good morning/afternoon, class.</i> <i>(Now sit down, class.)</i>	<i>Say Good morning/afternoon, teacher.</i> Sit down.
3 mins	<b>Warm-up activity</b>	Have students read the title of the article and look at the photo with a partner. If necessary, explain <i>attitude</i> as <i>the feelings you have about something</i> . Then ask students to predict what the article will be about.  Have pairs share their ideas and write them on the board.	Read the title and brainstorm ideas.  Share ideas.

- **Presentation:**

a. *Goal:*

- Students learn the meanings of *stress* (n) and *stressed* (adj).
- Students learn about things that can cause people to feel a lot of stress.





*b. Content:*

- Students use the phrases in the box to make sentences about what makes them feel a lot of stress.
- Students add their own ideas and discuss answers as a class.

*c. Outcome:*

- Students learn the meanings of *stress* (n) and *stressed* (adj).
- Students learn about things that can cause people to feel a lot of stress.

*d. Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
8 mins	<b>Activity A</b> <b>Tell a partner what makes you feel a lot of stress</b>	Write <i>stress</i> (n) and <i>stressed</i> (adj) on the board and elicit or explain their meanings. Ask students to give some example sentences and write them on the board.  Go over the items in the box briefly and encourage students to add their own ideas. Provide a personal example, such as <i>Having a job interview makes me feel stressed</i> . Have students complete the exercise with a partner.  Discuss answers as a class.	Work individually.  Work in pairs.  Check answers

- **Practice:**

*a. Goal:*

- Students identify the main idea of the text.
- Students recognize the benefits of a positive attitude.

*b. Contents:*

- Students read the text and circle the correct options.
- Students read the text again and circle T for true and F for false. Then, they correct the false statements.
- Students complete the list with information from the text.

*c. Outcome:*

- Students recognize the main idea of the text.



- Students find specific information to choose the correct answers and correct the false statements.
- Students recognize the benefits of stress and how a positive attitude can help to control stress.

d. Procedure:

Suggested time	Contents	Teacher's Actions	Students' Actions
8 mins.	<b>Activity B</b> <b>Read the text.</b> <b>Circle the correct options.</b>	<p>Have students look at the photo and describe what they see. Then read the caption together.</p> <p>Have students read the title. Ask, <i>How are the title and the photo related?</i></p> <p>Have students read the instructions of <b>B</b>.</p> <p>Tell students to read the questions before reading the article. Clarify vocabulary as necessary.</p> <p>Have students complete the exercise and compare answers with a partner.</p> <p>Review the answers as a class, having students point out where they found the answers in the text.</p> <p><b>Answers:</b> <i>1. b; 2. a; 3. c</i></p>	<p>Work individually.</p> <p>Give answers.</p> <p>Read the instructions.</p> <p>Complete the exercise individually. Then, compare answers in pairs.</p> <p>Check answers.</p>
4 mins	<b>Activity C</b> <b>Circle T for true or F for false.</b> <b>Then correct</b>	<p>Have students read the statements as well as the glossary at the end of the article. Provide a further explanation for the items in the glossary or any additional vocabulary as needed. Then have students read the article in more detail.</p>	<p>Listen to the teacher's instructions carefully</p>



	<p><b>the false statements to make them true.</b></p>	<p>Have students complete the exercise and compare it with a partner. Then review the answers as a class, having students correct the false statements. In response to any incorrect answers, direct students back to the text to help them revise their answers (see Teaching Tip).</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"><li>1. <i>T</i></li><li>2. <i>T</i></li><li>3. <i>F (Blood vessels stayed open and relaxed when people thought of stress as helpful)</i></li><li>4. <i>F (They had no higher risk of dying)</i></li></ol> <p><b>Teaching Tip:</b> Supporting Answers with Text-Based Evidence</p> <p>In reading comprehension exercises, it is important for students to understand that the text must be used as evidence to support their answers. When students' answers are incorrect, they must be encouraged to return to the text to determine what they misunderstood and to correct their answers (as in <b>D</b>). Students will be required to back up their statements with textual evidence in both academic writing and discussion as well as in certain professional settings, so it is important that they acquire this skill.</p> <p><i>Ask, Now that you have read the article, do you still think stress is harmful? Why?</i></p>	<p>Complete the exercise individually and compare the answers in pairs. Then, review the answers as a class.</p> <p>Answer the questions and explain the reasons.</p>
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8 mins	<p><b>Activity D</b></p> <p><b>Complete the list of dos and don'ts with information from the article.</b></p>	<p>Make sure students understand that dos and don'ts are things you should and shouldn't do.</p> <p>Have students complete the list, then compare it with a partner.</p> <p>Review answers as a class, having students point out the parts of the text that support their dos and don'ts.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>stress is harmful to your health</i></li> <li>2. <i>prepare you to meet a challenge</i></li> <li>3. <i>helping other people</i></li> </ol>	<p>Listen to the teacher's instructions carefully.</p> <p>Work individually, then compare the answers.</p> <p>Answer and explain.</p>
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▪ **Production:**

a. *Goal:*

- Students can summarize the ideas from the text in their own sentences.
- Students can share their own experiences, using text-based evidence to support their answers.

b. *Content:*

- In small groups, discuss the three questions in the book and one representative from each group shares their answers with the class.

c. *Outcome:*

- Students support their answers with text-based evidence.

d. *Procedure:*



Suggested time	Contents	Teacher's Actions	Students' Actions
8 mins	<b>GOAL CHECK</b>	<p>Go over the questions as a class. Ask students to try to answer Item 1 without looking back at the text in order to see what they remember.</p> <p>Separate students into groups of three or four and assign group roles as needed. Then have them discuss the questions.</p> <p>Have each group share their answers.</p> <p>Have students go back to their predictions about the article from the warm-up, and ask, <i>Were any of your ideas correct?</i></p>	<p>Work individually.</p> <p>Work in groups.</p> <p>Share the answers.</p> <p>Answer.</p>

▪ **Wrap up:**

- a. *Goal:* Students can remember the key points from the lesson.
- b. *Content:* Students answer review questions from the teacher.
- c. *Outcomes:* Students can answer review questions from the teacher.
- d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
2 mins.	<b>Wrap-up</b>	<p>Say <i>Good job today, class.</i></p> <p>Address any questions students may have. Review the key points from the lesson.</p> <p>Remind students to do homework in their workbooks.</p>	<p>Ask questions if necessary.</p> <p>Note down homework.</p>

**Formative Assessment (3 mins.)**

Can students talk about things that make them stressed?

Ask them to talk about a time when a positive attitude helped them in some ways.



## Unit 4: THE BODY

### Communication

#### I. Lesson objectives:

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

- *Knowledge:*
  - explain what should and shouldn't do to prevent the spread of disease, and why / why not.
- *Skills/Competences:*
  - discuss and express opinions about effective ways to prevent the spread of disease.
  - improve their critical thinking skills.
- *Values/Attitudes:*
  - be aware of effective ways to prevent the spread of disease.





## II. Resources and materials:

<b>ENW11 resources:</b> Student's book	<b>Other materials and equipment:</b> PPT slides, PC/Laptop, projector/TV, speakers.
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## III. Lesson steps:

### • Warm-up:

- a. *Goal:* Students are introduced to the topic of the lesson—the spread of disease.
- b. *Content:* Students brainstorm what the action in the photo can cause.
- c. *Outcome:* Students recognize the topic of the lesson –the spread of disease.
- d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
1 min	<b>Greetings</b>	Say <i>Good morning/afternoon, class.</i> <i>(Now sit down, class.)</i>	<i>Say Good morning/afternoon, teacher.</i> Sit down.
5 mins	<b>Warm-up activity</b>	Have students discuss the photo on page 48  Ask, <i>What can this action cause? What are the effects of this sneeze?</i> (Germs are sent into the air. Other people can get sick.)  Provide a brief definition of <i>germs</i> .	Open the book to page 48 and look at the photo.  Answer the questions.  Listen.

### • Presentation:

- a. *Goal:* Activate prior knowledge of students.
- b. *Content:* Students describe a time when they get sick based on given questions.
- c. *Outcome:* Students remember their prior knowledge.
- d. *Procedure:*



Suggested time	Contents	Teacher's Actions	Students' Actions
10 mins	<b>Activity A</b> <b>Describe a time when you got sick.</b> <b>Answer the following questions.</b>	Have students read the questions and answer.  Call some volunteers to share their answers.	Read and answer the questions.  Share the answers.

- **Practice:**

- Goal:* Students explain an idea using details.
- Contents:* Students discuss the questions in pairs and explain their answers with detailed information.
- Outcome:* Students can explain an idea using details.
- Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
14 mins.	<b>Activity B</b> <b>Discuss the questions in pairs.</b>	Have students discuss the questions with a partner (see Teaching Tip).  <b>Teaching Tip: Pairing Students</b>  When we ask students to work with a partner (as in <b>B</b> ), they will often want to work with a friend because they feel comfortable. But sometimes, we need to push them out of their comfort zone so they “stretch” their English skills by speaking with someone they are not used to listening to and who is not used to listening to them. For some exercises, pair students of similar levels of competence; for	Work in pairs.



		<p>others, pair students of different skill levels.</p> <p>Compare answers as a class. Compile a list of answers to the first question on the board. Prompt students to explain their answers. (When a sick person sneezes, coughs, or blows their nose)</p>	<p>Give answers and take notes.</p>
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▪ **Production:**

- a. *Goal:* Students expand their knowledge on how to prevent the spread of disease.
- b. *Content:*
  - Students discuss how each action in the box can prevent the spread of disease.
  - Students add other ways to prevent the spread of disease.
  - Students explain their answers using details.
- c. *Outcome:*
  - Students share their opinions on how to prevent the spread of disease, using details to explain their ideas.
- d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
10 mins	<p><b>Activity C</b></p> <p><b>In pairs, discuss how each action can prevent the spread of disease. Add your own idea.</b></p>	<p>Have students read the actions in the box and add one of their own.</p> <p>Model the exercise with a student using the examples in the speech bubbles. Then have students discuss the actions and how they can prevent the spreading of diseases with a partner.</p> <p>Compare answers as a class.</p>	<p>Work individually.</p> <p>Do as instructed.</p> <p>Check answers.</p>

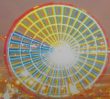




▪ **Wrap up:**

- a. *Goal:* Students can remember the key points from the lesson.
- b. *Content:* Students answer review questions from the teacher.
- c. *Outcomes:* Students can answer review questions from the teacher.
- d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
2 mins.	<b>Wrap-up</b>	<p>Say <i>Good job today, class.</i></p> <p>Address any questions students may have. Review the key points from the lesson.</p> <p>Remind students to do homework in their workbooks.</p>	<p>Ask questions if necessary.</p> <p>Note down homework.</p>
<p><b>Formative Assessment (3 mins.)</b></p> <p>Can students talk about actions to prevent the spread of disease?</p> <p>Ask them to talk about how they can prevent the spread of disease.</p>			



<b>Week 12</b> <b>Period 34 / Pages 49</b>	<b>Date of preparing: ... / ... /202...</b>	<b>Date of teaching: ... / ... / 202...</b>
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## Unit 4: THE BODY

### Writing

#### I. Lesson objectives:

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

- *Knowledge:*
  - use vocabulary and knowledge learned in previous lessons.
  - write about exercise, having a positive attitude, or healthy foods.
- *Skills/Competences:*
  - write a paragraph with a good topic sentence and details to support it.
  - improve their writing skills.
  - improve their critical thinking skills.
- *Values/Attitudes:*
  - be aware of the benefits of exercise, a positive attitude, and healthy foods.



## I. Resources and materials:

<b>ENW11 resources:</b> Student's book, workbook.	<b>Other materials and equipment:</b> PPT slides, PC/Laptop, projector/TV, speakers.
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## II. Lesson steps:

- **Warm-up:**

a. *Goal:*

- Students are introduced to the topic of the lesson – using supporting details.

b. *Content:* Students listen to the teacher's instructions and answer the question.

c. *Outcome:* Students recognize the topic of the lesson – using supporting details.

d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
1 min	<b>Greetings</b>	Say <i>Good morning/afternoon, class.</i>  <i>(Now sit down, class.)</i>	<i>Say Good morning/afternoon, teacher.</i>  Sit down.
3 mins	<b>Warm-up activity</b>	Elicit what a topic sentence is and what it does. Remind students that the topic sentence should include the main idea (what the paragraph is about) as well as the controlling idea (what the paragraph says about the topic).  <i>Ask, What comes after a topic sentence? (details, examples, explanation).</i>	Listen to the teacher's instructions carefully and take notes.  Answer the question.

- **Presentation:**

a. *Goal:* Students learn to know the usage of supporting ideas.

b. *Content:*





- Students listen to the teacher’s presentation, ask questions and take notes when necessary.
- Students underline the topic sentence in the paragraph and answer the related questions.

*c. Outcome:*

- Students can identify topic sentences.
- Students recognize the topic of the paragraph and identify the controlling idea.

*d. Procedure:*

<b>Suggested time</b>	<b>Contents</b>	<b>Teacher’s Actions</b>	<b>Students’ Actions</b>
2 mins	<b>Using Supporting Details - Introduction</b>	<p>Direct students to the Writing Skill box. Go over the information and clarify any doubts (see Writing Strategy)</p> <p><b>Writing Strategy:</b> <i>Supporting Details</i></p> <p>As students saw in Unit 3, the topic sentence is a very important part of a paragraph, but the paragraph also needs to be developed effectively. Students need to be able to provide explanations, examples, facts, and reasons to support the ideas presented in the topic sentence. Identifying successful supporting details in example paragraphs (as in Exercise D) is a good place for students to start.</p>	Listen to the teacher’s instructions carefully and take notes.
6 mins	<b>Activity D</b> <b>Underline the topic sentence in the following paragraph. Then answer</b>	Have students read the paragraph and complete the exercise. Then have them compare answers with a partner.	Read the paragraph and complete the exercise. Then, compare answers with a partner.



	<p><b>the questions below.</b></p>	<p>Go over the answers as a class. If needed, remind students that the topic sentence is usually the first sentence of the paragraph.</p> <p><b>Answers:</b></p> <p><i>Topic sentence: Although there are several ways to prevent the spread of disease, staying home when you are sick may be the best way.</i></p> <p><i>1. staying home when you are sick</i></p> <p><i>2. Staying home is the best way to prevent the spread of disease.</i></p>	<p>Listen and take notes.</p>
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• **Practice:**

- a. *Goal:* Students recognize supporting details and the type of supporting detail.
- b. *Contents:*
  - Students identify supporting details from the paragraph in D and categorize them to the corresponding column to complete the chart.
- c. *Outcome:* Students recognize supporting details and the type of supporting detail and put them in the correct columns.
- d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
8 mins.	<p><b>Activity E</b></p> <p><b>Complete the chart with supporting details from the</b></p>	<p>If necessary, have students read the paragraph in D again before completing the chart. Then have them compare answers with a partner.</p>	<p>Work individually.</p>



	<p><b>paragraph in D</b></p>	<p>Go over the answers as a class, pointing out where the supporting details are in the paragraph.</p> <p><i>Answers:</i></p> <ul style="list-style-type: none"> <li>– <i>Reason to stay at home when sick: No one at school or at work has contact with your gems.</i></li> <li>– <i>Reason why covering one’s mouth is less effective: Some of your gems are still sent into the air when you talk and breathe.</i></li> <li>– <i>Reason why washing one’s hands often may be the least effective: It is not possible to wash your hands after every cough or sneeze.</i></li> </ul>	<p>Give answers.</p>
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▪ **Production:**

a. *Goal:*

- Students write a paragraph about exercise, having a positive attitude, or healthy foods.
- Students support their main idea with different types of supporting details.

b. *Content:*

- Students choose the topic for their paragraphs and brainstorm ideas.
- Students write an outline for the paragraph, trying to remember to include the topic sentence and supporting details.
- Students write the paragraph, using infinitives of purpose if possible.
- Students exchange paragraphs, identify topic sentences and supporting ideas in their friends’ paragraphs and give feedback.





c. *Outcome:*

- Students develop ideas and write a well-structured paragraph on given topics.
- Students support their topic sentences with different types of supporting details.
- Students proofread their friends' paragraphs and give feedback.

d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
18 mins	<p><b>GOAL CHECK</b></p> <p><b>Explain an Idea Using Details</b></p>	<p>Model this exercise by writing <i>getting enough sleep</i> on the board and brainstorming ideas about it. Then have students help you write an outline for a paragraph in note form, including the topic sentence (main idea and controlling idea) and supporting details. Have students identify the type of supporting details being used.</p> <p>Have students follow the same steps for one of the ideas from the box to plan their paragraph.</p> <p>Have students write their paragraph using the one in <b>D</b> as a model. Ask them to use infinitives of purpose if possible.</p> <p>Have students find a partner who chose a different topic to write about. Then have them complete steps 1 and 2. Remind students that first, they should speak about the topic and ideas they wrote about without reading their paragraphs aloud.</p> <p>Have students exchange paragraphs and identify their partner's topic</p>	<p>Do as instructed.</p> <p>Work individually.</p> <p>Work in pairs.</p>



		<p>sentence (main idea and controlling idea) and supporting details.</p> <p>Encourage them to give each other feedback on what they like about the paragraph and how it could be improved. Monitor and assist as needed.</p>	
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**Wrap up:**

- a. *Goal:* Students can remember the key points from the lesson.
- b. *Content:* Students answer review questions from the teacher.
- c. *Outcomes:* Students can answer review questions from the teacher.
- d. *Procedure:*

Suggested time	Contents	Teacher's Actions	Students' Actions
2 mins.	<b>Wrap-up</b>	<p>Say <i>Good job today, class.</i></p> <p>Address any questions students may have. Review the key points from the lesson.</p> <p>Remind students to do homework in their workbooks.</p>	<p>Ask questions if necessary.</p> <p>Note down homework.</p>
<p><b>Formative Assessment (3 mins.)</b></p> <p>Do students know how to use supporting details?</p> <p>Ask them to talk about their main idea and the supporting details they use in their paragraph in Goal Check.</p>			



## PHẦN V. CỘNG ĐỒNG GIÁO VIÊN:

Các giáo viên sử dụng bộ sách giáo khoa **Tiếng Anh 11 - Explore New Worlds** có thể tham gia vào các cộng đồng trực tuyến để tiếp cận các nguồn tài liệu, trao đổi, chia sẻ kinh nghiệm và cập nhật những thông tin mới nhất:

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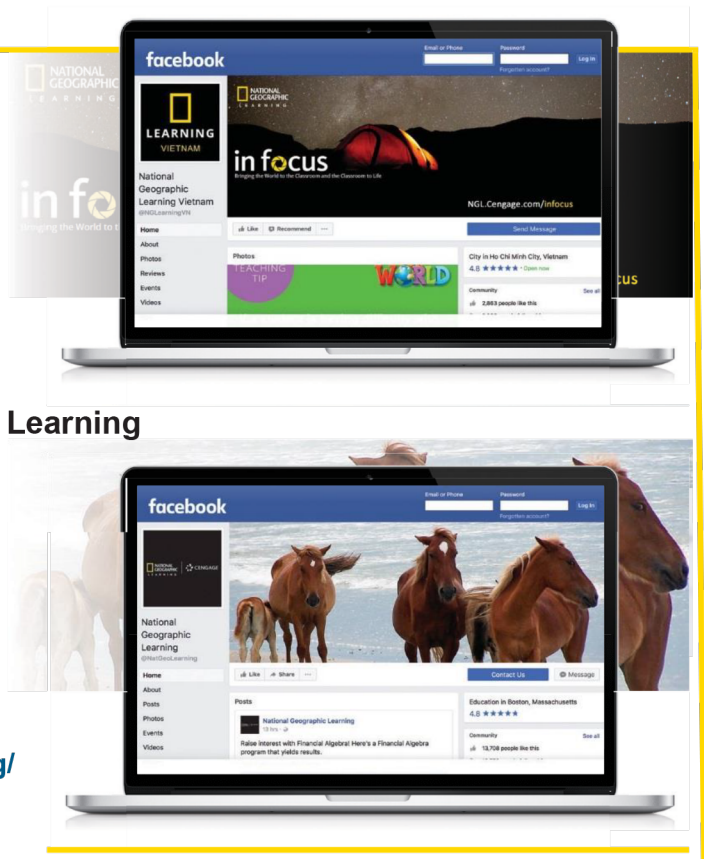
Tham gia cùng các giáo viên, giảng viên, các nhà giáo dục ở Việt Nam trong National Geographic Learning Việt Nam.

<https://www.facebook.com/NGLearningVN/>

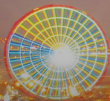
### **Nhóm Facebook National Geographic Learning**

Dành cho các giảng viên, giáo viên, các nhà giáo dục muốn giữ liên lạc với toàn bộ văn phòng đại diện National Geographic Learning trên toàn cầu, họ có thể tham gia vào nhóm Facebook National Geographic Learning.

<https://www.facebook.com/NatGeoLearning/>







## PHẦN VI. HƯỚNG DẪN SỬ DỤNG TÀI LIỆU ĐIỆN TỬ:

**Bước 1:** Dùng trình duyệt web truy cập vào website: <https://hoc10.vn>

**Bước 2:** Trên bìa 4 của sách Cánh Diều, lấy mã seri phía dưới lớp phủ bạc để kiểm tra.

**Bước 3:** Click vào mục “**Đăng nhập**” và chọn đăng nhập qua Facebook/Gmail hoặc “**Đăng ký**” để tạo tài khoản, chọn tài khoản “Giáo viên/Phụ huynh/Học sinh” và điền các thông tin theo yêu cầu.

**Bước 4:** Click vào mục Kích hoạt sách, cào tem bạc lấy mã kích hoạt để điền và xác nhận.

**Bước 5:** Click chọn vào môn Tiếng Anh và ấn vào sách để đọc.

**Bước 6:** Làm theo hướng dẫn sử dụng các công cụ đọc sách.





# MANG CUỘC SỐNG VÀO BÀI HỌC ĐƯA BÀI HỌC VÀO CUỘC SỐNG

## THÔNG TIN LIÊN HỆ VÀ HỖ TRỢ

### CÔNG TY CỔ PHẦN ĐẦU TƯ XUẤT BẢN – THIẾT BỊ GIÁO DỤC VIỆT NAM

**Trụ sở chính:** Tầng 5, Tòa nhà Lâm Viên Complex, 107A Nguyễn Phong Sắc, phường Dịch Vọng Hậu, quận Cầu Giấy, TP. Hà Nội

**Điện thoại:** (+84) 024 3633 0316 | **Fax:** (+84) 024 3633 0316.

**Chi nhánh miền Trung:** Tầng 6, Tòa nhà Phúc Hưng Việt, 43-45 Nguyễn Văn Linh, phường Bình Hiên, quận Hải Châu, TP. Đà Nẵng.

**Điện thoại:** (+84) 023 6356 1058 | **Fax:** (+84) 023 6356 1058

**Chi nhánh miền Nam:** Lầu 3, số 79 Nguyễn Đình Chiểu, phường 6, quận 3, TP. Hồ Chí Minh

**Điện thoại:** (+84) 028 3930 2637 | **Fax:** (+84) 028 3930 2638

**Website:** sachcanhdiem.vn | **Email:** sachcanhdiem@vopic.edu.vn

### TRUNG TÂM PHÁT HÀNH

**Miền Bắc:** CÔNG TY TNHH PHÁT HÀNH SÁCH CẢNH ĐIỀU

**Địa chỉ:** Số 50 Trung Kính, phường Trung Hòa, quận Cầu Giấy, TP. Hà Nội

**Điện thoại:** Bà Trần Thị Như Hà: 098 845 5699 | Bà Lê Thị Hiền: 091 729 4989

**Miền Trung:** Chi nhánh CÔNG TY ĐẦU TƯ XUẤT BẢN – THIẾT BỊ GIÁO DỤC VIỆT NAM

**Địa chỉ:** Tầng 6, Tòa nhà Phúc Hưng Việt, 43-45 Nguyễn Văn Linh, phường Bình Hiên, quận Hải Châu, TP. Đà Nẵng

**Điện thoại:** Ông Đoàn Đức Quang: 098 550 0306

**Miền Nam:** Chi nhánh CÔNG TY ĐẦU TƯ XUẤT BẢN – THIẾT BỊ GIÁO DỤC VIỆT NAM

**Địa chỉ:** Lầu 3, số 79 Nguyễn Đình Chiểu, phường 6, quận 3, TP. Hồ Chí Minh

**Điện thoại:** Ông Phạm Văn Hồng: 091 388 4271 | Ông Nguyễn Văn Châu: 091 388 6107

Bà Nguyễn Thị Thu: 091 818 9516

### CÔNG TY TNHH CENGAGE LEARNING VIỆT NAM

**Địa chỉ:** 54-56 Nguyễn Trãi, Quận 1, TP Hồ Chí Minh, Việt Nam Phòng 1111, Tầng 11, Tòa nhà Zen Plaza

**Điện thoại:** (8428) 3925 7880 | **Fax:** (8428) 3925 7881

### VĂN PHÒNG ĐẠI DIỆN CÔNG TY TNHH CENGAGE LEARNING PHÍA BẮC

**Địa chỉ:** Phòng 820, tầng 8, tòa nhà Licogi 13, số 164 đường Khuất Duy Tiến, Phường Nhân Chính, Quận Thanh Xuân, Hà Nội

**Điện thoại:** (8424) 6282 4114 | **Fax:** (8424) 6282 4115

**Thư điện tử hỗ trợ:** tienganhcanhdiem@vopic.edu.vn

**Số điện thoại hỗ trợ:** 0886725566