**UNIT 9: SOCIAL ISSUES**

**Lesson 1: A social awareness club meeting**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Social issues.*

- Understand and use words and phrases related to social issues.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be aware of social issues that people might face.

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** |
| --- | --- | --- |
| 1. awareness (n) | /əˈweənəs/ | knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience |
| 2. campaign (n) | /kæmˈpeɪn/ | a planned group of especially political, business, or military activities that are intended to achieve a particular aim |
| 3. bully (v) | /ˈbʊli/ | to hurt or frighten someone, often over a period of time, and often forcing that person to do something they do not want to do |
| 4. peer pressure (n) | /ˈpɪə ˌpreʃər/ | the strong influence of a group, especially of children, on members of that group to behave as everyone else does |
| 5. body shaming (n) | /ˈbɒdi ˌʃeɪmɪŋ/ | criticism of someone based on the shape, size, or appearance of their body |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students are reluctant to work in groups. | - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Students may lack vocabulary to deliver a speech | - Explain expectations for each task in detail.  - Continue to explain task expectations in small chunks (before every activity).  - Provide vocabulary and useful language before assigning tasks  - Encourage students to work in groups so that they can help each other. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic of social issues.

- To set the context for the listening and reading part.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Quiz

**c. Expected outcomes:**

**-** Students can get an overview on social issues.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Quiz (PPT slides)**  - Teacher shows the quiz.  - Ss work in 4 groups. Each group raises hands to take turns and answer the multiple-choice questions. The team gains some points with every correct answer.  - The team with the highest points is the winner. | ***Key:***  *1. Homelessness*  *2. Climate change*  *3. School violence/ bullying*  *4. Childhood obesity* |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

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

**b. Content:**

- Vocabulary pre-teaching

**c. Expected outcomes:**

- Students can identify some new words related to the topic before they read.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher checks students’ understanding.  - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. | **New words:**  1. awareness (n)  2. campaign (n)  3. bully (v)  4. peer pressure (n)  5. body shaming (n) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

- Teacher observes Ss’ writing of vocabulary in their notebooks.

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help students get to know the topic.

- To introduce words and phrases related to social issues.

- To help Ss identify linking words and phrases.

**b. Content:**

- Task 1: Listen and read (p.100)

- Task 2: Who suggests the following ideas? Tick (✓ ) the correct box. (p.101)

- Task 3: Find five social issues in 1. use the pictures and hints below to help you. (p.101)

- Task 4: Complete the summary with words from task 1. (p.101)

**c. Expected outcomes:**

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

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Listen and read. (5 mins)** | |
| - Ask Ss to open their books.  - Draw Ss’ attention to the photos. Ask questions, e.g.  *1. Why is the boy saying no?*  *2. Why is the girl in the school uniform hiding her face?*  *3. What are the other people around her doing?*  *4. Why is the girl in casual clothes looking sad?*  *5. Is this behaviour acceptable?*  - Ask Ss to skim through the conversation and ask, e.g. Who are the speakers? (Nam, Mai and Mark) What do you think they are discussing? (Social issues).  - Play the recording twice for Ss to listen and read silently along. Have Ss underline words / phrases related to social issues.  - In stronger classes, ask Ss to close their books and just listen to the conversation the first time when you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, but this time following the text and checking if their answers were correct.  - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.  - Call on two or three pairs of Ss to read the conversation aloud. | ***Suggested answer:***  *1. He doesn’t want to smoke.*  *2. Because she is feeling helpless and frightened.*  *3. Taking photos and poking her.*  *4. Because her friends are talking behind her back.*  *5. No, it’s bullying.* |
| **Task 2. Who suggests the following ideas? Tick (✓ ) the correct box.** **(5 mins)** | |
| - Ask Ss to read the conversation again.  - Ask Ss to identify and underline the key words in the statements in the tables. Then have them read the conversation again and locate the part that contains information about each statement. Have them compare the information with each statement in the table.  - Have Ss work in pairs to discuss and compare their answers.  - Check answers as a class. | ***Key:***  *1. Mai*  *2. Nam*  *3. Mark - Nam* |
| **Task 3. Find five social issues in 1. Use the pictures and hints below to help you. (5 mins)** | |
| - Have Ss look at the pictures and the first letters of the missing words. Explain that these words are related to social issues and they are all in the conversation in Activity 1.  - Ask Ss to write down the words.  - Check answers as a class.  - Explain the meaning of any words Ss don’t know or find hard to understand, e.g. What is peer pressure? (Pressure from people of your age or social group to behave like them to be liked or accepted) | **Answer key:**  *1. crime*  *2. overpopulation*  *3. bullying*  *5. peer pressure*  *6. body shaming* |
| **Task 4. Complete the summary with words from Task 1. (5 mins)** | |
| - Ask Ss to read the summary.  - Ask Ss to complete the sentences, using words from Activity 1.  - Check answers as a class.  - Elicit what type of linking words and phrases there are, i.e., to show contrast (although, however), and to indicate reasons (because). | ***Answer key:***  *1. although*  *2. However*  *3. because* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss practise speaking skills.

- To help Ss memorise the basic knowledge on the effect of social issues.

**b. Content:**

- Discussion

**c. Expected outcomes:**

- Students can talk about a campaign to raise people's awareness about a social issue.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Discussion**  - Teacher divides the class into groups of 4 and asks Ss the question: *Can you think of other social issues that directly affect teenagers? What can we do to stop them or help the victims?*  - Ss work in groups to discuss the questions.  - Ss raise their hands to share their ideas.  - Teacher listens and gives feedback if necessary. | *Students’ own creativity.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook

- Prepare for Lesson 2 - Unit 9.

- Prepare materials for the project in lesson 8.

**Board Plan**

| *Date of teaching*  **UNIT 9: SOCIAL ISSUES**  **Lesson 1: A social awareness club meeting**  **\*Warm-up**    **\* Vocabulary**  1. awareness (n)  2. campaign (n)  3. bully (v)  4. peer pressure (n)  5. body shaming (n)  - Task 1: Listen and read.  - Task 2: Tick the correct box.  - Task 3. Find five social issues.  - Task 4. Complete the summary.  - Task 5: Discussion  **\*Homework** |
| --- |

**UNIT 9: SOCIAL ISSUES**

**Lesson 2: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use intonation in choice questions appropriately to speak with a natural rhythm.

- Understand and use words and phrases related to social issues.

- Use linking words and phrases correctly.

**2. Core competence**

- Be collaborative and supportive in pair work and team work;

- Access and consolidate information from a variety of sources;

**3. Personal qualities**

- Be aware of social issues that people might face.

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Language

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **We use linking words and phrases to connect ideas, clauses, or sentences.**  **Below are some common linking words and phrases:** | |
| --- | --- |
| To add ideas and information | Besides (this/that), …  Moreover, …  In addition (to + noun or gerund), … |
| To contrast ideas | However, …  Although …, …  In spite of/ Despite (noun or gerund), …  By contrast, … |
| To give reasons | Because …, …  Because of (noun or gerund), …  As/Since …, …. |
| To show results | As a result, …  As a consequence, …  Therefore, … |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students are reluctant to work in groups. | - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Students may lack vocabulary to deliver a speech | - Explain expectations for each task in detail.  - Continue to explain task expectations in small chunks (before every activity).  - Provide vocabulary and useful language before assigning tasks  - Encourage students to work in groups so that they can help each other. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on intonation.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Mini game

**c. Expected outcomes:**

**-** Students can have an overview of intonation.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Listen & answer**  - Students work in 4 groups.  - Ss will listen and find the words/ phrases with a raised voice in 3 sentences below.  - Raise your hands to get a turn and answer. | **Sentences:**  *1. Thanks, Andy. That's really helpful!*  *2. Our train leaves in ten minutes.*  *3. You and your sister always argue during dinner.*  **Answers:**  *1. Thanks - really*  *2. Train - ten*  *3. You - your sister - always argue* |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION** (12 mins)

**a. Objectives:**

- To help Ss recognise and practise the intonation in choice questions..

**b. Content:**

**-** Task 1: Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (p.101)

**-** Task 2: Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (p.101)

**c. Expected outcomes:**

- Students can ask choice questions with a natural rhythm.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs.** (5 mins) | |
| - Tell Ss that they are going to listen to some sentences from Getting started.  - Play the recording and have Ss pay attention to the rising tone and the falling tone in each intonation pattern.  - Play the recording again and have Ss repeat.  - Ask Ss to read the notes in the Remember! box. Check understanding by asking individual Ss to list the choices before and after the word ‘or’ in each question.  - Ss practise saying the questions in pairs. | *Students’ performance* |
| **Task 2: Mark the intonation in these questions. Then listen and check. Practise saying them in pairs.** (7 mins) | |
| - Ask Ss to read quickly through the questions. Check understanding.  - Have Ss work in pairs to take turns to read each question aloud. Ask them to pay attention to the rising and falling tones of the choices.  - Ask Ss to mark the falling and rising tones in each question.  - Check answers by asking Ss to draw the correct arrows for each question on the board.  - Have Ss practise them in pairs. | ***Answer key:***  1. Is peer pressure good ↗or bad↘?  2. Is this a social ↗or environmental issue↘?  3. Should our campaign focus on crime↗, overpopulation↗, or climate change↘?  4. Do you talk to your parents↗, share problems with your friends↗ or ask your teachers for advice↘? |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

- Students in class listen and give feedback on their friends’ performance.

**3. ACTIVITY 2: VOCABULARY** (12 mins)

**a. Objectives:**

- To introduce words and phrases related to social issues.

- To help Ss practise the words in meaningful contexts.

**b. Content:**

- Task 1: Find five words in the word search and write them next to the correct definition. Use the glossary (page 130-131) to help you. (p.102)

- Task 2: Complete the sentences using the correct forms of the words in task 1 (p.102)

**c. Expected outcomes:**

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Find five words in the word search and write them next to the correct definition. Use the glossary (page 130) to help you.** (6 mins) | |
| - Tell Ss that the words / phrases in the activity are related to social issues.  - Have Ss find five words in the word search. Encourage Ss to look at the definitions below the word search to have a better understanding of the words.  - If necessary, T does the first one as an example before asking Ss to do the rest.  - Check answers as a class. | ***Answer key:*** |
| **Task 2. Complete the sentences using the correct forms of the words in Task 1.** (6 mins) | |
| - Tell Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary.  - Check answers as a class. Confirm the correct answers.  - Ask some Ss to read the complete sentences. | ***Answer key:***  1. alcohol  2. bullied  3. poverty  4. violent  5. campaign |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: GRAMMAR** (13 mins)

**a. Objectives:**

- To help Ss recognise different types of linking words and phrases.

- To help Ss practise using linking words/phrases.

**b. Content:**

- Task 1. Connect these sentences, using linking words or phrases. (p.102)

- Task 2. Work in pairs. Add more sentences to each item. Use different linking words and/or phrases. (p.102)

**c. Expected outcomes:**

- Students are able to use linking words/phrases in sentences.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Connect these sentences, using linking words or phrases.** (6 mins) | |
| - Encourage Ss to study the Remember! box. Tell them that there are several types of linking words/phrases with different meanings, i.e. to add ideas and information, to contrast ideas, to give reasons, and to show results. Explain different sentence structures, e.g. *Some words/phrases are followed by a clause, while others are followed by nouns or gerunds. Some are used to connect two dependent clauses of a sentence, while others can be used to connect two sentences or independent clauses.* Give some examples to illustrate these differences.  - Ask Ss to fill in the blanks using linking words or phrases. Tell them to pay attention to the meaning of each sentence and the linking words/phrases.  - Check answers as a class by having individual Ss read aloud the completed sentences and explaining why they have used the linking word or phrase, e.g. 1. I used ‘As a result’ here because the second sentence gives the result of the action in the first sentence (i.e. some people become violent after drinking alcohol). | ***Answer key:***  1. As a result/ As a consequence/ Therefore  2. However  3. Moreover/ In addition/ Besides  4. However/ In spite of this/ Despite this |
| **Task 2. Work in pairs. Add more sentences to each item. Use different linking words and/or phrases.** (7 mins) | |
| * - Have Ss read instructions and example, and make sure they * understand the contexts and what they have to do. * - In weaker classes, model the first one with a student. * - Put Ss in pairs. Have them first think of ways to expand the * ideas, e.g. by explaining the consequences or adding related * ideas or examples. * - Walk round the class to offer help. * - Invite some Ss to report back to the class. | ***Suggested answer:***  2. Many people live in poverty. As a result, they cannot afford basic things in life such as food, clothes, and education. Therefore, we should organise some charity events to help them.  3. Awareness campaigns help to draw people’s attention to social issues. However, more should be done to ensure that people will actually take actions about these issues. Therefore, I suggest we should set up some helplines to support people in need to deal with social issues in the long term. |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Lesson 3 - Reading.

**Board Plan**

| *Date of teaching*  **UNIT 9: SOCIAL ISSUES**  **Lesson 2: Language**  **\*Warm-up**  Mini game  **\* Pronunciation**  **- Task 1:** Listen and repeat.  **- Task 2:** Mark the intonation.  **\* Vocabulary**  - **Task 1:** Word search.  - **Task 2.** Complete the sentences.  **\* Grammar**  - **Task 1.** Connect the sentences.  - **Task 2.** Add more sentences to each item.  **\*Homework** |
| --- |

**UNIT 9: SOCIAL ISSUES**

**Lesson 3: Reading - Peer pressure**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for main ideas and specific information in an article about peer pressure.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills;

**3. Personal qualities**

- Acknowledge and understand more about the effect of peer pressure.

- Develop self-study skills.

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Reading

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** |
| --- | --- | --- |
| 1. depression (n) | /dɪˈpreʃən/ | the state of feeling very unhappy and without hope for the future |
| 2. self-confidence (n) | /ˌselfˈkɒn.fɪdəns/ | the belief that you can do things well and that other people respect you |
| 3. smoker (n) | /ˈsməʊkər/ | someone who smokes tobacco regularly |
| 4. hang out | /ˈhæŋ ˈaʊt/ | to spend a lot of time in a place or with someone |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if necessary).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the categories of peer pressure.

- To set the context for the reading part;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Video watching

**c. Expected outcomes:**

**-** Students get some information about the lesson.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Video watching**  - Students work in 4 groups  - Ss watch the video and decide if the statements below are True or False.  - Ss raise hands to answer.  -Teacher leads into the new lesson. | ***Link****:* [*https://youtu.be/6ZT0DAmOpWw*](https://youtu.be/6ZT0DAmOpWw)  ***Questions & answers:***  *1. Teenagers are considered easily affected by peer pressure. - F*  *2. Positively, peer pressure can motivate us to try and become better. - T*  *3. Social media always brings stress to us when we see other peers having success and comfortable lives. - F*  *4. To define a clear life goal, respect yourself and others are effective ways to avoid peer pressure. - T* |

**e. Assessment**

- Teacher observes the groups, collects their answers and gives feedback.

**2. ACTIVITY 1: PRE-READING** (10 mins)

**a. Objectives:**

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

- To activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Content:**

- Vocabulary pre-teaching

- Task 1. Work in pairs. Discuss the question. (p.103)

**c. Expected outcomes:**

- Students can identify some new words before they read.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Work in pairs. Discuss the question.** (5 mins) | |
| - Ask Ss to work in pairs and discuss the questions.  - Have some Ss share their answers with the whole class.  - Lead into the topic of the reading text by explaining that when friends make you do things or act in a certain way they apply peer pressure. | ***Questions:***  *Have your friends ever made you do something you do not like? If yes, give an*  *example.* |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. | ***New words:***  *1. depression (n)*  *2. self-confidence (n)*  *3. smoker (n)*  *4. hang out* |

**e. Assessment**

- Teacher checks students’ pronunciation & understanding and gives feedback.

- Teacher observes Ss’ writing of vocabulary in their notebooks.

**3. ACTIVITY 2: WHILE-READING** (20 mins)

**a. Objectives:**

- To help Ss practise reading for main ideas & specific information in an article about peer pressure.

**b. Content:**

- Task 2. Read the article. Match the highlighted words with their meanings. (p.103)

- Task 3. Read the article again. Which paragraph contains the following information?

Write A, B, or C. (p.103)

- Task 4. Read the article again and choose the best answers A, B, or C. (p.104)

**c. Expected outcomes:**

- Students can identify the main ideas and some specific information of the text and complete the tasks successfully

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 2: Read the article. Match the highlighted words with their meanings.** (6 mins) | |
| - Ask Ss to focus on the highlighted words in the text and look for context clues.  - Ask Ss to read the sentences which contain these words carefully and try to guess the meanings of these words.  - Ask Ss to match the words with their meanings. T walks round the class and provides help if necessary.  - Check answers as a class. If necessary, check Ss’ understanding of the words by asking Ss to make sentences with them. | **Answer key:**  *1. d*  *2. c*  *3. b*  *4. a* |
| **Task 3. Read the article again. Which paragraph contains the following information?**  **Write A, B, or C.** (7 mins) | |
| - Ask Ss to read the four points and underline key words, e.g., 1. definition, peer pressure 2. peer pressure, cause, social issues.  - Ask Ss to read each part of the text quickly, then match each point (1-4) with each part [A-C]. Encourage them to underline clues in the reading text to explain their answers later.  - Check answers as a class. | **Answer key:**  *1. A*  *2. B*  *3. C*  *4. A* |
| **Task 4. Read the article again and choose the best answers A, B, or C.** (7 mins) | |
| - Ask Ss to read each question and the choices given. Encourage them to underline key words in each question and choices.  - Ask Ss to scan through the article to locate the information for questions 1, 3 and 4. Draw their attention to the key words in both the questions and the text which help them to locate information faster.  - As for Question 2, ask Ss to identify which part of the text discusses the consequence of peer pressure. Then ask them to read the part carefully to identify which consequences (A-C) are listed as a consequence of peer pressure. Eliminate those answers.  - Check answers as a class. | **Answer key:**  *1. C*  *2. A*  *3. C*  *4. B* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-READING** (7 mins)

**a. Objectives:**

- To check students’ understanding about the reading passage;

- To help some students enhance presentation skills;

- To practise team working;

- To give students authentic practice in using target language**.**

**b. Content:**

- Task 5: Work in pairs. Discuss the following question. (p.104)

**c. Expected outcomes:**

- Ss can use the language and ideas from the unit to reflect on their own experiences.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 5. Work in pairs. Discuss the following question.** | |
| - Ask Ss to work in pairs. Ask them to list the problems of peer pressure mentioned in the text, e.g. falling under bad influence from friends, stressful relationship between parents and children, depression, low confidence.  - Discuss if they, or someone they know, have similar problems or not. Encourage them to talk about these experiences.  - Invite some Ss to share their answers with the whole class. Ask questions, when necessary, e.g. When did that happen? Where did that happen? How did you feel about it? What did you do? | ***Questions***  *Have you, or has someone you know, experienced any of the problems*  *mentioned in this article?*  ***Suggested answer:***  *I used to wear my hair in a ponytail to school until my friends told me that it was outdated and some of them even laughed at my hairstyle. I became so ashamed of myself and my hairstyle that I dyed my hair blonde, just to make myself look ‘cool’ to my friends. But to be honest, it cost me a lot of money and time to dye and take care of my hair, and when I looked at myself in the mirror every day, I didn’t like it at all. So I stopped colouring my hair and started ignoring comments about my hairstyle.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson – Speaking.

**Board Plan**

| *Date of teaching*  **UNIT 9: SOCIAL ISSUES**  **Lesson 3: Reading - Peer pressure**  **\*Warm-up**  - Task 1. Discuss the question.  - Task 2. Match the highlighted words with their meanings.  - Task 3. Which paragraph contains the following information?  - Task 4. Choose the correct answers A, B, or C.  - Task 5: Discussion  **\*Homework** |
| --- |

**UNIT 9: SOCIAL ISSUES**

**Lesson 4: Speaking – Experiencing peer pressure**

**I. OBJECTIVES**

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

**1. Knowledge**

- Present ideas clearly in a discussion.

- Talk about experiences of peer pressure and responding to peer pressure situations.

**2. Competences**

- Be collaborative and supportive in pair work and teamwork.

- Develop presentation skills.

**3. Personal qualities**

- Acknowledge and be able to know why peer pressure can easily affect teenagers.

- Develop self-study skills.

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Speaking

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** |
| --- | --- | --- |
| 1. positive (adj) | /ˈpɒzətɪv/ | full of hope and confidence, or giving cause for hope and confidence |
| 2. permission (n) | /pəˈmɪʃ.ən/ | the act of allowing someone to do something, or of allowing something to happen |
| 3. poverty (n) | /ˈpɒv.ə.ti/ | the condition of being extremely poor |
| 4. make fun of | /ˌmeɪk ˈfʌn əv/ | to make a joke about someone or something in a way that is not kind |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack more vocabulary to deliver a speech. | - Provide vocabulary and useful language before assigning tasks.  - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on peer pressure.

- To set the context for the speaking part.

- To help Ss warm up and get ready for the lesson by providing some background information.

**b. Content:**

**-** Quiz: Peer pressure

**c. Expected outcomes:**

**-** Students can follow the instructions and memorise some of the steps.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Quiz (PPT slides)**  - Teacher shows the questions with multiple choices.  - Ss works in 4 groups. Each group raises hands to take turns and match the causes with the correct effect.  - The team with the highest points is the winner. | *Answers:*  *1. B*  *2. C*  *3. C*  *4. D*  *5. B* |

**e. Assessment**

- Teacher observes the students’ performance, collects their answers, and gives feedback.

**2. ACTIVITY 1: CONTROLLED PRACTICE** (16 mins)

**a. Objectives:**

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

- To activate prior knowledge about the topic and get Ss involved in the lesson.

- To help Ss review different communication strategies they have learned for starting, maintaining, and ending a conversation/ discussion.

**b. Content:**

- Vocabulary pre-teaching

- Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least

powerful). (p.104)

- Task 2. Work in pairs. Talk about your experiences of peer pressure. Use the following guiding questions. (p.105)

**c. Expected outcomes:**

- Students are able to identify different examples of peer pressure.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching** (4 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …)  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher asks Ss to write the new words in their notebooks. | ***New words:***  *1. positive (adj)*  *2. permission (n)*  *3. poverty (n)*  *4. make fun of* |
| **Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful).** (5 mins) | |
| - Ask Ss to work individually and look at the pictures and the examples of peer pressure. Tell them to order these types of peer pressure from the most to the least powerful. Explain that the most powerful peer pressure is the one that is hardest to resist.  - T walks around to provide help if necessary. Explain that there are no right or wrong answers, but Ss should be able to provide reasons for their rankings.  - Ask some Ss to present and explain their rankings to the class, e.g. I think the most powerful peer pressure is not to obey rules. This type of peer pressure is usually direct and spoken, that is, a teenager asks or persuades another person to do something that will break rules | *Students’ performance* |
| **Task 2. Work in pairs. Talk about your experiences of peer pressure. Use the following guiding questions.** (7 mins) | |
| - Ask Ss to look at the questions. Tell them that they are going to work in pairs to answer these questions.  - Before they start, quickly review communication strategies for starting, maintaining, and concluding a conversation or discussion, e.g. Can you tell me how can we start a conversation? When we end the conversation or discussion, what do we usually do? What questions do we normally use to keep the conversation going?  - Encourage Ss to use these strategies when they answer the questions in pairs.  - Walk around and provide help if necessary. | ***Suggested answers:***  *- Among these examples, A (peer pressure to get good grades at school) is affecting me the most, because all of my friends are getting very good grades at school. Sometimes, I feel ashamed because I'm not as good as they are at different subjects at school. Besides, my teachers and my parents keep telling me that I should try to keep up with them. It’s really stressful!*  *- B (peer pressure to be good at sport) is affecting me the least. I’m not keen on sport in general, and most of my friends are not good at sport, so I don’t feel the pressure to be good at it at all.*  *- I think A and D can be examples of positive peer pressure, because I think that studying well and staying healthy should be the most common concerns among students today. However, if we focus on them too much and fail to gain a balance between different important things in life, even A and D can also affect us in a negative way too.* |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

- Teacher observes Ss’ writing of vocabulary in their notebooks.

**3. ACTIVITY 2: LESS CONTROLLED PRACTICE** (8 mins)

**a. Objectives:**

- To give Ss an opportunity to use the language and ideas from the unit to respond to real-life situations.

**b. Content:**

- Task 3. Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. (p.105)

**c. Expected outcomes:**

- Students are able to present ideas about peer pressure clearly.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 3. Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer.** (8 mins) | |
| - Ask Ss to read the situations and check Ss’ understanding. Draw their attention to the example answer and ask if they agree with it. Brainstorm other possible responses as a class.  - Put Ss in groups and have them come up with responses to the other situations. Encourage them to continue using the communication strategies for starting, maintaining, and concluding a discussion.  - Have each group agree who will be the group note taker to take notes of their ideas. Ss can then use the notes to formulate the final response that everyone/most people in the group agree on.  - Set a time limit for this activity.  - T walks around to provide help if necessary. | ***Suggested answers:***  *2. I’m not ashamed of my old phone. We are students and not making any money yet, so buying the latest smartphone will cost my parents too much money. Besides, my phone is still working properly and I don’t see any reason why I should buy a new one.*  *3. That’s a great idea! Learning with stronger students like you will motivate me to study harder. Besides, I could learn some useful techniques from you and others to improve my grades.*  *4. No way! Skipping classes without permission is a sign of disrespect to the teacher. Besides, I don’t want to fall behind with my schoolwork.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: FREE PRACTICE** (13 mins)

**a. Objectives:**

- To give Ss an opportunity to summarise and present a group discussion to the class.

**b. Content:**

- Task 4. Report your answers to the whole class. Vote for the most interesting responses. (p.105)

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to present ideas about peer pressure.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 4. Report your answers to the whole class. Vote for the most interesting responses.** (13 mins) | |
| - Have some Ss or groups share their answers to each situation in front of the class.  - Praise for good effort, well-structured responses, and fluent delivery.  - After all groups present their responses to a situation, ask the class to vote for the best answer. Count the votes for each group and announce the best response for each situation. | *Students’ practice.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson – Listening.

**Board Plan**

| *Date of teaching*  **UNIT 9: SOCIAL ISSUES**  **Lesson 4: Speaking – Experiencing peer pressure**  **\*Warm-up**  - Task 1. Order the examples of peer pressure from 1 to 6.  - Task 2. Talk about your experiences of peer pressure.  - Task 3. Read the situations and think of some possible responses.  - Task 4. Report your answers to the whole class.  **\*Homework** |
| --- |

**UNIT 9: SOCIAL ISSUES**

**Lesson 5: Listening – Types of bullying**

**I. OBJECTIVES**

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

**1. Knowledge**

- Listen for main ideas and specific information in a conversation about types of bullying.

- Memorise vocabulary to talk about bullying.

**2. Competences**

- Be collaborative and supportive in pair work and teamwork.

- Develop presentation skills.

**3. Personal qualities**

- Be aware of different types of bullying that people might face.

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Listening

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** |
| --- | --- | --- |
| 1. offensive (adj) | /əˈfensɪv/ | causing someone to feel upset and angry, often because of being rude |
| 2. ashamed (adj) | /əˈʃeɪmd/ | feeling guilty or embarrassed about something you have done or about a quality in your character |
| 3. physical (adj) | /ˈfɪzɪkəl/ | relating to things you can see or touch, or relating to the laws of nature |
| 4. cyberbullying (n) | /ˈsaɪbəˌbʊliɪŋ/ | the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack more vocabulary to deliver a speech. | - Provide vocabulary and useful language before assigning tasks.  - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |
| Students cannot follow the speed of the recording. | - Make sure they understand the meaning and pronunciation of important words.  - Teach them the skill of underlining key words in the questions before they listen.  - Play more time if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic

- To set the context for the listening part

**b. Content:**

**-** Quiz: Peer pressure

**c. Expected outcomes:**

**-** Students can join the quiz and gain knowledge on the topic

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Quiz (PPT slides)**  - Teacher shows the questions with multiple choices.  - Ss works in 4 groups. Each group raises hands to take turns and match the causes with the correct effect.  - The team with the highest points is the winner. | *Answers:*  *1. A*  *2. C*  *3. D*  *4. D*  *5. B* |

**e. Assessment**

- Teacher observes the students’ performance, collects their answers and gives feedback.

**2. ACTIVITY 1: PRE-LISTENING** (10 mins)

**a. Objectives:**

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

- To activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Content:**

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

- Task 1: Choose the correct meanings of the underlined words. (p.105)

**c. Expected outcomes:**

- Students identify the meaning and are able to pronounce some words from the recording.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Choose the correct meanings of the underlined words**.(5 mins) | |
| - Write the phrase “bullying” on the board. Help Ss to recall what “bullying” is. (i.e. to frighten or hurt a weaker person). Tell Ss that they are going to learn more about different types of bullying today.  - Ask Ss to do the exercise by choosing the words or phrases with the closest meanings to the underlined ones.  - Check answers as a class. | **Suggested answers:**  1. B  2. B  3. B |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …)  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher asks Ss to take notes in their notebooks. | **Vocabulary:**  1. offensive (adj)  2. ashamed (adj)  3. physical (adj)  4. cyberbullying (n) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

- Teacher observes Ss’ writing of vocabulary in their notebooks.

**3. ACTIVITY 2: WHILE-LISTENING** (15 mins)

**a. Objectives:**

- To help Ss practise listening for the main idea;

- To help Ss practise listening for specific information;

**b. Content:**

- Task 2. Listen to a conversation between two students and match the pictures with the type of bullying. (p.105)

- Task 3. Listen again. Choose the correct answers. (p.106)

**c. Expected outcomes:**

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 2. Listen to a conversation between two students and match the pictures with the**  **type of bullying.** (7 mins) | |
| - Tell Ss to listen to a conversation between two students, Mai and Mark. Explain to them that this is related to the conversation they heard in Getting started and takes place a few days after it, but without Nam. If necessary, quickly summarize the main ideas of that conversation.  - Encourage Ss to study the pictures and the example before they listen.  - Play the recording for Ss to listen and do the matching.  - Check answers as a class. Play the recording again, pausing after the description of each type of bullying and checking understanding. | **Answer key:**  *1. d*  *2. b*  *3. a*  *4. c* |
| **Task 3. Listen again. Circle the correct answers.** (8 mins) | |
| - Tell Ss to study the statements. Help them identify that Questions 1-3 are for specific information, while Question 4 is for making predictions.  - Encourage them to underline the key words in each statement. Remind them that they are likely to hear paraphrases of these key words in the recording.  - Ask them to focus on the highlighted words. Make sure they notice the differences or contrast between them. Remind them that these are the most important key information they should pay attention to when listening to the recording.  - As for Question 4, encourage them to pay close attention to the last part of the talk, and recognise any clues about what they are going to do or say next.  - Tell Ss to listen again. Ask them to circle the correct answer.  - Check their answers as a class. | **Answer key:**  *1. more*  *2. was bullied by others*  *3. cyberbullying*  *4. how* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-LISTENING** (12 mins)

**a. Objectives:**

- To check students’ understanding and help them memorise the information in the recording.

- To help some students enhance their presentation skills.

- To give students authentic practice in using target language**.**

**b. Content:**

- Task 4. Work in groups. Discuss the following questions. (p.106)

**c. Expected outcomes:**

- Ss use the language and ideas from the listening to talk about their own experiences related to bullying.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 4. Work in groups. Discuss the following questions. (p.47)** | |
| **Question**:  What types of bullying have you experienced or seen happening to people around you?  - Ask Ss to work in groups. Have them talk about if they have experienced or seen any type of bullying in the text. Encourage them to talk about these experiences by giving more specific questions (if necessary), e.g. What type of bullying did you or someone you know experience? How did you/that person feel? What did you/that person do? | ***Suggested answer:***  *I have experienced verbal bullying before. As I was short-sighted and had to wear glasses to school, some kids at school called me ‘a four-eyed monster’ and even laughed at me. Some even took my glasses and hid them away so that I had to stay after class to look for them. It was really awful.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance, provide help if necessary.

- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson –Writing.

**Board Plan**

| *Date of teaching*  **UNIT 9: SOCIAL ISSUE**  **Lesson 5: Listening – Types of bullying.**  **\*Warm-up**  - Task 1: Choose the correct meanings of the underlined words.  - Task 2: Listen to a conversation and match the pictures with the type of bullying.  - Task 3: Choose the correct answers.  - Task 4: Discussion.  **\*Homework** |
| --- |

**UNIT 9: SOCIAL ISSUES**

**Lesson 6: Writing – A proposal against cyberbullying**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about how to write a proposal.

- Apply structures to express suggestions and requests.

**2. Competences**

- Be collaborative and supportive in pair work and teamwork.

- Develop presentation skills.

**3. Personal qualities**

- Be aware of cyberbullying and fight against it.

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Writing

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped writing skills. | - Guide students to make an outline before they write.  - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ comprehension of cyberbullying.

- To set the context for the writing part.

**b. Content:**

**-** Video watching

**c. Expected outcomes:**

**-** Students can join the quiz and gain knowledge on the topic.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Video watching**  - Students work in 4 groups  - Ss watch the video and decide if the statements below are true or false.  - Ss raise their hands to answer.  -Teacher leads into the new lesson. | ***Questions and answers:***  *1. Online and offline bullying have no connection. - F*  *2. Gossip and rumors can be considered cyberbullying. - T*  *3. It is difficult to stop the spread of cyberbullying. - T*  *4. Controlling online status and spending time with close people in real life can help us counteract cyberbullying. - T* |

**e. Assessment**

- Teacher observes the students’ performance, collects their answers, and gives feedback.

**2. ACTIVITY 1: PRE-WRITNG** (10 mins)

**a. Objectives:**

- To help Ss build up ideas that they can later use for their writing.

**b. Content:**

- Task 1: You are planning a school campaign against cyberbullying. Work in groups to discuss these questions. (p.106)

**c. Expected outcomes:**

- Students can brainstorm the idea of planning a school campaign against cyberbullying.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. You are planning a school campaign against cyberbullying. Work in groups to discuss these questions.** | |
| - Tell Ss that they are going to write a proposal for a school campaign against cyberbullying.  - Review the structure of a proposal. Write its parts on the board, but in a random order. Ask Ss to put them in the correct order. Have Ss refer to the Writing section in Unit 4 to check their answers.  - Ask Ss to work in groups and discuss the questions. Remind them that the questions also reflect the structure of a proposal so once they answer the questions, they will also have a plan for their writing.  - Walk around and provide help if necessary.  - Have some groups report their answers to the class. Ask questions to clarify details. W | ***Suggested questions:***  - Who is going to organise the events?  - Who are you going to invite to give the talks?  - Who will benefit from this? |

**e. Assessment**

- Teacher observes Ss’ work and gives feedback.

**3. ACTIVITY 2: WHILE-WRITING** (17 mins)

**a. Objectives:**

- To help Ss practise writing a proposal for a school campaign against cyberbullying.

**b. Content:**

- Task 2. Write a proposal for the campaign (150–180 words) to your head teacher.Uuse the ideas in task 1 and the outline with useful expressions below to help you. (p.106)

**c. Expected outcomes:**

- Students can write a complete proposal in which the language is clear, short and simple.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 2. Write a proposal for the campaign (150–180 words) to your head teacher. Use the ideas in task 1 and the outline with useful expressions below to help you.** (17 mins) | |
| - Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in Activity 1.  - Go through the outline with the useful expressions and check their understanding. In weaker classes, give examples of how to complete the sentences and encourage Ss to use the sentences, e.g. Cyberbullying has become a common issue nowadays because more students are using digital devices.  - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help when necessary.  - Collect Ss’ proposals writing tasks and give face-to-face feedback in private or give them back with some written feedback. | ***Suggested answer:***  ***Title: A school campaign against cyberbullying***  ***To:*** *Ms Le Thi Hoa*  ***Date:*** *14 February, 20\_\_\_*  ***Prepared by:*** *Vu Hoang Ha, President of the Social Awareness Club*  ***Introduction:***  *Cyberbullying has become a common issue nowadays because more students are using digital devices. Moreover, there have been many reports of people making offensive comments about others online. Therefore, we would like to propose a school campaign against cyberbullying.*  ***Details about the campaign:***  *The campaign will include a series of activities organised by the school Social Awareness Club. They will take place in our school hall after classes. The campaign will last for a month, from the 1st of March until the 1st of April. All students who are interested will be able to participate in the activities. The main events will include several talks by cyberbullying experts and sharing sessions for students to talk about their experiences of cyberbullying.*  ***Goals and benefits of the campaign:***  *Our goals are to raise awareness of cyberbullying and to promote responsible and safe use of the Internet. The campaign will also help students identify cyberbullying and report it when they see it.*  ***Conclusion:***  *We hope that you will consider our proposal. We believe that this campaign will encourage students to make friends and promote a positive atmosphere in the school, which will ensure cyberbullying does not happen.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-WRITING** (10 mins)

**a. Objectives:**

- To do a cross-check and final check on students’ writing.

**b. Content:**

- Students exchange their work for cross-checking.

**c. Expected outcomes:**

- Students can evaluate others’ work as well as improve their own pieces of writing.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Cross-checking** | |
| - Teacher has the pairs swap and give feedback on each other’s writing. Teacher shows a writing rubric to help Ss do the peer review.  - Ss do the task as required.  - After peer review, Ss give the writing back to the owner and discuss how to improve it.  - Teacher then chooses one piece of writing and gives feedback on it as a model.  - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss  - Teacher chooses some typical errors and corrects them as a whole class without nominating the Ss’ names. | ***Writing rubric:***   1. *Organization: …/10* 2. *Legibility: …/10* 3. *Ideas: …/10* 4. *Word choice: …/10* 5. *Grammar usage: …/10*   *TOTAL: …/50* |

**e. Assessment**

- Teacher’s observation on Ss’ performance, provide help if necessary.

- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson – Communication and Culture.

**Board Plan**

| *Date of teaching*  **UNIT 9: SOCIAL ISSUES**  **Lesson 6: Writing – A proposal against cyberbullying**  **\*Warm-up**  - Task 1: Work in groups to discuss these questions.  - Task 2. Write a proposal for the campaign to your head teacher.  **\* Cross-checking**  **\*Homework** |
| --- |

**UNIT 9: SOCIAL ISSUES**

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

**I. OBJECTIVES**

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

**1. Knowledge**

- Express disappointment and sympathy.

- Understand some of the social problems facing teens in the US today.

**2. Core competence**

- Access and consolidate information from a variety of sources.

**3. Personal qualities**

- Be ready to share the awareness to fight social issues.

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Communication and Culture

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** |
| --- | --- | --- |
| 1. sympathy (n) | /ˈsɪmpəθi/ | (an expression of) understanding and care for someone else's suffering |
| 2. anxiety (n) | /æŋˈzaɪəti/ | an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future |
| 3. victim (n) | /ˈvɪktɪm/ | someone or something that has been hurt, damaged, or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance |
| 4. poverty line (n) | /ˈpɒvəti ˌlaɪn/ | the official level of income that is needed to achieve a basic living standard with enough money for things such as food, clothing, and a place to live |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students are reluctant to work in groups. | - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Students may lack vocabulary to deliver a speech | - Explain expectations for each task in detail.  - Continue to explain task expectations in small chunks (before every activity).  - Provide vocabulary and useful language before assigning tasks  - Encourage students to work in groups so that they can help each other. |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create a friendly and lively atmosphere in the classroom.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Game:Positive or negative?

**c. Expected outcomes:**

**-** Students can identify the positivity and negativity in expressions.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Listen to 4 speakers:**  - Students work in 4 groups.  - Ss will hear and find if 4 speakers below express positivity or negativity.  - Have students raise their hands to answer. | ***Key:***  *Negativity: 1, 2*  *Positivity: 3, 4* |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH (**20 mins)

**a. Objectives:**

- To provide a model conversation in which disappointment and sympathy is expressed.

- To review expressions for expressing disappointment and sympathy.

**b. Content:**

**-** Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.107)

**-** Task 2: Work in pairs. Use the model in task 1 to make similar conversations for these situations. One of you is Student a, the other is Student B. Use the expressions to help you. (p.107)

**c. Expected outcomes:**

- Students can express disappointment and sympathy.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1:** **Listen and complete the conversation with the expressions in the box. Then practise it in pairs.** (6 mins) | |
| - Ask Ss in what situations people express disappointment and/or sympathy, e.g., when something bad has happened, or when people are ill or failed an exam.  - Tell Ss that they are going to listen to a conversation between two teenagers, Mark and Mary. While listening, they should complete the conversation with the expressions from the box.  - Give them some time to skim through the conversation.  - Play the recording once in stronger classes and twice in weaker classes.  - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.  - Ask Ss to underline the phrases used by the speakers to express disappointment and sympathy.  - Put Ss into pairs and have them practise the conversation. | ***Answer key:***  *1. C*  *2. B*  *3. A* |
| **Useful expressions** (7 mins) | |
| - Teacher gives students a list of expressions to prepare for Task 2 | **Useful expressions**  **- Expressing disappointment**   * *What a pity/shame!* * *It’s a pity/shame that …* * *That’s (so)/How disappointing.* * *That’s too bad*   - **Expressing sympathy**   * *I’m (so) sorry (to hear that) …* * *I (can) sympathize (with you/him/her).* * *That’s so sad (that …).* * *I know how it feels* |
| **Task 2: Work in pairs. Use the model in task 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions to help you.** (7 mins) | |
| - Tell Ss that the words they used to fill in the gaps in Activity 1 are expressions for expressing disappointment and sympathy.  - Ask Ss to read the list of useful expressions in the box and check their understanding.  - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them., e.g. how they are going to start the conversation, who the two speakers are - friends/classmates in the first situation, student and teacher in the second, what is wrong with their brother/sister, what the community project is about and why they can’t finish it.  - Ask Ss to practise their conversations. Encourage them to swap roles.  - Walk round the class and provide help when necessary.  - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, appropriate use of the expressions for disappointment and sympathy, clear pronunciation and fluent delivery . | ***Suggested answers:***  *1.*  *A: I’m afraid I can’t go on the school trip tomorrow.*  *B: What a shame! We’ve been planning for the trip for weeks. What’s wrong?*  *A: My brother’s ill and I have to take care of him.*  *B: I’m so sorry to hear that. I wish him a quick recovery.*  *A: Thanks.*  *2.*  *B: I don’t think I’ll be able to finish the community project on time.*  *A: That’s too bad! Is everything OK?*  *B: Not really. I’m so stressed about the exams next week, so I don’t have time for the project. I can’t sleep well, either.*  *A: I can sympathise. Exams can be stressful. Try doing yoga to feel less stressed, and good luck with the exams.*  *B: Good idea! Thank you.* |

**e. Assessment**

- Teacher obverses Ss’s work and gives feedback.

- Teacher gives scores to evaluate Ss’ performance.

**3. ACTIVITY 2: CLIL** (20 mins)

**a. Objectives:**

- To help Ss learn about social problems facing teens in the US.

**b. Content:**

- Task 1: Read the text and match each percentage in the chart with one social problem mentioned in the text. (p.107)

- Task 2: Work in pairs. Discuss the following questions. (p.107)

**c. Expected outcomes:**

- Students understand and can relate what they have learnt to the social problems in their country.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching** (4 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher checks students’ understanding and reveals that these words will appear in the reading text and asks students to open their textbook to discover further. | **New words**  1. sympathy (n)  2. anxiety (n)  3. victim (n)  4. the poverty line (n) |
| **Task 1**. **Read the text and match each percentage in the chart with one social problem mentioned in the text.** (6 mins) | |
| - Ask Ss some questions to find out what they already know about the topic, e.g.  - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. What are the most serious issues facing teenagers in the US today? What can be done about these issues?  - Ask Ss to study the chart. Make sure they understand the main idea which each bar represents, i.e., the percentage of teens, and what words they need to fill in the blanks, i.e., top social problems among teenagers.  - Explain or elicit any new or difficult words, e.g., admit, likely, poverty line.  - Have Ss read the text and complete the chart individually.  - Check answers as a class.  - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. | ***Key:***  *1. Anxiety and depression*  *2. Bullying*  *3. Poverty*  *4. Cyberbullying* |
| **Task 2.** **Work in pairs. Discuss the following questions.** (10 mins) | |
| Questions:  - Are the problems mentioned in the text similar to those facing Vietnamese teens?  - Are there any other problems among teenagers in Viet Nam?  - Put Ss in pairs. Have them discuss each problem mentioned in the text and decide if Vietnamese teens experience it as well, e.g., Anxiety and depression: I don’t think this is a major problem in Viet Nam. There is a lot of pressure on young people to do well at school, but they have extra support from their family and can cope better.  - Then ask groups to discuss the second question. Alternatively, brainstorm the answers as a whole class activity, e.g., violence, social media addiction, juvenile delinquency.  - Ask some pairs to share their answers in front of the class. | ***Suggested answers:***  *Anxiety and depression may be the most common issue for many teenagers in Viet Nam. Their anxiety and depression may come from schoolwork, family and relationships. Other common issues facing Vietnamese teenagers may include technology/Internet and video game addiction as more and more young people spend so much time using technological devices and playing computer/ video games that they neglect their studies, family, and other relationships in life.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (2 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Lesson 8 - Looking back and project.

**Board Plan**

| *Date of teaching*  **UNIT 9: SOCIAL ISSUES**  **Lesson 7: Communication and Culture / CLIL**  **\*Warm-up**    **\* Everyday English**  **-** Task 1: Listen and complete the conversation.  **-** Task 2: Make similar conversations.  **\* CLIL**  **-** Vocabulary  - Task 1: Match each percentage in the chart with one social problem.  - Task 2: Discussion.  **\*Homework** |
| --- |

**UNIT 9: SOCIAL ISSUES**

**Lesson 8: Looking back and project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 9

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Core competence**

- Develop communication skills and creativity

- Develop presentation skills

- Develop critical thinking skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be more creative when doing the project

- Be aware of social issues and fight against them.

- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Looking back and project

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Explain expectations for each task in detail. - Have excessively talkative students practise.  - Continue to explain task expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and review students’ rising and falling intonation.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Video watching

**c. Expected outcomes:**

**-** Students can get ready to learn about differences between bacteria and viruses.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Video watching**  - Ss work in 4 groups.  - Teacher plays a video about daily conversations.  - Ss watch the video and decide if the statements below are using rising or falling intonation. Ss raise hands to answer.  - After the game, Ss practice reading the conversations in pairs using rising and falling intonation.  - Teacher leads in the lesson. |  |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: LOOKING BACK** (12 mins)

**a. Objectives:**

- To help Ss review intonations in choice questions.

- To help Ss revise words and phrases they have learnt in this unit.

- To help Ss review the use of linking words and phrases.

**b. Content:**

**-** Task 1: Mark the intonation in these questions, using (rising intonation) or (falling intonation). Listen and check. Then practise saying them. (p.108)

**-** Task 2: Solve the crossword. Use the words you have learnt in this unit. (p.108)

- Task 3: Choose the best answer to complete each sentence below. (p. 108)

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Mark the intonation in these questions, using (rising intonation) or (falling intonation). Listen and check. Then practise saying them.** (4 mins) | |
| - Ask students to mark the intonations in the choice questions.  - Check answers as a class by playing the recording and writing the appropriate arrows on the board.  - Ask Ss to practise the questions in pairs. Ask them to use appropriate rising and falling tones.  - Ask some Ss to read the questions out loud in front of the class. | ***Key:***  *1. Should we report bullying to teachers ↗ or speak to our parents first↘?*  *2. Is this social awareness campaign about poverty ↗ or crime↘?*  *3. Have you ever experienced any physical ↗, verbal ↗, or social bullying↘?*  *4. Do you worry about peer pressure ↗, body-shaming↗ or bullying↘?* |
| **Task 2:** **Solve the crossword. Use the words you have learnt in this unit.** (4 mins) | |
| - Select some words from the unit to write on the board, one letter at a time. Have individual Ss call out their guesses.  - Ask Ss to solve the crossword. Encourage them to look at the clues and identify the parts of speech of each missing word.  - Have Ss complete the activity.  - Check answers as a class.  - If time allows, ask them to find the texts where these words first appear in the unit and call out the section of the unit where it appears, e.g. campaign first appears in the Getting started. | ***Key:*** |
| **Task 3:** **Choose the best answer to complete each sentence below. (**4 mins) | |
| - Explain to Ss that they are going to review the use of linking words and phrases. In weaker classes, give Ss some time to review the grammar rules in the Language lesson before doing the activity.  - Correct answers as a class by asking individual Ss to read the answers out loud.  - If time allows, encourage Ss to explain their choices. E.g., ‘In addition,’ is the correct answer for Question 1 because it adds more ideas to the first sentence. | ***Key:***  *1. In addition*  *2. Therefore*  *3. Because*  *4. In spite of* |

**e. Assessment**

- Teacher obverses Ss’s work and gives feedback.

**3. ACTIVITY 2: PROJECT** (28 mins)

**a. Objectives:**

- To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise reporting survey results in an oral presentation.

**b. Content:**

Project: A social awareness campaign.

**c. Expected outcomes:**

- Students are able to deliver a group presentation about a social awareness campaign

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Project: A social awareness campaign.** (p. 109) | |
| - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.  - Have Ss work in their groups. Give them a few minutes to prepare for the presentation.  - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates’ presentation and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.  - If necessary, go through the assessment criteria to make sure Ss are familiar with them.  - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.  - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment. | *Students’ presentations* |

**e. Assessment**

- T gives comments and feedback to all posters and presentations and awards a prize to the group which has the most votes.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Unit 10.

**Board Plan**

| *Date of teaching*  **Unit 9: SOCIAL ISSUES**  **Lesson 8: Looking back and project**  **\*Warm-up**  **\* Looking back**  - Pronunciation  - Vocabulary  - Language  **\* Project**  A social awareness campaign  **\*Homework** |
| --- |