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Tổ trưởng

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Lãnh đạo duyệt

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UNIT 9: SOCIAL ISSUES

I. OBJECTIVES

1. Knowledge/Cognition:

- a. Pronunciation: intonation in choice questions
- b. Vocabulary: about social issues
- c. Grammar: linking words and phrases

2. Competences/Core competences:

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

Specific competences:

- read for main ideas and specific information in a text about social issues.
- introduce and talk about the experiences of peer pressure and responding to peer pressure situations.
- listen for specific information about types of bullying.
- write a proposal for a school campaign against cyberbullying.

3. Attributes/Personal qualities:

- Responsibility: Aware of the social issues that people might face.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 9
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

III. PROCEDURES

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Lesson 1: Getting started – A social awareness club meeting

STAGE 1: DESIRED OBJECTIVES/ OUTCOMES

A. OBJECTIVES

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

1. Knowledge/Cognition:

- 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.
- Actively join in class activities.

3. Personal qualities

- Be aware of social issues that people might face.

B. LANGUAGE FOCUSES

Vocabulary of the generation gap topic: awareness (n), campaign (n), bully (v), peer pressure (n), body shaming (n)

Key grammatical structure(s): linking words and phrases

Form	Pronunciation	Meaning
1. awareness (n)	/əweənəs/	knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience

2. campaign (n)	/kæmpən/	a planned group of especially political, business, or military activities that are intended to achieve a particular aim
3. bully (v)	/bli/	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)	/pə preə/	the strong influence of a group, especially of children, on members of that group to behave as everyone else does
5. body shaming (n)	/bdi ɛmɪ/	criticism of someone based on the shape, size, or appearance of their body

C. INSTRUCTIONAL RESOURCES

Some posters, pictures of social issues topic

STAGE 2: ASSESSMENT EVIDENCE

Performance Tasks	Performance products	Assessment tools
1. Game: Quiz (PPT slides)	4 groups – raise hands to take turn and answer the multiple-choice questions.	Answer keys: Target words in Unit 9
2. Vocabulary pre-teaching	Pairs – oral answer	Observation
3. Listen and read.	Individual, oral answer – sentences	Observation Peer correction
4. Who suggests the following ideas? Tick (✓) the correct box. (5 mins)	Individual, work in pairs, written answer – tick	Answer keys Observation Peer correction
5. Find five social issues in 1, use the pictures and hints below to help you. (5 mins)	Individual, written answer- words/phrases	Observation Peer correction
6. Complete the summary with words from task 1 (5 mins)	Individual, written answer-words	Observation Peer correction
7. Role-play	Groups, oral answer- sentences	Observation Peer correction

STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES

Notes:

In each activity, each step will be represented as following:

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

1. ACTIVITY 1: WARM-UP (5 mins)

Quiz (PPT slides)

*Teacher shows the quiz.

** Ss work in 4 groups. Each group raise hands to take turn and answer the multiple-choice questions. The team gains bonus with every correct answer.

***The team with highest points is the winner.

Key:

1. Homelessness

2. Climate change

3. *School violence/ bullying*

4. *Childhood obesity*

***** Teacher observes the groups and gives feedback.

2. ACTIVITY 2: PRESENTATION (7 mins)

Vocabulary pre-teaching

* Teacher introduces the vocabulary.

New words:

1. awareness (n)

2. campaign (n)

3. bully (v)

4. peer pressure (n)

5. body shaming (n)

**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.

*****Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 3: PRACTICE

Task 1: *Listen and read (p.100) (5')*

* Ask Ss to open their books.

* * Ask Draw Ss' attention to the photos. Ask questions, e.g.

1. *Why is the boy saying no?*

2. *Why is the girl in 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.

* * * * * 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. (p.101)(5')*

* 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. (p.101) (5')*

* 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

4. peer pressure

5. body shaming

Task 4: Complete the summary with words from task 1. (p.101) (5')

* Tell 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

4. ACTIVITY 4: PRODUCTION: DISCUSSION

* Teacher divides the class into groups of 4 and ask 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 hands to share their ideas.

**** Teacher listens and gives feedback if necessary.

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.

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TEST CORECTION

ĐÁP ÁN ĐỀ THI GIỮA KỲ 2 ANH 11. NĂM HỌC 2024-2025

Câu	Mã 001	Mã 002	Mã 003	Mã 004	Mã 005	Mã 006	Mã 007	Mã 008
1	B	B	B	B	B	B	B	B
2	C	C	C	C	C	C	C	C
3	C	C	C	C	C	C	C	C
4	D	D	D	D	D	D	D	D
5	D	D	D	D	D	D	D	D
6	A	A	A	A	A	A	A	A
7	B	B	B	B	B	B	B	B
8	C	C	C	C	C	C	C	C
9	D	D	D	D	D	D	D	D
10	A	A	A	A	A	A	A	A
11	A	C	B	A	A	C	B	A
12	B	D	D	B	B	D	D	B
13	B	A	B	B	B	A	B	B
14	C	B	C	C	C	B	C	C
15	D	D	B	D	D	D	B	D
16	B	B	C	C	B	B	C	C
17	D	D	D	D	D	D	D	D
18	B	B	A	A	B	B	A	A
19	C	C	B	B	C	C	B	B
20	B	B	D	D	B	B	D	D
21	C	A	A	B	C	A	A	B
22	D	B	B	D	D	B	B	D
23	A	B	B	B	A	B	B	B
24	B	C	C	C	B	C	C	C

25	D	D	D	B	D	D	D	B
			teacher's				teacher's	
26	heritage	C	pet	C	heritage	C	pet	C
27	education	A	education	A	education	A	education	A
28	Paying	E	Paying	E	Paying	E	Paying	E
	teacher's		his socks		teacher's		his socks	
29	pet	B	up	B	pet	B	up	B
	his socks				his socks			
30	up	D	heritage	D	up	D	heritage	D
		teacher's				teacher's		
31	C	pet	C	Paying	C	pet	C	Paying
		his socks		his socks		his socks		his socks
32	A	up	A	up	A	up	A	up
33	E	heritage	E	heritage	E	heritage	E	heritage
			teacher's				teacher's	
34	B	education	B	pet	B	education	B	pet
35	D	Paying	D	education	D	Paying	D	education

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Lesson 2: Language

STAGE 1: DESIRED OBJECTIVES/ OUTCOMES

A. OBJECTIVES

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

1. Knowledge/Cognition:

- 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. Competences

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

3. Personal qualities

- Be aware of social issues that people might face.

B. LANGUAGE FOCUSES

Vocabulary of the generation gap topic:

Key grammatical structure(s): linking words and phrases

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, ...

C. INSTRUCTIONAL RESOURCES

- Grade 11 textbook, Unit 9
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

STAGE 2: ASSESSMENT EVIDENCE

Performance Tasks	Performance products	Assessment tools
1. Warm up: mini game	4 Groups – oral answer	Answer keys: hear and find the words/ phrases with raised voice in 3 sentences <i>1. Thanks - really</i> <i>2. Train - ten</i> <i>3. You - your sister - always argue</i>
2. Pronunciation: Listen and repeat.	In pairs – oral answer	Practise saying the questions Observation
3. Pronunciation: Mark the intonation in these questions. Then listen and check. Practise saying	In pairs – oral answer	Observation - tapescript
4. Vocabulary: Find five words in the word search	Individual-Written answers Pairs: written answers – words/ phrases	Answer keys Peer correction
5. Grammar: Connect these sentences, using linking words or phrases	Individual-Written answers	Answer key
6. Add more sentences to each item. use different linking words and/or phrases.	Pairs: Written/ Oral answers	Observation Questions & answers Peer correction

STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

1. CTIVITY 1: WARM-UP (5 mins)

- * Students work in 4 groups.
- ** Ss will hear and find the words/ phrases with raised voice in 3 sentences below.
- *** Raise your hands to get a turn and answer.
- **** Teacher observes the groups and gives feedback.

2. ACTIVITY 2: PRONUNCIATION (12 mins)

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

- * 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.

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

- * 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 on 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 ↘?

3. ACTIVITY 3: VOCABULARY (12 mins)

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)

* Tell Ss that the words / phrases in the activity are related to social issues.

** Have Ss find five words in the wordsearch. Encourage Ss to look at the definitions below the wordsearch 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:

1. violent
2. poverty
3. alcohol
4. campaign
5. bully

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

* Tell Ss to read the sentences carefully and decide which word in Activity 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.

**** Teacher's observation on Ss' performance.

***** Teacher's feedback and peers' feedback.

Answer key:

- | | | |
|------------|------------|-------------|
| 1. alcohol | 2. bullied | |
| 3. poverty | 4. violent | 5. campaign |

4. ACTIVITY 4: GRAMMAR (13 mins)

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

* 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. (p.102)

* 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

***** Teacher's observation on Ss' performance.

***** Teacher's feedback and peers' feedback.

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.

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.

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Lesson 3: Reading- Peer pressure

STAGE 1: DESIRED OBJECTIVES/ OUTCOMES

A. OBJECTIVES

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

1. Knowledge/Cognition:

- 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;
- Actively join in class activities.

3. Personal qualities

- Acknowledge and understand more about the effect of peer pressure.
- Develop self-study skills.

B. LANGUAGE FOCUS

- Key terms/ Vocabulary:

Form	Pronunciation	Meaning
1. depression (n)	/dpreən/	the state of feeling very unhappy and without hope for the future
2. self-confidence (n)	/selfkn.fdəns /	the belief that you can do things well and that other people respect you
3. smoker (n)	/sməkər/	someone who smokes tobacco regularly
4. hang out	/hæŋ at/	to spend a lot of time in a place or with someone

C. INSTRUCTIONAL RESOURCES

- Grade 11 textbook, Unit 9, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

STAGE 2: ASSESSMENT EVIDENCE

Performance Tasks	Performance products	Assessment tools
WARM-UP: Video watching <i>Link: https://youtu.be/6ZT0DAmOpWw</i>	4 groups- oral answer	Answer keys
PRE-READING Task 1: Discuss the question.	Pairs - oral answer	Observation
WHILE-READING Task 2. Match the highlighted words and phrase with their meanings.	Individual, written answer – match	Observation Peer correction
Task 3. Which paragraph contains the following information?	Individual, written answer – letter	Answer keys Observation Peer correction
Task 4. Choose the best answers A, B, or C, D	Individual, oral answer- letter	Observation Peer correction

POST-READING Task 5. Discussion	Pair, oral answer (showing opinions)	Observation Peer correction
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STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES

1. WARM-UP (5 mins)

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

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 bring 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

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

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 in to the topic of the reading text by explaining that these acts of making friends do things they do not like are examples of (i.e. Peer pressure).

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.
- ***** Teacher checks students' pronunciation and gives feedback.
- ***** Teacher observes Ss' writing of vocabulary in their notebooks.

New words:

1. *depression (n)*
2. *self-confidence (n)*
3. *smoker (n)*
4. *hang out*

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

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

- * Ask Ss to locate the words/phrase in the text by focusing on highlighted words.
- ** Ask Ss to read the sentences which contain these words/phrases carefully and try to guess the meanings of these words/phrases.
- *** Ask Ss to match the words with their meanings. T walks round the class and provide help if necessary.
- **** Check answers as a class. If necessary, check 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. (p.103)

- * Ask Ss to read the five statements 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 statement (1-4) with each part [A-C]. Encourage them to underline clues in the reading text to explain for 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. (p.104)

- * 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 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) is 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

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

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

* 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?

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.

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.

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Lesson 4: Speaking – Experiencing peer pressure. STAGE 1: DESIRED OBJECTIVES/ OUTCOMES

A. OBJECTIVES

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

1. Knowledge/Cognition:

- Present ideas clearly in a discussion.
- Talk about experiences of peer pressure and responding to peer pressure situations.

2. Competences

- Gain some language expressions to ask for and give opinions.
- Talk about the steps to ask for and give opinions.
- 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 the teenagers.
- Develop self-study skills.
- Actively join in class activities.

B. LANGUAGE FOCUS

- Key terms/ Vocabulary:

Form	Pronunciation	Meaning
1. positive (adj)	/pʒətv/	full of hope and confidence, or giving cause for hope and confidence
2. permission (n)	/pə.m.ən/	the act of allowing someone to do something, or of allowing something to happen
3. poverty (n)	/pv.ə.ti/	the condition of being extremely poor

4. make fun of	/mek fn əv/	to make a joke about someone or something in a way that is not kind
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C. INSTRUCTIONAL RESOURCES

- Grade 11 textbook, Unit 9, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

STAGE 2: ASSESSMENT EVIDENCE

Performance Tasks	Performance products	Assessment tools
1. Warm- up: Quiz (PPT slides)	1. group work, oral answers	1. Answer keys and questions & answers
2. Task 1. Order the examples of peer pressure from 1 to 6.	2. individual - written answers: letters	2. Observation Ss' performance
3. Task 2. Talk about your experiences of peer pressure.	3. pair work, oral answers	3. Observation and questions & answers
4. Task 3. Read the situations and think of some possible responses.	4. Group work	4. Observation and questions & answers
5. Task 4. Report your answers to the whole class.	5. individual- oral answer	5. Observation Students' practice.

STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

1. ACTIVITY 1: WARM-UP: Quiz (PPT slides) (5')

- *Teacher shows the questions with multiple choices.
- ** Ss works in 4 groups. Each group raise hands to take turns and match the causes with the correct effect.
- ***The team with highest points is the winner.
- ****Teacher observes the students' performance, collects their answers, and gives feedback.

Answers: 1. B 2. C 3. C 4. D 5. B

2. ACTIVITY 2: CONTROLLED PRACTICE (9 mins)

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 take notes 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). (p.104) (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.

* * * Teacher checks students' pronunciation and gives feedback.

* * * * Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 3: LESS CONTROLLED PRACTICE (7 mins)

Task 2. Work in pairs. Talk about your experiences of peer pressure. Use the following guiding questions.

* 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.

4. ACTIVITY 4: FREE PRACTICE (21 mins)

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 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 techniques 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.

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.

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.

Lesson 5: Listening – Types of bullying.
STAGE 1: DESIRED OBJECTIVES/ OUTCOMES

A. OBJECTIVES

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

1. Memorize vocabulary to talk about bullying.
2. Listen for main ideas and specific information in a conversation about types of bullying.
3. Develop presentation skills.
4. Show responsibility for being honest to earn trust from parents and other people

B. LANGUAGE FOCUS

Key terms/ Vocabulary:

Form	Pronunciation	Meaning
1. Offensive (adj)	/əfen.sv/	causing someone to feel upset and angry, often because of being rude
2. Ashamed (adj)	/æmd/	feeling guilty or embarrassed about something you have done or about a quality in your character
3. Physical (adj)	/fz..kəl/	relating to things you can see or touch, or relating to the laws of nature
4. Cyberbullying (n)	/sa.bəbl.i.ŋ/	the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages

C. INSTRUCTIONAL RESOURCES

- Grade 11 textbook, Unit 9, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

STAGE 2: ASSESSMENT EVIDENCE

Performance Tasks	Performance products	Assessment tools
Game: Categorizing game	4 groups- written answer phrases	Answer keys
PRESENTATION Vocabulary pre-teaching	Pairs – oral answer, role-play	Observation
Choose the word or phrase with the closest meaning to the underlined one	Individual, oral answer –letters – sentences	Observation Peer correction
Listen to a conversation between two students and match the pictures with the type of bullying	Individual/pairs, written and oral answer – words	Answer keys Observation Peer correction
Listen and circle the correct answers	Individual/pairs, oral answer- sentences	Observation Peer correction
Discuss the questions	Group work, oral answer- sentences	Observation Peer correction

STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

1. WARM-UP (5 mins)

- *Teacher shows the questions with multiple choices.
- **Ss works in 4 groups. Each group raise hands to take turn and match the causes with the correct effect.
- ***The team with highest points is the winner.
- **** - Teacher observes the students' performance, collect their answers and give feedback.

Answers:

1.A 2. C 3. D 4. D 5. B

2. ACTIVITY 2 PRE-LISTENING (10 mins)

Task 1. Choose the word or phrase with the closest meaning to the underlined one.

*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.

** SS do the exercise by choosing the words or phrases with the closest meanings to the underlined ones.

*** SS discuss the answers

****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.

***Take notes on their notebooks.

1. Offensive (adj)

2. Ashamed (adj)

3. Physical (adj)

4. Cyberbullying (n)

****Teacher checks students’ pronunciation and gives feedback.

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

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

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 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.

**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:

1D 2B 3A 4C

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 prediction.

**underline the key words in each statement and 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.

*** Ss circle the correct answer and discuss the answers

****Check their answers as a class.

Answer key:

1. more

2. was bullied by others

3. cyberbullying

4. how

Tape script:

Audio script – Track ...:

Mai So at our club meeting last time, we decided to plan our campaign around bullying among teenagers. We’ve also thought that it’d be useful to do some research on the topic before this meeting. So what have you found out, Mark?

Mark Well, I’ve learned that there are three main types of bullying - physical, verbal and social bullying.

Mai I guess physical bullying involves violent behaviour such as hitting, kicking, or pushing people.

Mark That’s right. And verbal bullying means using words to attack others, such as shouting at, or saying something offensive to them.

Mai What about social bullying?

- Mark** Well, it happens when people keep telling lies or bad things about someone behind their back or making them feel ashamed in public.
- Mai** That's very mean. As we use more technology, bullying is also becoming more common on social media.
- Mark** That's cyberbullying, which takes place over digital devices such as mobile phones and computers. People sometimes tell lies or post offensive comments about someone else on social media.
- Mai** My friend was the victim of cyberbullying. Some people kept posting very rude comments about her weight on social media. She became very upset and cried a lot.
- Mark** I'm sorry for your friend. Body shaming is now one of the most common forms of cyberbullying.
- Mai** I agree. So let's meet next week and start planning our campaign.

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

Task 4. Work in groups. Discuss the following questions. (p.47)

* T gives the the questions

- What types of bullying have you experienced or seen happening to people around you?

**work in groups. Talk about if they have experienced or seen any type of bullying in the text.

*** 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?

****Teacher 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 on workbook.

- Prepare for the next lesson –Writing.

Period 89

UNIT 9: SOCIAL ISSUES

Lesson 6: Writing – A proposal against cyberbullying

STAGE 1: DESIRED OBJECTIVES/ OUTCOMES

A. OBJECTIVES

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

1. Identify an overview about how to write a proposal.
2. Write a proposal against cyberbullying
3. Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion.
4. show responsibility for a school campaign against cyberbullying.

B. LANGUAGE FOCUS

Key terms/ Vocabulary:

1. Cyberbullying
2. Proposal
3. Rumors
4. Gossip

C. INSTRUCTIONAL RESOURCES

- Grade 11 textbook, Unit 9, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

STAGE 2: ASSESSMENT EVIDENCE

Performance Tasks	Performance products	Assessment tools
Watch the video and decide if the statements below are True or False.	4 groups- written answer phrases	Answer keys
Discuss these questions	Pairs – oral answer, role-play	Observation
Write a proposal for the campaign (150–	Individual, written answers	Observation

Cross-checking: Have the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review.	Pairs – oral answer, role-play	Observation Peer correction
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STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

1. WARM-UP (5 mins)

*Watch and answer.

- Students work in 4 groups
 - ** Ss watch the video and decide if the statements below are True or False.
 - ***Ss raise hands to get turn and answer.
- Teacher leads into the new lesson.

Key:

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

Controlling online status and spending time with close people in real life can help us counteract cyberbullying. - T

****Teacher observes the students' performance, collect their answers, and give feedback.

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

Task 1. You are planning a school campaign against cyberbullying. Work in groups to discuss these questions. (p.106) (10 mins)

* Tell Ss that they are going to write a proposal for a school campaign against cyberbullying.

**Review the structure of a proposal. Writing its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss to refer to the Writing section in Unit 4 to check their answers.

***Ss 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 their writing.

- Have some groups report their answers to the class. Ask questions to clarify details, such as Who is going to organise the events? Who are you going to invite to give the talks? or Who will benefit from this?

****Teacher observes Ss' work and give feedback.

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

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 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.

****Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

SAMPLE

Title: A proposal for a school campaign against cyberbullying

To: Ms. Le Thi Hoa

Date: February 14th, 2022

Introduction

Cyberbullying has become a common issue nowadays because more students are using digital devices. Moreover, there have been reports of people making offensive comments about others online. Therefore, we would like to propose a school campaign against cyberbullying.

Campaign details

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 to 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

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.

(176 words)

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

CROSS-CHECKING (10 mins)

*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 correct as a whole class without nominating the Ss' names.

****Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

Writing rubric

1. *Organization: .../10*
2. *Legibility: .../10*
3. *Ideas: .../10*
4. *Word choice: .../10*
5. *Grammar usage and mechanics: .../10*
- TOTAL: .../50*

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises on workbook.

- Prepare for the next lesson – Communication and Culture.

Period 90

UNIT 9: SOCIAL ISSUES

Lesson7: Communication and Culture / CLIL

STAGE 1: DESIRED OBJECTIVES/ OUTCOMES

A. OBJECTIVES

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

1. express disappointment and sympathy.
2. understand some of the social problems facing teens in the US today.
3. Access and consolidate information from a variety of sources.
4. Share the awareness to fight social issues.

B. LANGUAGE FOCUS

Form	Pronunciation	Meaning
1. Sympathy (n)	/sm.pə.θi/	(an expression of) understanding and care for someone else's suffering
2. Anxiety (n)	/æŋza.ə.ti/	an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future
3. Victim (n)	/vk.tɪm/	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. The poverty line (n)	/f.mɪ/	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

C. INSTRUCTIONAL RESOURCES

- Grade 11 textbook, Unit 9, Communication and Culture
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

STAGE 2: ASSESSMENT EVIDENCE

Performance Tasks	Performance products	Assessment tools
Hear and find if 4 speakers below express positivity or negativity	4 groups- written answer phrases	Answer keys
Listen and complete the conversation with the expressions in the box. Then practise it in pairs.	Pairs – oral answer, role-play	Observation
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.	Pairs, oral answer –letters – sentences	Observation Peer correction
Read the text and match each percentage in the chart with one social problem mentioned in the text.	Individual/pairs, written and oral answer – words	Answer keys Observation Peer correction
Discuss the following questions	Pairs, oral answer- sentences	Observation Peer correction

STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss

1. WARM-UP (3 mins)

Listen to 4 speakers:

- *Students work in 4 groups.
- **You will hear and find if 4 speakers below express positivity or negativity.
- ***Raise your hands to get turn and answer.
- ****Teacher observes the groups and give feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH- EXPRESSING DISAPPOINTMENT AND SYMPATHY (20 mins)

Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs

- *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.
- ****Teacher's feedback and peers' feedback.

Answer key

1. C 2. B 3. A

- 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*

- Responding to compliments

- *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.

**Read the list of useful expressions in the box and check 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.

- Practise their conversations. Encourage them to swap roles.

- Walk round the class and provide help when necessary.

***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 .

**** Teacher's feedback and peers' feedback.

Sample conversations:

1. A: *I'm afraid I can't go on the class 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 he'd get well soon.*

A: *Thanks.*

2. A: *I don't think I'll be able to finish the community project on time.*

B: *That's too bad! And you don't look so well today. Is everything OK?*

A: *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.*

B: *I can sympathize. Exams can be stressful. Try some sports to feel less stressed, and good luck with the exams.*

A: *Good idea. Thank you.*

Task 1- Audio script

Mary: I'm afraid I can't go to the cinema with you, Mark.

Mark: What a pity! I really wanted you to watch the film.

Mary: Maybe another time. My brother is going to see a doctor tomorrow and I promised to go with him.

Mark: I'm sorry to hear that. What's wrong with him?

Mary: He's been bullied at school. We think he's suffering from depression and needs help.

Mark: I can sympathize. I was also the victim of bullying and had a very painful experience. I hope he'll be fine.

Mary: Thank you for your sympathy, Mark.

****Teacher observes Ss's work and give feedback.

Teacher gives score to evaluate Ss' performance.

3. ACTIVITY 2: CLIL- SOCIAL PROBLEMS FACING TEENS IN THE US TODAY (20 mins)

Pre-teach vocabulary (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.

*Find out what they already know about the topic, e.g. Do you know what social issues may be facing teenagers in the US today? Are they similar to the issues we have discussed in this unit?

**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?

Study the chart. Make sure they understand the main idea what 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.

****Teacher observes Ss's work and give feedback.

Task 2. Work in pairs. Discuss the following questions.

* T gives the instructions

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.

***Discuss the second questions. 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.

****Teacher 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 on workbook.
- Prepare for Lesson 8. Looking back and project.

UNIT 9: SOCIAL ISSUES

Lesson 8: Looking back and project.

STAGE 1: DESIRED OBJECTIVES/ OUTCOMES

A. OBJECTIVES

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

1. Review the vocabulary and grammar of Unit 9;
2. Apply what they have learnt (vocabulary and grammar) into practice through a project.
3. Develop communication skills and creativity;
4. Show responsibility for social issues

B. LANGUAGE FOCUS

Key terms/ Vocabulary:

1. body-shaming (a)
2. Crime (n)
3. verbal (a)
4. Physical (a)

Grammar: The use of linking words and phrase

C. INSTRUCTIONAL RESOURCES

- Grade 11 textbook, Unit 9, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

STAGE 2: ASSESSMENT EVIDENCE

Performance Tasks	Performance products	Assessment tools
Game: watch the video and decide if the statements below are using rising or falling intonation.	4 groups- written answer phrases	Answer keys
Mark the intonation in these questions, using (rising intonation) or (falling intonation). Listen and check. Then practise saying them	Pairs – oral answer, role-play	Observation
Solve the crossword. use the words you have learnt in this unit	Individual, oral answer –letters – sentences	Observation Peer correction
Choose the best answer to complete each sentence below.	Individual/pairs, written and oral answer – words	Answer keys Observation Peer correction
Your class is starting a campaign to raise people's awareness about different social issues in your community. Each group is responsible for planning activities for one social issue.	Group work, oral answer-sentences	Observation Peer correction

STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss

1. WARM-UP (5 mins)

Watch and answer

- *Ss work in 4 groups.
- Teacher shows the video about daily conversations.
- **Ss watch the video and decide if the statements below are using rising or falling intonation. ***Ss raise hands to get turn and answer.

- After the game, group with the highest point is the winner.
- Teacher leads in the lesson.

****Teacher observes the groups and give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

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.

**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.

****Teacher observes Ss's work and give feedback.

Key +Audio script - Track

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.

***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.

****Teacher observes Ss's work and give feedback.

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.

****Teacher observes Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (28 mins)

Project: A social awareness campaign

Work in groups. Your class is starting a campaign to raise people's awareness about different social issues in your community. each group is responsible for planning activities for one social issue.

**Give a group presentation. use these questions as cues.*

- *What is the social issue? How does it affect the community?*
- *Who will participate in your campaign? Who can help to fix this issue?*
- *What activities do you plan to include in your campaign? What are their goals?*

**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.

***All groups exhibit their results and make presentations.

- When one group make presentation, others listen and complete the evaluation sheet.

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

- Suggested checklist for peer assessment.

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<i>DELIVERY</i>		
<i>- The presenters greeted the audience.</i>		
<i>- The presenters spoke clearly and naturally.</i>		
<i>- The presenters cooperated when delivering their talk.</i>		
<i>- The presenters interacted with the audience.</i>		
<i>- The presenters used some photos / pictures to illustrate their ideas.</i>		
<i>- The presenters concluded their talk appropriately.</i>		
<i>CONTENT:</i> <i>The presentation includes the following information:</i>		
<i>What the social issue is and how it affects the community</i>		
<i>Who will participate in the campaign, and who can help to fix this issue</i>		
<i>The activities in the campaign</i>		
<i>The goals of the campaign</i>		

- Suggested checklist for self-assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<i>DELIVERY</i>		
<i>- I greeted the audience.</i>		
<i>- I spoke clearly and naturally.</i>		
<i>- I cooperated with my group members when delivering the talk.</i>		
<i>- I interacted with the audience.</i>		
<i>- I used some photos/pictures to illustrate my ideas.</i>		
<i>- I concluded my part of the talk appropriately.</i>		
<i>CONTENT:</i> <i>Our presentation includes the following information:</i>		
<i>What the social issue is and how it affects the community</i>		
<i>Who will participate in the campaign, and who can</i>		

<i>help to fix this issue</i>		
<i>The activities in the campaign</i>		
<i>The goals of the campaign</i>		

4. CONSOLIDATION (3 mins)

- a. Wrap-up
 - T asks Ss to talk about what they have learnt in the lesson.
- b. Homework
 - Do exercises on workbook.
 - Prepare for Unit 10.

