**Date of preparation: March 22nd, 2025 Full name: Vo Thi Ngoc Luu**

**UNIT 9: SOCIAL ISSUES**

**Total number of periods: 8 (from 84 to 91)**

**Lesson 3: Reading - Period: 86**

**Classes: 11A2, 11A4**

**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;

- Actively join in class activities.

**3. Personal qualities**

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

- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Reading

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**III. PROCEDURES**

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

**a. Objectives:**

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

- To set the context for the reading part;

- To enhance students’ skills of cooperating with teammates.

**b. Content:** Mini game

**c. Expected outcomes:** Students can find out all the words as well as the key word based on the definitions given by the teacher.

***Suggested answers:***

*1. T 2. T 3. F 4. T*

**d. Organisation**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Watch and answer**  - Let Ss work in 4 groups to watch the video and decide if the statements below are True or False.   1. *Teenagers are considered easily affected by peer pressure.* 2. *Positively, peer pressure can motivate us to try and become better.* 3. *Social media always bring stress to us when we see other peers having success and comfortable lives.* 4. *To define a clear life goal, respect yourself and others are effective ways to avoid peer pressure.*   - Encourage Ss to give their answers.  -Lead into the new lesson. | - Work in groups to watch the video and decide if the statements are True or False.  - Raise hands to give answers. |

**2. PRE-READING (10 mins)**

**a. Objectives:**

- To get students learn vocabulary related to the topic;

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

**b. Content:**

- Lead students in the reading passage;

- Pre-teach vocabulary related to the content of the reading passage.

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

**c. Expected outcomes:** Students can usekey language more appropriately before they read.

**d. Organisation**

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| **Teacher’s activities** | **Students’ activities** |
| **Activity 1. Work in pairs. Discuss the question.** (5 mins) | |
| - Ask Ss to work in pairs and discuss the question.  - 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). | - Work in pairs discussing the question.  - Share their answers with the whole class.  - Listen and take notes. |
| **Vocabulary pre-teaching (5 mins)** | |
| - Introduce the vocabulary.  - Explain the meaning of the new vocabulary by pictures.  **New words:**  *1. Depression (n)*  *2. self-confidence (n)*  *3. Smoker (n)*  *4. hang out (v.ph*)  - Check students’ understanding with the “Rub out and remember” technique.  - Reveal that these five words will appear in the reading text and asks students to open their textbook to discover further. | - Pay attention to the teacher’s introduction and take notes.  - Try to remember and give answers quickly.  - Listen to the teacher. |

**3. WHILE-READING (18 mins)**

**a. Objective:**  To help Ss practise reading for main ideas in an article about peer pressure.

**b. Content:**

- Activity 2. Read the article. match the highlighted words and phrases with their meanings. (p.103)

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

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

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

**c. Expected outcomes:** Students can thoroughly understand the content of the text and complete the Activitys successfully

***Answer keys:***

**- Activity 2.** *1D 2B 3C 4A*

**- Activity 3.** *1. A 2. B 3. C 4. A*

**- Activity 4.** *1. C 2. A 3. C 4. B*

**d. Organisation**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Activity 2: Read the article. match the highlighted words and phrases with their meanings.** (**5 mins)** | |
| - 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 work individually 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. | - Do as instructed.  - Read the sentences containing the words/phrases carefully and try to guess the meanings of these words/phrases.  - Do the task individually.  - Give answers. |
| **Activity 3. Read the article again. Which paragraph contains the following information?**  **Write A, B, or C. (6 mins)** | |
| - 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 quicky, 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. | - Read the five statements and underline key words.  - Read each part of the text quicky and try to find the answers and explanations for them. |
| **Activity 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 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. | **-** Read each question and the choices given, underline key words in each question and choices at the same time.  - Do as instructed.  - Give answers. |

**4. 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:**

- Discussion: “*Have you, or has someone you know, experienced any of the problems*

*mentioned in this article?”*

- Activity 5: Discussion (p.104)

**c. Expected outcome:** Ss can use the language and ideas from the unit to reflect on their own experiences.

**d. Organisation**

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| **Teacher’s activities** | **Students’ activities** |
| **Activity 5. Discussion**  - 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? | - Work in pairs to find the problems of peer pressure mentioned in the text.  - Talk about their experiences.  - Share their experiences with the class. |

**HOMEWORK (3 minutes)**

- Do exercises in the workbook.

- Prepare for the next lesson – Speaking.