

**Date of planning: 2 / 4 / 2025**

**PERIOD 85:**

## **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;
- 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
- Phần mềm tương tác hoclieu.vn

#### **Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. Depression (n)	/dɪ'preʃ.ən/	the state of feeling very unhappy and without hope for the future
2. self-confidence (n)	/,self'kɒn.fɪ.dəns/	the belief that you can do things well and that other people respect you
3. Smoker (n)	/'sməʊ.kər/	someone who smokes tobacco regularly
4. hang out	/'hæŋ 'aʊt/	to spend a lot of time in a place or with someone

#### **Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
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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.	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

### 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.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Watch and answer</b> <ul style="list-style-type: none"> <li>- Students work in 4 groups</li> <li>- Ss watch the video and decide if the statements below are True or False.</li> <li>- Ss raise hands to get turn and answer.</li> <li>-Teacher leads into the new lesson.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teenagers are considered easily affected by peer pressure. - T</li> <li>2. Positively, peer pressure can motivate us to try and become better. - T</li> <li>3. Social media always bring stress to us when we see other peers having success and comfortable lives. - F</li> <li>4. To define a clear life goal, respect yourself and others are effective ways to avoid peer pressure. - T</li> </ol>

##### e. Assessment

- Teacher observes the groups, collect their answers and give feedback.

#### 2. ACTIVITY 1: 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.
- Task 1. Work in pairs. Discuss the question. (p.103)

**c. Expected outcomes:**

- Students can use key language more appropriately before they read.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Work in pairs. Discuss the question. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and discuss the questions.</li> <li>- Have some Ss share their answers with the whole class.</li> <li>- 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).</li> </ul>	Student's performance
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. Depression (n)</li> <li>2. self-confidence (n)</li> <li>3. Smoker (n)</li> <li>4. hang out</li> </ol>

**e. Assessment**

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

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

**a. Objectives:**

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

**b. Content:**

- Task 2. Read the article. match the highlighted words and phrase 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 thoroughly understand the content of the text and complete the tasks successfully

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2: Read the article. match the highlighted words and phrase with their meanings. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to locate the words/phrase in the text by focusing on highlighted words.</li> <li>- Ask Ss to read the sentences which contain these words/phrases carefully and try to guess the meanings of these words/phrases.</li> <li>- Ask Ss to match the words with their meanings. T walks round the class and provide help if necessary.</li> <li>- Check answers as a class. If necessary, check understanding of the words by asking Ss to make sentences with them.</li> </ul>	<p><b>Answer key:</b>  <i>1D 2B 3C 4A</i></p>
<b>Task 3. Read the article again. Which paragraph contains the following information? Write A, B, or C. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the five statements and underline key words, e.g., 1. definition, peer pressure 2. peer pressure, cause, social issues.</li> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b>  <i>1. A 2. B 3. C 4. A</i></p>
<b>Task 4. Read the article again and choose the best answers A, B, or C. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read each question and the choices given. Encourage them to underline key words in each question and choices.</li> <li>- 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.</li> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b>  <i>1. C 2. A 3. C 4. B</i></p>

#### **e. Assessment**

- Teacher 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:**

- Discussion: “*Have you, or has someone you know, experienced any of the problems mentioned in this article?*”
- Task 5: Discussion (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
<p><b>Task 5. Discussion</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Discuss if they, or someone they know, have similar problems or not. Encourage them to talk about these experiences.</li> <li>- 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?</li> </ul>	<p><i>Student’s performance</i></p>

**e. Assessment**

- Teacher 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 on workbook.
- Prepare for the next lesson – Speaking.

## Board Plan

*Date of teaching*

### **UNIT 9: SOCIAL ISSUES**

#### **Lesson 3: Reading- Peer pressure**

##### **\*Warm-up**

##### **\* Lead-in**

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

##### **\* Vocabulary**

1. Depression (n)
2. self-confidence (n)
3. Smoker (n)
4. hang out

- Task 2. Read the article. match the highlighted words and phrase 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)

- Task 5: Discussion

##### **\*Homework**

**Date of planning: 2 / 4 / 2025**

**PERIOD 86:**

## **FEEDBACK AND CORRECTION**

**OBJECTIVES :**

**1 EDUCATIONAL AIMS : Sts should : - know their mistakes**

**- master and understand more about the**

**lesson**

**2. KNOWLEDGE : previous grammars and knowledge**

**3. TEACHING AIDS : textbooks**

**PROCEDURE :**

**\* Class Stabilization.**

**\* Answer keys :**

**I. PHẦN TRẮC NGHIỆM (7.5 điểm): mỗi đáp án đúng được 0,25 điểm.**

<b>CÂU</b>	<b>MÃ ĐỀ 101</b>	<b>MÃ ĐỀ 102</b>	<b>MÃ ĐỀ 103</b>	<b>MÃ ĐỀ 104</b>	<b>MÃ ĐỀ 105</b>	<b>MÃ ĐỀ 106</b>	<b>MÃ ĐỀ 107</b>	<b>MÃ ĐỀ 108</b>
<b>1.</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>
<b>2.</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>
<b>3.</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>
<b>4.</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>
<b>5.</b>	<b>B</b>	<b>A</b>	<b>B</b>	<b>B</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>B</b>
<b>6.</b>	<b>D</b>	<b>D</b>	<b>C</b>	<b>C</b>	<b>D</b>	<b>A</b>	<b>B</b>	<b>D</b>
<b>7.</b>	<b>D</b>	<b>B</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>8.</b>	<b>A</b>	<b>A</b>	<b>D</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>C</b>	<b>B</b>
<b>9.</b>	<b>A</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>C</b>	<b>C</b>	<b>A</b>	<b>B</b>
<b>10.</b>	<b>D</b>	<b>D</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>B</b>	<b>D</b>
<b>11.</b>	<b>C</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>A</b>	<b>D</b>	<b>C</b>	<b>A</b>
<b>12.</b>	<b>D</b>	<b>C</b>	<b>A</b>	<b>B</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>B</b>
<b>13.</b>	<b>B</b>	<b>D</b>	<b>B</b>	<b>C</b>	<b>B</b>	<b>B</b>	<b>C</b>	<b>C</b>
<b>14.</b>	<b>D</b>	<b>A</b>	<b>C</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>C</b>	<b>C</b>
<b>15.</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>B</b>	<b>C</b>	<b>C</b>	<b>D</b>	<b>B</b>
<b>16.</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>D</b>
<b>17.</b>	<b>C</b>	<b>A</b>	<b>D</b>	<b>B</b>	<b>C</b>	<b>A</b>	<b>A</b>	<b>B</b>

18.	A	C	A	D	A	C	B	D
19.	D	D	B	A	D	D	D	A
20.	C	B	C	A	C	D	C	A
21.	A	B	D	C	C	B	D	C
22.	D	A	C	B	D	A	C	B
23.	C	D	B	A	C	C	B	A
24.	B	C	A	D	B	C	A	D
25.	C	B	D	C	A	D	D	C
26.	B	C	A	A	D	B	B	B
27.	C	D	B	B	A	C	A	A
28.	C	A	D	C	C	C	D	B
29.	B	C	C	A	D	B	C	D
30.	A	D	B	D	A	A	B	C

## II. PHẦN TỰ LUẬN (2.5 điểm):

**PART 1: (1.5 điểm) Mỗi câu đúng được 0,5 điểm.**

**MÃ ĐỀ: 101, 103, 105, 107**

**Question 31:** It is heritage tourism that is a major industry in many parts of the world.

**Question 32:** Ngọc was the youngest member to compete at the 30th SEA Games in the Philippines in 2019

**Question 33:** Having completed the project, the students celebrated with a party.

**MÃ ĐỀ: 102, 104, 106, 108**

**Question 1:** It is good life skills that can help students become more independent at university.

**Question 2:** Oscar Swahn was the oldest athlete to compete at the 1920 Olympics in shooting.

**Question 3:** Having traveled to many countries, Peter had a deep understanding of different cultures.

**PART 2: Tổng điểm tối đa: 1.0 điểm**

**Hướng dẫn chấm:**

Giáo viên cho điểm mỗi thành phần ứng với mức độ nhận thức học sinh đạt được.

Tiêu chí	Mô tả chi tiết	Điểm số tối đa
1. Khả năng hoàn thành yêu cầu đề bài	Học sinh hoàn thành đúng mẫu form Leaflet, bao gồm đầy đủ <b>2 phần: Problems và Solutions</b> . Nội dung bám sát yêu cầu.	0,25 đ
2. Tính mạch lạc và liên kết giữa các câu	Các ý tưởng được sắp xếp hợp lý, có sự kết nối logic giữa các câu và đoạn văn. Sử dụng từ nối phù hợp để đảm bảo sự mạch lạc.	0,25 đ

Tiêu chí	Mô tả chi tiết	Điểm số tối đa
<b>3. Vốn từ vựng phong phú, đúng chủ đề</b>	Sử dụng từ vựng đa dạng, chính xác và phù hợp với chủ đề. Tránh lặp từ và sử dụng từ không đúng ngữ cảnh.	<b>0,25 đ</b>
<b>4. Sử dụng đúng và đa dạng các cấu trúc ngữ pháp</b>	Câu văn đúng ngữ pháp, có sự đa dạng về cấu trúc (câu đơn, câu ghép, câu phức). Hạn chế lỗi sai ảnh hưởng đến ý nghĩa.	<b>0,25 đ</b>
<b>*Ghi chú:</b> Nếu học sinh <b>không sử dụng các gợi ý đã cho</b> , bài làm sẽ không được tính điểm.		

**Date of planning: 4 / 4 / 2025**

**PERIOD 87:**

## **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**

- 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.

#### **II. MATERIALS**

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

### Language analysis

Form	Pronunciation	Meaning
1. Positive (adj)	/ˈpɒz.ə.tɪv/	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.	<ul style="list-style-type: none"><li>- Provide vocabulary and useful language before assigning tasks.</li><li>- Encourage students to work in groups so that they can help each other.</li><li>- Give short, clear instructions and help if necessary.</li></ul>

## 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:

- Multiple choice quiz.

#### c. Expected outcomes:

- Students can follow the instructions and memorize some of the steps.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Quiz</b> - Teacher shows the questions with multiple choices.	<i>Answers:</i> <i>1. B 2. C 3. C 4. D 5. B</i>

<ul style="list-style-type: none"> <li>- Ss works in 4 groups. Each group raise hands to take turn and match the causes with the correct effect.</li> <li>- The team with highest points is the winner.</li> </ul>	
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**e. Assessment**

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

**2. ACTIVITY 1: PRE-SPEAKING (9 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:**

- Pre-teach vocabulary related to the content of the lesson.
- Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful). (p.104)

**c. Expected outcomes:**

- Students understand different examples of peer pressure.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. Positive (adj)</li> <li>2. Permission (n)</li> <li>3. Poverty (n)</li> <li>4. make fun of</li> </ol>
<b>Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful). (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- T walks around to provide help if necessary.</li> </ul>	<i>Students' performance</i>

**e. Assessment**

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

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

**a. Objectives:**

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

**b. Content:**

- Task 2. Work in pairs. Talk about your experiences of peer pressure. use the following guiding questions. (p.105)
- 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 know how to present ideas clearly.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Work in pairs. Talk about your experiences of peer pressure. use the following guiding questions. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to look at the questions. Tell them that they are going to work in pairs to answer these questions.</li> <li>- 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?</li> <li>- Encourage Ss to use these strategies when they answer the questions in pairs.</li> <li>- Walk around and provide help if necessary.</li> </ul>	<i>Students' performance</i>
<b>Task 3. Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- Set a time limit for this activity.</li> <li>- T walks around to provide help if necessary.</li> </ul>	<p>Suggested answer:</p> <p>2. <i>I'm not ashamed of my old phone. We are students and not making any money yet, so buying a new phone will cost our 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.</i></p> <p>3. <i>That's a great idea! Learning with stronger students will motivate me to study harder. Besides, I could learn some useful techniques from you and others to improve my grades.</i></p> <p>4. <i>No way! Skipping class without permission is disrespecting our teachers.</i></p>

	<i>Besides, I don't want to fall behind with my school work.</i>
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**e. Assessment**

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: POST-SPEAKING (13 mins)**

**a. Objectives:**

- To give Ss an opportunity to take part in a group discussion about peer pressure, then report their discussion to the whole 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
<b>Task 4. Report your answers to the whole class. Vote for the most interesting responses. (13 mins)</b> <ul style="list-style-type: none"> <li>- Have some Ss or groups share their answers to each situation in front of the class.</li> <li>- Praise for good effort, well-structured responses, and fluent delivery.</li> <li>- 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.</li> </ul>	<i>Students' practice.</i>

**e. Assessment**

- Teacher 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 on workbook.
- Prepare for the next lesson – Listening.

**Board Plan**

*Date of teaching*

## **UNIT 9: SOCIAL ISSUES**

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

#### **\*Warm-up**

Multiple choice quiz

#### **\* Vocabulary**

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)

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

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

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

#### **\*Homework**