

**Date of planning: 08 / 4 / 2025**

**PERIOD 88:**

**UNIT 9: SOCIAL ISSUE**

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

**I. OBJECTIVES**

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

**1. Knowledge**

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

**2. Competences**

- Develop listening skills: listening for the main idea and listening for specific details
- Be collaborative and supportive in pair work and teamwork.
- Develop presentation skills.

**3. Personal qualities**

- Develop self-study skills.
- Actively join in class activities.

**II. MATERIALS**

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

**Language analysis**

Form	Pronunciation	Meaning
1. Offensive (adj)	/ə'fen.sɪv/	causing someone to feel upset and angry, often because of being rude
2. Ashamed (adj)	/ə'ʃeɪmd/	feeling guilty or embarrassed about something you have done or about a quality in your character
3. Physical (adj)	/'fɪz.ɪ.kəl/	relating to things you can see or touch, or relating to the laws of nature
4. Cyberbullying (n)	/'saɪ.bəlˌbʊl.i.ɪŋ/	the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages

**Assumption**

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<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>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

### III. PROCEDURES

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

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic.
- To set the context for the listening part.

##### b. Content:

- Multiple choice quiz.

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Quiz</b> <ul style="list-style-type: none"> <li>- Teacher shows the questions with multiple choices.</li> <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>	<i>Answers:</i> 1. A 2. C 3. D 4. D 5. B

##### e. Assessment

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

#### 2. ACTIVITY 1: PRE-LISTENING (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:

- Pre-teach vocabulary related to the content of the lesson.
- Task 1: Choose the word or phrase with the closest meaning to the underlined one. (p.105)

##### c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Choose the word or phrase with the closest meaning to the underlined one. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask Ss to do the exercise by choosing the words or phrases with the closest meanings to the underlined ones.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Suggested answers:</b></p> <p>1. B 2. B 3. B</p>
<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 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>Vocabulary:</b></p> <p>1. Offensive (adj) 2. Ashamed (adj) 3. Physical (adj) 4. Cyberbullying (n)</p>

**e. Assessment**

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

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

**a. Objectives:**

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;

**b. Content:**

- Task 2. Listen to a conversation between two students and match the pictures with the type of bullying. (p.105)
- Task 3. Listen again. Circle the correct answers. (p.105)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Listen to a conversation between two students and match the pictures with the</b>	

<b>type of bullying.</b> (7 mins)	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Encourage Ss to study the pictures and the example before they listen.</li> <li>- Play the recording for Ss to listen and do the matching.</li> <li>- Check answers as a class. Play the recording again, pausing after the description of each type of bullying and checking understanding.</li> </ul>	<b>Answer key:</b> 1D 2B 3A 4C
<b>Task 3. Listen again. Circle the correct answers.</b> (8 mins)	
<ul style="list-style-type: none"> <li>- Tell Ss to study the statements. Help them identify that Questions 1-3 are for specific information, while Question 4 is for making prediction.</li> <li>- Encourage them to underline the key words in each statement. Remind them that they are likely to hear paraphrases of these key words in the recording.</li> <li>- 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.</li> <li>- 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.</li> <li>- Tell Ss to listen again. Ask them to circle the correct answer.</li> <li>- Check their answers as a class.</li> </ul>	<b>Answer key:</b> 1. more 2. was bullied by others 3. cyberbullying 4. how

#### e. Assessment

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

#### 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)**

##### **a. Objectives:**

- To check students' understanding and memorize the information in the recording.
- To help some students enhance presentation skills.
- To give students authentic practice in using target language.

##### **b. Content:**

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

##### **c. Expected outcomes:**

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

##### **d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4. Work in groups. Discuss the following questions. (p.47)</b>	
<p><b><u>Question:</u></b></p> <ul style="list-style-type: none"> <li>• What types of bullying have you experienced or seen happening to people around you?</li> </ul> <p>- Ask Ss to work in groups. Have them talk about if they have experienced or seen any type of bullying in the text. Encourage them to talk about these experiences by giving more specific questions (if necessary), e.g. What type of bullying did you or someone you know experience? How did you/that person feel? What did you/that person do?</p>	<i>Student's performance</i>

##### **e. Assessment**

- 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.

### **Board Plan**

*Date of teaching*

#### **UNIT 9: SOCIAL ISSUE**

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

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

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

1. Offensive (adj)
2. Ashamed (adj)
3. Physical (adj)
4. Cyberbullying (n)

- Task 1: Choose the word or phrase with the closest meaning to the underlined one. (p.105)

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

- Task 3. Listen again. Circle the correct answers. (p.105)

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

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

**Date of planning: 10 / 4 / 2025**

**PERIOD 89:**

**UNIT 9: SOCIAL ISSUES**

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

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about how to write a proposal.
- Apply structures to express suggestions and request.

**2. Competences**

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion.
- Be collaborative and supportive in pair work and teamwork.
- Develop presentation skills.

**3. Personal qualities**

- Be convincing when writing a proposal for a school campaign against cyberbullying.
- Develop self-study skills.
- Actively join in class activities.

**II. MATERIALS**

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

**Assumption**

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"><li>- Guide students to make an outline before they write.</li><li>- Encourage students to work in pairs and 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' comprehension of cyberbullying.
- To set the context for the writing part.

**b. Content:**

- Mini game.

**c. Expected outcomes:**

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

#### 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. Online and offline bullying have no connection. - F</li><li>2. Gossip and rumors can be considered cyberbullying. - T</li><li>3. It is difficult to stop the spread of cyberbullying. - T</li><li>4. Controlling online status and spending time with close people in real life can help us counteract cyberbullying. - T</li></ol>

#### e. Assessment

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

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

#### a. Objectives:

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

#### b. Content:

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

#### c. Expected outcomes:

- Students understand the reason to reduce .black carbon emissions.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. You are planning a school campaign against cyberbullying. Work in groups to discuss these questions. (p.106) (10 mins)</b>	
<ul style="list-style-type: none"><li>- Tell Ss that they are going to write a proposal for a school campaign against cyberbullying.</li><li>- 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.</li><li>- Ask Ss to work in groups and discuss the questions. Remind them that the questions also reflect the structure of a proposal so once they answer the questions, they will also have a plan their writing.</li><li>- Walk around and provide help if necessary.</li></ul>	Student's performance



<ul style="list-style-type: none"> <li>- Have some groups report their answers to the class.</li> </ul> <p>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?</p>	
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**e. Assessment**

- Teacher observes Ss' work and give feedback.

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

**a. Objectives:**

- To familiarize Ss with the structure and language of a proposal.
- To help Ss practise writing a proposal for a school campaign against cyberbullying.

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>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)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in Activity 1.</li> <li>- 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.</li> <li>- 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.</li> <li>- Collect Ss' proposals writing tasks and give face-to-face feedback in private or give them back with some written feedback.</li> </ul>	Student's performance

**e. Assessment**

- 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

Prepared by: Vu Hoang Ha, President of the Social Awareness Club

### Introduction

Cyberbullying has become a common issue nowadays because more students are using digital devices. Moreover, there have been 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)

### a. Objectives:

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

### b. Content:

- Students exchange their work for cross-checking.

### c. Expected outcomes:

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

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>CROSS-CHECKING (10 mins)</b> - 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.	<b>Writing rubric</b> <i>1. Organization: .../10</i> <i>2. Legibility: .../10</i> <i>3. Ideas: .../10</i> <i>4. Word choice: .../10</i>

<ul style="list-style-type: none"> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss</li> <li>- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.</li> </ul>	<p>5. <i>Grammar usage and mechanics:</i>  .../10  TOTAL: .../50</p>
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**e. Assessment**

- 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 – Communication and Culture.

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>UNIT 9: SOCIAL ISSUES</b></p> <p style="text-align: center;"><b>Lesson 6: Writing – A proposal against cyberbullying</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- Task 1: You are planning a school campaign against cyberbullying. Work in groups to discuss these questions. (p.106)</li> <li>- 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. (p.106)</li> </ul> <p><b>* Cross-checking</b></p> <p><b>*Homework</b></p>
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**Date of planning: 10 / 4 / 2025**

**PERIOD 90:**

**UNIT 5: GLOBAL WARMING**  
**Lesson 7: Communication and Culture / CLIL**

**I. OBJECTIVES**

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

**1. Knowledge**

- express disappointment and sympathy.
- understand some of the social problems facing teens in the US today.

**2. Core competence**

- Access and consolidate information from a variety of sources.
- Actively join in class activities.

**3. Personal qualities**

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

**II. MATERIALS**

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

**Language analysis**

Form	Pronunciation	Meaning
1. Sympathy (n)	/ˈsɪm.pə.θi/	(an expression of) understanding and care for someone else's suffering
2. Anxiety (n)	/æŋˈzaɪ.ə.ti/	an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future
3. Victim (n)	/ˈvɪk.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)	/ˈfɑː.mi/	the official level of income that is needed to achieve a basic living standard with enough money for things such as food, clothing, and a place to live

### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li><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></ul>

### III. PROCEDURES

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

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the impact of farming on the environment.
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Mini game

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Listen to 4 speakers:</b> <ul style="list-style-type: none"><li>- Students work in 4 groups.</li><li>- You will hear and find if 4 speakers below express positivity or negativity.</li><li>- Raise your hands to get turn and answer.</li></ul>	<b>Negativity: 1, 2</b> <b>Positivity: 3, 4</b>

##### e. Assessment

- Teacher observes the groups and give feedback.

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

##### a. Objectives:

- To provide a model conversation in which express disappointment and sympathy.
- To review expressions for expressing disappointment and sympathy.

##### b. Content:

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

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

**c. Expected outcomes:**

- Students can use expressions for giving and responding to warnings

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Give them some time to skim through the conversation.</li> <li>- Play the recording once in stronger classes and twice in weaker classes.</li> <li>- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.</li> <li>- Ask Ss to underline the phrases used by the speakers to express disappointment and sympathy.</li> <li>- Put Ss into pairs and have them practise the conversation.</li> </ul>	<p><b>Answer key</b> 1. C 2. B 3. A</p>
<b>Useful expressions (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher gives students a list of expressions to prepare for Task 2</li> </ul>	<p><b>Useful expressions</b></p> <ul style="list-style-type: none"> <li>- <b>Expressing disappointment</b> <ul style="list-style-type: none"> <li>• <i>What a pity/shame!</i></li> <li>• <i>It's a pity/shame that ...</i></li> <li>• <i>That's (so)/How disappointing.</i></li> <li>• <i>That's too bad</i></li> </ul> </li> <li>- <b>Responding to compliments</b> <ul style="list-style-type: none"> <li>• <i>I'm (so) sorry (to hear that) ...</i></li> <li>• <i>I (can) sympathize (with you/him/her).</i></li> <li>• <i>That's so sad (that ...).</i></li> <li>• <i>I know how it feels</i></li> </ul> </li> </ul>
<b>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)</b>	

<ul style="list-style-type: none"> <li>- Tell Ss that the words they used to fill in the gaps in Activity 1 are expressions for expressing disappointment and sympathy.</li> <li>- Ask Ss to read the list of useful expressions in the box and check understanding.</li> <li>- 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.</li> <li>- Ask Ss to practise their conversations. Encourage them to swap roles.</li> <li>- Walk round the class and provide help when necessary.</li> <li>- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, appropriate use of the expressions for disappointment and sympathy, clear pronunciation and fluent delivery .</li> </ul>	<p><i>Students' activity</i></p> <p><i>Sample conversations:</i></p> <p>1.       <i>A: I'm afraid I can't go on the class trip tomorrow.</i>  <i>B: What a shame! We've been planning for the trip for weeks. What's wrong?</i>  <i>A: My brother's ill and I have to take care of him.</i>  <i>B: I'm so sorry to hear that. I wish he'd get well soon.</i>  <i>A: Thanks.</i></p> <p>2.       <i>A: I don't think I'll be able to finish the community project on time.</i>  <i>B: That's too bad! And you don't look so well today. Is everything OK?</i>  <i>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.</i>  <i>B: I can sympathize. Exams can be stressful. Try some sports to feel less stressed, and good luck with the exams.</i>  <i>A: Good idea. Thank you.</i></p>
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### 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.

### e. Assessment

- 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)

### a. Objectives:

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

### b. Content:

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

- **Task 2.** Work in pairs. Discuss the following questions. (p.108)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Pre-teach vocabulary</b> (4 mins)	
<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 and reveals that these 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. Sympathy (n)</li> <li>2. Anxiety (n)</li> <li>3. Victim (n)</li> <li>4. The poverty line (n)</li> </ol>
<b>Task 1. Read the text and match each percentage in the chart with one social problem mentioned in the text.</b> (6 mins)	
<ul style="list-style-type: none"> <li>- Ask Ss some questions to 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?</li> <li>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. What are the most serious issues facing teenagers in the US today? What can be done about these issues?</li> <li>- Ask Ss to 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.</li> <li>- Explain or elicit any new or difficult words, e.g., admit, likely, poverty line.</li> <li>- Have Ss read the text and complete the chart individually.</li> <li>- Check answers as a class.</li> <li>- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. Anxiety and depression</li> <li>2. Bullying</li> <li>3. Drug (addiction)</li> <li>4. (Drinking) Alcohol</li> <li>5. Poverty</li> </ol>
<b>Task 2. Work in pairs. Discuss the following questions.</b> (10 mins)	
Questions:	<i>Students' own answers</i>



<ul style="list-style-type: none"> <li>• Are the problems mentioned in the text similar to those facing Vietnamese teens?</li> <li>• Are there any other problems among teenagers in Viet Nam?</li> </ul> <p>- 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.</p> <p>- Then ask groups to discuss the second questions. Alternatively, brainstorm the answers as a whole class activity, e.g., violence, social media addiction, juvenile delinquency.</p> <p>- Ask some pairs to share their answers in front of the class.</p>	
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#### **e. Assessment**

- 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.

### **Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>UNIT 9: SOCIAL ISSUES</b></p> <p style="text-align: center;"><b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b></p> <p><b>* Everyday English. Giving and responding to warnings.</b></p> <p>- <b>Task 1:</b> Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.107)</p> <p>- <b>Task 2:</b> Work in pairs. use the model in task 1 to make similar conversations for these situations. one of you is Student a, the other is Student B. use the expressions to help you. (p.107)</p> <p><b>* CLIL Reducing the environmental impact of farming.</b></p>
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**- Vocabulary**

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

- **Task 2.** Work in pairs. Discuss the following questions. (p.108)

**\*Homework**