

Date of planning: 22 / 9 / 2024

PERIOD 10:

UNIT 2: THE GENERATION GAP

Lesson 1: Getting started – What is a generation gap?

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *The generation gap*;
- Gain vocabulary to talk about generation gap;
- Get to know the language aspects: Modal verbs.

2. Competences

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

3. Personal qualities

- Respect their family members through learning and understanding about the generation gap;

II. MATERIALS

- Grade 11 textbook, Unit 2, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. generation gap (n.ph.)	/ˌdʒenə'reɪʃn ɡæp/	the difference in attitude or behaviour between young and older people that causes a lack of understanding	khoảng cách thế hệ
2. behaviour (n)	/bɪ'heɪvjə(r)/	the way that somebody behaves, especially towards other people	hành vi
3. nuclear family (n.ph.)	/ˌnju:kliə 'fæməli/	a family that consists of father, mother and children, when it is thought of as a unit in society	gia đình hạt nhân
4. extended family (n.ph)	/ɪk'stendɪd 'fæməli/	a family group with a close relationship among the members that	gia đình mở rộng

		includes not only parents and children but also uncles, aunts, grandparents, etc.	
5. follow in somebody's footsteps (idiom)		to do the same job, have the same style of life, etc. as somebody else, especially somebody in your family	nói nghiệp/ kế nghiệp ai

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of the generation gap;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Listing game: List as many words related to the topic *A long and healthy life as possible*.

c. Expected outcomes:

- Students can recall the previous knowledge and develop interest in the new lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Listing game - Teacher divides the class into two teams and the board in two halves and gives a board pen to one of the Ss in each team.	Lists of questions: <i>How many generations are there in your family?</i>

<ul style="list-style-type: none"> - Teacher calls out the theme from the previous unit (<i>A long and healthy life</i>) and gives them two minutes to write as many words related to that theme as they can. - Each student of the team comes to the board and writes down a word. - When the game is finished, Teacher has teams check each other's spelling and count how many correct words each team has written. - Teacher leads in the new lesson by asking some questions. 	<p><i>Do you and your parents like the same music/ types of clothes/ TV programmes?</i></p> <p><i>Do you ever argue about anything in your family?</i></p> <p><i>Do you do anything that your parents/ grandparents don't like?</i></p> <p><i>Do you listen to your parents/ grandparents all the time?</i></p>
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e. Assessment

- Teacher observes the groups, listens to Ss' answers and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - 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. 	<p><i>New words</i></p> <ol style="list-style-type: none"> 1. <i>generation gap (n.ph.)</i> 2. <i>behaviour (n)</i> 3. <i>nuclear family (n.ph.)</i> 4. <i>extended family (n.ph)</i> 5. <i>follow in somebody's footsteps (idiom)</i>

e. Assessment

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

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help students get to know the topic.
- To introduce words and phrases related to the generation gap.
- To help Ss learn modal verbs.

b. Content:


- Task 1: Listen and read (p.18)
- Task 2. Read the conversation again. Tick (✓) the true information about Mark and Mai. (p.19)

- Task 3. Find words or phrases in Task 1 that have the following meanings. (p.19)
- Task 4. Choose the modal verbs used in Task 1 to complete the sentences. (p.19)

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																				
<p>Task 1. Listen and read. (5 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions. - Ss answer the questions in pairs. - Teacher plays the recording twice. Ss listen and read. - Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud. 	 <p>Questions:</p> <ul style="list-style-type: none"> - What can you see in each picture? - Who are the speakers? - What do you think they are discussing? <p>Suggested answers:</p> <ul style="list-style-type: none"> - I can see a teacher and two students in the picture. - Ms Hoa, Mark and Mai are the speakers. - They are discussing the generation gap. 																				
<p>Task 2. Read the conversation again. Tick (✓) the true information about Mark and Mai. (5 mins)</p> <ul style="list-style-type: none"> - Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information. - Ss work independently to find the answers. - Teacher has Ss compare the answers in pairs before checking with the whole class. - Teacher checks the answers as a class and gives feedback. 	<p>Answer key:</p> <table border="1" data-bbox="833 1355 1503 1637"> <thead> <tr> <th></th> <th></th> <th>Mark</th> <th>Mai</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>has some arguments over small things with family members</td> <td>✓</td> <td></td> </tr> <tr> <td>2.</td> <td>lives with grandparents who have traditional views</td> <td></td> <td>✓</td> </tr> <tr> <td>3.</td> <td>lives in a nuclear family</td> <td>✓</td> <td></td> </tr> <tr> <td>4.</td> <td>has parents who don't force their children to follow in their footsteps.</td> <td></td> <td>✓</td> </tr> </tbody> </table>			Mark	Mai	1.	has some arguments over small things with family members	✓		2.	lives with grandparents who have traditional views		✓	3.	lives in a nuclear family	✓		4.	has parents who don't force their children to follow in their footsteps.		✓
		Mark	Mai																		
1.	has some arguments over small things with family members	✓																			
2.	lives with grandparents who have traditional views		✓																		
3.	lives in a nuclear family	✓																			
4.	has parents who don't force their children to follow in their footsteps.		✓																		
<p>Task 3. Find words or phrases in 1 that have the following meanings. (5 mins)</p> <ul style="list-style-type: none"> - Teacher has Ss look at the box 1-4. Explain that these words are part of phrases related to the topic of generation gap and they are all in the conversation in Task 1. - Teacher asks Ss to read the definitions and find the suitable words. Underline the words/ phrases in the conversation. - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> generation (a) nuclear family (an) extended family arguments 																				
<p>Task 4. Choose the modal verbs used in 1 to complete the sentences. (5 mins)</p>																					

<ul style="list-style-type: none"> - Teacher tells Ss to read each sentence individually. Then ask them to find the answers in the conversation. - Teacher checks answers by first asking the class to call out the correct modal verb only, then by calling on individual Ss to read the complete sentences. - Teacher checks answers as a class. - Teacher calls out each modal verb form and elicits what students know about the use of these modal verbs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>has to</i> 2. <i>have to</i> 3. <i>should</i> 4. <i>must</i>
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e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives

- To help Ss practise speaking skills;
- To help Ss memorize the basic knowledge on the generation gap.

b. Content

- Role-play

c. Expected outcomes

- Students can give a short talk about the generation gap and how to bridge the gap.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Role-play</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in groups. - In each group, students play the role of grandparent(s), parent(s) and children. - Each group thinks about a situation (clothes choice/ music taste, etc.) that shows the differences among generations and creates a short role-play about the differences with suitable solutions. - Ss have 3 minutes to prepare for the role-play. - Teacher invites 1 or 2 groups to come to the stage and do the role-play. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 	<p><i>Students' own creativity.</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Write a short paragraph about how the generation gap manifests in your family.
- Prepare for the project in Lesson 8

Board Plan

Date of teaching

UNIT 2: THE GENERATION GAP

Lesson 1: Getting started – What is a generation gap?

***Warm-up**

Listing game

*** Vocabulary**

1. generation gap (n.ph.)
2. behaviour (n)
3. nuclear family (n.ph.)
4. extended family (n.ph)
5. follow in somebody's footsteps (idiom)

- **Task 1:** Listen and read. (p.18)

- **Task 2.** Tick (✓) the true information about Mark and Mai.

- **Task 3.** Find words or phrases in Task 1 that have the following meanings.

- **Task 4.** Choose the modal verbs used in Task 1 to complete the sentences.

- **Task 5:** Role-play

***Homework**

Date of planning: 22 / 9 / 2024

PERIOD 11:

UNIT 2: THE GENERATION GAP

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *The generation gap*;
- Recognise and practise contracted forms;
- Review the use of *Modal verbs: must, have to, and should*.

2. Core competence

- 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

- Understand about the generation gap;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Language analysis

- We use **must** and **have to** to say it is **necessary** to do something at present.
Example: Oh, it's 10 p.m. I must go home now.
I have to go home now.
- We use **have to** to talk about **the past or future**.
Example: My grandmother had to do all household chores.
We will have to accept these generational differences.
- When **the speaker decides** what is necessary, we use **must**. When **someone else makes the decision**, we use **have to**.
Example: I **must** clean my room before my friend comes to stay with me.
I **have to** clean my room every day. (My mother forces me to do it.)
- We use **mustn't** to express something we **are not allowed to do**.
Example: You **mustn't** behave rudely towards other people.
- We use **don't have to** to say that something is **not necessary**.
Example: They **don't have to** wear uniforms at the weekend.
- We use **should** or **shouldn't** to **give advice, make a recommendation, or offer an opinion** about what is right or wrong.
Example: I think parents **should** limit their children's screen time.

Assumptions

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of the generation gap;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Quizizz

c. Expected outcomes:

- Students can listen and find out some ways to stay healthy from the video clip.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Quizizz <ul style="list-style-type: none"> - Ss use their electronic devices to access the link on quizizz and join the game. - Teacher shows the questions one by one, and the whole class answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson. 	Link: https://quizizz.com/admin/quiz/6384e7b420f73e001e34eec8?source=quiz_share

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise contracted forms.
- To help Ss practise contracted forms.

b. Content:

- Task 1: Listen and repeat. Pay attention to the contracted forms in the following sentences. What are their full forms? (p.19)

- Task 2: Listen and circle what you hear: contracted or full forms. Then practice saying these conversations in pairs. (p.19)

c. Expected outcomes:

- Students can pronounce the contracted forms correctly.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the contracted forms in the following sentences. What are their full forms? (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the recording. Have them pay attention to the contracted forms. - Teacher asks Ss to circle the words in contracted forms. - Teacher asks Ss to work in pairs and take turns to read the sentences in full form. - Teacher checks the answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. we will 2. You are 3. cannot 4. That is 5. do not 6. let us
Task 2: Listen and circle what you hear: contracted or full forms. Then practice saying these conversations in pairs. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read quickly through the questions and answers. Check understanding. - Teacher plays the recording twice, if necessary, pausing after each sentence and asks Ss to repeat as a class. - Students circle the forms they hear. - Teacher has Ss work in pairs to take turns to read each sentence aloud. - Teacher checks as a class. <p>Extension: In stronger classes, Teacher writes down some sentences or short conversations using the full forms on the board or pieces of paper. Put Ss in pairs and have them write the contracted forms, e.g.</p> <p><i>A: You should not make so much noise. (shouldn't)</i></p> <p><i>B: I do not make any noise. I am as quiet as a mouse. (don't; I'm)</i></p> <p>Teacher asks Ss to practise them in pairs. Then invite some pairs to read them in front of the class.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A: What's B: We'll 2. A: Don't you B: don't 3. A: who'll B: I will

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce words / phrases related to generational differences.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Match the words to make phrases that mean the following. (p.20)
- **Task 2.** Complete the sentences using the correct forms of the phrases in 1. (p.20)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words to make phrases that mean the following. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the definitions of the phrases first and checks understanding. - Teacher has Ss match each word with another one to make a phrase having the definition right next to it. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>traditional view</i> 2. <i>common characteristics</i> 3. <i>generational conflict</i> 4. <i>cultural values</i>
Task 2. Complete the sentences using the correct forms of the phrases in 1. (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first. - Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1. - Teacher asks some Ss to read the complete sentences. - Extension: <i>In stronger classes, have Ss play a game individually or in pairs. Each student or pair writes a short meaningful text in which all four phrases have been used. Give a time limit of three minutes and have each student or pair read out their texts. The other Ss give a mark out of 10. Have Ss add up their marks. The winner is the student or pair with the highest score.</i> 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>cultural values</i> 2. <i>generational conflicts</i> 3. <i>common characteristics</i> 4. <i>traditional view</i>

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise the difference between Modal verbs: must, have to, and should.
- To help Ss practise Modal verbs: must, have to, and should.

b. Content:

- **Task 1.** Circle the correct answers to complete the sentences. (p.20)
- **Task 2.** Work in pairs. Are there any rules in your family or things that you or your parents think are necessary? Share them with your partner. Use *must, have to, and should*. (p.21)

c. Expected outcomes:

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Circle the correct answers to complete the sentences. (6 mins)	

<ul style="list-style-type: none"> - Teacher asks Ss to read the notes in the Remember box to review the differences between Modal verbs: must, have to, and should. Give more explanation and examples if necessary. - Teacher gives Ss time to complete the task. - Teacher checks answers as a class by having individual Ss write the answers on the board. Go through each sentence and ask Ss to explain why they have used that modal verb. - Extension: Teacher writes some phrases expressing things that are required, necessary or a good idea to do. Make sure that each one can be used with a modal verb. <i>For example, stop at the red light (must), show your passport to get on the plane (have to), rest when you have a cold (should), use your mobile phone during an exam (mustn't).</i> <p>Teacher writes the modal verbs on the board and has Ss put the phrases under one of them, and make sentences, <i>e.g. Drivers must stop at the red light. You have to show your passport to get on the plane. You should rest when you have a cold. You mustn't use your mobile phone during an exam.</i></p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>must</i> 2. <i>have to</i> 3. <i>should</i> 4. <i>had to</i>
<p>Task 2. Work in pairs. Are there any rules in your family or things that you or your parents think are necessary? Share them with your partner. Use must, have to, and should. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher lets Ss work in pairs. - Teacher asks Ss to talk to their partner and share about rules in your family or things that they or their parents think are necessary - Teacher requires Ss to use the correct modal verbs. - Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as the rules of contracted forms. - Extension: <i>In stronger class, Teacher may ask one student to report what his/her partner has shared and vice versa.</i> 	<p>Example:</p> <p><i>A: I have to be back home by 9 p.m.</i></p> <p><i>B: Really? I don't have to. But my parents think I shouldn't stay out after 10 p.m.</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3. Reading.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: The generation gap</p> <p>Lesson 2: Language</p> <p>*Warm-up</p> <p>Quizizz</p> <p>* Pronunciation</p> <p>- Task 1: Listen and repeat.</p>

- Task 2: Listen and circle what you hear.

* **Vocabulary**

- Task 1: Match the words to make phrases that mean the following.

- Task 2. Complete the sentences using the correct forms of the phrases in 1.

* **Grammar**

- Task 1. Circle the correct answers to complete the sentences.

- Task 2. Talk any rules in your family or things that you or your parents think are necessary using must, have to, and should.

* **Homework**

Date of planning: 22 / 9 / 2024

PERIOD 12:

UNIT 2: THE GENERATION GAP

Lesson 3: Reading – Different generations

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about different generations.

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 characteristics of different generations;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. characteristic (n)	/,kærəktə'ristɪk/	a typical feature or quality that something/somebody has	đặc điểm
2. critical (adj)	/'krɪtɪkl/	making careful judgements	có tính phản biện
3. creative (adj)	/kri'eɪtɪv/	involving the use of skill and the imagination to produce something new or a work of art	sáng tạo
4. platform (n)	/'plætfɔ:m/	the type of computer system or the software that is used	nền tảng

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of different generations;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Mysterious picture

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
<p>Game: Mysterious picture</p> <ul style="list-style-type: none"> - Ss work in groups. - There are 4 questions which relate to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. 	<p>Clues:</p> <ol style="list-style-type: none"> 1. special qualities that belong to a group of people or things 2. a disagreement between different generations 3. beliefs about what is important in the culture of a particular society 4. a belief or an opinion that has existed for a long time without changing <p>Answer key:</p> <ol style="list-style-type: none"> 1. common characteristics 2. generational conflict 3. cultural values 4. traditional view <p>KEY WORD: GENERATIONS</p>

e. Assessment

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

2. ACTIVITY 1: PRE-READING (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:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs. Look at the photos. Discuss what you know about the generation in each picture (e.g. age, characteristics, interests, life experiences). (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and look at the pictures. - They should discuss what they know about the generation in each picture. - Teacher has some Ss share their answers with the whole class. - Teacher introduces the topic of the reading text. <div style="text-align: center;">  <p>Generation X</p>  <p>Generation Y</p>  <p>Generation Z</p> </div>	<p>Suggested answers:</p> <p><i>Generation X refers to the generation born between 1965 and 1980. Gen Xers are also known as critical thinkers because they achieved higher levels of education than previous generations.</i></p> <p><i>Generation Y, also known as Millennials, refers to those born between the early 1980s and late 1990s. They are curious and ready to accept changes.</i></p> <p><i>Generation Z includes people born between the late 1990s and early 2010s, a time of great technological developments and changes.</i></p>
<p>Vocabulary pre-teaching (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. 	<p>New words:</p> <ol style="list-style-type: none"> 1. characteristic (n) 2. critical (adj)

<ul style="list-style-type: none"> - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these four words will appear in the reading text and asks students to open their textbook to discover further. 	3. creative (adj) 4. platform (n)
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e. Assessment

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

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

a. Objectives:

- To help Ss practise guessing the meaning of words from context;
- To develop reading skills for general information;
- To develop reading skills for specific information.

b. Content:

- Task 2. Read the article. Match the highlighted words with their meanings. (p.21)
- Task 3. Read the article again and choose the best title. (p.22)
- Task 4. Read the article again. Tick (✓) the characteristics of each generation according to the article. (p.22)

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
Task 2. Read the article. Match the highlighted words with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning. - Teacher asks Ss to work in groups to discuss the clues and compare answers. - Teacher checks answers as a class. Have individual Ss write the words on the board. In weaker classes, check understanding of the words by asking Ss to make sentences with them. <p>Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, have them check its meaning in a dictionary and write a short definition on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table and find the definition of their new word.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. b 2. d 3. e 4. a 5. c
Task 3. Read the article again and choose the best title. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to elicit strategies they can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. - Teacher asks Ss to read the whole text once and choose the best title for the text. In weaker classes, read through the three options first and check understanding. - Teacher asks Ss to work in pairs to compare their answers. - Teacher checks answers as a class. In stronger classes, ask Ss to explain why 	<p>Answer key:</p> <p>C. Characteristics of different generations</p>

<p>options A and B are not suitable titles, e.g. A: <i>This is not mentioned in the text.</i> B: <i>This is too broad and not closely related to the text.</i></p>																									
<p>Task 4. Read the article again. Tick (✓) the characteristics of each generation according to the article. (7 mins)</p>																									
<p>- Teacher asks Ss to read the descriptions given and underline the key information in each of them.</p> <p>- Teacher checks the key words Ss have underlined, e.g. 1. <i>enjoy, working, team;</i> 2. <i>use apps and digital devices, creative;</i> 3. <i>critical thinking;</i> 4. <i>have their own business</i> 5. <i>known for, their curiosity.</i></p> <p>- Teacher reminds Ss that the statements may include paraphrased information so they should look for synonyms or antonyms in the text.</p> <p>- Teacher asks Ss to read through the text looking for the key information they underlined in the statements or words with the same or similar meaning.</p> <p>- Teacher checks answers as a class.</p> <p>Extension: Put Ss into pairs. Have pairs write down two statements about each generation on pieces of paper. Make sure they are different from the statements in the activity. Ask some pairs to come to the board and read their statements. The first S to call out the correct generation wins a point. The winner is the S with the most points.</p>	<p>Answer key:</p> <table border="1"> <thead> <tr> <th></th> <th>Generation X</th> <th>Generation Y</th> <th>Generation Z</th> </tr> </thead> <tbody> <tr> <td>1. They enjoy working in a team with others.</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2. They can use apps and digital devices in creative ways.</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>3. Critical thinking is one of their characteristics.</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Most of them plan to have their own business.</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>5. They are known for their curiosity.</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>		Generation X	Generation Y	Generation Z	1. They enjoy working in a team with others.		✓		2. They can use apps and digital devices in creative ways.			✓	3. Critical thinking is one of their characteristics.	✓			4. Most of them plan to have their own business.			✓	5. They are known for their curiosity.		✓	
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e. Assessment

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

4. ACTIVITY 3: POST-READING (8 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: *Do you agree with the descriptions of each generation?*

c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own opinions.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 5. Discussion</p> <p>- Teacher asks Ss to work in pairs. Have them discuss if they agree with the descriptions of each generation. Encourage them to explain why they agree or disagree.</p>	<p><i>Students’ own ideas.</i></p>

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> - Teacher invites some groups to share their answers with the whole class. - Teacher asks other students to listen and give comments. - Teacher gives feedback and gives marks to Ss' performance. | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: The generation gap</p> <p>Lesson 3: Reading – Different generations</p> <p>*Warm-up</p> <p>Mysterious picture</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. characteristic (n) 2. critical (adj) 3. creative (adj) 4. platform (n) <ul style="list-style-type: none"> - Task 1: Discuss what you know about the generation in each picture. - Task 2. Match the highlighted words with their meanings. - Task 3. Choose the best title. - Task 4. Tick (✓) the characteristics of each generation according to the article. - Task 5: Discussion <p>*Homework</p>
