

Date of planning: 29 / 9 / 2024

PERIOD 13:

UNIT 2: THE GENERATION GAP

Lesson 4: Speaking – Talking about different generations

I. OBJECTIVES

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

1. Knowledge

- Talk about different generations in the family;
- Know how to start a conversation or discussion.

2. Competences

- Gain some language expressions to talk about different generations;
- Talk about different generations;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to talk about different generations;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

| Anticipated difficulties | Solutions |
|--|---|
| Students may lack more vocabulary to deliver a speech. | <ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary. |

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' previous knowledge on different generations;
- To set the context for the speaking part;

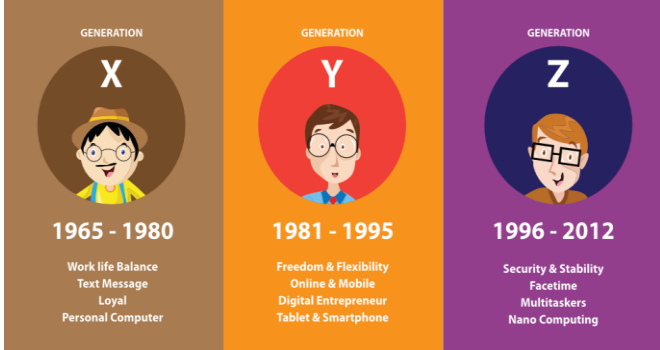
b. Content:

- Students look at the picture and guess.

c. Expected outcomes:

- Students can follow the instructions and memorize some information about different generations.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS | | | | | | | | | | | | |
|---|---|---|-------------|-----------------|---|-------------|---|---|-------------|---|---|-------------|--|
| <p>Guessing game</p> <ul style="list-style-type: none"> - Teacher shows the picture about 3 generations with clues. - Teachers asks Ss to look at the rules then guess which generation each set of clues indicates. - Students speak out the name of each generation based on the given clues. - Teacher calls some students to provide more information they can remember from the previous lesson. - Teacher gives comments and leads to the new lesson. |  <p>The image shows three cards for generations X, Y, and Z. Each card has a cartoon character, a time period, and a list of characteristics.</p> <table border="1"> <thead> <tr> <th>Generation</th> <th>Time Period</th> <th>Characteristics</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>1965 - 1980</td> <td>Work life Balance, Text Message, Loyal, Personal Computer</td> </tr> <tr> <td>Y</td> <td>1981 - 1995</td> <td>Freedom & Flexibility, Online & Mobile, Digital Entrepreneur, Tablet & Smartphone</td> </tr> <tr> <td>Z</td> <td>1996 - 2012</td> <td>Security & Stability, Facetime, Multitaskers, Nano Computing</td> </tr> </tbody> </table> | Generation | Time Period | Characteristics | X | 1965 - 1980 | Work life Balance, Text Message, Loyal, Personal Computer | Y | 1981 - 1995 | Freedom & Flexibility, Online & Mobile, Digital Entrepreneur, Tablet & Smartphone | Z | 1996 - 2012 | Security & Stability, Facetime, Multitaskers, Nano Computing |
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| Z | 1996 - 2012 | Security & Stability, Facetime, Multitaskers, Nano Computing | | | | | | | | | | | |

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (5 mins)

a. Objectives:

- 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;
- Introduce tips to start a conversation or discussion.
- Task 1: Put the sentences in order to complete the conversation, then practise in pairs.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to give differences among generations in the family & role-play a conversation about this topic.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| <p>Brainstorming</p> <ul style="list-style-type: none"> - Teacher asks Ss to read the example and the list of suggested ideas individually. - Teacher checks students' comprehension and explain any phrases Ss may find difficult to understand, e.g. <i>be open to different points of view, have fixed ideas about the world, be open to new ways of thinking.</i> - Teacher has Ss think about if any of these ideas are related to | <p>Tips to start a conversation or discussion:</p> <ul style="list-style-type: none"> * <i>To start a conversation or discussion, you can:</i> + <i>present the topic.</i> <i>Example: Let's talk about ...</i> + <i>ask your partner for personal information related to the topic.</i> <i>Example: Ly, do you live with your extended family?/ Ly, what kind of family do you have?</i> + <i>ask for an opinion.</i> |

| | |
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| <p>members of their family. Ask them to share with a partner. In stronger classes, T has Ss give reasons for their choices.</p> <p>- Teacher asks Ss to brainstorm other ideas in pairs or as a class, and write them on the board, e.g. <i>My sister is very creative. My father likes to listen and accept differences.</i></p> <p>Tips to start a conversation or discussion:</p> <p>- Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases.</p> <p>- Teacher asks Ss to give more examples.</p> | <p><i>Example: Ly, do you think there are any differences between the generations of your family?/ Ly, what do you think about your generation?</i></p> |
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| <p>Task 1. Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs. (7 mins)</p> | |
| <p>- Teacher asks Ss to study the given jumbled speakers' lines and the beginning and end of the conversation.</p> <p>- Teacher has Ss to work in pairs to rearrange the jumbled sentences and walks around to offer help if necessary.</p> <p>- Teacher checks answers as a class.</p> <p>- Teacher gives time for the pairs to practise the conversation and calls some pairs to practice in front of the class.</p> | <p>Answer key: 1. C 2. D 3. A 4. B</p> |

e. Assessment

- Teacher checks students' answers and gives feedback.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (24 mins)

a. Objectives:

- To help Ss practise structures to start a conversation or discussion;
- To give Ss an opportunity to practice talking about different generations;
- To provide Ss with some differences among generations.

b. Content:

- Task 2. Work in pairs. Talk about the different generations of your family. Use the model and tips in 1, and the ideas below to help you. (p.23)
- Task 3. Work in groups. Discuss the following question and then report to the whole class. (p23)

c. Expected outcomes:

- Students know how to talk about different generations and use structures to start a conversation or discussion.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---------------------------------|
| <p>Task 2. Work in pairs. Talk about the different generations of your family. Use the model and tips in 1, and the ideas below to help you. (9 mins)</p> | |
| <p>- Teacher explains the task and reminds Ss of the ways to start a conversation.</p> <p>- Teacher asks Ss to work in pairs, brainstorm ideas and write down the questions for their conversation.</p> | <p><i>Students' answers</i></p> |

| | |
|--|---------------------------|
| <ul style="list-style-type: none"> - Teacher asks pairs to practise their conversation at least twice. Encourage them to swap roles so that each student has a chance to ask and answer questions about their family. - Teacher walks around to provide help if necessary. - Teacher invites some pairs to role play the conversation in front of the class. | |
| Task 3. Work in groups. Discuss the following question and then report to the whole class. (8 mins) | |
| <ul style="list-style-type: none"> - Teacher asks Ss to work in groups and have a group discussion about the most common differences among the generations of their families. - Teacher tells groups to choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind group members that they need to listen without interrupting their classmates, wait for their turn to speak, take notes, and contribute ideas. - Teacher walks around to offer help Ss, if necessary, and encourages quiet group members to get involved. - Teacher has some groups come to the front and report their discussion. - Teacher praises groups for good effort, teamwork and interesting ideas. | <i>Students' practice</i> |

e. Assessment

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

4. ACTIVITY 3: FREE PRACTICE (8 mins)

a. Objectives:

- To check students' understanding about the language use in starting a conversation or discussion;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Further practice: Students talk about more differences in their family.

c. Expected outcomes:

- Students can use the language and ideas from the unit and develop their own ideas.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|--|----------------------------|
| <p>Further practice</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs, discuss and brainstorm ideas about generation differences in their family. - Teacher invites some pairs to demonstrate their discussion in front of the class - Teacher encourages the rest of the class to follow their friends' performances and compare them with their own ideas. - Teacher gives feedback and gives marks to Ss' performance. | <i>Students' practice.</i> |

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 – Listening.

Board Plan

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|---|
| <p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: the generation gap</p> <p style="text-align: center;">Lesson 4: Speaking – Talking about different generations</p> <p>*Warm-up Guessing game</p> <p>* Brainstorming</p> <ul style="list-style-type: none">- Task 1. Put the sentences in order to complete the conversation.- Task 2. Talk about the different generations of your family.- Task 3. Discuss the following question and then report to the whole class.- Task 4: Further practice <p>*Homework</p> |
|---|

Date of planning: 29 / 9 / 2024

PERIOD 14:

UNIT 2: THE GENERATION GAP

Lesson 5: Listening – Family conflicts

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about reasons for family conflicts;
- Memorize vocabulary to talk about family conflicts.

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

- Be aware of family conflicts;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|----------------------------|------------------|--|-----------------------|
| 1. disagreement (n) | /,dɪsə'grɪ:mənt/ | a situation where people have different opinions about something and often argue | sự bất đồng |
| 2. upset (v) | /,ʌp'set/ | to make somebody/yourself feel unhappy, anxious or annoyed | gây khó chịu |
| 3. complain (about) (v) | /kəm'pleɪn/ | to say that you are annoyed, unhappy or not satisfied about somebody/something | phàn nàn (về) |
| 4. allow (sb to do st) (v) | /ə'laʊ/ | to let somebody/something do something; to let something happen or be done | cho phép (ai làm gì) |

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|-------------------|-------------|---|------------|
| 5. appearance (n) | /ə'piərəns/ | the way that somebody/something looks on the outside; what somebody/something seems to be | ngoại hình |
|-------------------|-------------|---|------------|

Assumption

| Anticipated difficulties | Solutions |
|--|---|
| Students may lack more vocabulary to deliver a speech. | <ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary. |
| Students cannot follow the speed of the recording. | <ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary. |

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on family conflicts;
- To set the context for the listening part;

b. Content:

- Watch a video about the reasons for family conflicts.

c. Expected outcomes:

- Students can name the reasons for family conflicts in the video.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| <p style="text-align: center;">Watch a video</p> <ul style="list-style-type: none"> - Teacher plays the video and asks the whole class to stand up. - Ss watch the video and note down the reasons for family conflicts. - Teacher calls some Ss to share, then confirms the answers. - Teacher leads in the new lesson. | <p>Link: https://www.youtube.com/watch?v=f1oyseKG9Y8</p> |

e. Assessment

- Teacher observes the students' performance, collects their answers and gives 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;

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 |
|---|--|
| Vocabulary pre-teaching (5 mins) | |
| <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. | <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. disagreement (n) 2. upset (v) 3. complain (about) (v) 4. allow (sb to do st) (v) 5. appearance (n) |
| Task 1. Complete the following table about you. Work in pairs and compare your answers. (5 mins) | |
| <ul style="list-style-type: none"> - Teacher asks Ss to look at the picture and guess why the people are arguing. - Teacher asks Ss to read the statements in the table and tick the correct information about them. - Teacher has Ss work in pairs to compare their answers. Encourage them to ask each other questions and give more details about their answers. - Teacher invites some Ss to share their answers or their partners' answers with the class. | <p>Suggested answer:</p> <p><i>The daughter is fed up with her mother telling her what to do all the time, and refuses to listen.</i></p> <div style="text-align: center;">  </div> <p><i>Students' own answers</i></p> |

e. Assessment

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

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

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about family conflicts.

b. Content:

- Task 2. Listen to a conversation between Kevin and Mai. Number the things they talk about in the order they are mentioned. (p.23)
- Task 3. Listen to the conversation again and answer the following questions using no more than TWO words. (p.23)

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 |
|---|---|
| Task 2. Listen to a conversation between Kevin and Mai. Number the things they talk about in the order they are mentioned. (8 mins) | |
| <ul style="list-style-type: none"> - Teacher explains the format of this activity: Ss listen and number the things the speakers talk about in the order they are mentioned. - Teacher has Ss read through statements carefully and check if they understand the vocabulary and the context by asking questions such as <i>Who are the speakers?</i> and <i>What do you think they will be talking about?</i> - Teacher reminds Ss that the conversation may not contain the exact words as in the statements so Ss should listen for synonyms or words with similar meaning, e.g. <i>screen time – the time I spend on my smartphone and laptop, disagreements - conflict.</i> - Teacher plays the recording and has Ss listen and number the things listed in the four statements. - Teacher asks Ss to compare their answers in pairs or groups. - Check answers by playing the recording again and pausing after the parts of the conversation containing the information. | Answer key: <i>a - 4</i> <i>b - 3</i> <i>c - 2</i> <i>d - 1</i> |
| Task 3. Listen to the conversation again and answer the following questions using no more than TWO words. (12 mins) | |
| <ul style="list-style-type: none"> - Teacher has Ss read through the questions carefully and check if they understand all the vocabulary. - In stronger classes, ask Ss if they can answer the questions without listening to the conversation again. - In weaker classes, have Ss think about the type of information they will need to answer each question, e.g. <i>1. something about Mai; 2. the place where Mai is not allowed to wear tight jeans; 3. the main reason why Kevin uses his smartphone and laptop; 4. the thing(s) Kevin's parents worry about; 5. the time when Kevin's parents take his smartphone and laptop away.</i> - Teacher asks Ss to focus on the type of information that they will need. Remind Ss of the word limit for each answer. | Answer key: <i>1. Mai's appearance</i> <i>2. At school.</i> <i>3. (His) homework.</i> <i>4. Kevin's eyesight/ his eyesight.</i> <i>5. 10 p.m.</i> |

| | |
|--|--|
| <ul style="list-style-type: none"> - Teacher plays the recording. Ask Ss to listen and take notes. - Check answers as a class. <p>Extension: Play the recording, pausing before the last word of long sentences and have Ss recall or guess it, e.g., play the sentence until the word ‘appearance’: <i>She keeps complaining about my ...</i> Have Ss call out the last word. In stronger classes, ask Ss to write the words on the board.</p> | |
|--|--|

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To check students’ understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 4: Work in groups. Discuss the following questions. (p.23)

c. Expected outcomes:

- Students can use the language and ideas from the unit to eat more healthily.

d. Organisation

| TEACHER’S AND STUDENTS’ ACTIVITIES | CONTENTS |
|--|---|
| Task 4: Work in groups. Discuss the following questions. | |
| <ul style="list-style-type: none"> - Teacher asks Ss to list the things that Mai’s and Kevin’s parents complain about. - Teacher puts Ss into groups. Ask each group to choose a question. Walk round the class and offer help if necessary. Make sure Ss take notes of their discussion and makes a short summary. - Teacher invites Ss from some groups to share their opinions with the whole class. Encourage them to give reasons. | <p>Questions: <i>Do you agree with Mai’s mother and Kevin’s parents? Why/Why not?</i></p> <p>Students’ answers</p> |

e. Assessment

- Teacher’s observation on Ss’ performance, provide help if necessary.
- 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 in the workbook.
- Prepare for the next lesson –Writing.

Board Plan

Date of teaching

Unit 2: The generation gap

Lesson 5: Listening – Family conflicts

***Warm-up**

Watch a video

*** Vocabulary**

1. disagreement (n)
2. upset (n)
3. complain (about) (v)
4. allow (sb to do st) (v)
5. appearance (n)

- Task 1. Complete the table about you.

- Task 2. Listen to a conversation. Number the things they talk about in the order they are mentioned.

- Task 3. Listen and answer the questions using no more than TWO words.

- Task 4: Discuss the questions.

***Homework**

Date of planning: 29 / 9 / 2024

PERIOD 15:

UNIT 2: THE GENERATION GAP

Lesson 6: Writing – An opinion essay about limiting teenagers’ screen time

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write an opinion essay about limiting teenagers’ screen time;
- Apply structures to express opinions.

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 polite and clear when writing an opinion essay;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

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

b. Content:

- Board race

c. Expected outcomes:

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

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>GAME: Board race</p> <ul style="list-style-type: none"> - Teacher gives instructions on how to play the game and gives an example. - Ss discuss in their teams and write down the words. - Ss in each team take turns to write their words on the board. - Teacher confirms the correct words, decides the winner and leads in the lesson. <p><i>Rules and an example of the 'board race game':</i></p> <ul style="list-style-type: none"> - The class is divided into teams. - In one or two minutes (depending on the number of the letters in the topic words), Ss have to find the words which are related to the topic and have one letter in the topic word. - If the word begins with a letter in the topic word, the team gets 1 point. - If the letter of the topic word appears in the middle position, the team gets 2 points. - If the letter of the topic word is at the end of the word they have found, the team gets 3 points. - For example, if the topic word is ESSAY and with the words found in the table below, a team gets 10 points in total. | <p>Example:</p> <table border="1"> <tr> <td></td><td></td><td></td><td>S</td><td>C</td><td>R</td><td>E</td><td>E</td><td>N</td><td></td><td></td><td></td><td></td><td></td><td>(2 points)</td> </tr> <tr> <td>C</td><td>U</td><td>R</td><td>I</td><td>O</td><td>U</td><td>S</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>(3 points)</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td>S</td><td>K</td><td>I</td><td>L</td><td>L</td><td></td><td></td><td></td><td>(1 point)</td> </tr> <tr> <td></td><td>G</td><td>E</td><td>N</td><td>E</td><td>R</td><td>A</td><td>T</td><td>I</td><td>O</td><td>N</td><td></td><td></td><td></td><td>(2 points)</td> </tr> <tr> <td>H</td><td>A</td><td>I</td><td>R</td><td>S</td><td>T</td><td>Y</td><td>L</td><td>E</td><td></td><td></td><td></td><td></td><td></td><td>(2 points)</td> </tr> <tr> <td colspan="13" style="text-align: center;">Total</td> <td>10 points</td> </tr> </table> | | | | S | C | R | E | E | N | | | | | | (2 points) | C | U | R | I | O | U | S | | | | | | | | (3 points) | | | | | | | S | K | I | L | L | | | | (1 point) | | G | E | N | E | R | A | T | I | O | N | | | | (2 points) | H | A | I | R | S | T | Y | L | E | | | | | | (2 points) | Total | | | | | | | | | | | | | 10 points |
| | | | | S | C | R | E | E | N | | | | | | (2 points) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | C | U | R | I | O | U | S | | | | | | | | (3 points) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | S | K | I | L | L | | | | (1 point) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | G | E | N | E | R | A | T | I | O | N | | | | (2 points) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | H | A | I | R | S | T | Y | L | E | | | | | | (2 points) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Total | | | | | | | | | | | | | 10 points | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-WRITING (9 mins)

a. Objectives:

- To get students to build up ideas that they can later use for their writing

b. Content:

- Teach Ss use the given note to build up ideas for their writing

c. Expected outcomes:

- Students build up ideas about why parents should/ shouldn't limit teenagers' screen time.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|--|--|
| <p>Task 1. Work in pairs. Complete the notes using the sentences (A–D) in the box. (4 mins)</p> | |
| <ul style="list-style-type: none"> - Teacher asks Ss to read the four sentences and the notes. Go through each reason with its supporting examples, facts or explanations. - Teacher explains that two of the sentences are reasons and two – supporting examples or further explanations. - Teacher puts Ss into pairs. Have them work together to complete the notes. - Teacher checks answers as a class. | <p>Answer key:</p> <ol style="list-style-type: none"> B C A D |
| <p>Useful expressions (5 mins)</p> | |

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| <ul style="list-style-type: none"> - Teacher gives Ss a handout and asks them to classify the items into correct groups. - Teacher lets Ss work in groups. - The groups show their answers on the board. - The whole class checks the task together. | <p>List of expressions:</p> <p>To express opinion:</p> <ul style="list-style-type: none"> · <i>In my opinion, ...</i> · <i>Personally, I think/I believe (that)...</i> · <i>I strongly believe that...</i> · <i>It seems to me that...</i> · <i>In my view, ...</i> · <i>From my point of view, ...</i> <p>To add ideas:</p> <ul style="list-style-type: none"> · <i>What is more, ...</i> · <i>Moreover/ furthermore/ in addition (to)</i> · <i>Firstly, ...</i> · <i>First of all, ...</i> · <i>Secondly, ...</i> · <i>Thirdly, ...</i> · <i>Lastly, ...</i> · <i>Finally, ...</i> |
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e. Assessment

- Teacher observes Ss' work and gives feedback.

3. ACTIVITY 2: WHILE-WRITING (16 mins)

a. Objectives:

- To help Ss familiarize with the structure and language of an opinion essay;

b. Content:

- Task 2. Read an opinion essay and match each paragraph with the correct description. (p.24)
- Task 3. Write an opinion essay (120–150 words) stating the opposite view. (p.24)

c. Expected outcomes:

- Students can write a complete essay of an opinion essay.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|--|--|
| Task 2. Read an opinion essay and match each paragraph with the correct description. (6 mins) | |
| <ul style="list-style-type: none"> - Teacher asks Ss to read the four descriptions and put them in the correct order. - Teacher puts Ss in pairs to read and discuss the structure of the model opinion essay. Then have them match each paragraph with a description. - Teacher checks answers as a class. - To check understanding of the structure and language of the opinion essay, ask questions, such as <i>How does the writer introduce the issue? What expression does she use to introduce her point of view? What linking words does she use to introduce each reason?</i> | <p>Answer key:</p> <ol style="list-style-type: none"> 1. D 2. C 3. A 4. B |
| Task 3. Write an opinion essay (120–150 words) stating the opposite view. (10 mins) | |
| <ul style="list-style-type: none"> - Teacher asks Ss to read the introduction to the opinion essay | <p>Suggested answer:</p> |

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| <p>they are going to complete. Elicit that this essay defends the opposite view. Remind of the two reasons supporting this view in Activity 1.</p> <ul style="list-style-type: none"> - In stronger classes, encourage Ss to use their own ideas. - Teacher has Ss work individually to write their first draft. - Teacher puts Ss in pairs and asks them to swap their draft essays for peer feedback. Encourage Ss to revise their essays and correct any mistakes in their final draft. - Teacher collects Ss' essays to mark and provide written feedback in the next lesson. | <p><i>Digital devices play an essential part of teenagers' lives nowadays. I strongly believe that parents should not strictly limit their screen time for the following reasons. First of all, I think that by limiting the use of technology, parents will also limit what teens can benefit from it. In fact, teenagers can learn a lot of useful knowledge and necessary skills through online educational games and videos.</i></p> <p><i>In addition, when teenagers' screen time is strictly controlled by their parents, the gap between parents and children may become wider. Teenagers may think that their parents are very mean and not fair to them, and may refuse to talk to them.</i></p> <p><i>In conclusion, I believe that it is not a good idea for parents to strictly limit their teenagers' screen time. Teens can benefit from screen activities that encourage learning and parents can develop a better relationship with their children if they don't control the time spent on electronic devices.</i></p> |
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e. Assessment

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

4. ACTIVITY 3: POST-WRITING (12 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 |
|--|--|
| <p>Cross-checking</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give opinions to other Ss - Teacher chooses some typical errors and corrects the whole class without nominating the Ss' names. | <p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p>TOTAL: .../50</p> |

e. Assessment

- Teacher's 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 in the workbook.
- Prepare for the next lesson – Communication and Culture.

Board Plan

Date of teaching

Unit 2: The generation gap

Lesson 6: Writing – An opinion essay about limiting teenagers' screen time

***Warm-up**

Board race

- Task 1: Work in pairs. Complete the notes using the sentences in the box.

*** Useful expressions**

- Task 2. Read an opinion essay and match each paragraph with the correct description.
- Task 3. Write an opinion essay (120–150 words) stating the opposite view.

*** Cross-checking**

***Homework**