

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 15/ 3 / 2026

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Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 82:

UNIT 8: BECOMING INDEPENDENT

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Review expressions for expressing best wishes and responding to them;
- Learn how teenagers in the US become independent.

2. Core competence

- Be able to express best wishes and respond to them;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be ready to express best wishes to others when necessary;
- Relate what they have learnt about teen independence in the US to their country.

II. MATERIALS

- Grade 11 textbook, Unit 8, Communication and Culture
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

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.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Video watching

c. Expected outcomes:

- Students can identify the pros and cons of living alone.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher ask Ss to watch a video about living alone. - Ss watch the video and note down the pros and cons of living alone, e.g: the problems they might face when living alone, the solutions for them,... - Ss work in pairs to brainstorm the ideas. - Teacher calls some Ss randomly to present the ideas to the whole class.	Link: https://www.youtube.com/watch?v=FzAX_PTTnOk Suggested answer: - Cons: have to make dinner while you're tired, repair or fix broken thing by yourself, feel bored sometimes,... - Pros: there will be your favorite food only, live quietly, dress up your space,...

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (18 mins)

a. Objectives:

- To provide Ss with example conversations in which people express best wishes and respond to them;
- To review expressions for expressing best wishes and responding to them.

b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.93)
- Task 2: Work in pairs. Make similar conversation for these situations (p.93)

c. Expected outcomes:

- Students can use appropriate language to express help and respond to offers in certain situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (8 mins)

- Ask Ss to think about when people express best wishes, e.g. for formal occasions such as weddings and anniversaries, and less formal ones like birthdays, holidays, and exams.
- Tell Ss that they are going to listen to two conversations in which speakers give best wishes and respond to them. While listening, Ss should complete the conversations with the expressions they hear. Remind them that the expressions are also in the word box.
- Give Ss a few minutes to skim through the conversations and look for context clues for the missing expressions. In stronger classes, encourage them to work out the answers based on the context clues before they listen.
- Play the recording once (in stronger classes) or twice (in weaker classes).
- Check answers as a class. Play the recording again, pausing after each gap to confirm the correct answers.
- Put Ss into pairs and have them practise the conversations.

Answer key

1. B
2. D
3. C
4. A

Task 2: Work in pairs. Make similar conversation for these situations. (10 mins)

- Remind Ss that the expressions they used to fill in the gaps in 1 are set expressions for expressing best wishes and responding to them.
- Ask Ss to read the list of useful expressions in the box and check understanding.
- Put Ss in pairs and explain the situations.
- Give Ss a few minutes to plan their conversations, e.g. who will be Student A, who will be Student B, how they are going to start their conversations, what kind of exam they will be talking about, and what expressions they are going to use.
- In weaker classes, model a conversation for one of the situations with a student and write some prompts on the board, e.g. I heard your exam is coming soon/you are not feeling well.
- If time allows, have Ss swap roles so that they have a chance to role-play both Students A and B in each situation.
- Walk round the class and provide help when necessary.
- Invite some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for good wishes, and fluent delivery.

Suggested answers:

1.
B: I heard you're taking an English exam tomorrow. Good luck!
A: Thanks so much.
2.
A: Are you OK? You look very tired.
B: I'm afraid I'm not feeling well.
A: I'm sorry to hear that. Hope you feel better soon.
B: Thanks.

e. Assessment

- Teacher observes Ss's work and gives feedback.

- Teacher gives score to evaluate Ss' performance.

3. ACTIVITY 2: CULTURE (20 mins)

a. Objectives:

- To help Ss learn how teenagers in the US become independent.
- To help Ss relate what they have learnt about teen independence in the US to their country.

b. Content:

- Task 1: Read the text below and complete the diagram. Use no more than THREE words for each gap. (p.93)

- Task 2: Work in groups. Discuss the following questions. (p.93)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Read the text below and complete the diagram. Use no more than THREE words for each gap. (10 mins)</p>	
<p>- Focus Ss' attention on the heading and the pictures. Ask some questions to find out what Ss already know about the topic, e.g. <i>Do you know how teenagers in the US become independent? What do they do at school? What activities do they do outside school?</i></p> <p>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. What subjects do teenagers in the US study at school? (They study required subjects like English, maths, science, or social studies.) Do they have extracurricular activities? (Yes, they take part in sports, clubs, and bands.) What is community service for? (It counts towards the volunteer hours required for university admission.)</p> <p>- Explain or elicit any new or difficult words, e.g. diploma, (subjects) required/selected, extracurricular activities, babysitting, university admission. In stronger classes, encourage Ss to guess the words from context.</p> <p>- Ask Ss to read the diagram and remind them to use no more than three words for each gap.</p> <p>- Have Ss read the text and fill the gaps individually. Then encourage them to discuss and compare their answers with a partner.</p>	<p>Key:</p> <ol style="list-style-type: none"> 1. English, maths 2. sports, clubs 3. fast-food restaurants 4. local hospitals

<ul style="list-style-type: none"> - Check answers as a class. - 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. 	
<p>Task 2: Work in groups. Discuss the following questions. (10 mins)</p>	
<ul style="list-style-type: none"> - Put Ss in groups and give them enough time to discuss the questions. Alternatively, have them create a similar diagram about Vietnamese teens. This will help them see the similarities and differences. - In weaker classes, offer help by reading sections from the text and asking questions, e.g. American teenagers often start high school with a basic plan of classes they need to take to get a high school diploma. How about Vietnamese students? Some subjects like English, maths, science, or social studies are required, others can be selected. What subjects are compulsory in Viet Nam? Can students select any subjects? - Ask some groups to share their ideas with the whole class. 	<p><i>Suggested answer:</i> <i>We made a diagram about Vietnamese teens, and we can see both similarities and differences. To begin with, I'll talk about the similarities at school. We also have required subjects like Vietnamese literature, maths, natural sciences (physics, biology, chemistry), and social sciences (geography, history, civic education) to get a high school diploma. Extracurricular activities are also becoming popular in Vietnamese secondary schools. However, there are differences too. In Viet Nam, all subjects are compulsory for students while in the US, some school subjects can be selected. Also, in the US, emphasis is placed on providing a well-rounded education whereas Vietnamese education focuses more on grades and academic achievements.</i></p>

e. Assessment

- Teacher's 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 in the workbook.
- Prepare for Lesson 8 - Looking back and project.

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PERIOD 83:

UNIT 8: BECOMING INDEPENDENT

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 8;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Be more creative when doing the project;
- Be ready to live independently.

II. MATERIALS

- Grade 11 textbook, Unit 8, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<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.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive talking students practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Video watching

c. Expected outcomes:

- Students describe the reasons why they should do chores.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Teacher lets Ss watch a video and answer the question: <i>Why should we do chores?</i> - Ss watch the video, note down some of the reasons why doing chores is essential for kids and teens. - Ss raise hands to share the ideas. Ss may include some detailed information, e.g: <i>At which age should children do chores? What are the benefits of doing chores at young age? What kind of chores should parents assign children?</i> 	<p><i>Link:</i> https://www.youtube.com/watch?v=hBkwCyilVmc</p> <p><i>Suggested answer:</i></p> <ul style="list-style-type: none"> - <i>Benefits: develop teamwork skills, strengthen bond with siblings, high self-esteem when completed tasks,...</i> - <i>Chores for different age:</i> <ul style="list-style-type: none"> + <i>Pre-school: pick up toys, put dirty clothes into laundry bags, ...</i> + <i>7-12: clean study table, help to set the dinning table, ...</i> + <i>Teenagers: clean the garage, keep the house clean, ...</i>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review fall-rise intonation in invitations, suggestions and polite requests.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review cleft sentences.

b. Content:

- Task 1: Read the sentences using fall-rise intonation. Then listen and compare. Practise saying them in pairs. (p.94)
- Task 2: Choose the correct answers A, B, or C to complete the sentences. (p.94)
- Task 3: Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets. (p.95)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the sentences using fall-rise intonation. Then listen and compare. Practise saying them in pairs. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually. Have them read the sentences and mark the fall-rise intonation at the appropriate words. - Play the recording, pausing after each sentence for Ss to listen and repeat. - Have Ss practise reading the sentences in pairs, focusing on the fall-rise intonation. 	<p>Audio script:</p> <ol style="list-style-type: none"> 1. <i>Shall we look for a part-time job to earn some pocket money?</i> 2. <i>Do you feel like doing a vegetarian cooking course?</i> 3. <i>Would you please give me some advice on how to set my goals?</i> 4. <i>Could you help me improve my communication skills?</i>
Task 2: Choose the correct answers A, B, or C to complete the sentences. (4 mins)	
<ul style="list-style-type: none"> - Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words. - In weaker classes, have Ss work in pairs or groups. - Check answers as a class. <p>Extension: If time allows, ask Ss to find the place where each word / phrase first appears in the unit and call out the section of the unit where it appears, e.g. manage first appears in the Getting started section.</p>	<p>Key</p> <ol style="list-style-type: none"> 1. A 2. A 3. C 4. B
Task 3: Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets. (4 mins)	
<ul style="list-style-type: none"> - Explain to Ss that they are going to review the use of cleft sentences. - In weaker classes, have Ss review the grammar rules in the Language section before they do the exercise. If necessary, complete the first sentences on the board as an example and explain the sentence structure. - Walk round the class to provide help if necessary. - If time allows, ask Ss to work in pairs to compare answers. - Check answers as a class. 	<p>Key:</p> <ol style="list-style-type: none"> 1. <i>is the dog walking job that</i> 2. <i>was a new motorbike that</i> 3. <i>is Tuan that/who</i> 4. <i>is the day after tomorrow that</i>

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise giving an oral presentation.

b. Content:

- Project: A life skills workshop (p.95)

c. Expected outcomes:

- Students apply what they have learnt into practice through a project.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Project: A life skills workshop	
<ul style="list-style-type: none">- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentation and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.	<i>Students' presentations</i>

e. Assessment

- Teacher gives comments and feedback to the presentations, and awards a prize to the group which has the most votes.

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 Unit 9.

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PERIOD 84:

UNIT 9: SOCIAL ISSUES

Lesson 1: Getting started

A social awareness club meeting

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *social issues*.
- Understand and use words and phrases related to social issues.

2. Competences

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

3. Personal qualities

- Understand the effect of social issues.
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. Awareness (n)	/ə'weə.nəs/	knowledge that something exists, or understanding of a situation or subject at the

		present time based on information or experience
2. Campaign (n)	/kæm'peɪn/	a planned group of especially political, business, or military activities that are intended to achieve a particular aim
3. Bully (v)	/'bʊl.i/	to hurt or frighten someone, often over a period of time, and often forcing that person to do something they do not want to do
4. peer pressure (n)	/'piə ,preʃ.ər/	the strong influence of a group, especially of children, on members of that group to behave as everyone else does
5. body shaming (n)	/'bɒd.i ʃeɪ.mɪŋ/	criticism of someone based on the shape, size, or appearance of their body

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 social issue.
- To set the context for the listening and reading part.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Quiz: Multiple choice.

c. Expected outcomes:

- Students can have an overview of global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>QUIZ</p> <ul style="list-style-type: none"> - Teacher shows the quiz. - Ss work in 4 groups. Each group raise hands to take turn and answer the multiple-choice questions. The team gains bonus with every correct answer. - The team with highest points is the winner. 	<p>List of answers:</p> <ol style="list-style-type: none"> 1. Homelessness 2. Climate change 3. School violence/ bullying 4. Childhood obesity

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students 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. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. Awareness (n) 2. Campaign (n) 3. Bully (v) 4. peer pressure (n) 5. body shaming (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

- Teacher observes Ss' writing of vocabulary on 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 global warming.

- To help Ss identify the causes and consequences of global warming.

b. Content:

- Task 1: Listen and read (p.100)
- Task 2. Who suggests the following ideas? Tick (✓) the correct box. (p.101)
- Task 3. Find five social issues in 1. use the pictures and hints below to help you. (p.101)
- Task 4. Complete the summary with words from task 1. (p.101)

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 1. Listen and read. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to open their books. - Ask Draw Ss' attention to the illustration ... Ask Ss to skim through the conversation and ask, e.g. Who are the speakers? (Nam, Mai and Mark) What do you think they are discussing? (Social issues). - Play the recording twice for Ss to listen and read silently along. Have Ss underline words / phrases related to social issues. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on two or three pairs of Ss to read the conversation aloud. 	<p><i>Students' performance.</i></p>
Task 2. . Who suggests the following ideas? Tick (✓) the correct box. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the conversation again. - Ask Ss to identify and underline the key words in the statements in the tables. Then have them read the conversation again and locate the part that contains information about each statement. Have them compare the information with each statement in the table. - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Mai 2. Nam 3. Mark/Nam
Task 3. Find five social issues in 1. use the pictures and hints below to help you. (5 mins)	

<ul style="list-style-type: none"> - Have Ss look at the pictures and the first letters of the missing words. Explain that these words are related to social issues and they are all in the conversation in Activity 1. - Ask Ss to write down the words. - Check answers as a class. - Explain the meaning of any words Ss don't know or find hard to understand, e.g. What is peer pressure? (Pressure from people of your age or social group to behave like them to be liked or accepted) 	<p>Answer key:</p> <p><i>1. poverty 2. crime 3. overpopulation 4. bullying 5. peer pressure 6. body shaming</i></p>
<p>Task 4. Complete the summary with words from task 1. (p.101). (5 mins)</p>	
<ul style="list-style-type: none"> - Tell Ss to read the summary. - Ask Ss to complete the sentences, using words from Activity 1. - Check answers as a class. - Elicit what type of linking words and phrases there are, i.e., to show contrast (although, however), and to indicate reasons (because). 	<p>Answer key:</p> <p><i>1. although 2. However 3. because</i></p>

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practice speaking skills.
- To help Ss memorize the basic knowledge on effect of social issues.

b. Content:

- Discussion, project preparation

c. Expected outcomes:

- Students can plan activities for a campaign to raise people's awareness about a social issue.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Discussion</p> <ul style="list-style-type: none"> - Ss open their books at the last page of Unit 9, the Project section, look at the picture and say what the topic of the project is (A social awareness campaign). - Explain the project requirements: Ss will have to design and give an oral presentation about a campaign 	<p><i>Students' own creativity.</i></p>

to raise people's awareness about different social issues in your community. Each group is responsible for planning activities for one social issue. The presentation should discuss (1) what the social issue is and how it affects the community; (2) who will participate in the campaign, and who can help to fix this issue; (3) the activities in the campaign; and (4) the goals of the campaign. The class will listen and vote for the best presentation.

- Suggest the steps Ss should follow: 1) Collecting information (searching the Internet, reading newspapers, etc.); 2) Illustrate their ideas on computer or on posters etc. 3) Rehearse for the oral presentation.

- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work.

- Help Ss set deadlines for each task and support them throughout the process.

- In each of the next lessons, help Ss work on the structure of their presentation. Encourage them to prepare some notes to refer to when they speak.

- Ss practice their presentation in their group for 5-10 minutes. Encourage groups to meet after classes for further practice so that they can be well-prepared for their group presentations in the last lesson.

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Prepare for the next lesson

Board Plan

Date of teaching

UNIT 9: SOCIAL ISSUES

Lesson 1: A social awareness club meeting

***Warm-up**

*** Vocabulary**

1. Awareness (n)
2. Campaign (n)
3. Bully (v)
4. peer pressure (n)
5. body shaming (n)

- Task 1: Listen and read (p.100)
- Task 2. Who suggests the following ideas? Tick (✓) the correct box. (p.101)
- Task 3. Find five social issues in 1. use the pictures and hints below to help you. (p.101)
- Task 4. Complete the summary with words from task 1. (p.101)
- Task 5: Discussion

***Homework**