

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 25/ 3 / 2026

Thời gian thực hiện: Tuần 29

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 85:

UNIT 9: SOCIAL ISSUES

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use intonation appropriately to speak with a natural rhythm.
- Understand and use words and phrases related to social issues.
- Use linking words and phrases correctly.

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 how to use intonation in choice questions.
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Intonation in choice questions

Choice questions are questions that include a list of choices. Each choice mentioned before the word 'or' has rising intonation at the end, while the last one has falling intonation at the end.

We use linking words and phrases to connect ideas, clauses, or sentences.

Below are some common linking words and phrases:

| | |
|------------------------------|---|
| To add ideas and information | Besides (this/that), ... Moreover, ... In addition (to + noun or gerund), ... |
| To contrast ideas | However, ... Although ..., ... In spite of/ Despite (noun or gerund), ... By contrast, ... |
| To give reasons | Because ..., ... Because of (noun or gerund), ... As/Since ..., ... |
| To show results | As a result, ... As a consequence, ... Therefore, ... |

| Form | Pronunciation | Meaning |
|------------------|---------------|---|
| 1. Violent (adj) | /'vaɪə.lənt/ | using force to hurt or attack |
| 2. Drug (n) | /drʌg/ | any natural or artificially made chemical that is used as a medicine |
| 3. Alcohol (n) | /'æɪ.kə.hɒl/ | a clear liquid that can make you drunk, also used as a solvent (= a substance that dissolves another) and in fuel and medicines |
| 4. Crime (n) | /kraɪm/ | an action or activity that is against the law, or illegal activity generally |

Assumption

| Anticipated difficulties | Solutions |
|--|--|
| Students are reluctant to work in groups. | - 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 | - 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 intonation.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Mini game

c. Expected outcomes:

- Students can have an overview of global warming.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|--|---|
| Listen & Answer - Students work in 4 groups. - Ss will hear and find the words/ phrases with raised voice in 3 sentences below. - Raise your hands to get turn and answer. | Answers: 1. <i>Thanks- really</i> 2. <i>Train- ten</i> 3. <i>You- your sister- always argue</i> |

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise the intonation in choice questions..

b. Content:

- **Task 1:** Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (p.101)
- **Task 2:** Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (p.101)

c. Expected outcomes:

- Students can speak with a natural rhythm.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|-----------------------|
| Task 1: Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (5 mins) | |
| - Tell Ss that they are going to listen to some sentences from Getting started. - Play the recording and have Ss pay attention to the rising tone and the falling tone in each intonation pattern. - Play the recording again and have Ss repeat. | Students' performance |

| | |
|---|--|
| <ul style="list-style-type: none"> - Ask Ss to read the notes in the Remember! box. Check understanding by asking individual Ss to list the choices before and after the word 'or' in each question. - Ss practise saying the questions in pairs. | |
| <p>Task 2: Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (7 mins)</p> | |
| <ul style="list-style-type: none"> - Ask Ss to read quickly through the sentences. Check understanding. - Have Ss work in pairs to take turns to read each sentence aloud. Ask them to pay attention to the rising and falling tones on the choices. - Ask Ss to mark the falling and rising tones in each question. - Check answers by asking Ss to draw the correct arrows for each question on the board. - Have Ss practise them in pairs. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. Is peer pressure good ↗ or bad ↘? 2. Is this a social ↗ or environmental issue ↘? 3. Should our campaign focus on poverty ↗, crime ↗ or climate change ↘? 4. Do you talk to your parents ↗, share problems with your friends ↗ or ask your teachers for advice ↘ |

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 and phrases related to social issues.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Find five words in the word search and write them next to the correct definition. use the glossary (page 130) to help you. (p.102)
- **Task 2.** Complete the sentences using the correct forms of the words in task 1 (p.102)

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>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. | <ol style="list-style-type: none"> 1. Violent (adj) 2. Drug (n) 3. Alcohol (n) 4. Crime (n) |

| | |
|--|---|
| Task 1. Find five words in the word search and write them next to the correct definition. use the glossary (page 130) to help you. (6 mins) | |
| <ul style="list-style-type: none"> - Tell Ss that the words / phrases in the activity are related to social issues. - Have Ss find five words in the wordsearch. Encourage Ss to look at the definitions below the wordsearch to have a better understanding of the words. - If necessary, T does the first one as an example before asking Ss to do the rest. - Check answers as a class. | <p>Answer key: 1. Violent 2. Drug 3. Alcohol 4. Campaign 5. Bully</p> |
| Task 2. Complete the sentences using the correct forms of the words in task 1 (6 mins) | |
| <ul style="list-style-type: none"> - Tell Ss to read the sentences carefully and decide which word in Activity 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Check answers as a class. Confirm the correct answers. - Ask some Ss to read the complete sentences. | <p>Answer key: 1. alcohol 2. bullied 3. drugs 4. violent 5. campaign</p> |

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 different types of linking words or and phrases.
- To help Ss practise using linking words/phrases.

b. Content:

- **Task 1.** Connect these sentences, using linking words or phrases. (p.102)
- **Task 2.** Work in pairs. add more sentences to each item. use different linking words and/or phrases. (p.102)

c. Expected outcomes:

- Students know how to use linking words/phrases in sentences.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|--|---|
| Task 1. Connect these sentences, using linking words or phrases. (6 mins) | |
| <ul style="list-style-type: none"> - Encourage Ss to study the Remember! box. Tell them that there are several types of linking words/phrases with different meanings (i.e. to add ideas, to contrast ideas, to give reasons, and to show results) and sentence structure (i.e. some words/phrases are followed by a clause, while others are followed by nouns or gerunds; some are used to connect two dependent clauses of a sentence, while others can be used to | <p>Answer key: 1. b 2. c 3. a 4. d</p> |

| | |
|--|--|
| <p>connect two sentences or independent clauses). Give some examples to illustrate these differences.</p> <p>- Ask Ss to match the two parts to link the sentences. Tell them to pay attention to the meaning of each linking word/phrase and the relationship between the parts of the sentences, e.g. 1. “moreover” indicates an addition of ideas and information.</p> <p>- Check answers as a class. Go through each item and ask Ss to explain why they linked the two sentences or clauses, e.g. 1. 1 goes with b because b adds more ideas (that victims of bullying often prefer to be silent) to 1.</p> | |
| <p>Task 2. Work in pairs. add more sentences to each item. use different linking words and/or phrases. (7 mins)</p> | |
| <p>- Ask Ss to fill in the blanks using linking words or phrases. Tell them to pay attention to the meaning of each sentence and the linking words/phrases.</p> <p>- Check answers as a class by having individual Ss read aloud the completed sentences and explain why they have used the linking word or phrase, e.g., 1. I used as a result (Therefore) here because the second sentence gives the result of the action in the first sentence (i.e., some people become violent after drinking alcohol).</p> | <p>Suggested answer:</p> <p>1 As a result/As a consequence /Therefore</p> <p>2. However</p> <p>3. Moreover / In addition / Besides</p> <p>4 However / In spite of this / Despite this</p> |

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises on workbook.
- Prepare for Lesson 3. Reading.

Board Plan

| |
|--|
| <p><i>Date of teaching</i></p> <p>UNIT 9: SOCIAL ISSUES</p> <p>Lesson 2: Language</p> |
| <p>*Warm-up</p> <p>Mini game</p> <p>* Pronunciation</p> <p>- Task 1: Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs. (p.101)</p> <p>- Task 2: Mark the intonation in these questions. Then listen and check. Practise saying them in pairs. (p.101)</p> <p>* Vocabulary</p> |

- **Task 1:** Find five words in the word search and write them next to the correct definition. use the glossary (page 130) to help you. (p.102)
 - **Task 2.** Complete the sentences using the correct forms of the words in task 1 (p.102)
- * Grammar**
- **Task 1.** Connect these sentences, using linking words or phrases. (p.102)
 - **Task 2.** Work in pairs. add more sentences to each item. use different linking words and/or phrases. (p.102)
- *Homework**

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Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 86:

UNIT 9: SOCIAL ISSUES

Lesson 3: Reading- Peer pressure

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and specific information in an article about peer pressure.

2. Competences

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

3. Personal qualities

- Acknowledge and understand more about the effect of peer pressure.
- Develop self-study skills.

II. MATERIALS

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

Language analysis

| Form | Pronunciation | Meaning |
|------------------------|----------------------|--|
| 1. Depression (n) | /dɪ'preʃ.ən/ | the state of feeling very unhappy and without hope for the future |
| 2. self-confidence (n) | /,self'kɒn.fɪ.dəns/ | the belief that you can do things well and that other people respect you |
| 3. Smoker (n) | /'sməʊ.kər/ | someone who smokes tobacco regularly |

| | | |
|-------------|-------------|---|
| 4. hang out | /'hæŋ 'aot/ | to spend a lot of time in a place or with someone |
|-------------|-------------|---|

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 categories of peer pressure.
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Mini game

c. Expected outcomes:

- Students can find out all the words as well as the key word based on the definitions given by the teacher.

d. Organisation

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

e. Assessment

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

2. ACTIVITY 1: PRE-READING (10 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.
- Task 1. Work in pairs. Discuss the question. (p.103)

c. Expected outcomes:

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

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| Task 1. Work in pairs. Discuss the question. (5 mins) | |
| <ul style="list-style-type: none"> - Ask Ss to work in pairs and discuss the questions. - Have some Ss share their answers with the whole class. - Lead in to the topic of the reading text by explaining that these acts of making friends do things they do not like are examples of (i.e. Peer pressure). | Student's performance |
| Vocabulary pre-teaching (5 mins) | |
| <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. | New words: <ol style="list-style-type: none"> 1. Depression (n) 2. self-confidence (n) 3. Smoker (n) 4. hang out |

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Task 2. Read the article. match the highlighted words and phrase with their meanings. (p.103)
- Task 3. Read the article again. Which paragraph contains the following information? Write A, B, or C. (p.103)

- Task 4. Read the article again and choose the best answers A, B, or C. (p.104)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|--|
| Task 2: Read the article. match the highlighted words and phrase with their meanings. (6 mins) | |
| <ul style="list-style-type: none"> - Ask Ss to locate the words/phrase in the text by focusing on highlighted words. - Ask Ss to read the sentences which contain these words/phrases carefully and try to guess the meanings of these words/phrases. - Ask Ss to match the words with their meanings. T walks round the class and provide help if necessary. - Check answers as a class. If necessary, check understanding of the words by asking Ss to make sentences with them. | <p>Answer key: <i>1D 2B 3C 4A</i></p> |
| Task 3. Read the article again. Which paragraph contains the following information? Write A, B, or C. (7 mins) | |
| <ul style="list-style-type: none"> - Ask Ss to read the five statements and underline key words, e.g., 1. definition, peer pressure 2. peer pressure, cause, social issues. - Ask Ss to read each part of the text quickly, then match each statement (1-4) with each part [A-C]. Encourage them to underline clues in the reading text to explain for their answers later. - Check answers as a class. | <p>Answer key: <i>1. A 2. B 3. C 4. A</i></p> |
| Task 4. Read the article again and choose the best answers A, B, or C. (7 mins) | |
| <ul style="list-style-type: none"> - Ask Ss to read each question and the choices given. Encourage them to underline key words in each question and choices. - Ask Ss to scan through the article to locate the information for questions 1, 3 and 4. Draw their attention to key words in both the questions and the text which help them to locate information faster. - As for Question 2, ask Ss to identify which part of the text discusses the consequence of peer pressure. Then ask them to read the part carefully to identify which consequences (A-C) is listed as a consequence of peer pressure. Eliminate those answers. - Check answers as a class. | <p>Answer key: <i>1. C 2. A 3. C 4. B</i></p> |

e. Assessment

- Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (7 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Discussion: "Have you, or has someone you know, experienced any of the problems mentioned in this article?"
- Task 5: Discussion (p.104)

c. Expected outcomes:

- Ss can use the language and ideas from the unit to reflect on their own experiences.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|-------------------------------------|
| <p>Task 5. Discussion</p> <ul style="list-style-type: none"> - Ask Ss to work in pairs. Ask them to list the problems of peer pressure mentioned in the text, e.g. falling under bad influence from friends, stressful relationship between parents and children, depression, low confidence. - Discuss if they, or someone they know, have similar problems or not. Encourage them to talk about these experiences. - Invite some Ss to share their answers with the whole class. Ask questions, when necessary, e.g. When did that happen? Where did that happen? How did you feel about it? What did you do? | <p><i>Student's performance</i></p> |

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

UNIT 9: SOCIAL ISSUES

Lesson 3: Reading- Peer pressure

***Warm-up**

*** Lead-in**

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

*** Vocabulary**

1. Depression (n)

2. self-confidence (n)

3. Smoker (n)

4. hang out

- Task 2. Read the article. match the highlighted words and phrase with their meanings.
(p.103)

- Task 3. Read the article again. Which paragraph contains the following information?
Write A, B, or C. (p.103)

- Task 4. Read the article again and choose the best answers A, B, or C. (p.104)

- Task 5: Discussion

***Homework**

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PERIOD 87:

UNIT 9: SOCIAL ISSUES

Lesson 4: Speaking – Experiencing peer pressure.

I. OBJECTIVES

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

1. Knowledge

- Present ideas clearly in a discussion.
- Talk about experiences of peer pressure and responding to peer pressure situations.

2. Competences

- Gain some language expressions to ask for and give opinions.
- Talk about the steps to ask for and give opinions.
- Be collaborative and supportive in pair work and teamwork.
- Develop presentation skills.

3. Personal qualities

- Acknowledge and be able to know why peer pressure can easily affect the teenagers.
- Develop self-study skills.
- Actively join in class activities.

II. MATERIALS

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

Language analysis

| Form | Pronunciation | Meaning |
|-------------------|----------------------|--|
| 1. Positive (adj) | <i>/'pɒz.ə.tɪv/</i> | full of hope and confidence, or giving cause for hope and confidence |

| | | |
|-------------------|-----------------|---|
| 2. Permission (n) | /pə'mɪʃ.ən/ | the act of allowing someone to do something, or of allowing something to happen |
| 3. Poverty (n) | /'pɒv.ə.ti/ | the condition of being extremely poor |
| 4. make fun of | /,meɪk 'fʌn əv/ | to make a joke about someone or something in a way that is not kind |

Assumption

| Anticipated difficulties | Solutions |
|--|---|
| Students may lack more vocabulary to deliver a speech. | <ul style="list-style-type: none"> - 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' knowledge on peer pressure.
- To set the context for the speaking part.
- To help Ss warm up and get ready for the lesson by providing some background information.

b. Content:

- Multiple choice quiz.

c. Expected outcomes:

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

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| Quiz - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raise hands to take turn and match the causes with the correct effect. - The team with highest points is the winner. | <i>Answers:</i> 1. B 2. C 3. C 4. D 5. B |

e. Assessment

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

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

a. Objectives:

- To get students learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

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

c. Expected outcomes:

- Students understand different examples of peer pressure.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|--|
| Vocabulary pre-teaching (4 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. | New words: <ol style="list-style-type: none"> 1. Positive (adj) 2. Permission (n) 3. Poverty (n) 4. make fun of |
| Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful). (5 mins) | |
| <ul style="list-style-type: none"> - Ask Ss to work individually and look at the pictures and the examples of peer pressure. Tell them to order these types of peer pressure from the most to the least powerful. Explain that the most powerful peer pressure is the one that is hardest to resist. - T walks around to provide help if necessary. | <i>Students' performance</i> |

e. Assessment

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

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

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

b. Content:

- Task 2. Work in pairs. Talk about your experiences of peer pressure. use the following guiding questions. (p.105)
- Task 3 Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. (p.105)

c. Expected outcomes:

- Students know how to present ideas clearly.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|---|---|
| <p>Task 2. Work in pairs. Talk about your experiences of peer pressure. use the following guiding questions. (7 mins)</p> | |
| <ul style="list-style-type: none"> - Ask Ss to look at the questions. Tell them that they are going to work in pairs to answer these questions. - Before they start, quickly review communication strategies for starting, maintaining, and concluding a conversation or discussion, e.g. Can you tell me how can we start a conversation? When we end the conversation or discussion, what do we usually do? What questions do we normally use to keep the conversation going? - Encourage Ss to use these strategies when they answer the questions in pairs. - Walk around and provide help if necessary. | <p><i>Students' performance</i></p> |
| <p>Task 3. Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. (8 mins)</p> | |
| <ul style="list-style-type: none"> - Ask Ss to read the situations and check understanding. Draw their attention to the example answer and ask if they agree with it. Brainstorm other possible responses as a class. - Put Ss in groups and have them come up with responses to the other situations. Encourage them to continue using the techniques communication strategies for starting, maintaining, and concluding a discussion. - Have each group agree who will be the group note taker to take notes of their ideas. Ss can then use the notes to formulate the final response that everyone/most people in the group agree on. - Set a time limit for this activity. - T walks around to provide help if necessary. | <p>Suggested answer:</p> <p><i>2. I'm not ashamed of my old phone. We are students and not making any money yet, so buying a new phone will cost our parents too much money. Besides, my phone is still working properly and I don't see any reason why I should buy a new one.</i></p> <p><i>3. That's a great idea! Learning with stronger students will motivate me to study harder. Besides, I could learn some useful techniques from you and others to improve my grades.</i></p> <p><i>4. No way! Skipping class without permission is disrespecting our teachers. Besides, I don't want to fall behind with my school work.</i></p> |

e. Assessment

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

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

a. Objectives:

- To give Ss an opportunity to take part in a group discussion about peer pressure, then report their discussion to the whole class.

b. Content:

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

c. Expected outcomes:

- Students can use the language and ideas from the unit to present ideas about peer pressure.

d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES | CONTENTS |
|--|-----------------------------------|
| <p>Task 4. Report your answers to the whole class. Vote for the most interesting responses. (13 mins)</p> <ul style="list-style-type: none">- Have some Ss or groups share their answers to each situation in front of the class.- Praise for good effort, well-structured responses, and fluent delivery.- After all groups present their responses to a situation, ask the class to vote for the best answer. Count the votes for each group and announce the best response for each situation. | <p><i>Students' practice.</i></p> |

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises on workbook.
- Prepare for the next lesson – Listening.

Board Plan

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| <p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">UNIT 9: SOCIAL ISSUES</p> <p style="text-align: center;">Lesson 4: Speaking – Experiencing peer pressure.</p> <p>*Warm-up</p> <p>Multiple choice quiz</p> |
|--|

*** Vocabulary**

1. Positive (adj)

2. Permission (n)

3. Poverty (n)

4. make fun of

- Task 1. Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful). (p.104)

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

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

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

***Homework**