

UNIT 2: THE GENERATION GAP

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

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. generation gap (n.ph.)	/ˌdʒenə'reɪʃn ɡæp/	the difference in attitude or behaviour between young and older people that causes a lack of understanding	khoảng cách thế hệ
2. behaviour (n)	/bɪ'heɪvjə(r)/	the way that somebody behaves, especially towards other people	hành vi
3. nuclear family (n.ph.)	/ˌnju:kliə 'fæməli/	a family that consists of father, mother and children, when it is thought of as a unit in society	gia đình hạt nhân
4. extended family (n.ph)	/ɪk'stendɪd 'fæməli/	a family group with a close relationship among the members that includes not only parents and children but also uncles, aunts, grandparents, etc.	gia đình mở rộng

5. follow in somebody's footsteps (idiom)		to do the same job, have the same style of life, etc. as somebody else, especially somebody in your family	nổi nghiệp/ kế nghiệp ai
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Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Listing game <ul style="list-style-type: none"> - Teacher divides the class into two teams and the board in two halves and gives a board pen to one of the Ss in each team. - Teacher calls out the theme from the previous unit (<i>A long and healthy life</i>) and gives them two minutes to write as many words related to that theme as they can. 	Lists of questions: <p><i>How many generations are there in your family?</i></p> <p><i>Do you and your parents like the same music/ types of clothes/ TV programmes?</i></p> <p><i>Do you ever argue about anything in your family?</i></p>

<ul style="list-style-type: none"> - Each student of the team comes to the board and writes down a word. - When the game is finished, Teacher has teams check each other's spelling and count how many correct words each team has written. - Teacher leads in the new lesson by asking some questions. 	<p><i>Do you do anything that your parents/ grandparents don't like?</i></p> <p><i>Do you listen to your parents/ grandparents all the time?</i></p>
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e. Assessment

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

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<p>New words</p> <ol style="list-style-type: none"> 1. <i>generation gap (n.ph.)</i> 2. <i>behaviour (n)</i> 3. <i>nuclear family (n.ph.)</i> 4. <i>extended family (n.ph)</i> 5. <i>follow in somebody's footsteps (idiom)</i>

e. Assessment

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

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

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

b. Content:


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

- Task 2. Read the conversation again. Tick (✓) the true information about Mark and Mai. (p.19)
- Task 3. Find words or phrases in Task 1 that have the following meanings. (p.19)
- Task 4. Choose the modal verbs used in Task 1 to complete the sentences. (p.19)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																				
Task 1. Listen and read. (5 mins)																					
<ul style="list-style-type: none">- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.- Ss answer the questions in pairs.- Teacher plays the recording twice. Ss listen and read.- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.	 <p>Questions:</p> <ul style="list-style-type: none">- What can you see in each picture?- Who are the speakers?- What do you think they are discussing? <p>Suggested answers:</p> <ul style="list-style-type: none">- I can see a teacher and two students in the picture.- Ms Hoa, Mark and Mai are the speakers.- They are discussing the generation gap.																				
Task 2. Read the conversation again. Tick (✓) the true information about Mark and Mai. (5 mins)																					
<ul style="list-style-type: none">- Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information.- Ss work independently to find the answers.- Teacher has Ss compare the answers in pairs before checking with the whole class.- Teacher checks the answers as a class and gives feedback.	<p>Answer key:</p> <table><tr><th></th><th></th><th>Mark</th><th>Mai</th></tr><tr><td>1.</td><td>has some arguments over small things with family members</td><td>✓</td><td></td></tr><tr><td>2.</td><td>lives with grandparents who have traditional views</td><td></td><td>✓</td></tr><tr><td>3.</td><td>lives in a nuclear family</td><td>✓</td><td></td></tr><tr><td>4</td><td>has parents who don't force their children to follow in their footsteps.</td><td></td><td>✓</td></tr></table>			Mark	Mai	1.	has some arguments over small things with family members	✓		2.	lives with grandparents who have traditional views		✓	3.	lives in a nuclear family	✓		4	has parents who don't force their children to follow in their footsteps.		✓
		Mark	Mai																		
1.	has some arguments over small things with family members	✓																			
2.	lives with grandparents who have traditional views		✓																		
3.	lives in a nuclear family	✓																			
4	has parents who don't force their children to follow in their footsteps.		✓																		
Task 3. Find words or phrases in 1 that have the following meanings. (5 mins)																					

<ul style="list-style-type: none"> - Teacher has Ss look at the box 1-4. Explain that these words are part of phrases related to the topic of generation gap and they are all in the conversation in Task 1. - Teacher asks Ss to read the definitions and find the suitable words. Underline the words/ phrases in the conversation. - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>generation</i> 2. <i>(a) nuclear family</i> 3. <i>(an) extended family</i> 4. <i>arguments</i>
<p>Task 4. Choose the modal verbs used in 1 to complete the sentences. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher tells Ss to read each sentence individually. Then ask them to find the answers in the conversation. - Teacher checks answers by first asking the class to call out the correct modal verb only, then by calling on individual Ss to read the complete sentences. - Teacher checks answers as a class. - Teacher calls out each modal verb form and elicits what students know about the use of these modal verbs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>has to</i> 2. <i>have to</i> 3. <i>should</i> 4. <i>must</i>

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives

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

b. Content

- Role-play

c. Expected outcomes

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Role-play</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in groups. 	<p><i>Students' own creativity.</i></p>

<ul style="list-style-type: none"> - In each group, students play the role of grandparent(s), parent(s) and children. - Each group thinks about a situation (clothes choice/ music taste, etc.) that shows the differences among generations and creates a short role-play about the differences with suitable solutions. - Ss have 3 minutes to prepare for the role-play. - Teacher invites 1 or 2 groups to come to the stage and do the role-play. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 	
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e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

<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 1: Getting started – What is a generation gap?</p> <p>*Warm-up</p> <p>Listing game</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. generation gap (n.ph.) 2. behaviour (n) 3. nuclear family (n.ph.) 4. extended family (n.ph) 5. follow in somebody's footsteps (idiom) <ul style="list-style-type: none"> - Task 1: Listen and read. (p.18) - Task 2. Tick (✓) the true information about Mark and Mai. - Task 3. Find words or phrases in Task 1 that have the following meanings.

- **Task 4.** Choose the modal verbs used in Task 1 to complete the sentences.
- **Task 5:** Role-play

***Homework**

UNIT 2: THE GENERATION GAP

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

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

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

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

II. MATERIALS

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

Language analysis

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

Assumptions

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Quizizz

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

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

b. Content:

- Task 1: Listen and repeat. Pay attention to the contracted forms in the following sentences. What are their full forms? (p.19)
- Task 2: Listen and circle what you hear: contracted or full forms. Then practice saying these conversations in pairs. (p.19)

c. Expected outcomes:

- Students can pronounce the contracted forms correctly.

d. Organisation

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

e. Assessment

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

3. ACTIVITY 2: VOCABULARY (12 mins)
a. Objectives:

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

b. Content:

- **Task 1:** Match the words to make phrases that mean the following. (p.20)

- **Task 2.** Complete the sentences using the correct forms of the phrases in 1. (p.20)

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

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

b. Content:

- **Task 1.** Circle the correct answers to complete the sentences. (p.20)

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Circle the correct answers to complete the sentences. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the notes in the Remember box to review the differences between Modal verbs: must, have to, and should. Give more explanation and examples if necessary. - Teacher gives Ss time to complete the task. - Teacher checks answers as a class by having individual Ss write the answers on the board. Go through each sentence and ask Ss to explain why they have used that modal verb. - Extension: Teacher writes some phrases expressing things that are required, necessary or a good idea to do. Make sure that each one can be used with a modal verb. <i>For example, stop at the red light (must), show your passport to get on the plane (have to), rest when you have a cold (should), use your mobile phone during an exam (mustn't).</i> <p>Teacher writes the modal verbs on the board and has Ss put the phrases under one of them, and make sentences, e.g. <i>Drivers must stop at the red light. You have to show your passport to get on the plane. You should rest when you have a cold. You mustn't use your mobile phone during an exam.</i></p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>must</i> 2. <i>have to</i> 3. <i>should</i> 4. <i>had to</i>
Task 2. Work in pairs. Are there any rules in your family or things that you or your parents think are necessary? Share them with your partner. Use must, have to, and should. (7 mins)	
<ul style="list-style-type: none"> - Teacher lets Ss work in pairs. - Teacher asks Ss to talk to their partner and share about rules in your family or things that they or their parents think are necessary - Teacher requires Ss to use the correct modal verbs. - Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as the rules of contracted forms. - Extension: <i>In stronger class, Teacher may ask one student to report what his/her partner has shared and vice versa.</i> 	<p>Example:</p> <p>A: <i>I have to be back home by 9 p.m.</i></p> <p>B: <i>Really? I don't have to. But my parents think I shouldn't stay out after 10 p.m.</i></p>

e. Assessment

- Teacher's observation on Ss' performance.

- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 2: The generation gap

Lesson 2: Language

***Warm-up**

Quizizz

*** Pronunciation**

- Task 1: Listen and repeat.
- Task 2: Listen and circle what you hear.

*** Vocabulary**

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

*** Grammar**

- Task 1. Circle the correct answers to complete the sentences.
- Task 2. Talk any rules in your family or things that you or your parents think are necessary using must, have to, and should.

***Homework**

UNIT 2: THE GENERATION GAP

Lesson 3: Reading – Different generations

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

- Acknowledge and understand characteristics of different generations;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

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

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Mysterious picture

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Mysterious picture <ul style="list-style-type: none"> - Ss work in groups. - There are 4 questions which relate to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. 	Clues: <ol style="list-style-type: none"> 1. special qualities that belong to a group of people or things 2. a disagreement between different generations 3. beliefs about what is important in the culture of a particular society 4. a belief or an opinion that has existed for a long time without changing Answer key: <ol style="list-style-type: none"> 1. common characteristics 2. generational conflict 3. cultural values 4. traditional view KEY WORD: GENERATIONS

e. Assessment

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

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs. Look at the photos. Discuss what you know about the generation in each picture (e.g. age, characteristics, interests, life experiences). (4 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and look at the pictures. - They should discuss what they know about the generation in each picture. - Teacher has some Ss share their answers with the whole class. - Teacher introduces the topic of the reading text. <div data-bbox="325 1128 703 1238" data-label="Image"> </div> <p style="text-align: center;">Generation X</p> <div data-bbox="330 1301 700 1545" data-label="Image"> </div> <p style="text-align: center;">Generation Y</p> <div data-bbox="322 1597 705 1856" data-label="Image"> </div> <p style="text-align: center;">Generation Z</p>	<p>Suggested answers:</p> <p><i>Generation X refers to the generation born between 1965 and 1980. Gen Xers are also known as critical thinkers because they achieved higher levels of education than previous generations.</i></p> <p><i>Generation Y, also known as Millennials, refers to those born between the early 1980s and late 1990s. They are curious and ready to accept changes.</i></p> <p><i>Generation Z includes people born between the late 1990s and early 2010s, a time of great technological developments and changes.</i></p>
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. 	<p>New words:</p> <p>1. characteristic (n)</p>

<ul style="list-style-type: none"> - 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 four words will appear in the reading text and asks students to open their textbook to discover further. 	2. critical (adj) 3. creative (adj) 4. platform (n)
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e. Assessment

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

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Read the article. Match the highlighted words with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning. - Teacher asks Ss to work in groups to discuss the clues and compare answers. - Teacher checks answers as a class. Have individual Ss write the words on the board. In weaker classes, check understanding of the words by asking Ss to make sentences with them. <p>Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, have them check its meaning in a dictionary and write a short definition on another piece of paper. Collect all definitions and place them face</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>b</i> 2. <i>d</i> 3. <i>e</i> 4. <i>a</i> 5. <i>c</i>

up on a table. Have Ss swap their words, come to the table and find the definition of their new word.																															
Task 3. Read the article again and choose the best title. (7 mins)																															
<ul style="list-style-type: none">- Teacher asks Ss to elicit strategies they can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.- Teacher asks Ss to read the whole text once and choose the best title for the text. In weaker classes, read through the three options first and check understanding.- Teacher asks Ss to work in pairs to compare their answers.- Teacher checks answers as a class. In stronger classes, ask Ss to explain why options A and B are not suitable titles, e.g. <i>A: This is not mentioned in the text. B: This is too broad and not closely related to the text.</i>	Answer key: <i>C. Characteristics of different generations</i>																														
Task 4. Read the article again. Tick (✓) the characteristics of each generation according to the article. (7 mins)																															
<ul style="list-style-type: none">- Teacher asks Ss to read the descriptions given and underline the key information in each of them.- Teacher checks the key words Ss have underlined, e.g. <i>1. enjoy, working, team; 2. use apps and digital devices, creative; 3. critical thinking; 4. have their own business 5. known for, their curiosity.</i>- Teacher reminds Ss that the statements may include paraphrased information so they should look for synonyms or antonyms in the text.- Teacher asks Ss to read through the text looking for the key information they underlined in the statements or words with the same or similar meaning.- Teacher checks answers as a class. <p>Extension: Put Ss into pairs. Have pairs write down two statements about each generation on pieces of paper. Make sure they are different from the statements in the activity. Ask some pairs to come to the board and read their statements. The first S to call out the correct generation wins a point. The winner is the S with the most points.</p>	Answer key: <table><tr><td></td><td></td><td>Generation X</td><td>Generation Y</td><td>Generation Z</td></tr><tr><td>1.</td><td>They enjoy working in a team with others.</td><td></td><td>✓</td><td></td></tr><tr><td>2.</td><td>They can use apps and digital devices in creative ways.</td><td></td><td></td><td>✓</td></tr><tr><td>3.</td><td>Critical thinking is one of their characteristics.</td><td>✓</td><td></td><td></td></tr><tr><td>4.</td><td>Most of them plan to have their own business.</td><td></td><td></td><td>✓</td></tr><tr><td>5.</td><td>They are known for their curiosity.</td><td></td><td>✓</td><td></td></tr></table>			Generation X	Generation Y	Generation Z	1.	They enjoy working in a team with others.		✓		2.	They can use apps and digital devices in creative ways.			✓	3.	Critical thinking is one of their characteristics.	✓			4.	Most of them plan to have their own business.			✓	5.	They are known for their curiosity.		✓	
		Generation X	Generation Y	Generation Z																											
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4.	Most of them plan to have their own business.			✓																											
5.	They are known for their curiosity.		✓																												

e. Assessment

- Teacher's observation on Ss' performance.

- Teacher's feedback and peers' feedback.

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

a. Objectives:

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

b. Content:

- Discussion: *Do you agree with the descriptions of each generation?*

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Discussion <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. Have them discuss if they agree with the descriptions of each generation. Encourage them to explain why they agree or disagree. - Teacher invites some groups to share their answers with the whole class. - Teacher asks other students to listen and give comments. - Teacher gives feedback and gives marks to Ss' performance. 	<i>Students' own ideas.</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 – Speaking.

Board Plan

<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 3: Reading – Different generations</p>

***Warm-up**

Mysterious picture

*** Vocabulary**

1. characteristic (n)
2. critical (adj)
3. creative (adj)
4. platform (n)

- Task 1: Discuss what you know about the generation in each picture.
- Task 2. Match the highlighted words with their meanings.
- Task 3. Choose the best title.
- Task 4. Tick (✓) the characteristics of each generation according to the article.
- Task 5: Discussion

***Homework**

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.	<div><div>GENERATION</div><div>X</div><div></div><div>1965 - 1980</div><div>Work life Balance Text Message Loyal Personal Computer</div></div> <div><div>GENERATION</div><div>Y</div><div></div><div>1981 - 1995</div><div>Freedom & Flexibility Online & Mobile Digital Entrepreneur Tablet & Smartphone</div></div> <div><div>GENERATION</div><div>Z</div><div></div><div>1996 - 2012</div><div>Security & Stability Facetime Multitaskers Nano Computing</div></div>

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
Brainstorming <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 members of their family. Ask them to share 	Tips to start a conversation or discussion: <ul style="list-style-type: none"> * <i>To start a conversation or discussion, you can:</i> <ul style="list-style-type: none"> + <i>present the topic.</i> Example: <i>Let's talk about ...</i> + <i>ask your partner for personal information related to the topic.</i> Example: <i>Ly, do you live with your extended family?/ Ly, what kind of family do you have?</i> + <i>ask for an opinion.</i> Example: <i>Ly, do you think there are any differences between the generations of your</i>

<p>with a partner. In stronger classes, T has Ss give reasons for their choices.</p> <ul style="list-style-type: none"> - Teacher asks Ss to brainstorm other ideas in pairs or as a class, and write them on the board, <i>e.g. My sister is very creative. My father likes to listen and accept differences.</i> <p>Tips to start a conversation or discussion:</p> <ul style="list-style-type: none"> - Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases. - Teacher asks Ss to give more examples. 	<p><i>family?/ Ly, what do you think about your generation?</i></p>
<p>Task 1. Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to study the given jumbled speakers' lines and the beginning and end of the conversation. - Teacher has Ss to work in pairs to rearrange the jumbled sentences and walks around to offer help if necessary. - Teacher checks answers as a class. - Teacher gives time for the pairs to practise the conversation and calls some pairs to practice in front of the class. 	<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. (p.23)

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
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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)	
<ul style="list-style-type: none"> - Teacher explains the task and reminds Ss of the ways to start a conversation. - Teacher asks Ss to work in pairs, brainstorm ideas and write down the questions for their conversation. - 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. 	<i>Students' answers</i>
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
Further practice <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

<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</p> <p>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>

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)	/ˌdɪsəˈɡri:mənt/	a situation where people have different opinions about something and often argue	sự bất đồng
2. upset (v)	/ˌʌpˈset/	to make somebody/yourself feel unhappy, anxious or annoyed	gây khó chịu
3. complain (about) (v)	/kəmˈpleɪn/	to say that you are annoyed, unhappy or not satisfied about somebody/something	phàn nàn (về)
4. allow (sb to do st) (v)	/əˈlaʊ/	to let somebody/something do something; to let something happen or be done	cho phép (ai làm gì)
5. appearance (n)	/əˈpiərəns/	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>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=floyseKG9Y8 </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. 	Vocabulary: <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>  <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. 	<p>Answer key:</p> <p><i>a - 4</i></p> <p><i>b - 3</i></p> <p><i>c - 2</i></p> <p><i>d - 1</i></p>
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</i> 	<p>Answer key:</p> <p><i>1. Mai's appearance</i></p> <p><i>2. At school.</i></p> <p><i>3. (His) homework.</i></p> <p><i>4. Kevin's eyesight/ his eyesight.</i></p> <p><i>5. 10 p.m.</i></p>

<p>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.</p> <ul style="list-style-type: none"> - Teacher asks Ss to focus on the type of information that they will need. Remind Ss of the word limit for each answer. - 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>	
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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:</p> <p><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**

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																																																																													
<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><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>(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>(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>(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>(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>(2 points)</td></tr><tr><td colspan="11">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
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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
Task 1. Work in pairs. Complete the notes using the sentences (A–D) in the box. (4 mins)	
- 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	Answer key: 1. B 2. C 3. A

<ul style="list-style-type: none"> - supporting examples or further explanations. - Teacher puts Ss into pairs. Have them work together to complete the notes. - Teacher checks answers as a class. 	4. D
Useful expressions (5 mins)	
<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. 	List of expressions: To express opinion: <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> To add ideas: <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>

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)	
- Teacher asks Ss to read the four descriptions and put	Answer key:

<p>them in the correct order.</p> <ul style="list-style-type: none"> - 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> 	<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 they are going to complete. Elicit that this essay defends the opposite view. Remind of the two reasons supporting this view in Activity 1. - 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>Suggested answer:</p> <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.</i></p> <p><i>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>

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
Cross-checking <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. 	Writing rubric <ol style="list-style-type: none"> 1. <i>Organization: .../10</i> 2. <i>Legibility: .../10</i> 3. <i>Ideas: .../10</i> 4. <i>Word choice: .../10</i> 5. <i>Grammar usage and mechanics: .../10</i> <p><i>TOTAL: .../50</i></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

<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 6: Writing – An opinion essay about limiting teenagers' screen time</p> <p>*Warm-up</p> <p>Board race</p> <ul style="list-style-type: none"> - Task 1: Work in pairs. Complete the notes using the sentences in the box. <p>* Useful expressions</p> <ul style="list-style-type: none"> - 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. <p>* Cross-checking</p>

***Homework**

UNIT 2: THE GENERATION GAP

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;
- Know about the generation gap in Asian American families;
- Review asking for and giving permission.

2. Core competence

- Be able to ask for and give permission;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be ready to offer help to others when necessary;
- Recognise the generation gap in Asian American families.

II. MATERIALS

- Grade 11 textbook, Unit 2, Communication and Culture/ CLIL
- 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.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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





b. Content:

- Game: Hidden picture

c. Expected outcomes:

- Students can get ready to learn about the generation gap in Asian American families

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Hidden picture</p> <ul style="list-style-type: none"> - Teacher shows the instructions for the game and asks Ss how to play. - Teacher confirms the rules (if necessary). - Ss work in 4 big groups and quickly raise their hands to answer. - Teacher calls the fastest group to answer and gives points for the correct answers. - The winner is the group with the most correct answers. - Teacher congratulates the winner and leads in the new lesson. 	<p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Viet Nam </div> <div style="text-align: center;">  Thailand </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  America </div> <div style="text-align: center;">  Mexico </div> </div>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers ask for and give permission.

- To review expressions to ask for and give permission.

b. Content:

- **Task 1:** Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.25)

- **Task 2:** Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Provide reasons for not giving permission. Use the expressions below to help you. (p.25)

c. Expected outcomes:

- Students can use appropriate language to ask for and give permission in certain situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</p>	
<p>- Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about?</i></p>	<p>Answer key</p> <ol style="list-style-type: none"> 1. D 2. C 3. A

<ul style="list-style-type: none"> - Teacher has Ss listen and complete the conversation with the expressions from the box. - Teacher checks answers by asking two Ss to read out the conversation. - Teacher has Ss underline expressions used to ask for permission (<i>Can I ...; Is it OK if I ...</i>) and giving permission (<i>Certainly./ I'm afraid not.</i>). - Teacher puts Ss in pairs and has them practise the conversation. 	<p>4. B</p>
Useful expressions (7 mins)	
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 3 groups: asking for permission, giving permission, and refusing permission. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <p>Asking for permission:</p> <ul style="list-style-type: none"> • <i>(Please) Can I ...?</i> • <i>Do you mind if I (go) ...?</i> • <i>Would you mind if I (went) ...?</i> • <i>Is it OK if I (go) ...?</i> <p>Giving permission:</p> <ul style="list-style-type: none"> • <i>Sure.</i> • <i>Of course you can.</i> • <i>No problem.</i> • <i>Please feel free to ...</i> <p>Refusing permission:</p> <ul style="list-style-type: none"> • <i>I'm afraid not.</i> • <i>No, please don't.</i> • <i>I'm afraid you can't.</i> • <i>I'm sorry, but that's not possible.</i>
<p>Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Provide reasons for not giving permission. Use the expressions below to help you. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read through the situations and check understanding. Ask them if they have been in similar situations and if they have been given permission. - Teacher has Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board. - Teacher goes through the Useful expressions in the box and reminds Ss to use them in their conversations. - In stronger classes, encourage them to be more creative and use a variety of sentence structures. - Teacher has Ss spend a few minutes planning their conversations, e.g. decide how they are going to start each one, whether they are going to give permission and what reasons they are going to give for not giving permission. Then have Ss 	<p><i>Students' answers</i></p>

practise their conversations.	
- Teacher invites several pairs of Ss to role-play their conversations in front of the class. Praise for good effort, clear pronunciation, and fluent delivery.	

e. Assessment

- Teacher observes Ss's work and gives feedback.
- Teacher gives a score to evaluate Ss' performance.

3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To help Ss practise the words in meaningful contexts.
- To help Ss relate what they have learnt about the generation gap to real-life situations.

b. Content:

- **Task 1:** Read the text and complete the comparison table below. (p.25)
- **Task 2:** Work in groups. Discuss the following questions. (p.26)

c. Expected outcomes:

- Students understand the details in the text, memorise them and are able to use them in a meaningful context.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Read the text and complete the comparison table below (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about Asian American families, e.g. <i>Who are Asian Americans? (People in the USA who trace their roots in countries in Asia.) What ethnic groups do they come from? Do you think Asian American families are different from American families? What is the difference?</i> - Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What causes the generation gap in these families? What are the parents in these families like? What are the teenagers in these families like?</i> - Teacher puts Ss into pairs. Ask them to read the text about the generation gap in Asian American families and complete the comparison notes. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Teacher checks answers as a class by calling on pairs to write the missing words on the board. - Teacher goes 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>Answer key:</p> <ol style="list-style-type: none"> 1. English 2. American traditions 3. native 4. cultural values

Task 2. Work in groups. Discuss the following questions. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss look back at the text and list the information about the <i>conflicts in Asian American families, the parents' points of view; the teenagers' points of view ...</i> - Teacher asks Ss to work in groups and discuss the questions. Walk around and help Ss if necessary. 	<i>Students' answers.</i>

e. Assessment

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

4. ACTIVITY 3: EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss apply the knowledge to talk about the differences among Asian American children and Asian American parents.

b. Content:

- Talk about the differences among Asian American children and Asian American parents.

c. Expected outcomes:

- Students can talk about the differences among Asian American children and Asian American parents.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Talk about the differences among Asian American children and Asian American parents. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks the students to work in groups and look at the summary about the differences among Asian American children and Asian American parents. - Students use the structures to give opinions and the ideas in the summary to talk about. - Teacher calls some students to present in front of the class. 	<i>Students' answers</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 Lesson 8 - Looking back and project.

Board Plan

Date of teaching

Unit 2: The generation gap

Lesson 7: Communication and Culture / CLIL

***Warm-up**

Hidden picture

*** Everyday English**

- **Task 1:** Listen and complete the conversation.
- **Task 2:** Make similar conversations.

*** Culture**

- **Task 1:** Read the text and complete the comparison table.
- **Task 2.** Discuss the following questions.

*** Extra activity**

***Homework**

UNIT 2: THE GENERATION GAP

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 2;
- 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;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, 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 excessively talkative 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 the generation gap.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can get ready to learn about differences among generations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number - Ss work in 2 teams - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner.	Suggested words: 1. <i>cultural values</i> 2. <i>traditional views</i> 3. <i>lifestyle</i> 4. <i>musical tastes</i> 5. <i>career choices</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review contracted or full forms.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review Modal verbs: must, have to, and should.

b. Content:

- **Task 1:** Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs. (p.26)
- **Task 2:** Solve the crossword. Use the words or phrases you have learnt in this unit. (p.27)
- **Task 3:** Choose the correct answers A, B, C or D to complete the following sentences. (p.27)

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: Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs. (4 mins)	
- Teacher asks Ss to listen and identify the forms: contracted or full forms in each sentence. - Teacher has Ss practise saying these exchanges in pairs paying attention to the contracted forms. - Teacher asks several pairs of Ss to role-play the exchanges in front of the class. Praise for good pronunciation and fluent delivery.	Answer key 1. <i>mustn't</i> 2. <i>don't</i> 3. <i>It's</i> 4. <i>I have</i>

Task 2: Solve the crossword. Use the words or phrases you have learnt in this unit. (4 mins)	
<ul style="list-style-type: none"> - Teacher has Ss look at the crossword, and the clues. - Teacher asks Ss to read each clue and focus Ss' attention on the gap in it. - Teacher tells Ss to study the context carefully and decide on the word or phrase to fill in the gap. In weaker classes, brainstorm vocabulary items encountered in the unit and write them on the board for Ss' reference. - Teacher asks Ss to fill in the words/ phrases in the crossword. - Teacher has Ss check their answers in pairs / groups. - Teacher checks answers as a class by asking individual Ss to read the sentences. 	Answer key DOWN 1. <i>nuclear</i> 2. <i>generation</i> ACROSS 3. <i>screen time</i> 4. <i>extended</i> 5. <i>conflict</i> 6. <i>digital native</i>
Task 3: Choose the correct answers A, B, C or D to complete the following sentences.. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read each sentence and choose the correct modal verb to complete it. - Teacher reminds Ss to study the context carefully and decide which option is the correct one. - Check answers as a class by playing the recording. - Teacher asks individual Ss to read the sentences. 	Answer key: 1. <i>A</i> 2. <i>B</i> 3. <i>C</i> 4. <i>D</i> 5. <i>A</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 research and collaboration skills, and to practise giving an oral presentation.

b. Content:

- Presentation of generational differences among us.

c. Expected outcomes:

- Students are able to give an oral presentation about generational differences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Instructions (already given in Lesson 1 – Getting Started)	
<ul style="list-style-type: none"> - T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups. - Ss work in groups and prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of survey results. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should 	<i>Students' preparation</i>

complete their self-assessment checklist 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.	
Students' presentations at class	
- All groups make presentations.	<i>Students' presentation</i>
- When one group makes a presentation, others listen and complete the evaluation sheet.	

e. Assessment

- T gives comments and feedback to all 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 whole unit.

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 3.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: The generation gap</p> <p>Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none"> - Pronunciation - Vocabulary - Language <p>* Project</p> <p>*Homework</p>
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