

Date of preparation:

Date of signing:

Period 4:

Unit 1: THE GENERATION GAP

Part 3: Reading

I. Objectives

By the end of the lesson, students will be able to gain:

1. Knowledge
 - information about the generation gap, sources of conflicts between parents and children
2. Skill
 - reading for specific information
3. Attitude
 - have responsible attitude towards family rules

II. Teaching method: Communicative

III. Teaching aids

- board, chalks, textbook and notebook.

IV. Procedure

1. Class organization:

Date	Period	Class	Attendance	Absentees/Notes
.... / ... / ...		11A.... /	

2. Previous lesson check:

- write 10 compound nouns

3. New lesson:

T's and Ss' Activities	Knowledge
<ul style="list-style-type: none">- Ask the question 'Where do you think family conflicts come from?'- T asks Ss work in groups, look at the picture and answer the question.- T asks Ss to call out the answers to question 1 freely.<ul style="list-style-type: none">• Ask Ss to tick the conflicts (a-g) and then compare their choices with their partner's.• Ask some Ss to share their opinions with the whole class. <p>* Checking Ask Ss to skim the text and compare their predictions in 1. Check Ss' answers, and ask them to give the clues from the reading text which helped them to work out the answers</p> <ul style="list-style-type: none">• Ask Ss to match the highlighted words in the text with the definitions given.• Tell Ss to go back to the reading text to locate the highlighted words and study the context surrounding the words to work out their meaning. Then match them with the definitions.• Have Ss work individually, then check their answers in pairs or groups.• Check the answers again as a class.	<p>Activity 1: Give predictions</p> <p>Activity 2: Read and check b, c, d, e, f</p> <p>Activity 3: Match the words with definitions Key 1. afford 2. impose 3. brand name 4. norms 5. conflicts</p> <p>Activity 4: Answer the questions</p>

- Put Ss in groups of three; ask them to read the questions first to make sure they understand what information they need in order to answer the questions. It may help if Ss can understand the key words in the questions.
- Ask Ss to read the text again, and locate the part of the text where they can get the answer to each of the questions before they discuss the answers.
- Check Ss' answer by inviting a representative from each group to give the answer to one of the questions. If the Ss' answer is incorrect, don't give the right one at once, but try to elicit it from other Ss.

- have Ss work in pairs and take turns to share their problems, and give opinions or advice
- ask some Ss to report the results of their discussion

1. Because they strongly believe they know what is best for their children.
2. They want to be more independent, create their own opinions, and make their own decisions.
3. They are worried because these clothes may break rules and norms of society, or distract them from schoolwork.
4. They want their children to spend their time in a more useful way.
5. No. Some of them try to impose their choices of university or career on their children.

Activity 5: Discuss with a partner

4. Consolidation:

- Summarize the main points: sources of conflicts.

5. Homework:

- practice the conversation, asking and answering questions.
- prepare for the next lesson

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Date of preparation:

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Period 4:

Unit 1: THE GENERATION GAP

Part 4: Speaking

I. Objectives

By the end of the lesson, students will be able to gain:

1. Knowledge
 - conflicts between teenagers and parents
2. Skill
 - speaking: talking about parent-child relationship problems and offering advice on how to solve them
3. Attitude
 - have responsible attitude towards family rules

II. Teaching method: Communicative

III. Teaching aids

- board, chalks, textbook and notebook.

IV. Procedure

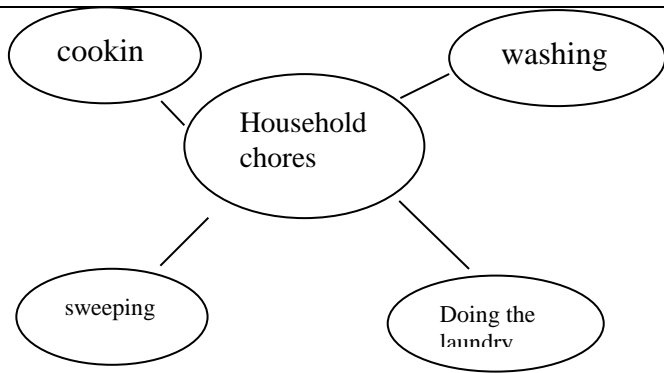
1. Class organization:

Date	Period	Class	Attendance	Absentees/Notes
.... / ... / ...		11A... /	

2. Previous lesson check: - activity 4, 5

3. New lesson:

T's and Ss' Activities	Knowledge
* Checking - T asks Ss to do the brainstorming	



Who do the work and the feelings

List three household chores you like and dislike

Discuss the reasons

Give comments and lead in the lesson

This activity focuses on conflicts between teenagers and their parents.

- Ask Ss to read about three situations facing teenagers, and then match them with the problems **a**, **b**, or **c** in the box.
- Walk around and help Ss, if necessary.
- Have Ss compare their answers. Check Ss' answers.
- Ask Ss to further discuss if they have ever experienced these situations, and how they felt. They may give advice or express their opinions.

.This activity focuses on the ideas and useful language that Ss can use in 3 when they talk about their problems with parents.

- Ask Ss to read the list of things teenagers and their parents complain about.
- Have them tick the complaints that they hear in their families.
- Encourage Ss to add some more complaints if they can.
- Help Ss with any new language they may need to express their ideas.

focuses on speaking about conflicts between teenagers and parents, and giving opinions and advice to solve the problems.

- Ask Ss to work in pairs and take turns to tell their partner what they or their siblings and their parents often complain about, and then practise giving advice on how to solve the problem.
 - Encourage Ss to use the structures listed in *Helpful expressions*.
 - Walk around and help Ss, if necessary.
- Ask some pairs to role-play their conversation,

1. Activity 1

1. B
2. C
3. A

2. Activity 2

Key Students' answers

3. Activity 3

- Ask Ss to consolidate the main contents.
- Give feedback.

4. Consolidation:

- Summarize the main points: parent-child relationship problems and advice on how to solve them.

5. Homework:

- practice the tasks.
- prepare for the next lesson

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Date of preparation:

Date of signing:

Period 5:

Unit 1: THE GENERATION GAP

Part 5: Listening

I. Objectives

By the end of the lesson, students will be able to gain:

1. Knowledge
 - information about the roles of family members
2. Skill
 - listening for details and for general ideas.
3. Attitude
 - have responsible attitude towards family rules

II. Teaching method: Communicative

III. Teaching aids

- CD & CD player, board, chalks, textbook and notebook.

IV. Procedure

1. Class organization:

Date	Period	Class	Attendance	Absentees/Notes
..... /		11A... /	

2. Previous lesson check:

- activity 3

3. New lesson:

[illegible]

<ul style="list-style-type: none"> • Tell Ss that they are going to listen to the conversation between Tom and Linda and decide whether the statements are true (T) or false (F). • Have Ss make guesses first. Encourage all possible answers and explanations. Write their guesses on the board so they can see if the guesses are correct later. • Play the recording for Ss to listen. • Check Ss' answers. • This activity focuses on listening for specific information and inference (Question 3). • Tell Ss that they are going to listen to the conversation again, and do a multiple choice exercise. 	<p>3. Activity 3</p> <ol style="list-style-type: none"> 1. F 2. F 3. T 4. T 5. T <p>Activity 4</p> <ol style="list-style-type: none"> 1. C 2. A 3. B 4. C 5. B
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4. Consolidation:

- Summarize the main points: roles of family members.

5. Homework:

- summarise the listening text.
- prepare for the next lesson

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Date of preparation:

Date of signing:

Period 6:

Unit 1: THE GENERATION GAP

Part 6: Writing

I. Objectives

By the end of the lesson, students will be able to gain:

1. Knowledge
 - words and structures related to family rules
2. Skill
 - writing about family rules
3. Attitude
 - have responsible attitude towards family rules

II. Teaching method: Communicative

III. Teaching aids

- board, chalks, textbook and notebook.

IV. Procedure

1. Class organization:

Date	Period	Class	Attendance	Absentees/Notes
..... / .. / ..		11A4 /	

2. Previous lesson check:

- summarise the listening dialogue between Tom and Linda

3. New lesson:

T's and Ss' Activities	Knowledge
<ul style="list-style-type: none"> • Ask Ss to read the family rules provided. • Have Ss complete the sentences and think about the rules in their families. They may 	<p>1. Activity 1</p> <p>Suggested answers</p> <ol style="list-style-type: none"> 1. My parents don't let me stay out late at the weekend.

add more rules if they can.

- Ask Ss to choose the three most important rules that their parents often apply in their family, and then give the reasons in the space provided.
- Tell Ss to read and analyse the example so that they know what they are expected to do.

Help Ss to express their ideas, if necessary

Ask Ss to read the text.

In pairs complete the chore chart.

Call some of them to tell class.

- Ss present in class.

Ask Ss to complete a letter about family rules.

- Explain that they can use the ideas provided previously to write the letter.
- Have Ss exchange their letters for peer checking. Walk around and help Ss, if necessary.
- Collect Ss' letters to give further feedback.

2. They make me **keep my room tidy**.
3. They tell me to **take my studies seriously**.
4. They warn me not to **smoke or take drugs**.
5. They want me to **have good table manners**.
6. I am not allowed to **stay overnight at my friends'house**.
7. They forbid me to **swear or spit on the floor**.

2. Activity 2

3. Activity 3

Suggested answer

Pham NgocThach, Dong Da, Ha Noi, Viet Nam

February, 10\ 2016

Dear Lauren,

I'm very happy to know that you'll be staying with my family for two months. We live in a four-bedroom flat on the 15th floor. You will have your own bedroom during your stay here.

You asked me about our family rules. There are three important ones that we must follow.

One important rule in my family is that every member of the family has to keep his or her room tidy. My brother and I have to make our beds every morning, and clean the floor and windows twice a week.

Another important rule is that my brother and I must be home before 10 p.m. My parents are very strict and believe that setting a curfew will help us to become responsible, and stay safe and healthy.

The third important rule is that we mustn't invite friends to stay overnight. This is not only our family rule, but also the rule for all people living in the building.

If you have any questions, please let me know. We will try our best to make you feel comfortable during your stay with us.

I hope you will enjoy your time in Viet Nam.

Looking forward to meeting you.

Best wishes,

Ha

4. Consolidation:

- Summarize the main points: write a letter to a teen to inform him/her about the rules in your family.

5. Homework:

- revise the writing.
- prepare for the next lesson