**UNIT 3: TEENAGERS**

**Lesson 1: GETTING STARTED**

***It’s great to see you again!***

**Period**: **16**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *teenagers: forum, stress, stressful, pressure, user-friendly, midterm.*

**\* Pronunciation:**

- Pronounce the new words correctly: *forum, stress, stressful, pressure, user-friendly, midterm.*

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

**\* Grammar:**

Simple sentences and compound sentences. Making requests

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of self recognition and self care

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about teen school club, teen’s use of social media, and teen stress.

- Asking and answering questions about life of teenagers

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

- read for general and specific information about teen school club, teen’s use of social media, and teen stress.

- talk about teen school club, teen’s use of social media, and teen stress.

**3. Qualities:**

- Develop awareness of teens’selves

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new unit.  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Sts on the class activities.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **Game: I.N.I.T.I.A.L GAME**  - T divides the class into 2 teams.  - T shows 9 different pictures  - Students are shown different pictures and they need to take the first letter from each picture to form the mystery word.  - Which team finds the mystery word first will become the winner.  + Students **(Ss)** listen and learn how to do the tasks.  - T leads to the new unit. Write the unit title *Teenagers* on the board. Ask Ss to guess what they are going to learn about in this unit.  **- STUDENTS** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Sts work in group to discuss  - Sts join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting ; T\_Ss.**    **Mystery word: TEENAGERS** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  To set the context for the introductory dialogue; To introduce the topic of the unit.  **2. Content:**  Learn some new words. Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  Listen and read the conversation.Answer the question.  **3. Products:**  Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  Understanding more the content of the conversation.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  **Step 2: Task performance**  **Task 1. Listen and read: It’s great to see you again!**  - Teacher explains the meaning of the new vocabulary by pictures.  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  - Teacher reveals that these six words will appear in the reading text and asks students to open their textbooks to discover further.  ***Set the context****:* Have Ss look at the conversation and the picture and answer some questions*: Who are the people?*  *- What might they be talking about?*  - Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked. Confirm the correct answers: They are teacher and students. *They are in a class meeting. They are discussing their class forum, club activities to participate in, and their problems.*  - To help Ss understand the main idea of the conversation, askSs to answer the question: *What are the teacher and students discussing?*  Students Take note  **Task 2. Read the conversation again and tick T (True) or F (False) for each sentence.**  - Ask Ss to work in pairs to read the conversation again.  - Ask them to underline the key words and phrases in the statements. Then have pairs work together for one  or two minutes to do the task.  - Have Ss read out the statements and say if the statements are true or false.  - Make sure they pronounce the words correctly.  - Teacher checks the answers as a class and gives feedback.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the conversation  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Listen and read: It’s great to see you again !**  \* Vocabulary  **1**. forum (n) diễn đàn  **2**. stress (n) sự căng thẳng  **3**. stressful (adj) căng thẳng, tạo áp lực  **4**. pressure (n) áp lực  **5**. user-friendly (adj)  thân thiện với người dùng, dễ dùng  **6.** midterm (adj) giữa kỳ  ***Questions:***  *- Who are the people?*  *- What might they be talking about?*  ***\* Suggested answers:***  - They are teacher and students.  - They are in a class meeting.  - They are discussing their class forum, club activities to participate in, and their problems.  **Task 2. Read the conversation again and tick T (True) or F (False) for each sentence.**  **\* Key:**  **1. F**  **2**. **T**  **3**. **T**  **4**. **F**  **5**. **T** |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  - To help Ss learn words and phrases related to the topic *Teenagers.*  - To help Ss use the vocabulary in 3 in the right context.  **2. Content**:  - Read the conversation and tick T/ F; Write words under the pictures. Complete the sentences…  **3. Products**:  - Ss understand the content of the conversation and know the vocabulary related to the topic.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts learn Task 3 – Getting Started - Unit 2  **Step 2: Task performing**  **Task 3. Write a word or phrase from the box under the correct picture.**  - Ask Ss to work in pairs to match the pictures with the words or phrases.  - Ask Ss to say the words / phrases aloud. Make sure they pronounce the words and phrases correctly.  - Teacher checks the answers as a class and gives feedback.  **Task 4. Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.**  - Ask Ss to work independently to complete each sentence with a word or phrase in **3**.  - Allow Ss to refer to the pictures, the words and phrases in 3, and the conversation if needed.  - Check the answers as a class.  - Ask several Ss to read aloud the full sentences. Correct Ss’ pronunciation if needed.  **Task 5. Ask and answer the questions below. Report your friend’s answers to the class.**  - Ask Ss to work in pairs to ask and answer questions.  - Encourage Ss to provide their partners with as much information as possible, using vocabulary they have learnt when they answer the questions.  - Ask some Ss to report information about their partners.  - T and other Ss listen and comment.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers. | **Task 3. Complete the sentences with the words and phrases from the box**  \* Key:  **1**. language club  **2**. pressure  **3**. arts and crafts club  **4**. forum  **5**. sports club  **6**. chess club    **Task 4. Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.**  **\* Key:**  **1**. arts and crafts club  **2.** forum  **3**. language club  **4.** pressure  **5**. sports club  **Task 5. Ask and answer the questions below. Report your friend’s answers to the class.**  ***Questions:***  **1**. What types of social media do you have?  **2**. What kind of pressure do you have?  **3.** What clubs do you participate in?  **4.** Why do you choose to participate in that club? |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To consolidate what Ss have learnt in the lesson.  To review the lesson and prepare for the next lesson.  To give Home assigment  **2. Content**:  Home assigment  **3. Products**:  Know more some words about hobbies  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say some words / phrases and grammar points they remember from the lesson. Tell Ss that they will learn these language points in the following lessons.  **-** Home assigment  **Step 2: Task performance**  -T asks Ss to talk about what they have learnt in the lesson.   * T let Sts take note the home assigments.   **Step 3: Report and discussion**  - T says something about the class time.  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 3: TEENAGERS**

**Lesson 2: A CLOSER LOOK 1**

**Period**: **17**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *teenagers: upload (tải lên) a picture; browse (lướt, tìm) a ưebsite; check notifications (thông báo); log on (to) an account (Đăng nhập tài khoản); connect (liên lạc) with friends...*

**\* Pronunciation:**

- Pronounce the new words correctly: *upload (tải lên) a picture; browse (lướt, tìm) a ưebsite; check notifications (thông báo); log on (to) an account (Đăng nhập tài khoản); connect (liên lạc) with friends...*

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

**\* Grammar:**

Simple sentences and compound sentences. Making requests

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of self recognition and self care

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about teen school club, teen’s use of social media, and teen stress.

- Asking and answering questions about life of teenagers

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

- read for general and specific information about teen school club, teen’s use of social media, and teen stress.

- talk about teen school club, teen’s use of social media, and teen stress.

**3. Qualities:**

- Develop awareness of teens’selves

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP : (5’- GW/PW/IW)**  **1. Aim:**  - Revise the old lesson.  **-** Do some activities to creat a friendly and relaxed atmostphere to warm up to the new lesson…  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  - **Guessing game**  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **+ Game: Word puzzles**  - Give Ss a few minutes to play a game. Have Ss play in two groups.  - Ask ss to find 6 meaningful words in the puzzles, in cluding: upload, check, browse, log on, connect…  - The group with the more correct answers wins.  - T leads in the new lesson.  + Lead into this lesson.  OR:   * Give the groups a list of verbs including *upload, check, log on, connect* and ask them to write words/ phrases that go with these verbs.   + Ask Ss to open their books to page 30.  **Step 3: Report and discussion**  - Sts join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting ; - T\_Ss.**  **+ Game: Word puzzles**  **Answer key:**  CHECK; POST; WEBSITE; CLIP; PICTURE; CONNECT… |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To introduce some verbs and verb phrases that are often used when talking about social media.  -To allow Ss to use the learned verbs in context.  **2. Content:**  - To introduce some verbs and verb phrases that are often used when teens talk about using social media  Complete the sentences.  - To allow Ss to use the learnt words in contexts.  **3. Products:**  - Knowing more new words. Students know how to use new words/ phrases.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the reading and vocabulary learning  - T ask the whole class to do the Tasks in A Closer Look 1  **Step 2: Task performance**  **Task 1. Circle the correct options to complete the phrases.**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking Vocabulary  \*\* Have Ss read aloud the verbs and the word / phrases given.  - Ask Ss to work in pairs to circle the correct options to complete the phrases.  - Explain the meaning of the new verb phrases by using pictures or synonyms or even their mother tongue. For example: *To load st = To send st to another computer; to browse (through) st = to look at things/ check over st or use picture to show meaning of notifications and log on to an account*  - Invite Ss to take turns to read out their answers. Correct their pronunciation if needed.  - Check the answers as a class.  - T can also ask Ss to add more words / phrases to the verbs to make other phrases. This way, T can broaden  Ss’ vocabulary if they are ready.  **Task 2.**  **Use the correct form of the verbs in 1 to complete the sentence**  - Ask Ss to work individually to complete each of the sentences with a suitable verb from **1.**  - Check the answers as a class.  - Have some Ss read aloud the complete sentences.  - Correct Ss’ pronunciation if necessary.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Circle the correct options to complete the phrases.**  ***\* New words:***  **1.** **upload** (v) = to copy or move programs or information to a larger computer system or to the internet (Tải lên)  **2. browse** (v) = to look at things / check over sth . Đọc lướt, tìm thông tin  **3. notifications** (n) : Thông báo  **4.** **log on** (to) (v): Đăng nhập  **5.** **check** (v) : Kiểm tra  **6.** **account** (n): Tài khoản  **6.** **picturesque** (adj): đẹp, đẹp như tranh .  **Task 2.**  **Use the correct form of the verbs in 1 to complete the sentence**  **\* Key:**  **1.** browsed  **2.** uploaded  **3.** connects  **4.** checked  **5.** logs on |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  - To help Ss revise learned vocabulary and learn new vocabulary.  - To help Ss identify how to pronounce the sounds /ʊə/ and /ɔɪ/;  - To help Ss practise pronouncing the sounds /ʊə/ and /ɔɪ/ in context  **2. Content**:  - Choose the correct answer A, B, C or D...  - Listen and reapeat the words. Practice the sentences. Circle the words  **3. Products**:  - Know more new verbs and verb phrases that are often used when teens talk about using social media.  - Students repeats the words correctly. Learn how to pronounce the words correctly.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts learn Task3- 4-5 – A Closer look 1  **Step 2: Task performing**  **Task 3. Choose the correct answer A, B, or C.**  - T asks Ss to work individually to choose the correct answer for each sentence.  - Ask Ss to swap their answers with their partners.  - T check the answers as a class.  - T can also ask some Ss to read out their answers. Then have Ss read the sentences aloud as a class. Correct  Ss’ pronunciation if necessary.  ***- Teacher checks the answers as a class and gives feedback.***  **Task 4. Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ/. Then put the words into the correct columns.**  - Have Ss listen to the recording once first. Then ask Ss to read out the words.  - Play the recording for them to listen again and repeat each word as a class, then as individuals.  - Play the recording as many times as possible.  - Have Ss complete the task. Check answers as a class.  *\* Teacher gives corrections and feedbacks to students’ pronunciation* .  **Task 5. Listen and practise the sentences. Underline the words with /ʊə/ and circle the words with /ɔɪ/.**  - Have some Ss read the sentences first.  - Play the recording for Ss to listen to, then repeat each sentence after the recording.  - Play the recording as many times as necessary.  - Ask them to underline the words with the sound **/ʊə/** and circle the words with the sound **/ɔɪ/.**  - Check the answers as a class.  - Call some Ss to read the sentences individually.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitucde of Sts in class. | **Task 3. Choose the correct answer A, B, or C.**  \* Key:  **1. B**  **2. C**  **3. A**  **4. A**  **5. B**   **Task 4. Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ/. Then put the words into the correct columns.**  ***Answer key:***  **/ʊə/:** tourist, ensure, sure, tournament  **/ɔɪ/:** boy, toy, avoid, choice  **Task 5. Listen and practise the sentences. Underline the words with /ʊə/ and circle the words with /ɔɪ/.**  **\* Suggested outcome:**  ***Answer key:***  1. She is a noisy and curious girl.  2. They joined a full-day city tour.  3. I found it enjoyable to watch the tournament.  4. She’ll record our voices during the interview.  5. He is not acting very mature and is starting to annoy me. |
| **ACTIVITY 4: APPLICATION (5' - WC)**  **1. Aim**:  To consolidate what students have learnt in the lesson.  To reactivate the knowledge that students have gained  **2. Content**:  Make sentences using the new words and structures  Home assigment  **3. Products**:  Know more some words about community service  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson and make sentences with them  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson   * T let Sts take note the home assignment   **Step 3: Report and discussion**  - T asks, Sts answer about volunteer work  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Remember some new words.  - Do more exercises in workbook.  - Prepare new lesson. A CLOSER LOOK 2 |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 3: TEENAGERS**

**Lesson 3: A CLOSER LOOK 2**

**Period**: **18**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *teenagers*

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

Simple sentences and compound sentences. Making requests

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of self recognition and self care

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about teen school club, teen’s use of social media, and teen stress.

- Asking and answering questions about life of teenagers

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

- read for general and specific information about teen school club, teen’s use of social media, and teen stress.

- talk about teen school club, teen’s use of social media, and teen stress.

**3. Qualities:**

- Develop awareness of teens’selves

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP: (5’- GW/PW/IW)**  **1. Aim:**  **-** To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **2. Content:**  - Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **game**  **Step 2: Task performance**  **Game: BOARD RACE**  - Give Ss a few minutes to revise the simple sentences.  - Ss work in two teams. - Ss receive slips of paper with simple sentences or compound sentences.  + Instruc them to play.  - Pick out all the simple sentences and run as fast as possible to stick them on the board,   - Then underline the subjects and circle the verbs of those simple sentences.   + Ask each team to read out loud the sentences they have selected. Correct their pronunciation if necessary.  + The team with the most correct sentences wins.  - Ask Ss to look at A CLOSER LOOK 2 on page 31.  + Introduce the objectives of the lesson. Focus on the objectives of the lesson.  - Teacher sets the context for the lesson.  **- STUDENTS** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | **+ Greeting ; T\_Ss.**  *1. She is a noisy and curious girl.*  *2. They joined a full-day city tour.*  *3. I found it enjoyable to watch the tournament.*  *4. She’ll record our voices during the interview.*  *5. Minh has some problems with his schoolwork.*  *6. Mark is hard-working; therefore, he usually gets high scores on exams.*  *7. Mai bought many books, for she likes reading.*  *8. He is a club member, but he never participates in any of the activities.* |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  To review Ss’ knowledge of the simple sentences.  **2. Content:**  To teach grammar. Ss can aware of the simple sentences and compound sentences.  **3. Products:**  Students know how to use the target grammar.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 2  **Step 2: Task performance**  **Task 1. Tick (✓) the simple sentences**  **Grammar: Simple sentences and compound sentences.**  - T gives 2 sentences and asks ss to find their subject and verb.  - Ask them to check how many subjects and verbs are in each of the sentences.  - Tell them to read the **Remember!** box in pairs before giving further explanation.  - Then T explains to ss what a simple sentence or a compound sentence is.  - Then ask Ss to underline the two independent clauses in Eg 2, circle the words in between the two independent clauses. Tell them that there are words other than *and* and *but* we use to connect two independent clauses in compound sentences.  - Ask Ss to read aloud as a class the words *for, and, but, or, so, however, therefore, otherwise.*  - Explain the meanings of these words if necessary. Tell Ss that they can also call these words **connectors.**  - Remind Ss to use a semicolon (;) before *however, therefore*, and *otherwise*, and the other connectors are followed by a comma (,)  ***+ Invite some Ss to share their answers. Confirm the correct answers.***  - Ask Ss to work individually to tick the simple sentences.  - Ask Ss to take turns to give their answers.  - Check the answers as a class.  - Then T asks some Ss to underline the subjects and circle the verbs of simple sentences.  - Ask several Ss to read aloud the full sentences.  - Correct their pronunciation if necessary.  **Task 2. Write S for simple sentences and C for compound sentences**  - Have Ss work in pairs to write **S** for simple sentences and **C** for compound sentences.  - Ask some Ss to read out the sentences and say **S**  or **C.**  - Correct their pronunciation mistakes if necessary.  - Check the answers as a class.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Tick (✓) the simple sentences**  ***Answer :***  **Eg1***: Minh has some problems with*  *S V*  *his Schoolwork.*  **Eg2***: Mark is hard-working;*  *S1 V1*  *therefore, he usually gets high*  **connectors** S2 V2  *scores on exams.*  **\* A simple sentence is made up** of one independent clause.  + *Minh has some problems with his schoolwork.*  \* **A compound sentence** is made up of two or more independent clauses  *- Mai bought many books, for she likes reading.*  *- He is a club member, but he never participates in any of the activities*  **\* Connectors**  - coordinating conjunctions: *for, and, but, or, so*  - conjunctive adverbs: *however, therefore, otherwise.*  **\* Answer key:**  **1, 2, 4**  **Task 2. Choose the correct answer A, B, or**  \* **Key:**  **1. S 2. S 3. C**  **4. S 5. C** | |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  To help Ss distinguish between words that connect independent clauses.  To enable Ss to make compound sentences correctly  **2. Content**:  Know the differences between words that connect independent clauses.  Playing GAME  **3. Products**:  Students understand how to use *simple sentences and compound sentneces.*  Ss play GAME. Which group has the most sentences?  - Students are able to make compound sentences correctly  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Choose the correct answer A, B, or C.**  - Have Ss work individually to choose the correct answer A, B, or C.  - Remind them of the meanings of the connectors and the punctuation (the comma and semicolon) for the connectors.  - Ask some Ss to read out the complete sentences.  - Check the answers as a class.  **Task 4. Combine the two sentences to make compound sentences, using the words from the box.**  - Have Ss work in groups of four for five minutes to write on their posters complete compound sentences using the words in the box.  - Remind them to use commas and semicolons when necessary. Then ask them to swap answers with other groups.  - Check the answers as a class.  - Have the class read out the sentences. Correct their spelling and grammar mistakes when necessary.    **GAME: Which group has the most sentences?**  **Work in groups. Each group makes as many compound sentences as possible. The group with the most correct sentence is the winner.**  + Divide the class into groups.  \_ T instructs SS how to play the game: Ask Ss to work  In groups.  - Give each group the strips of paper with words on it (the words given to Ss can be *for, and, but, or, so, however, therefore, otherwise).* T may instruct Ss to write their compound sentences on A1-size paper.  - Invite groups to read out their compound sentences or to stick the A1-size paper with compound sentences they have written on the board.  - Correct any grammar and pronunciation mistakes if necessary.  - The group with the most correct sentences is the winner.  **\* T corrects any grammar and pronunciation mistakes if necessary.**  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | **Task 3. Choose the correct answer A, B, or C.**  \* **Key:**  **1. C**  **2. B**  **3. A**  **4. A**  **5. C**  **Task 4. Combine the two sentences to make compound sentences, using the words from the box.**  **\* Answer key:**  **1.** Phong has to study harder**;** ***otherwise,*** he may fail the exam.  **2.** She is very sensitive**,** ***so*** don’t comment on her new hairstyle. / She is very sensitive**;** ***therefore,*** don’t comment on her new hairstyle.  **3.** Mi wants to have more friends**,** ***but*** she doesn’t connect well with others.  **4.** Students can work in groups***, or*** they can work in pairs.  **5.** My friend likes showing off her new things***; therefore,*** she often posts pictures on social media. / My friend likes showing off her new things***, so*** she often posts pictures on social media.  **GAME: Which group has the most sentences?** | |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  - To help Ss revise all they have learnt.  - To give Home assigment  **2. Content**:  - Make sentences using the the past simple.  - Home assigment  **3. Products**:  - Review the old lesson  - Take note Home assigment  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - T asks some Ss to give a sentence about themselves, using the past simple.  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about leisure activities  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Remember the use the prepositions of time and place.  - Do more exercises in workbook.  - Prepare new lesson: COMMUNICATION. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |

**UNIT 3: TEENAGERS**

**Lesson 4: COMMUNICATION**

**Period**: **19**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *teenagers: check notification, use Facebook messenger, user-friendly, connect.*

**\* Pronunciation:**

- Pronounce the new words correctly: *check notification, use Facebook messenger, user-friendly, connect.*

**\* Grammar:**

Simple sentences and compound sentences. Making requests

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of self recognition and self care

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about teen school club, teen’s use of social media, and teen stress.

- Asking and answering questions about life of teenagers

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

- read for general and specific information about teen school club, teen’s use of social media, and teen stress.

- talk about teen school club, teen’s use of social media, and teen stress.

**3. Qualities:**

- Develop awareness of teens’selves

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP : (5’- GW/PW/IW)**  **1. Aim:**  - To revise the old lesson.  - To lead in the targeted vocabulary and pronunciation.  **2. Content:**  - Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Developing the language skills by asking and answering questions about themselves.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **Chatting:**  - T asks ss some questions:  *+ What do you say when you want sb to pass you a pen?*  *+ What do you say when you want sb to tell you more about the music club?*  *+ What will we do if we want to politely ask somebody to do sth?*  *-* T leads in the new lesson*: If we want to politely ask somebody to do sth, we make requests. There are two ways of making requests that we will learn in Lesson 4. Communication.*  - Ask Ss to look at COMMUNICATION on page 32.  + Students **(Ss)** listen and learn how to do the tasks.  **- STUDENTS** Open the book and write the tittle of the lesson.  - Introduce the objectives of the lesson: learning how to make requests.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To introduce two ways to make requests  - To help Ss practise making requests.  **2. Content:**  - Listen and read the conversation. Learn how to make requests  **3. Products:**  - Students know how to how to make requests  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context to reading and listening  - T ask the whole class to do the Tasks in Communication  **Step 2: Task performance**  **Task 1. Listen and read the conversatio . Pay attention to the highlighted sentences**  **1**- Play the recording for Ss to listen and read the conversation.  - Ask Ss to pay attention to the highlighted sentences. Emphasise the ways to make requests :  ***+ Can you tell me more about the music club, please?***  ***+ Could you show me the way to the college, please?***  - Tell Ss that ***Can you*** and ***Could you*** are similar in meaning, and only different in the degree of formality. ***Could you*** is more formal than ***Can you.***  - Have Ss practise the conversations in pairs.  ***\* Teacher checks students’ understanding by asking some checking questions.***  **Task 2. Work in pairs. Make similar conservations, using the cues below.**  - Ask Ss to work in pairs to make similar dialogues.  - Tell them to use the contexts given and the sample requests.  - Give feedback on their dialogues.  **Step 3: Report and discussion**  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Listen and read the conversation . Pay attention to the highlighted sentences**  **1.*****Can you*** *tell me more about the music club, please?*  **B**. Yes, certainly.It meets on Mondays and Thursdays.  **2.*****Could you*** *show me the way to the college, please?*  **B.** Certainly. Go past this block, then turn left. It’s on your right-hand side there.  **Task 2. Work in pairs. Make similar conservations, using the cues below.**  **- Work in pairs**  + Ask to borrow a book from your classmate.  ***A. Can you*** *lend me your book that you finished reading, please?*  **B**. Yes, certainly.  + Request some advice on how to do your science project.  ***A. Could you*** *tell me how to start a science project?*  **B.** Certainly. |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  - To provide Ss with language input about the different social media that are popular among teens, how often and what they use these media for;  - To help Ss practise reading for specific information.  - To help Ss practise asking and answering questions about which social media teens often use, how often and why they use these media.  - To help Ss practice reporting.  **2. Content**:  - Read some posts on a forum about different social media and match the names of the posters with their activities.  - Ask and answer questions about what social media the teens in 3 use, why, and how often they use them.  - Ask and answer about which social media teens often use, how often and why they use these media.  **3. Products**:  **-** Ss are able to identifythe different social media that are popular among teens, how often and what they use these media for.  - Ss practise reading for specific information…  - Ask and answer about a social media teens often use, how often and why they use these media.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Read some posts on a forum about different social media and match the names of the posters with their activities .**  - Ask some Ss to read the posts aloud.  - Have Ss work in pairs to read the posts to match the name of the four teenagers and their activities (1 - 5).  - Ask some pairs to read out their answers. Correct if necessary.  - Check the answers as a class.  - If time allows, ask some Ss to retell information from the posts or to role-play a conversation.  **Task 4. Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them.**  - Have Ss work in pairs to ask and answer questions about which social media each of the four teenagers  uses, what for and how often they use the media.  - Ask them to follow the example in the Student’s Book.  - Invite some pairs to role-play, asking and answering questions in front of the class. Correct any grammar orpronunciation mistakes if necessary.  **Task 5. Work in groups. Discuss the following questions and then report your group’s result to the class. Report** - Have Ss work in groups to discuss the answers to the three questions about social media.  - Tell them that they can give more than one reason to explain their choice.  - Ask them to use the information from the posts in **3** as cues.  - Invite group representatives to report their group’s answers.  ***\* Teacher corrects students as going around while they’re practising.***  - T listens to ss’ reports and gives feedback on their pronunciation and content.  **Step 3: Report and discussion**  - Ss work independently and in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | **Task 3. Read some posts on a forum about different social media and match the names of the posters with their activities .**  ***Suggested answers:***  **Ann**: 2  **Tom**: 4,5  **Trang**: 1  **Nam**: 3  **Task 4. Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them.**  **- T\_ Ss.**  **\* Example:**  -Duong Lam and Hollum are both ancient villages, …  **Model dialogue:**  **Tom**: What social media does Ann use?  **Nam:** She uses YouTube.  **Tom**: What does she use it for?  **Nam:** She uploads her videos and watches other people’s videos.  **Tom:** How often does she use it?  **Nam**: Every day.  **Task 5. Work in groups. Discuss the following questions and then report your group’s result to the class. Report your group’s results to class**  **\* Questions:**  **1***. What social media do you use?*  **2.** *How often do you use it?*  **3***. What do you use social media for?* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To consolidate what Ss have learnt in the lesson.  To give Home assigment  **2. Content**:  Revision of the lesson  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T summarizes the lesson and let Sts tell what the have learnt  T asks Ss to talk about what they have learnt and ticked the objectives they can do in the lesson.  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T has Ss tell what they have learnt  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about community service  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | \  **\* Home assigment:**  - Do more exercises in workbook.  - Prepare new lesson. **SKILLS\_1** |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 3: TEENAGERS**

**Lesson 5: SKILLS 1**

**Period**: **20**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *teenagers: concentrate, focused, craft, beforehand, practical, chess club.*

**\* Pronunciation:**

- Pronounce the new words correctly: *concentrate, focused, craft, beforehand, practical, chess club.*

**\* Grammar:**

Simple sentences and compound sentences. Making requests

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of self recognition and self care

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about teen school club, teen’s use of social media, and teen stress.

- Asking and answering questions about life of teenagers

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

- read for general and specific information about teen school club, teen’s use of social media, and teen stress.

- talk about teen school club, teen’s use of social media, and teen stress.

**3. Qualities:**

- Develop awareness of teens’selves

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP: (5’- GW/PW/IW)**  **1. Aim:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **2. Content:**  - Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **Brainstorming**  - Ask Ss to list school clubs teens often take part in.  - Have the class work in pairs to describe the pictures and say what club the teenagers in the pictures are taking part in.  - Ask Ss to discuss the reasons they want to join a school club like these.  - Ask Ss to look at SKILLS 1 on page 33.  **OR:** Let Ss play a game in groups of four or five. Each group chooses a type of social media and thinks about what teens are using the social media for. The groups have one minute to discuss.  - T throws a ball and the group that receives the ball starts first. Members of the group that has the turn take turns to say one reason why teens use the social media. The reason must be different from all reasons mentioned before. If a member cannot give a reason, the group loses their turn to the other.  - Stop the game when time is up.  The group that has the most correct or appropriate reasons wins. T declares the winner(s).  - T can lead into the Reading by saying: *Apart from social media, teens also join different clubs. Today we will look at various school clubs teens may join and the reasons why they join clubs.*  **- students** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting ; T\_Ss.**  **Brainstorming**  ***Suggested answers:***  *- Badminton/ basketball club, English club, chess club, arts club, football club, …*  *- 2 clubs in the pictures: Chess club, arts and craft club* |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To remind Ss some activities and school clubs teens often take part in.  - To help Ss practice describing pictures.  To improve Ss’ knowledge of vocabulary related to community activities  **2. Content:**  - Learn some new words. Developing reading skill.  - Read the conversation and tick T (True) or F (False) for each sentence.  **3. Products:**  - Knowing more new words. Students know how to use the target vocabulary.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the speaking and reading.  - T ask the whole class to do the Tasks in Skills 1  **Step 2: Task performance**  **Pre- reading**  **Task 1. Work in pairs. Look at the picture and say what club it is.**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking technique.  + Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further:  \* Have the class work in pairs to describe the pictures and say what club the teenagers in the pictures are taking part in.  - Ask Ss to discuss which of their school clubs they want to join.  **Task 2. Read the conversation and tick T (True) or F (False) for each sentence.**  - Ask Ss to work individually to read the conversation and decide if the statements below the conversation are true or false.  - Ask Ssto read and tick T (True) or F (False).  - Ask Ss to underline the evidence to support each statement.  - Have Ss work in pairs to swap answers or to check answers together.  - Ask some Ss to read out loud the statements and say true or false. Ask them to show the parts in the reading where they found the answers.  - Check the answers as a class.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Work in pairs. Look at the picture and say what club it is.**  \* Vocabulary  **1**. concentrate (v) tập trung (vào)  **2.** focused (adj) chuyên tâm, tập trung  **3.** craft (n) (nghề, đồ, kỹ nghệ) thủ công  **4.** beforehand (adv) trước  **5.** practical (adj) thực tế, thực tiễn  **Key:**  **a.** chess club, arts and crafts club  **Task 2. Read the conversation and tick T (True) or F (False) for each sentence.**  ***Answer key:***  **1**. **T**  **2. T**  **3**. **F**: when he was five => 5 years ago  **4**. **T** |
| **ACTIVITY 3: PRACTICE (20'- PW/IW/GW )**  **1. Aim**:  - To improve Ss’ skill of reading for specific information.  - To help ss develop the skill of reading for specific information (scanning).  - To help Ss prepare ideas for the next activity.  - To help Ss practise asking and answering questions for information about school clubs;  - To give Ss an opportunity to practise telling what benefits they can gain from joining different school club  - To improve Ss’ confiden  **2. Content**:  - Ss make conversations. Ask and Answer questions about club at your school  **3. Products**:  - To Improve the skill of readingfor specific information.  Students can make conversations. Ask and Answer questions about club at school.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Read the conversation again and choose the correct answer A, B, or**  - Have Ss work individually for seven minutes and circle the correct answers.  - Remind them to underline the keywords in the questions and the evidence for the answers.  - Ask Ss to take turns giving the answers. Ask them to show the parts in the reading where they found the answers.  - Check the answers as a class.  **Task 4. Work in pairs. Make conversations using the given information**  - Have Ss work in pairs to ask and answer questions about the guitar club and painting club.  - Assist Ss to make questions when necessary.  - Ask them to practise giving some benefits / reasons. Encourage them to think of other possible benefits / reasons.  - Ask some pairs to role-play.  + Ask the class to give feedback on their questions ans answers, and pronunciation.  **Task 5. Work in groups. Ask and answer questions about a club at your school. Report the answers to your class.**  - Have Ss work in groups to ask and answer questions about a school club they would like to participate in.  - Ask them to give as many benefits and/ or reasons why they want to take part in the club. Tell them to explain the reasons based on their likes, dislikes, abilities, or personalities.  - Invite one representative of each group to report their group’s answers to the class.  **\* T gives feedback on their reports in terms of language, reasoning skills, and pronunciation***.*  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 3. Read the conversation again and choose the correct answer A, B, or**  \* Key:  **1. B**  **2. C**  **3. B**  **4. B**  **5. C**  **Task 4. Work in pairs. Make conversations using the given information**  **\* *Suggested questions:***  *- What time does the club meet?*  *- Where does it meet?*  *- How can I contact the club? / What is the contact number of the club?*  *- Who will coach the club?*  - *What benefits do you get when join the club? Why do you want to join this club?*  **Task 5. Work in groups. Ask and answer questions about a club at your school. Report the answers to your class.**  **\* Suggested outcome:**  The music club at my school meets on Tuesdays from 5.00 p.m to 6.30 p.m. It meets in the music room, on the third floor… |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  - Check Ss’ understanding about the reading passage.  - To help some Ss enhance presentation skill.  - To consolidate what Ss have learnt in the lesson.  - To give Home assigment  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigment  **Step 2: Task performance**  \*T allows Ss to give comments for their friends and vote for the most interesting and informative presentation.  \*\* Ss do as required.  \*\*\* T calls Ss to share answer.  \*\*\*\*T gives feedback and comments.  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about community service and tips for treating health problems.  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2.** |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 3: TEENAGERS**

**Lesson 6: SKILLS 2**

**Period**: **21**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *teenagers: upload (tải lên) a picture; browse (lướt, tìm) a ưebsite; check notifications (thông báo); log on (to) an account (Đăng nhập tài khoản); connect (liên lạc) with friends...*

**\* Pronunciation:**

- Pronounce the new words correctly: *upload (tải lên) a picture; browse (lướt, tìm) a ưebsite; check notifications (thông báo); log on (to) an account (Đăng nhập tài khoản); connect (liên lạc) with friends...*

**\* Grammar:**

Simple sentences and compound sentences. Making requests

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of self recognition and self care

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about teen school club, teen’s use of social media, and teen stress.

- Asking and answering questions about life of teenagers

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

- Listen for general and specific information about teen stress

- Recall the lexical items related to pressures teens face.

- Write a paragraph about the causes of stress and offer solutions

**3. Qualities:**

- Develop awareness of teens’selves

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP: ( 5’- GW/PW/IW)**  **1. Aim:**  - To develop student’s listening skills for specific information. It also provides input for the writing skills.  - To lead in the new lesson  **2. Content:**  - Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Game: Table cloth**  - Divide the class into 4 groups.  - In 2 minutes, Ss write down on the poster as many types of pressure as possible.  - The group with the most correct answers will be the winner.  + Students **(Ss)** listen and learn how to do the tasks  - Ask Ss to look at SKILLS 2 on page 35.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  **- students** Open the book and write the tittle of the lesson. **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | **+ Greeting**  ***\* Suggested answers:***  Pressure from parents, pressure from work, pressure from schoolwork, pressure from friends, peer pressure, exam pressure, pressure to get into gifted/ high schools, pressure of getting higher marks, … | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To help Ss focus on some keywords and pharses for listening.  - To improve Ss’ skill of listening for general information  **2. Content:**  - Learn some new words. Which types of pressure below do you think teens face?  - Listen to a conversation and choose the correct answer to each question  **3. Products:**  - Know more new words about teen pressure  - Get specific information about teen pressure through listening  - To improve the listening skills  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Skills 2  **Step 2: Task performance**  **Pre-Listening:**  **Task 1. Which types of pressure below do you think teens face?**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have  - Have ss answer the questions in the book.  - Elicit answers from ss. This is an open activity, so accept all answers provided they make sense  **While-listening**  **Task 2: Listen to a conversation and choose the correct answer to each question**  - Ask Ss to work individually to read through Questions 1 and 2.  - Ask them to underline keywords in the questions, for example, “How many ...” or “What ... discussing”.  - Play the recording once for Ss to circle the answers.  - Check Ss’ answers and play the recording again for them to better understand the conversation among *Minh, Ann and Mi*.  - Stop or rewind the recording where necessary.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 1. Which types of pressure below do you think teens face?**  **Vocabulary:**  **1**. parental (adj) thuộc bố mẹ  **2**. bully (v) bắt nạt; trêu chọc ;  (n) kẻ hay bắt nạt.  **3.** bullying (n) sự bắt nạt.  **4**. peer (n) bạn đồng lứa  **Task 2: Listen to a conversation and choose the correct answer to each question**  **\* Key:**  **1. C**  **2. B** | |
| **ACTIVITY 3: PRACTICE (20'-PW/IW/GW )**  **1. Aim**:  - To improve Ss’ listening comprehension and note taking skills  - To provide Ss with vocabulary and ideas about the causes of teens’ stress and solutions.  - To improve Ss’ writing skill of writing a paragraph about the causes of the stress and solutions to stress.  **2. Content**:  - Listen to the conversation again and fill each blank with ONE word  - Match the causes of teen stress with the possible solutions…  - Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions  **3. Products**:  -To improve the listening skills. To do the tasks correctly  - Ss are able to identify the causes of teen stress and give their solutions.  - Write a paragraph about the causes of the stress and their solutions.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Listen to the conversation again and fill each blank with ONE word**  - Ask Ss to work in pairs to read the table and to predict the word they will need to fill in each blank.  - Tell them to think about the part of speech of the word they will need to use for each blank (e.g. adjective, verb or noun). Remind them of the possible plural and singular forms of nouns.  - Play the recording once. Give them two minutes to fill in the blanks. Remind Ss that they should write only ONE word for each blank.  - Play the recording again and check answers as a class.  \*\* ***T checks the answers as a class and gives feedback.***  **Task 4. Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem.**  - Ask Ss to work in pairs to read the suggested ideas in the table and match causes of teens’ stress with solutions. Remind them that they can match more than one solution to a cause.  - Ask Ss to add any more causes and solutions they can think of.  - Ask some Ss to read out loud each cause and solution. Tell them that they can add any more solutions they can think of.  - Correct their pronunciation where necessary.  - Comment on their answers  **Task 5. Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions.**  - Ask Ss to work individually to write for 15 minutes. Tell them to use the information in **4** and any other ideas they may think of.  - T asks one student to read out his / her paragraph.  - If time allows, T can also ask Ss to work in groups and record ideas on an A1 / A0 size piece of paper, then T organises a gallery walk.  - Ss walk around and offer feedback on peers’ writing.  - Collect some for marking.  ***\*\* T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.***  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 3. Listen to the conversation again and fill each blank with ONE word**  ***\* Answer key:***  **1.** parents  **2.** abilities  **3**. body / weight  **4.** good  **5**. sister  **6**. talk  **Task 4. Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem.**  ***\* Suggested answer:***  **1.** B  **2.** D  **3.** C  **4.** A, B, D  **Task 5. Write a paragraph (80 - 100 words) about what you like or dislike about life in the countryside.**  **\* *Suggested answer:***  *I often feel stressed because of schoolwork, and here are the ways I deal with my stress. First, I often talk to my parents about how I feel and what I expect my parents to help. Second, I stopped staying up late to play games or chat with peers. I turn off my computer and smartphone at 10 p.m. Third, I also tell my parents that I am making efforts, but there are subjects that I don’t really like so I can’t get very high marks as they expect. I also stop going to extra classes and increase self-study.* | |
| **ACTIVITY 4: APPLICATION (5'-WC )**  **1. Aim**:  - To help Ss revise all they have learnt.  - To give Home assigments  **2. Content**:  - A mind map summarising the main points of the lesson.  - Home assigments  **3. Products**:  - Review the old lesson  - Take note Home assigments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  - Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about hobbies  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare for the next lesson: Lesson 7: LOOKING BACK & PROJECT |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |

**UNIT 3: TEENAGERS**

**Lesson 7: LOOKING BACK**

**Period**: 22

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *teenagers.*

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

Simple sentences and compound sentences. Making requests

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of self recognition and self care

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about teen school club, teen’s use of social media, and teen stress.

- Asking and answering questions about life of teenagers

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

- read for general and specific information about teen school club, teen’s use of social media, and teen stress.

- talk about teen school club, teen’s use of social media, and teen stress.

**3. Qualities:**

- Develop awareness of teens’selves

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP: (5’- GW/PW/IW)**   1. **Aims:**   - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson**.**  **2. Content:**  - Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **Kim’s game:**  **-** T asks students to work in groups of three or four students  - Get them look at the pictures about some kinds of pressure on the screen.  - Tell ss that the pictures will disappear after 2 seconds, so they should try to remember all the pictures without writing them down.  - After all the pictures disappear, ss have 1 minute to write down the kinds of pressure in each picture on their poster. (2 points for each correct answer)  - T gets ss to swap the posters among groups and give corrections after T shows the answers.  - Ss give marks to their friends’ answers.  - T leads in the lesson.  **- students** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | **+ Greeting T\_Ss.** | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To help Ss review the vocabulary learnt.  - To help Ss review compound sentences.  - To help Ss create compound sentences by writing a simple sentence to complete the given sentences.  **2. Content:**  - Revision.Complete the webs with suitable words and phrases. Do the filling  **3. Products:**  - Ss know how to use words/ phrases correctly in the context  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for doing exercises  - T ask the whole class to do the Tasks in Looking Back  **Step 2: Task performance**  **Task 1. Complete the webs with suitable words and phrases.**  - Have Ss work individually to complete the webs with words / phrases.  - Check answers as a class.  - Have Ss read out their words/phrases from their webs.  - Correct Ss’ pronunciation if necessary.  - Confirm the correct answers.  **Task 2. Fill each blank with the correct form of the words in the box.**  - Have Ss work individually to fill in each blank with the correct form of the words from the box.  - Check answers as a class.  - Ask some Ss to read the passage aloud.  - Correct Ss’ pronunciation if necessary.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 1. Complete the webs with suitable words and phrases.**  ***Suggested answers:***  - activities on social media*: browsing websites, uploading pictures, checking notifications, connecting with friends,* *discussing problems, sharing opinions, commenting on posts, sharing posts*  + Causes of teen stress*: pressure from parents’ , pressure from schoolwork, bullies , bullying, spend too much time on social media…*  **Task 2. Fill each blank with the correct form of the words in the box.**  **\* *Answer key:***  **1**. participates **2**. clubs  **3**. connects **4**. skills  **5.** upload  **6.** bullies / bullying | |
| **ACTIVITY 3: PRACTICE (20'- PW/IW/GW )**  **1. Aim**:  - To help Ss review compound sentences.  - To help Ss create compound sentences by writing a simple sentence to complete the given sentences.  - To help Ss brainstorm ideas about a club they would like to have at their school;  - To raise Ss' awareness of the need to participate in a school club;  **2. Content**:  - Practicing compound sentences. Complete the sentences  - Ss to work in groups to do the project. Present the poster to the class  **3. Products**:  - Ss do exercises correctly  - Students’ speaking. Present the poster of a club ss would like to have at their school.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Grammar**  **Task 3. Use the conjunctions provided to connect the sentences.**  - Have Ss work individually to connect the two simple sentences to create a compound sentence using the words in bold. Remind them of the meanings and use of the connectors.  - Then ask Ss to work in pairs to swap and check their answers.  - Check answers as a class.  - Ask one student to read out the sentences.  - Correct his / her pronunciation if necessary.  **Task 4. Complete the sentences below. Then compare your sentences with your partners’.**  - Ask Ss to work individually to complete the sentences as requested.  - Ask one or two Ss to go to the board and write their full sentences.  - Then ask the class to work in pairs. Tell them to swap their sentences and check their partner’s answers.  - Check the sentences on the board.  - Have all Ss correct their partner’s answers.  - Ask some Ss to read out their sentences.  - Correct Ss’ language and pronunciation if necessary.  ***PROJECT:* Our school club**  - Have Ss work in groups to discuss a club they would like to have at their school. Ask them to answer the suggested questions when brainstorming ideas: name of the club, club activities, club meeting times, and contributions they can make to the club.  - Tell Ss that they can draw pictures or take photos to illustrate the club. Ask groups of Ss to pin / tape / glue the pictures / photos and write the ideas they brainstormed on a large piece of paper and present it to the class.  - If time is limited, T can assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them in detail and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster.  *-* Ss to present their report to the class.  - Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 3. Use the conjunctions provided to connect the sentences.**  ***Answer key:***  **1.** Mai is the head of the club, ***so*** she knows the members very well.  **2.** Lan wanted to go to the party, ***but*** she couldn’t choose a suitable dress.  **3.** Tom felt stressed; ***however***, he tried to finish his homework.  **4.** He isn’t a member of the chess club; ***therefore,*** he won't join the chess competition.  **5**. We will have a short holiday; ***otherwise***, we will feel very stressed.  **Task 4. Complete the sentences below. Then compare your sentences with your partners’.**  **\* *Suggested answer:***  ***1.*** Teens need to have good health, ***so*** they should do some sport(s).  ***2.*** His parents have high expectations of him, ***but*** they don’t care about his abilities.  **3**. Teenagers should develop social skills; **otherwise**, they may not be able to communicate with peers and other people.  **4.** We sometimes feel lonely and sad; **therefore,** we need our families and friends.  **5**. He does very well at school; **however,** he doesn’t have teamwork or communication skills.  ***PROJECT:* Our school club**  **Our school club**  **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),*  *\*\* Students’ posters & presentations*  Clubs - Greene Middle School | |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements:  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare REVIEW 1 |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |