|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *28/9/2023* | *9A: 10/10/2023* | *9B:11/10/2023* | *9C: 11/10/2023* | *9D:11/10/2023* |

**Period 16**

**UNIT 3: TEEN STRESS AND PRESSURE**

**Lesson 1: GETTING STARTED (P. 26- 27)**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:** use the lexical items related to changes in adolescence.

**- Vocabulary:** The lexical items related to the topic “Teen stress and pressure”.

**- Grammar:** Complex sentences the uses of some common phrasal verbs

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Ss know how to cope with stress and pressure in their studying and life.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

Students may not be familiar with specific information about the features of cities.

Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (IW/5’)**  **Warming up the class and leading in the new lesson**  - T prepares some pictures of teenagers with different facial expressions: worried, happy, scared, relaxed, etc.  - T asks Ss to describe the pictures and asks them to guess why these teenagers are feeling this way.  - Teacher leads in the topic of the lesson.  The whole class:  Ss look at the pictures and describe them | **Chatting:**  ***How do these people feel?***  - worried  - happy  - scared  - relaxed …  **UNIT 3: TEEN STRESS AND PRESSURE**  **Lesson 1: GETTING STARTED (P. 26- 27)** |
| **II. BEFORE LISTEN AND READ**  **1. Set the scene (IW/3’)**  **-**  T shows the picture as printed in the book p26 and introduces Ss in the picture: Phuc, Nick, and Amelie.  - T Asks the class to describe what is happening in the picture by answering some questions:  + *Where are Phuc, Nick, and Amelie?*  *+ What are they going to do?*  *+ What are they talking about?*  *+ Why do you think Mai couldn’t come?* ***Suggested answers:***  + They are in the tennis court.  + They are going to play tennis.  + They are talking about Mai.  +Because she is tired and stressed.  **2. Vocabulary (IW/5’)**  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  \* Checking vocab: jumbled words | **I. Vocabulary:**  **- F**rustrated /frʌˈstreɪt/ (adj) : bực bội  - Left out /left aʊt/ (adj) : cảm thấy bị bỏ rơi, bị cô lập  - Tense /tens/ (adj) : căng thẳng  - Despress (adj):tuyệt vọng  - Assure (v): cam đoan, đảm bảo |
| **III. WHILE LISTEN AND READ**  **TASK 1:** ***Listen to the conversation between the reporter and these two students to find more information about this (IW, PW/ 15’)***  - Look at the picture and listen to the teacher.  - T plays the recording 2 times:  - 1st time: Ss listen.  - 2nd time: Ss work in groups to practice the conversation.  - T calls some Ss to practice the conversation again and complete Exercise 1a,b&c.  - Ss: Listen and do the task individually, and then in pairs.  **a) Find the opposite of the following words in the conversation**  **-** T tells Ss they can uncover the text.  - Ss work individually, then in pairs, to find the words/phrases.  - T reminds Ss they need to find the words in the text with opposite meanings.  **b) Choose the best answer**  - T: Have ss read the conversation the do the task  - Ss: work individually, then in pairs, to compare their answers with each other.  - T corrects the task as a class and encourage Ss to explain why the chosen option is the correct answer.  **c)** T asks Ss what they think Amelie's statement means. Then explains if necessary. For a more able class, T asks them if they have ever felt like Amelie, and what happened.  **TASK 2: Fill the gaps with the words in the box. In some cases more than one word may be suitable P27 (PW/5’)**  - Have Ss work in pairs to complete this task.  - T reminds them to pay attention to the content words in each sentence, which may help them to choose the most suitable word.  - T tells Ss in most cases more than one option may be suitable. After they have finished, T goes through each item as a whole class.  - T may explain the difference between 'depressed' and other words such as ‘tense’, 'worried', or 'stressed'.  (The word 'depressed' is very strong and used only to describe someone who is deeply sad and has lost hope.) | **II. LISTEN AND READ**  **1. a**  1. to stay up late  2.to disappoint someone  3.to be stressed (out)  4.to take a break  5.good grades  6.to be fully booked  **1. b**  1.C 2.B 3.C  4.A 5.B 6.A  **1c**. Amelie wishes her parents could put themselves in her situation to better understand her.  **2. Fill the gaps with the words in the box. In some cases more than one word may be suitable**  ***Answer key:***  1.worried/tense/stressed; relaxed/ confident  2. calm  3. depressed/frustrated  4. confident/relaxed/calm  5. delighted/confident  6. frustrated/worried |
| **AFTER LISTEN AND READ**  **TASK 3: Match the statements with the function P.27 (IW,PW/5’)**  - Before Ss start doing this exercise, T explains the meaning of 'give advice', 'encourage', 'empathise', and 'assure'.  + give advice: to give suggestions and ideas to help somebody make a decision  + encourage: to give someone support and confidence to do something  + empathise: to be able to understand how someone else feels  + assure: to tell someone that something is going to be all right, so that they do not worry  - Have Ss work individually first, then in pairs.  - Then T gives corrective feedback to the whole class.  - Asks Ss to give examples of the situations in which these sentences are said | **TASK 3 (page27)**  **3. Fill the gaps with the words in the box**  ***Answer key:***  1. encourage someone  2. give advice to someone  3. empathise with someone  4. assure someone  5. empathise with someone  6. encourage someone |
| **IV. WRAPPING UP**  **TASK 4: How do you feel today? P.27 (PW/5’)**  - As an example, T tells the class how T feels today and what has happened that made T feels that way.  *T: Tell your friend how you feel today and what has happened that made you feel that way. Your friend responds to you, using one statement from the box in 3.*  - T encourages Ss to select appropriate statements in exercise 3 to respond to what T has told them, Then T asks them to work in pairs.  - T calls on some pairs to report their stories to the class. | **4. How do you feel today?**  **Work in pairs.**  Example:  - I feel worried because my cat is sick.  - I feel disappointed because it has been raining all day long.  - I feel delighted because my son is Star of the Week at his primary school |
| **HOME ASSIGNMENT (IW/2’)**  - T elicits Ss to do their homework. | - Revise vocabulary  - Do ex in the work book |

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *28/9/2023* | *9A: 14/10/2023* | *9B:11/10/2023* | *9C: 13/10/2023* | *9D: 13/10/2023* |

**Period 17**

**UNIT 3: TEEN STRESS AND PRESSURE**

**Lesson 2: A CLOSER LOOK 1 (P. 28 - 29)**

**I. OBJECTIVES:** By the end of the lesson, the students will be able to:

**1. Knowledge:** use the lexical items related to changes in adolescence; identify in which situations to stress the verb *be* in sentences and say these sentences correctly

**- Vocabulary:** The lexical items related to the topic “Teen stress and pressure”.

**- Grammar:** Complex sentences the uses of some common phrasal verbs

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Ss know how to cope with stress and pressure in their studying and life.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

Students may not know much about the solutions of their stress and pressure.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (IW/5’)**  Warming up the class and leading in the new lesson  - T divides the class into two teams and asks them to write the words about the teenage feelings in 1 minute. The team having more correct words is the winner.  - One by one of each team goes to the board and writes as many words as possible.  - T and Ss check.  - T encourages Ss and gives the winner a present. | **Brainstorming**      **UNIT 3: TEEN STRESS AND PRESSURE**  **Lesson 2: A CLOSER LOOK 1 (P. 28 - 29)** |
| **I. VOCABULARY**  **Helping Ss extend the vocabulary relating to the topic**  **\* Pre - teach vocab: (IW/5’)**  - T uses different techniques to elicit new words from Ss  - Follow the seven steps of teaching vocab.  ***\* Check vocab: ROR***  Ss practice reading the vocab individually, chorally.  - Write them down.  **TASK 1:Complete the paragraph with the words in the box. There is one word that you don’t need. (IW/5’)**  - Have Ss work individually to complete this exercise.  - T tells Ss to pay attention to the content words surrounding the gaps, and identify the part of speech of the missing words.  - Have Ss then work in pairs to compare their answers before T gives corrective feedback to the whole class.  - Compare the answers with a partner.  **TASK 2: Make the source of stress and pressure to the expression (PW/5’)**  - T helps Ss explain the phrases in the box first, elicits from Ss some examples for each item, for example, ‘Can you think of an example of school pressures and frustrations?’  - T may share some personal experience from the teenage years where relevant.  - Ss do the task in pairs.  - Share in the answers in pairs  **TASK 3: Which of the following can be done in the above situations? Discuss with your partner (PW/5’)**  - Have Ss work in pairs to discuss which solution can be used for which situation.  - T elicits the answers from the whole class and asks Ss to explain their decisions.  - Do the task in pairs | **I .Vocabulary:**  - adolescence (n) : giai đoạn vị thành niên  - adulthood / ˈædʌlthʊd / (n ) : giai đoạn trưởng thành  - informed decision / ɪnˈfɔːmd dɪˈsɪʒn /(n) : quyết định có cân nhắc  **1. Complete the paragraph with the words in the box. There is one word that you don’t need P.28**  ***Answer key***  1. shape and height  2. reasoning skills  3. embarrassed  4. independence  5. self-aware  6. informed  **2. Make the source of stress and pressure to the expression P.28**  **Answer key:**  A. 5  B. 2  C. 6  D. 3  E. 1  F. 4  **3. Which of the following can be done in the above situations? Discuss with your partner**  **Suggested answer:**  A. 1; 3; 4 B. 4  C. 1 D. 4  E. 2; 1 F. 4  **TASK 4 (page 28)** |
| II**.** **PRONUNCIATION**  **Helping Ss identify in which situations to stress the verb *be* in sentences and say these sentences correctly (IW/5’)**  \* Remember:  - T plays the recording again or says the first sentence in the conversation in GETTING STARTED  - Listen to the tape.  - T draws Ss’ attention to the stressed ‘Isn’t’ and asks them to practise saying the question.  - T asks Ss to explain the REMEMBER! box.  - T emphasises that normally the verb be is unstressed, except for the situations mentioned in the box.  **TASK 4: TASK 5 (page 29). Listen to the recording and practice saying the sentences. Pay attention to the way the verb *be* is pronounced (IW/5’)**  - T plays the recording as many times as needed so that Ss are familiar with the stressed be in the statements. Note that only the words in italics should be stressed, the other forms of ‘be’ are unstressed.  - With the whole class, T refers to the REMEMBER! box to elicit the reasons why the verb ‘be’ is stressed in each item. Ss then practise saying the sentences in pairs.  - Listen to the tape and practice saying the sentences.  **TASK 5:** **TASK 6 (page 29) Listen and repeat**  **(IW/3’)**  - T tells Ss that these sentences contain both stressed and unstressed verb forms of ‘be’.  - Have Ss work individually first to underline those that should be stressed. Then play the recording for Ss to check.  - T gives corrective feedback as a class, then Ss practise saying the sentences.  - Ss work individually first to underline those that should be stressed.  - Listen and check. | ***Stress on the verb be in sentences***  **TASK 5 (page 29)**  **5. Listen to the recording and practice saying the sentences. Pay attention to the way the verb *be* is pronounced**  **TASK 6 (page 29)**  **6. Listen and repeat**  1. - You aren’t worried about the exam? Good for you!  - I am worried! But I try not to show it.  2. - Do you think Jack is good at Japanese?  - He is. But he’s a bit shy to speak it.  3. - Isn’t badminton her favorite sport?  - Yes, it is.  4. - Who’s he? (no stress)  5. - Sorry – we’re late!  - Actually, you aren’t. We haven’t started yet.  6. - Is she happy at the new school?  - Yes, she is. She likes it a lot. |
| **III. WRAPPING UP**  **TASK 6: Interview (PW/5’)**  - T asks Ss have they ever been in any of these situation in exercise 2. Then Ss tell the ways they used to deal with these (difficult/ stressful) situations.  - T asks Ss to work in pairs to complete the task. If time allows, ask each pair to join at least another pair to make a group discussion.  - Ss work in pairs to complete the task. |  |
| **IV. HOME ASSIGNMENT (IW/2’)**  - T elicits Ss to do their homework.  - Write down. | **HOMEWORK ( 1M):**  - Write sentences with new word  - Complete Exercises in Workbook. |

**V. Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *28/9/2023* | *9A: 15/10/2023* | *9B: 13/10/2023* | *9C: 14/10/2023* | *9D: 14/10/2023* |

**Period 18**

**UNIT 3: TEEN STRESS AND PRESSURE**

**Lesson 3: A CLOSER LOOK 2 (P. 29 - 30)**

**I. OBJECTIVES:** By the end of the lesson, the students will be able to:

**1. Knowledge:** use reported speech with confidence; use question words before to-infinitive.

**- Vocabulary:** The lexical items related to the topic “Teen stress and pressure”.

**- Grammar:** Complex sentences the uses of some common phrasal verbs

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Ss know how to cope with stress and pressure I their studying and life.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have mistaken when they rewrite the sentences using question words + to-infinitives.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP**  **TASK 1:** **Read the conversation in getting started. Underline the reported speech then rewrite in direct (IW,PW/5’)**  - T reminds Ss of what the conversation in GETTING STARTED is about.  - Have Ss then work in pairs to complete the task.  - T divides the class into side A and side B. Side A will say some sentences in direct speech for side B to change into indirect speech. Then side B says some sentences in indirect speech for side A to change into direct speech. | **TASK 1 ( page 29)**Description: KHUE VAN PAVILLIONDescription: bia tien sy  **Answer key:**  Mai: ‘I’m too tired and don’t want to go out.’  Mai: ‘I want to be a designer.’  Mai’s parents: ‘Design graduates won’t find jobs easily. We want you to get a medical degree.’  **UNIT 3:**  **TEEN STRESS AND PRESSURE**  **Lesson 3: A CLOSER LOOK 2 (P. 29 - 30)** |
| **II. NEW LESSON**  **1. REPORTED SPEECH (IW/5’)**  **-** T asks ss some questions to remind them how to turn sentencec in to reported speech.  ***TASK 2:* Rewrite the following sentences in reported speech. (IW,PW/7’)**  - T may give Ss a quick review of reported speech (e.g. verb tense, pronouns, time expressions, etc.)  - Have Ss work individually to complete this exercise. Then they compare their answers in pairs.  - T gives corrective feedback as a whole class  - Ss work individually to complete this exercise.  - Compare their answers in pairs  **2. QUESTION WORDS BEFORE TO- INF** **(IW/6’)**  **-** T tells Ss that the question words *who, what, where, when,* and *how* can be used before “to - infinitive” to express a situation that it is difficult or uncertain.  - T and Ss give examples.  - T explains the *Look out*!Box  - T highlights the verbs *ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell*  which are often used before the question word + to- infinitive.  - Listen and focus on question words.  ***TASK 3:*** **Rewrite the sentences using question words + to- infinitive P.30 (IW/7’)**  - T may do the first sentence with the class as an example.  - Have Ss then work individually to rewrite the sentences before receiving correction from T.  -Have Ss go to the board and write the sentences.  - Ss work individually to rewrite the sentences before receiving correction from T  ***TASK 4:*** **Rewrite the following questions …P40**  **(PW/7’)**  - Let Ss work in pairs to complete this exercise.  - T reminds Ss they can choose from the verbs ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell to report these questions.  - Ss work in pairs to complete this exercise | **I. REPORTED SPEECH:**  Follow 3 rules:  - Change in verb  - Change in adv  - Change in adv  **1. Rewrite the following sentences in reported speech.**  **Answer key:**  1. My parents told me they would visit me that week.  2. Our teacher asked us what we were most worried about.  3. Phuong told me she was so delighted because she had just received a surprise birthday present from her sister.  4. Tom said Kate could keep calm even when she had lots of pressure.  5. She told her mother she had got a very high score in her last test.  6. The doctor asked him if he slept at least eight hours a day.  **QUESTION WORDS BEFORE TO- INFINITIVES**  who/ what/ where/ when/ how + to - infinitive  *🡺 to express a situation that it is difficult or uncertain.*  Example:  We don’t know who we should contact.  -> We don’t know who to contact.  - Note: Don’t use *why* before a to- infinitive.  Use *ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell*  before the question word + to- infinitive  **3. Rewrite the sentences using question words + to- infinitive**  **Answer key :**  1. I don’t know what to wear.  2. Could you tell me where to sign my name?  3. I have no idea when to leave for the bus.  4. We’re not sure where to hang the painting.  5. He wondered how to tell this news to his parents.  6. They can’t decide who to go first.  **4. Rewrite the following questions …**  **Answer key:**  1. They wondered/couldn’t tell how to use that support service.  2. He had no idea who to turn to for help.  3. Mai asked her mother when to turn off the oven.  4. Phong and Minh couldn’t decide where to park their bikes.  5. He was not sure whether to call her then.  6. They wondered what to do to make Linh feel happier |
| **III. WRAPPING UP**  ***TASK 5*: Game: SOMETHING ABOUT OUR TEACHER (GW/7’)**  - First, T asks the whole class to agree on five questions they would like to ask about T, writes them on the board. Prepares two different versions of answers to these five questions. (The more contradictory the two versions are, the more fun the game will be!) Write each version on a separate piece of paper so that T doesn’t forget them.  - Then T divides the class into two groups and tells Ss that one group will stay inside the classroom and the other outside. Each group will listen to T for the answers to the questions and the group will then have to report to the other group what they have heard from T.  - Ss work in 2 groups | **5. Game: SOMETHING ABOUT OUR TEACHER** |
| **HOME ASSIGNMENT (IW/2’)**  - T elicits Ss to do their homework. | - Complete Exercises in Workbook. |

**V. Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *28/9/2023* | *9A: 18/10/2023* | *9B:17/10/2023* | *9C: 18/10/2023* | *9D: 18/10/2023* |

**Period 19**

**UNIT 3: TEEN STRESS AND PRESSURE**

**Lesson 4: COMMUNICATION (P. 31)**

**I. OBJECTIVES:** By the end of the lesson, the students will be able to:

**1. Knowledge:** talk about teen stress and pressure.

**- Vocabulary:** The lexical items related to the topic “Teen stress and pressure”.

**- Grammar:** Complex sentences the uses of some common phrasal verbs

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Ss know how to cope with stress and pressure I their studying and life.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in expressing their ideas.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (GW/5’)**  ***Warming up the class and leading in the new lesson***  - T writes ‘Life skills’ on the board and asks Ss what they think it means.  - T divides the class into two teams and asks them to write some examples of life skills on the board in 1 minute. The team having more correct words is the winner.  - One by one of each team goes to the board and writes as many examples as possible.  - T and Ss check.  - T encourages Ss and gives the winner a presen  t.- Ss work in two teams, write some examples of life skills on the board in 1 minute.  - One by one of each team goes to the board and writes as many examples as possible. | **Network**    **Life skills**    Suggested ideas:  - problem solving  - creative thinking  - Decision making, etc. |
| **II. NEW LESSON**  **I. VOCABULARY (IW/7’)**  Helping Ss extend the vocabulary relating to the topic  - T uses different techniques to elicit new words from Ss  - Follow the seven steps of teaching vocab.  - Ss practice reading the vocabulary chorally, individually  \* **Check vocab: ROR** | **I. Vocabulary:**  **-** cognitive /ˈkɒɡnətɪv/ (adj): liên quan đến nhận thức, tư duy  - self- discipline / self ˈdɪsəplɪn / (adj): tự rèn luyện  - concentrate /ˈkɒnsntreɪt / (adj): tập trung  - resolve conflict / rɪˈzɒlv ˈkɒnflɪkt / (v): giải quyết xung đột  - risk taking / ˈrɪsk teɪkɪŋ / (n): liều lĩnh |
| **TASK 1: Read about the necessary life skills for teenagers in the United States. Match the skills to their category (GW/7’)**  - Turn this task into a group competition. T prepares red paper strips with the five skill categories, and blue paper strips with the skill examples. In small groups Ss will match the red strips to the blue strips. The first group to have the correct answers is the winner.  - Ss do the task in groups of 6.  Ss match the red strips to the blue ones.  **TASK 2: Discuss (PW/8’)**  - Ss work in pairs  - Compare the results from different pairs  - T gives Ss plenty of time to look closer at each skill to discuss the questions in pairs. Then, as a whole class, T goes through each skill and elicits from them the answers to the questions.  - T writes on the board two lists: one containing the skills Ss think are necessary for Vietnamese teenagers, and one containing those that they think are not.  - As an alternative, Ss work in small groups. After their discussion, each group should cross out the life skills which they think are not suitable for Vietnamese teens. As a whole class, compare the results from different groups. Remember each group will need to explain their decisions.  **TASK 3: In groups, work out a similar list of skills that Vietnamese teens (GW/8’)**  - Have Ss work in small groups to make their own list for Vietnamese teens. They can base it on the text and add their own information. Now the class needs to combine all the group lists to make a big list for the whole class.  - Ss do the task in groups of 6. In each groups, write this list on a poster, or on the board.  - Ss stick their poster on the board.  - Other groups give feedback. | **II. Practice:**  1. **Read about the necessary life skills for teenagers in the United States. Match the skills to their category P.31**  Answer key:  1. C 2. B 3. D 4. A 5. E  **TASK 2**  **2. Discuss:**  ***Do we teenagers in Viet Nam need all of some of these skill? Why/ Why not?***  ***Expected answer:***  *I think teenagers in Viet Nam also need all of the above skills because these skills help them to be more independent and to control their feelings better.*  **TASK 3 In groups, work out a similar list of skills that Vietnamese teens( page 31)**  Vietnamese teens’ skills:  *a. Cooperate with others and resolve conflicts, communication skills.*  *d. recognize and control your feelings and cope with negative emotions.*  *c. develop healthy habits, know what to do in emergencies and understand the boundaries of risk taking.*  *b. able to cook, do laundry, clean the house and other chores and manage a small budget*. |
| **III. WRAPPING UP**  **TASK 4: Look at the list of life skills for teens that your class has developed. (IW,IW/8’)**  **-** T asks Ss to copy down the ‘big list’ they have created in 3 in their notebooks.  - Have Ss then work individually: each student goes through the list and evaluates how good he/she is with each skill.  - Then Ss work in pairs to share their results.  - Ss work in individually, and then Ss work in pairs to share their results.  - Each pair reports the results to the class. | **TASK 4**  *Which skills do you already have? Which skills do you need to develop?*  Expected answer:  I already have social skills and housekeeping skills. I can cooperate pretty well with other people; therefore, I usually do well in teamwork. I can also do almost all the housework and manage a small budget. My parents give me an allowance per week and I will plan on how to spend this amount of money most effectively.  I need to develop self-care skills and emotion control skills. I think that these two skills are very important for me to become an independent individual. |
| **IV. HOME ASSIGNMENT (IW/2’)**  T elicits Ss to do homework | - Write sentences with new words  - Finish exercises in the workbook |

**V. Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *28/9/2023* | *9A: 21/10/2023* | *9B:18/10/2023* | *9C: 20/10/2023* | *9D: 20/10/2023* |

**Period 20**

**UNIT 3: TEEN STRESS AND PRESSURE**

**Lesson 5: SKILLS 1 (P. 32)**

**I. OBJECTIVES:** By the end of the lesson, the students will be able to:

**1. Knowledge:** read for general and specific information about a helpline service for teens in Viet Nam; talk about teen stress and pressure and how to cope with them.

**- Vocabulary:** The lexical items related to the topic “Teen stress and pressure”.

**- Grammar:** Complex sentences the uses of some common phrasal verbs

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Ss know how to cope with stress and pressure in their studying and life.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in expressing their ideas.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (IW/5’)**  Warming up the class and leading in the new lesson  **-** T asks Ss some questions.  *T: A child helpline is a telecommunication support service for children and young people. It is free of charge. When you contact a helpline, often via telephone, you will get answered and someone from the helpline may even come directly to you to help.*  - T leads in the new lesson  - Ss listen and answer the questions. | **Chatting:**  *- Do you know what a child helpline is?*  *- Have you ever contact a helpline? What did you say?*  **UNIT 3: TEEN STRESS AND PRESSURE**  **Lesson 5: SKILLS 1 (P. 32)** |
| **II. BEFORE READING**  Helping Ss read for general and specific information about a helpline service for teens in  Viet Nam  **1. TASK 1: Set the scene (PW/3’)**  **-** T asks Ss to read through the text quickly to get its main ideas.  - T asks them to answer the question “What is the article about?” using the text title, photos, and key words.  **2. Vocabulary (IW/5’)**  - Ss underline the new words and try to guess the meaning of them.  - T uses different techniques to elicit new words from Ss  - Follow the seven steps of teaching vocab.  - Ss work individually  - Ss practice reading the vocabulary.  **\* Check vocab: ROR** | **I. READING**  **1. Vocabulary:**   1. Counsel/ ˈkaʊnsl/ (n): sự hỏi ý kiến, lời khuyên 2. Helpline / ˈhelplaɪn / (n): đường dây nóng trợ giúp 3. Nationwide/neɪʃnˈwaɪd/(adj): toàn quốc 4. Abandoned / əˈbændənd / (adj): bị bỏ rơi, ruồng bỏ |
| **III. WHILE READING**  **TASK 2: Answer the question (PW/7’)**  - T asks Ss to read the text again to complete the task.  - Have Ss work in pairs to answer the questions.  - T checks and gives feedback  - Read the text again.  - Ss work in pairs to answer the questions.  **TASK 3: Read the text again and decide if the following statements are true or false (IW, PW/5’)**  **-** Have Ss work individually first, then compare the answers with their partner.  - T asks them to discuss and explain each person’s own decision if their answers are not the same. Then provide feedback as a class. For each answer, T asks Ss to refer back to the text to find the relevant information.  - Ss work individually first, then compare the answers with their partner.  **-** T draws Ss’ attention to the *Study skill* box. T asks Ss to find an example for each expression  - T may ask Ss to add in other expressions for asking for advice that they have learnt or know. | **TASK 2**  **2. Answer the question.**  **Answer key:**  1. It’s a free service for counselling and protecting children and young adults in Viet Nam.  2. They were callers in the 11-14 year old and 15-18 year old groups.  3. The calls were mostly questions about family relationships, friendships, and physical and mental health.  4. Because they were cases of missing or abandoned children, or children who were suffering from violence, tracking, or sexual abuse.  5. The helpline promotes child participation in its operations by involving children as peer communicators and decision makers.  6. It aims to create favourable conditions for children to develop physically and mentally.  **TASK 3 (Ex 2 page 32)**  **3. Read the text again and decide if the following statements are true (T) or false (F)**  **Answer key :**  1. T 2. T 3. F  4. F 5. F 6. T |
| **IV. AFFTER READING: Speaking**  **1. Asking for advice:(IW/5’)**  - T works through the Study skill box together with Ss. For each expression, T asks Ss to make an example.  - T may Ss Ss to add in other expressions for asking for advice that they have learnt, or know.  - Ss make sentences with expressions.  **TASK 4: Listen to two students calling a child helpline and complete the notes. Then use the notes to role- play the callers. (IW,PW/7’)**  *T: Now you are going to listen to two students calling a child helpline. Look at the note form to get oriented about what they are going to hear.*  - T reminds Ss that these are notes so they only need to write key words or phrases and not full sentences.  - After Ss have completed the task individually, T gives feedback as a class.  - Ss work in pairs to role-play the callers.  - Use the notes for the role-play, put some emotional expression in their voice for the role-play. | **II. SPEAKING**  **1. Asking for advice:**  - What do you think I should do....?  - What should I do?  - What would you do in this situation?  - If you were me, what would you do? etc.  **TASK 4**  **2. Listen to two students calling a child helpline and complete the notes. Then use the notes to role- play the callers.**  **Caller 1**  Caller: girl, from Ha Noi, last year of high school  Feeling now: a bit depressed and confused  Problem: wants to be a designer; but her parents want her to be a doctor  Question: doesn’t know what to say to her parents  **Caller 2**  Caller: boy, named Long, 13 years old, from Ho Chi Minh City  Feeling now: worried  Problem: online friend asked for 5 million dong; said if he refused to give it, his life would be difficult  Question: wonders whether to tell somebody about this |
| **IV. WRAPPING UP**  **TASK 5: Call the *Magic* *Number* helpline to ask for help. (PW,7’)**  - T tells Ss the instruction to do the task. T reminds Ss they should use the expressions in the *Speaking Study box* ‘Asking for advice’  - T gives Ss a few minutes to choose who they want to be and to think about what they should say when you call the hotline. Ss work in pairs to do the task.  - T goes around and offer help if needed.  - When Ss have finished, T calls on some pairs to present their dialogue. T gives feedback.  - Ss need to look back at exercise 2, A CLOSER LOOK 1.  - Ss work in pairs. | **TASK 5**  **5. Look at 2, A CLOSER 1. Imagine you are one of these students. You want to call the *Magic* *Number* helpline to ask for help. What do you say? Your partner listens and takes notes.** |
| **HOMEWORK ( 1’)**  T elicits Ss to do their homework. | - Write sentences with new word  - Do Exercise in Workbook. |

**V. Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *28/9/2023* | *9A: 22/10/2023* | *9B:20/10/2023* | *9C: 21/10/2023* | *9D: 21/10/2023* |

**Period 21**

**UNIT 3: TEEN STRESS AND PRESSURE**

**Lesson 6: SKILLS 2 (P. 33)**

**I. OBJECTIVES:** By the end of the lesson, the students will be able to:

**1. Knowledge:** listen for general and specific information about the work of an advice columnist; write a short note to ask for advice and to give advice.

**- Vocabulary:** The lexical items related to the topic “Teen stress and pressure”.

**- Grammar:** Complex sentences the uses of some common phrasal verbs

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Ss know how to cope with stress and pressure I their studying and life.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in listening.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (IW/5’)**  Warming up the class and leading in the new lesson  - T asks Ss if they know what an ‘advice columnist’ does. T introduces the word.  - T may bring in to the class some examples of the advice column page in local magazines for teens.  - T leads in the new lesson | **CHATTING**  **UNIT 3:**  **TEEN STRESS AND PRESSURE**  **Lesson 6: SKILLS 2 (P. 33)** |
| **II. BEFORE LISTENING**  Helping Ss listen for general and specific information about the work of an advice columnist  **TASK 1 Choose the best answer (IW/5’)**  *T: Now you are going to listen to an interview with Miss Sweetie, the advice columnist of 4Teen magazine.*  - T runs through the questions in **Exercise 1b** first.  - T plays the recording once to check how much Ss understand it. Then T plays the recording again when providing the key.  - Ss Listen to the tape then work individually to complete the task.  - Listen and check. | **I. LISTENING**  **1. Choose the best answer**  **Answer key:**  1. likes  2. no longer in  3. not easy  4. takes time  5. need |
| **III. WHILE LISTENING**  **TASK 2:Answer the questions (IW,PW/7’)**  - For this task, T plays the recording as many times as needed.  - Then T provides corrective feedback as a class.  - Ss work individually first, then compare the answers with a partner.  **TASK 3:Which of the following expressions are more likely to be used by Miss Sweetie when she gives advice? (PW/5’)**  - Have Ss work in pairs for this task.  - T asks them to explain their decision afterwards. The options that are in the ‘no’ category are because the language is too strong or direct.  - Ss work in pairs | **2. Answer the questions**  **Answer key:**  1. She feels like she is living her teenage years again, and she loves helping readers by giving them advice.  2.She said it’s most important that we put ourselves in other people’s shoes.  3. Because language should be used sensitively so that the person can get over the negative feelings.  **3. Which of the following expressions are more likely to be used by Miss Sweetie when she gives advice?**  **Answer key :**  1. No 2. Yes  3. No 4. No  5. Yes |
| **IV. AFTER LISTEN: Writing**  1. **Giving advice:(IW/5’)**  Helping Ss write a short note to ask for advice and to give advice  - T works through the Study skill box together with Ss. For each expression, T asks Ss to make an example.  - T may Ss Ss to add in other expressions for giving advice that they have learnt, or know.  - Ss make sentences with expressions.  **TASK 4: Look at 2, A CLOSER LOOK 1 and give one piece of advice to each student (IW/5’)**  - T reminds them to use the expressions in the Writing Study skill box ‘Giving advice’.  - Let Ss then swap their writing for peer correction.  - If time allows, T lets Ss work in pairs when they have finished the writing. Student A will read out the notes randomly for Student B to guess which advice note is for which student in the exercise.  - Use the ‘Asking for advice’ box on Skill 1, page 32 to write. Sign the letter with a made- up name, not your real name.  - Ss look at 2, A CLOSER LOOK 1. Then work individually to complete this task.  - Write down their advice notes in full sentences.  - Swap their  **TASK 5: Write a short note to Miss Sweetie (IW/5’)**  a. Have Ss work individually first to write a short note to Miss Sweetie to ask her for advice about a problem at school or with their friends.  - T tells Ss that they can make up a situation and it can  - T reminds Ss to sign the note with a made- up name and not their real name.  - Ss share their writing in front of the class.  be funny or silly.  - TWC check | **II. Writng**  **1. Giving advice:**  - If I were you, I would/ wouldn’t............  - I (don’t) think you should......  - It might be a good idea to....  - Have you thought about.....?  - It might help to consider.....  **4. Look at 2, A CLOSER LOOK 1 and give one piece of advice to each student**  **Suggested answer:**  B. I know how you feel, but I don’t think you should worry about this change. It’s normal,and it shows that you’re growing up.  C. If I were you, I wouldn’t have too high expectations. I would do my best in the exam, but I don’t think it’s a good idea to feel so stressed.  D. Have you thought about telling this to your parents? They might think of a good solution to help you.  E . It might help to consider breaking this big task into smaller tasks and then tackle them one by one.  F. It might be a good idea to talk about this to someone. Have you thought about turning to your teacher for help?  **5a. Write a short note to Miss Sweetie to ask her for advice about a problem at school or with your friends.** |
| **V. WAPPING UP**  **TASK 5: (GW/6’)**  b. This task can be done as either a whole class TASK or a group TASK.  - T tells Ss when all group members have finished writing the advice note, they will take turns to report the note they received, and the advice that they offered  - If time allow, T asks the group to discuss the problem and the advice | **TASK 5**  **b. As a whole class, put the notes in a pile and take a different note. Write a short answer (2-3 sentences) to give advice about the problem. Use the ‘Giving advice’ box above for help. Whole class** |
| **HOME ASSIGNMENT( IW/2’)**  T elicits Ss to do their homework. | - Revise the writing  - Do Exercise in Workbook. |

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *28/9/2023* | *9A: 25/10/2023* | *9B:24/10/2023* | *9C: 25/10/2023* | *9D: 25/10/2023* |

**Period 22**

**UNIT 3: TEEN STRESS AND PRESSURE**

**Lesson 7: LOOKING BACK + PROJECT (P. 34 - 35)**

**I. OBJECTIVES:** By the end of the lesson, the students will be able to:

**1. Knowledge:** review of what they have learnt in Unit three (Teen stress and pressure)

**- Vocabulary:** The lexical items related to the topic “Teen stress and pressure”.

**- Grammar:** Complex sentences the uses of some common phrasal verbs

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Ss know how to cope with stress and pressure I their studying and life.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in listening.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (IW/5’)**  Warming up the class and leading in the new lesson  *- Before doing the exercise, I would like you to have a look back all the lessons you have already studied in this unit*.  - Have Ss work individually  draw a mind map into their notebook. | **REVISION**  **UNIT 3:**  **TEEN STRESS AND PRESSURE**  **Lesson 7: LOOKING BACK + PROJECT (P. 34 - 35)** |
| **II. PRATICE**  Providing the Ss with an opportunity to apply their pedagogical knowledge and skills in practice  **TASK 1: (IW,PW/5’)**  **Choose the two best words to describe your feelings in the following situations.**  - T asks Ss to complete the sentences by using the support from the pictures, the options provided, and the meaning of the sentences.  - Ss work individually first and then compare with a partner  **TASK 2: (IW/5’)**  **Use the following prompts to say something to students in 1.**  - T asks Ss to remember the meanings of these verbs: congratulate, empathise, encourage, assure, and advise.  Then Ss need to look at the situations in exercise 1 to say appropriate sentences.  - Individual work  - Read aloud  **TASK 3: (PW/6’)**  **Give at least two examples for each of these sets of skills**  - T challenges Ss to complete this exercise without looking back at COMMUNICATION. They can write in similar skills, or add new skills as they wish.  - TWC check  - Do the task in pairs, without looking back at communication.  **TASK 4: (IW,PW/6’)**  **Rewrite the following in reported speech**  - Have Ss work individually then in pairs when they compare their answers with each other.  - T gives corrective feedback as a whole class.  - Ss work individually then in pairs when they compare their answers with each other.  - Some may go to the board and write the sentences.  **TASK 5: (IW/6’)**  **Rewrite the underlined phrases in the following text, using question words + to- infinitive**  - Have Ss work individually to complete this task  - T checks, gives feedback and good marks  - Ss go to the board and write the sentences.  - Others give feedback | **TASK 1**  **1. Put yourself in these teen’s shoes. Choose the two best words to describe your feelings in the following situations.**  **Answer key:**  1. excited/delighted  2. frustrated/upset  3. tense/stressed  4. worried/tense  5. disappointed/frustrated  6. emotional/depressed  **TASK 2**  **2. Use the following prompts to say something to students in 1.**  **Suggested answer:**  1. ‘Congratulations!’/ ‘Well done! You did a really great job!’  2. ‘You must have been really disappointed.’/ ‘If I were you, I would talk to my parents.’  3. ‘Stay calm. Everything will be all right.’/ ‘It might be a good idea to have a break when you feel too stressed.’  4. ‘I understand how you feel.’/ ‘It might help to consider talking about this to someone.’/ ‘Have you thought about calling a counselling service?’  5. ‘I understand how you feel.’/ ‘It might help to consider focusing on the good points of the presentation rather than only the weak points.’  6. ‘You must have been really emotional.’/ ‘I understand how you feel.’  **TASK 3**  **3. Give at least two examples for each of these sets of skills.**  **\* Suggested answer:**  1. concentrate on doing something; organize your timetable  2. control feelings; know how to get over negative feelings  3. cooperate with others; communicate well  4. know how to act in emergencies; know when to stop taking risks  5. cook for oneself and others; manage a small budget  **TASK 4**  **4. Rewrite the following in reported speech**  **Answer key:**  1. She said she was really stressed out, and that she had had three sleepless nights thinking about her exam.  2. He said he couldn’t concentrate because it was too noisy in there.  3. She said she had been very upset at first but she was fine then.  4. He said he didn’t think taking risks too often was a good idea.  5. She said he would take a cooking class before he went to college.  6. He said he really wished he could make informed decisions  **TASK 5:**  **5. Rewrite the underlined phrases in the following text, using question words + to- infinitive**  **Answer key:**  1. Today I’m going to tell you what to do in case of fire.  2. Be sure you know where to find the nearest exit or stairway.  3. You should know how to activate the fire alarm.  4. You should know what number to call to report the fire and ask for help. |
| **III. FURTHER PRACTICE**  **TASK 6: (IW/5’)**  **Give them some advice.**  - T directs Ss to the two callers in 4, SKILL 1.  - Using the notes they produced for that exercise, T asks Ss to recall the details of the two calls:  *Who are the caller?*  *Why are they calling the helpline?*  *How do they feel?*  - T encourages Ss to use the phrases they have learnt for giving advice.  - Then T calls on five pairs to report the advice to the class. The class then vote for their favourite piece of advice.  - Ss discuss this task in pairs to work out the advice they would give to the two callers.  **Self-assessment**  - T asks Ss to complete the self-assessment  - Ss tell T which part they are best at; Which one they want to improve... | **TASK 6**  **6. Work in pairs. Look at the notes of the two callers from 4, SKILL and give them some advice.**  St1: *You should talk to your parents about how you feel and what you want to make them understand you more. After that, ask them to give you advices and supports.*  *St2: You should tell your parents about this situation. You shouldn’t talk or chat with him anymore, especially do not give him your address or personal information.* |
| **IV. WRAPPING UP: PROJECT**  **Teen support group (GW/5’)**  Helping Ss discover the answer to their question through real- world investigation  - Have Ss work in small groups to design the set-up of a teen support group.  First, let Ss choose an idea for the support group and find out more about that idea. For example, one group chooses the idea ‘study skills group’.  - Then Ss decide how to set up their support group. T asks them to consider.  - The class can then vote for the project that they think is most interesting, useful, and feasible. If possible, T may even help them realize some of these projects in their own class or school.  Ss do the task in groups to find out more ideas. | **Teen support group**  • *Which study skills do you think are necessary in your class/school? How can you find out more about this information?* • *How can the students improve these skills? (for this information you can ask your teacher, or use books,* *magazines, or the Internet)* • *What can a support group do to help them do that?*  • *What is the name of the support group?* • *What are the support activities it provides?* • *How does the support reach students?* • *How is the group organised? Who will do what? How can the teacher and the school help the operations of* *the group?* |
| **HOME ASSIGNMENT (IW/2’)**  - T elicits Ss to do their homework | - Complete Exercise in Workbook. |

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................