**Trường: ....................** Họ và tên giáo viên:

**Tổ: ....................** ....................

# UNIT 3: TEENAGERS

**Môn học: tiếng Anh- lớp 8 (Thời gian thực hiện: 7 tiết)**

# Period: 16-22

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| **Class** | **Date of teaching** | **Attendance** |
| **8** |  |  |

1. **OBJECTIVES**

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

# Knowledge:

* Vocabulary: Understand the meaning of the key words or word collocations below: The lexical items related to *Teenagers*
* Pronunciation: Pronouncing the sounds /ʊə/ and */*ɔɪ*/* correctly
* Grammar: Understand and use the grammar structures presented in the lesson: simple sentences and compound sentences

# Competencies:

* + 1. **General competencies:**
* Form and improve such competencies as communication, self-learning capability, creative capacity, ability to use of language ……
* Be collaborative and supportive in pair work and teamwork
* Actively join in class activities

# Specific competencies:

* Improve such competencies related to language learning as listening, speaking, reading, and use of language (vocabulary, phonetics, grammar).

+ Student are expected to pronounce, know the meaning of the key words and understand the main grammatical points, then do the tasks that follow.

* Communication and cooperation: understand and express themselves using a foreign language, orally and writing; express opinions and respect those of others

+ Student are expected to

– use the words related to teen school clubs, teens’ use of social media, and teen

stress;

* pronounce the sounds /ʊə/ and /ɔɪ/ correctly in words and sentences;
* use simple sentences and compound sentences;
* make requests;
* read for general and specific information about school club activities;
* ask and answer questions about school clubs;
* listen for general and specific information about teen stress;
* write a paragraph about the cause(s) of one’s stress and solutions to deal with it.

# Qualities:

* + Have a positive attitude towards what they have learnt in the lesson: honesty, account abilities, community, love and care for family and friends, sympathy for the disadvantaged, better understanding of social problems, generosity, diligence..,
  + Show their sympathy with friends and responsibility for themselves talking about teenagers and their problems
  + Develop self-study skills.

# PREPARATIONS

* Teacher: TV, laptop, flash card, power point slides…..
* Students: Text books, studying equipment’s….

# PROCEDURE

**Period**: **16-Lesson 1: Getting started – It’s great to see you again!**

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| **ACTIVITY 1: WARM-UP (5’-PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson; * To review the previous unit; * To lead into the new unit. * Review the previous unit before Ss open their books:   **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:**  **-** 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** |
| **Game: I.N.I.T.I.A.L GAME**  **Step 1: Task delivering**   * T divides the class into 2 teams. * T shows 9 different pictures   **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**  **-** T checks ss’ answers and gives | **Game: I.N.I.T.I.A.L GAME**    **Mystery word: TEENAGERS** |

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| feedback. |  |
| **ACTIVITY 2: PRESENTATION/ NEW LESSON (5’-IW)**  **1. Aim:**   * To set the context for the introductory dialogue; * To introduce the topic of the unit.   **2. Content:**  **-** Vocabulary pre-teaching: *-* forum (n), stress (n), stressful (adj), pressure (n), user- friendly (adj)  **3. Products:**  **-** Know more new words.  - Understand the conversation; topic of the lesson,…  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Vocabulary pre-teaching Step 2: Task performance**   * Teacher introduces the vocabulary. * Teacher explains the meaning of the new vocabulary by pictures.   **Step 3: Report and discussion**   * Teacher reveals that these six words will appear in the reading text and asks students to open their textbooks to discover further.   **Step 4: Judgement**   * Teacher checks students’ pronunciation and gives feedback. | **1.Vocabulary**   * forum (n): diễn đàn * stress (n): sự căng thẳng * stressful (adj): căng thẳng, tạo áp lực * pressure (n): áp lực * user-friendly (adj): thân thiện với người dùng, dễ dùng   -midterm (adj): giữa kỳ |
| **ACTIVITY 3: PRACTICE (30' - PW/IW)**  **1. Aim**:   * To help Ss read for specific information about the class meeting. * To help Ss learn words and phrases related to different school clubs; * To help Ss further understand the text.   **2. Content**:   * Task 1: Listen and read. * Task 2: Read the conversation again and tick T (True) or F (False) for each sentence. * Task 3: Write a word or phrase from the box under the correct picture. * Task 4: Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.   **2. Products:**  **-** Know more new words about school clubs, understand the conversation; topic of the lesson  **4. Implementation**: | |
| **TEACHER AND STUDENTS'** | **CONTENTS** |

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| **ACTIVITIES** |  |
| **Task 1** (7 mins)  **Step 1: Task delivering Listen and read**  **Step 2: Task performing**   * Teacher asks Ss to look at the pictures in the book and answer the questions. * Ss answer the questions in pairs. * Teacher plays the recording twice. Ss listen and read.   **Step 3: Report and discussion**   * Teacher checks Ss’ prediction. T calls 4 Ss to read the conversation aloud in pairs.   **Step 4: Judgement**   * Teacher gives feedback. | **2. Listen and read**  ***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**  **Step 1: Task delivering**  **Read the conversation again and tick T (True) or F (False) for each sentence.**  **Step 2: Task performing**   * 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.   **Step 3: Report and discussion**   * 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 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | **2. Read the conversation again and tick T (True) or F (False) for each sentence. *Answer key:***  ***Answer key:***   1. F 2. T 3. T 4. F 5. T |
| **Task 3.**  **Step 1: Task delivering**  **Write a word or phrase from the box under the correct picture**  **Step 2: Task performance**  - Ask Ss to work in pairs to match the | **3. Write a word or phrase from the box under the correct picture *Answer key:***   1. language club 2. pressure 3. arts and crafts club |

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| pictures with the words or phrases.  **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | 1. forum 2. sports club 3. chess club |
| **Task 4.**  **Step 1: Task delivering**  **Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Check the answers as a class. * Ask several Ss to read aloud the full sentences. Correct Ss’ pronunciation if needed.   **Step 4: Judgement**   * Teacher checks students’ exercises individually and gives feedback. | **4. Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase**  **Answer key:**   1. arts and crafts club 2. forum 3. language club 4. pressure 5. sports club |
| **ACTIVITY 4: PRODUCTION/ FURTHER PRACTICE ( 10’)**  **1. Aim**:   * To help Ss practise asking and answering questions for more information about their peers, and reporting information they have gathered; * To create a fun atmosphere in the class.   **2. Content:**  - Task 5: Ask and answer the questions below. Report your friend’s answers to the class  **3. Products**:  - Ss can report their friend’s answers about types of social media, kinds of pressure and clubs to the class  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 5:**  **Step 1: Task delivering** | **5. Ask and answer the questions below. Report your friend’s answers** |

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| **Ask and answer the questions below. Report your friend’s answers to the class**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Ask some Ss to report information about their partners.   **Step 4: Judgement**   * T and other Ss listen and comment. | **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 5: APPLICATION (5'- IW/PW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **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   **Step 4: Judgement**   * Refer to the unit title again, then together with Ss, orally list the issues that the teacher and students discuss in their class meeting. * Ask Ss to add any other issues relevant to teenagers which are not | - An overview about the topic Vocabulary  **\* Home assignment:**   * Name a list of school clubs and pressures. * Do exercises in the workbook. * Start preparing for the Project of the unit:   Teacher randomly puts Ss in groups of 4 |

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| mentioned in the conversation.  - Ask Ss to name several school clubs, pressure, and social media.  T gives feedback and requires Sts do homework. | or 5 and asks them to brainstorm about the club they would like to have at school and make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project |

# Period: 17-Lesson 2: A closer look 1

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| **ACTIVITY 1: WARM-UP(5’-PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into 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.  **3. Products:**  - 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** |
| **Game: Word puzzles Step 1: Task delivering**   * Give Ss a few minutes to play a game. * Have Ss play in two groups.   **Step 2: Task performance**   * Ask ss to find 6 meaningful words in the puzzles   **Step 3: Report and discussion**   * The team with the more correct answers wins. * T leads in the new lesson.   **Step 4: Judgement**  **-** T checks Ss’ vocabulary and gives feedback. | **Game: Word puzzles**    **Answer key:** CHECK; POST; WEBSITE; CLIP; PICTURE; CONNECT |
| **ACTIVITY 2: VOCABULARY (15'-IW/PW)**  **1. Aim:**   * To introduce some verbs and verb phrases that are often used when teens talk about using social media. * To allow Ss to use the learnt words in contexts.   **2. Content:**   * Task 1: Circle the correct options to complete the phrases. * Task 2: Use the correct form of the verbs in 1 to complete the sentences. * Task 3: Choose the correct answer A, B, or C.   **3. Products:** | |

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| * Know more new verbs and verb phrases that are often used when teens talk about using social media. * Know how to use learned words/ phrases in context.   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**   * Teacher asks students to guess the meaning of the words that they have matched in the Warm-up activity.   **Step 2: Task performance Pre- teach vocabulary:**   * Teacher introduces the vocabulary. * Ss read   **Step 3: Report and discussion**   * Teacher checks students’ understanding by the follow-up tasks in student’s book.   **Step 4: Judgement**   * T gives feedback | **1. Circle the correct options to complete the phrases. *Answer key:***   1. A 2. A 3. B 4. B 5. B   **\*Vocabulary**   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 (trên mạng)   1. notifications (n): thông báo 2. log on (to) (v) đăng nhập 3. check (v): kiểm tra 4. account (n): tài khoản |
| **Task 1**  **Step 1: Task delivering**  **Circle the correct words to complete the sentences**  **Step 2: Task performance**   * 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   **Step 3: Report and discussion**   * 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. | **2. Circle the correct words to complete the sentences**   1. cattle 2. fruit 3. crops 4. unloaded 5. catching |

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| **Step 4: Judgement**  - T gives feedback |  |
| **Task 2.**  **Step 1: Task delivering**  **Match the following adjectives with their definitions**  **Step 2: Task performance**   * Ask Ss to work individually to complete each of the sentences with a suitable verb from 1. * Check the answers as a class.   **Step 3: Report and discussion**   * Have some Ss read aloud the complete sentences. * Correct Ss’ pronunciation if necessary.   **Step 4: Judgement**   * T gives feedback | **2. Use the correct form of the verbs in 1 to complete the sentences**  ***Answer key:***   1. browsed 2. uploaded 3. connects 4. checked 5. logs on |
| **Task 3.**  **Step 1: Task delivering**  **Choose the correct answer A, B, or C Step 2: Task performance**   * T asks Ss to work individually to choose the correct answer for each sentence. * Ss swap their answers with their partners. * T check the answers as a class.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | **3. Choose the correct answer A, B, or C**  ***Answer key:***   1. B 2. C 3. A 4. A 5. B |
| **ACTIVITY 3: PRONUNCIATION (15'-IW/PW)**  **1. Aim:**   * 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:**   * Task 4: Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ/. Then put the words into the correct columns. * Task 5: Listen and practise the sentences. Underline the words with /ʊə/ and circle the words with /ɔɪ/.   **3. Products:**  - Pronouncing the sounds /ʊə/ and /ɔɪ/ correctly;  **4. Implementation:** | |

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| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4.**  **Step 1: Task delivering**  **Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ/. Then put the words into the correct columns**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Play the recording as many times as possible. * Have Ss complete the task. Check answers as a class.   -Students repeats the words correctly  **Step 4: Judgement**   * T gives feedback | **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:**  **Step 1: Task delivering**  **Listen and practise the sentences. Underline the words with /ʊə/ and circle the words with /ɔɪ/.**   * Have some Ss read the sentences first.   **Step 2: Task performance**   * 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/.   **Step 3: Report and discussion**   * Check the answers as a class. * Call some Ss to read the sentences individually.   **Step 4: Judgement**   * Teacher checks students’ answers and their pronunciation and gives feedback. | **5: Listen and practise the sentences. Underline the words with /ʊə/ and circle the words with /ɔɪ/.**  ***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. |
| **ACTIVITY4: FURTHER PRACTICE (5'-IW/PW)**  **1. Aim:**  - To test quick reaction to the targeted sounds students'  **2. Content:** | |



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| - Game: Slap the board  **3. Products:**  - Distinguish between the sounds /ʊə/ and /ɔɪ/  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Game: Slap the board Step 2: Task performance**   * T writes on the board 15 words with the sounds /ʊə/ and /ɔɪ/. * Teacher divides students into 2 teams. * When T reads out word by word, one student will run to the board and slap on the correct word with the correct sound. * The team with more correct answers will be the winner. * Students play the game.   **Step 3: Report and discussion**   * Teacher invites the winner to read aloud their sentences.   **Step 4: Judgement**   * Teacher gives feedback. | **Game: Slap the board**  **15 words with the sounds /ʊə/ and /ɔɪ/:**   1. noisy 9. mature 2. toy 10. annoy 3. tourist 11. voice 4. tour 12. enjoy 5. avoid 13. tournament 6. sure 14. ensure 7. boy 15. choice 8. soil |
| **ACTIVITY 5: APPLICATION (4'-IW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **Step 2: Task performance**   * Ask Ss to summarise what they have learned in the lesson. * Ask them to list some verb phrases learned in the lesson. |  |

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| * Ask them to list some other learned words/ phrases related to teenagers’ activities or pressure, paying attention to their pronunciation. * Ask ss to give 2 sounds learned in the lessons and give examples. * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

**Period**: **18-Lesson 3: A closer look 2**

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| **ACTIVITY 1: WARM-UP 5- GW/PW/IW)**  **1. Aim:**  - To create an active atmosphere in the class before the lesson;  **2. Content:**  **-** Game: Board race  **3. Products:**  **-** 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: BOARD RACE**  **Step 2: Task performance**   * 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. * 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. * The team with the more correct answers will be the winner   **Step 3: Report and discussion**  + Ask each team to read out loud the sentences they have selected. Correct their pronunciation if necessary.  + The team with the most correct sentences | **Game: BOARD RACE**   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.* |

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| wins.   * Ask Ss to look at A CLOSER LOOK 2 on page 31.   **Step 4: Judgement**   * Teacher gives comments if necessary. |  |
| **ACTIVITY 2: PRESENTATION (7'-PW/IW/GW)**  **1. Aim:**   * To review Ss’ knowledge of the simple sentences. * To raise Ss’ awareness of the simple sentences and compound sentences.   **2. Content:**  **-** Review simple sentences  - Learn how a compound sentence is formed and conjunctions  **3. Products:**  **-** Recall the form of the simple sentences  - Know how a compound sentence is made up.  **-** Know some coordinating conjunctions and conjunctive adverbs.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  **Grammar teaching: Simple sentences and compound sentences.**  **Step 2: Task performance**   * 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. **Step 3: Report and discussion** * 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 (,) | **I. Grammar: Simple sentences and compound sentences.**  *Eg1: Minh has some problems with his S V*  *Schoolwork.*  *Eg2: Mark is hard-working; therefore,*  *S1 V1* **connectors** *he usually gets high scores on exams.* S2 V2   * A simple sentence is made up of one independent clause. * A compound sentence is made up of two or more independent clauses * Connectors * coordinating conjunctions:   *for, and, but, or, so*   * conjunctive adverbs:   *however, therefore, otherwise.* |

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| **Step 4: Judgement**  - Teacher checks their answers as a class. |  |
| **ACTIVITY 3: PRACTICE (24' - GW/PM/IM)**  **1. Aim**:   * To review Ss’ knowledge of simple sentences. * To raise Ss’ awareness of simple sentences and compound sentences. * To help Ss distinguish between words that connect independent clauses.   **2. Content**:  **-** Task 1: Tick the simple sentences.   * Task 2: Write S for simple sentences and C for compound sentences. * Task 3: Choose the correct answer A, B, or C. * Task 4: Combine the two sentences to make compound sentences, using the words from the box.   **3. Products**:  **-** Recall the form of the simple sentences   * Know the differences between simple sentences and compound sentences. * Know the differences between words that connect independent clauses.   **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering Tick the simple sentences. Step 2: Task performance**  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.   **Step 3: Report and discussion**   * Ask several Ss to read aloud the full sentences. - Correct their pronunciation if necessary * Check the answers with the whole class.   **Step 4: Judgement**   * T gives feedback | 1. **Practice**    1. **Tick the simple sentences.**   ***Answer key: Answer key:*** 1, 2, 4 |
| **Task 2**  **Step 1: Task delivering**  **Write S for simple sentences and C for compound sentences.**  **Step 2: Task performance**   * Have Ss work in pairs to write S for simple sentences and C for compound sentences.   **Step 3: Report and discussion**   * Ask some Ss to read out the sentences and say S o | **2. Write S for simple sentences and C for compound sentences.**  ***Answer key:***   1. S 2. S 3. C 4. S 5. C |

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| C.   * Correct their pronunciation mistakes if necessary. * Check the answers as a class. * Confirm the correct answers.   **Step 4: Judgement**   * T gives feedback |  |
| **Task 3**  **Step 1: Task delivering**  **Choose the correct answer A, B, or C Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Ask some Ss to read out the complete sentences. * Check the answers as a class. * Confirm the correct answers.   **Step 4: Judgement**   * T gives feedback | **3. Choose the correct answer A, B, or C**  ***Answer key:***   1. C 2. B 3. A 4. A 5. C |
| **Task 4**  **Step 1: Task delivering**  **Combine the two sentences to make compound sentences, using the words from the box.**  **Step 2: Task performance**   * Have Ss work in groups of four for five minutes to write on their posters complete compound sentences using the words in the box.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * Comment on their answers. | **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 |

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|  | often posts pictures on social media. / My friend likes showing off her new things***, so*** she often posts pictures on social media. |
| **ACTIVITY 3: PRODUCTION (5' - GW/PM/IM)**  **1. Aim**:  - To enable Ss to make compound sentences correctly.  **2. Content**:  - Task 5. GAME: Which group has the most sentences?  **3. Products**:  - Students are able to make compound sentences correctly.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 5.**  **Step 1: Task delivering**  **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. Step 2: Task performance**   * Instruct Ss to play the game in groups. * Have Ss work for two minutes to write compound sentences using given words on their strips of paper (the words on the slips of paper 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.   **Step 3: Report and discussion**   * Invite groups to read out their compound sentences or to stick the A2-size paper with compound sentences they have written on the board. * The group with the most correct sentences is the winner. * Comment on their performance.   **Step 4: Judgement**   * T gives feedback | **5. 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.** |
| **ACTIVITY 4: APPLICATION (4' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment | |

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| **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * Have them say out loud the connectors (coordinating conjunctions and conjunctive adverbs) they learnt in the lesson. * Have them talk about the meanings of the connectors and how to use commas and semicolons with connectors.   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

# Period: 19-Lesson 4: Communication

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| **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:**  **-** Chatting between teacher and students  **3. Products:**  **-** Have 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: Chatting:**  **Step 2: Task performance**  - T asks ss some questions: | ***Suggested answers:***  - Can/ Could you pass me the pen?  -Can/ Could you tell me more about the music club? |

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| *+ 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?*  **Step 3: Report and discussion**  *-* 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.   **Step 4: Judgement**   * T gives feedback |  |
| **ACTIVITY 2: EVERYDAY ENGLISH (12’)**  **1. Aim:**   * To introduce two ways to make requests * To help Ss practise making requests.   **2. Content:**  **-** Task 1: Listen and read the dialogue below. Pay attention to the highlighted sentences.  - Task 2: Work in pairs. Make similar conservations, using the cues below.  **3. Products:**  - Know two ways of making requests.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Listen and read the dialogue below. Pay attention to the highlighted sentences Step 2: Task performance**   * Play the recording for Ss to listen and read the dialogue between a student and a school club leader. Ask Ss to pay attention to the highlighted sentences. * Emphasise the ways to make requests (in the contents column). * 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 dialogue.   **Step 3: Report and discussion** | **1. Listen and read the dialogue below. Pay attention to the highlighted sentences**   1. ***Can you*** *tell me more about the music club, please?* 2. ***Could you*** *show me the way to the college, please?* |

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| * Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.   **Step 4: Judgement**   * T gives feedback |  |
| **Task 2.**  **Step 1: Task delivering**  **Work in pairs. Make similar conservations, using the cues below.**  **Step 2: Task performance**   * Ask Ss to work in pairs to make similar dialogues * Tell them to use the contexts given and the sample requests. * Move around to observe and provide help. **Step 3: Report and discussion** * Call on some pairs to practise in front of the class.   **Step 4: Judgement**   * Comment on their performance. * Teacher listens to students’ pronunciation and gives feedback. | **2. Work in pairs. Make similar conservations, using the cues below.**   * Ask to borrow a book from your classmate.   ***Can you*** *lend me your book that you finished reading, please?*   * Request some advice on how to do your science project.   ***Could you*** *tell me how to start a science project?* |
| **ACTIVITY 3: SOCIAL MEDIA POPULAR AMONG TEENS (25’)**  **1. Aim:**   * To help Ss have 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.   **2. Content:**  **-** Task 3: Read some posts on a forum about different social media and match the names of the posters with their activities.   * 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. * Task 5: Work in groups. Discuss the following questions and then report your group’s result to the class.   **3. Products:**  **-** Ss are able to identify the different social media that are popular among teens, how often and what they use these media for.   * Ss practise reading for specific information. * Ss are able to about which social media they often use, how often and why they use these media.   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |

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| **Task 3.**  **Step 1: Task delivering**  **Read some posts on a forum about different social media and match the names of the posters with their activities**  **Step 2: Task performance**   * 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).   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**  -T gives feedback | **3. Read some posts on a forum about different social media and match the names of the posters with their activities**.  ***Answer key:***  Ann: 2  Tom: 4,5  Trang: 1  Nam: 3 |
| **Task 4**  **Step 1: Task delivering**  **Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them**  **Step 2: Task performance**  -- 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.   **Step 3: Report and discussion**   * Invite some pairs to role-play, asking and answering questions in front of the class..   **Step 4: Judgement**  Correct any grammar or pronunciation mistakes if necessary | **4. Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them**  **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**  **Step 1: Task delivering**  **Work in groups. Discuss the following questions and then report your group’s result to the class. Report your group’s results to class**  **Step 2: Task performance**  - Have Ss work in groups to discuss the answers to the three questions about social media. | **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**   1. *What social media do you use?* 2. *How often do you use it?* 3. *What do you use social media for?* |

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| * 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.   **Step 3: Report and discussion**   * Invite group representatives to report their group’s answers.   **Step 4: Judgement**   * T listens to ss’ reports and gives feedback on their pronunciation and content. |  |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * Ss retell 2 ways of making requests and list some popular social media among teens * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

**Period: 20-Lesson 5: Skill 1**

**ACTIVITY 1: WARM UP (3’) Pre – reading**

**1. Aim:**

* To create an active atmosphere in the class before the lesson
* To remind Ss of some activities and school clubs teens often take part in

**2. Content:**

* Brainstorming
* Pictures describing

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| **3. Products:**  - Students’ answers  **4. Implementation:**  **-** Be able to speak English and focus on the topic of the lesson. | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering Brainstorming**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**  **-** Teacher corrects for students (if needed) | **\* 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: READING (25’)**  **1. Aim:**   * To introduce some new words and set the context for the reading * To improve Ss’ skill of reading for general information and details.   **2. Content:**  **-** Vocabulary pre-teaching: *-* concentrate (v), craft (n), focused (adj), beforehand (adv), practical (adj)   * Task 2: Read the conversation and tick T (True) or F (False) for each sentence. * Task 3: Read the conversation again and choose the correct answer A, B, or C.   **3. Products:**  **-** Know more new words  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Pre - teach vocabulary Step 2: Task performance**   * Teacher introduces the vocabulary. * Teacher explains the meaning of the new vocabulary by pictures.   **Step 3: Report and discussion**   * Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. | **I.Reading**  **1. Vocabulary**  -concentrate (v): tập trung  -focused (adj): chuyên tâm, tập trung  -craft (n): (nghề, đồ, kỹ nghệ) thủ công  -beforehand (adv): trước  -practical (adj): thực tế, thực tiễn |

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| * Invite some Ss to read   **Step 4: Judgement**   * Teacher checks students’ understanding with follow up questions. |  |
| **Task 2.**  **Step 1: Task delivering**  **Read the conversation and tick T (True) or F (False) for each sentence**  **Step 2: Task performance**   * Ask Ss to work individually to read the conversation and to decide if the statements below the conversation are true or false. * Ss 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.   **Step 3: Report and discussion**   * 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 4: Judgement**   * Confirm the correct answers | **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 |
| **Task 3.**  **Step 1: Task delivering**  **Read the conversation again and choose the correct answer A, B, or C.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Invite some Ss to share their answers. Have them explain their answers.   **Step 4: Judgement**   * Confirm the correct answers.   -Teacher corrects the students as a whole class. | **3.Read the conversation again and choose the correct answer A, B, or C.**  ***Answer key:***   1. B 2. C 3. B 4. B 5. C |
| **ACTIVITY 3: Post- reading/ speaking (15’)**  **1. Aim:**  - To help Ss practise asking and answering questions for information about school clubs; | |

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| - To give Ss an opportunity to practise explaining their reasons or the benefits they gain.  **2. Content:**   * Practise asking and answering questions for information about school clubs; * Practise explaining their reasons or the benefits they gain.   **3. Products:**   * Speak about school clubs * Know the benefits of school clubs and talk about them.   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4**  **Step 1: Task delivering**  **Work in pairs. Make conversations using the given information**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Ask some pairs to role-play.   **Step 4: Judgement**   * T and other Ss listen and make comments. | **II. Speaking**  **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 are the benefits you get when you join the club? / Why do you want to join this club?* |
| **Task 5**  **Step 1: Task delivering**  **Work in groups. Ask and answer questions about a club at your school. Report the answers to your class**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Invite one representative of each group to report their group’s answers to the class.   **Step 4: Judgement**   * T asks the class to give feedback on their questions and answers, and pronunciation. | **5. Work in groups. Ask and answer questions about a club at your school. Report the answers to your class** |

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| - T gives feedback on their reports in terms of language, reasoning skills, and pronunciation. |  |
| **ACTIVITY 4: APPLICATION (3' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * Ss retell some school clubs they have learnt after the lesson and their benefits. * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

# Period: 21-Lesson 6: Skill 2

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| **ACTIVITY 1: WARM UP (-5’)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson * To help ss focus on the listening & writing topic   **2. Content:**  **-** Use the technique “Table cloth” to elicit some types of pressure that teens face.  **3. Products:**  **-** Ss can identify and name types of pressure that teen may face  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering** | **Game: Table cloth** |

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| **Game: Table cloth**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Ask Ss to look at SKILLS 2 on page 35. Ss answer the questions.   **Step 4: Judgement**   * Introduce the objectives of the lesson. | ***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: LISTENING (25’)**  **1. Aim:**   * To improve Ss’ skill of listening for general information. * To improve Ss’ listening comprehension and note taking skills.   **2. Content:**  **-** Learn some new words: parental (adj), peer (n), bully (v), bullying (n)   * Task 1: Which types of pressure below do you think teens face? * Task 2: Listen to a conversation and choose the correct answer to each question. * Task 3: Listen to the conversation again and fill each blank with ONE word   **3. Products:**  **-** Know more new words about teen pressure  - Get specific information about teen pressure through listening  **4. Implementation:**  - Teacher’s instructions… | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Vocabulary pre-teaching Step 2: Task performance**   * Teacher introduces the vocabulary. * Teacher explains the meaning of the new vocabulary by pictures.   **Step 3: Report and discussion**   * Teacher reveals that these four words will appear in the listening text and asks students to open their textbook to discover further.   **Step 4: Judgement**   * Ss share their answer. * T gives feedback | **I. Listening**  **\* Vocabulary:**   * parental (adj): liên quan tới bố mẹ, thuộc bố mẹ * bully (v): bắt nạt * bullying (n): sự bắt nạt * peer (n): người ngang hàng, bạn đồng lứa |
| **Task 1.**  **Step 1: Task delivering**  **Which types of pressure below do you think teens face?** | **1. Which types of pressure below do you think teens face?** |

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| **Step 2: Task performance**   * Ask Ss to work in pairs to circle the types of pressure teens face. Ask Ss to add as many stress types as they know. * Tell Ss that they are going to listen to a conversation between some students about the pressures and causes of stress teens face.   **Step 3: Report and discussion**   * Have Ss share their answers   **Step 4: Judgement**   * T checks and corrects. | ***Suggested answer:*** A, C, D |
| **Task 2.**  **Step 1: Task delivering**  **Listen to a conversation and choose the correct answer to each question**  **Step 2: Task performance**   * **Step 2: Task performance**   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.   **Step 3: Report and discussion**   * 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 4: Judgement**  **-** Teacher corrects the answer as a whole class. | **2. Listen to a conversation and choose the correct answer to each question *Answer key:***   1. C 2. B |
| **Task 3**  **Step 1: Task delivering**  **Listen to the conversation again and fill each blank with ONE word**  **Step 2: Task performance**   * 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 | **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 |

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| write only ONE word for each blank.  **Step 3: Report and discussion**  - Play the recording again and check answers as a class.  **Step 4: Judgement**  **-** Teacher corrects the answer as a whole class. |  |
| **ACTIVITY 4: While/post – Writing (15’)**  **1. Aim:**   * 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:**   * Task 4: Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem. * Task 5: Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions.   **3. Products:**   * 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** |
| **Task 4.**  **Step 1: Task delivering**   * **Work in groups. discuss and write what you like or dislike about life in the countryside. Step 2: Task performance** * 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.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * Comment on their answers. | **4. Work in groups. discuss and write what you like or dislike about life in the countryside. *Suggested answer:***   1. B 2. D 3. C 4. A, B, D |
| **Task 5.**  **Step 1: Task delivering**  **Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions.** | **5. Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer**  **solutions.** |

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| **Step 2: Task performance**   * Ask Ss to work individually to write for 5 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.   **Step 3: Report and discussion**   * Teacher may display all or some of the Ss’ writings on the wall / bulletin board.   **Step 4: Judgement**   * T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content. If time is limited, Teacher may ask Ss   to write the final version at home. | ***Suggested answer: 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 5: APPLICATION (3' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * Ss tell the whole class about their stress and what they often do to deal with stress. * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do | **\* Home assignment:**  - Do more exercises in workbook. |

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| homework. |  |

**Period: 22-Lesson 7: Looking back & project**

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| **ACTIVITY 1: WARM UP (5’)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson; * Recall types of pressure that teen may face   **2. Content:**  **-** Have ss play the game “Kim’s game”  **3. Products:**  **-** Ss are able to recall the words and phrases about types of pressure through the given pictures  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Kim’s game:**  **Step 2: Task performance**  **-** 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)   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * Teacher confirms and leads them to do all the exercises in books. |  |
| **ACTIVITY 2: LOOKING BACK (20’)/**  **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. | |

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| **2. Content:**  **-** Task 1: Complete the webs with suitable words and phrases.   * Task 2: Fill each blank with the correct form of the words in the box. * Task 3: Use the conjunctions provided to connect the sentences. * Task 4: Complete the sentences below. Then compare your sentences with your partners’.   **3. Products:**  **-** Recall the vocabulary learnt  - Recall the uses of conjunctions and structures of compound sentences and practise through grammar exercises  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Complete the webs with suitable words and phrases**  **Step 2: Task performance**  **-** Have Ss work individually to complete the webs with words / phrases.  **Step 3: Report and discussion**   * Check answers as a class. * Have Ss read out their words/phrases from their webs.   **Step 4: Judgement**   * Correct Ss’ pronunciation if necessary. | **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, bullying,   spending too much time on social media |
| **Task 2.**  **Step 1: Task delivering**  **Fill each blank with the correct form of the words in the box**  **Step 2: Task performance**   * Have Ss work individually to fill in each blank with the correct form of the words from the box.   **Step 3: Report and discussion**  Check answers as a class.   * Ask some Ss to read the passage aloud.   **Step 4: Judgement**  T gives feedback | **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 |
| **Task 3**  **Step 1: Task delivering**  **Use the conjunctions provided to connect the sentences.**  **Step 2: Task performance** | **3.Use the conjunctions provided to connect the sentences.**  ***Answer key:***  1. Mai is the head of the club, so |

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| * 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.   **Step 3: Report and discussion**   * 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. **Step 4: Judgement** * T gives feedback | she knows the members very well.   1. Lan wanted to go to the party, but she couldn’t choose a suitable dress. 2. Tom felt stressed; however, he tried to finish his homework. 3. He isn’t a member of the chess club; therefore, he won't join the chess competition. 4. We will have a short holiday; otherwise, we will feel very stressed |
| **Task 4**  **Step 1: Task delivering**  **Complete the sentences below. Then compare your sentences with your partners’**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Check the sentences on the board. * Have all Ss correct their partner’s answers. * Ask some Ss to read out their sentences.   **Step 4: Judgement**   * T gives feedback | **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. |
| **ACTIVITY 3: PROJECT (15’)**  **1. Aim:**   * To raise Ss’ awareness of the need to participate in a school club; * To improve Ss’ teamwork and public speaking skills.   **2. Content:**  - Present the poster to the class.  **3. Products:**  **-** Students’ speaking  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - Ask Ss to read the instructions again (T has  already assigned the project since the first lesson of the Unit and check their progress | **Our school club Suggested outcome:** *Students’ posters &*  *presentations* |

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| after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.  **Step 2: Task performance**   * T has groups show their posters and present them to the class. Remember to have the “show and tell” session and vote for the best poster.   **Step 3: Report and discussion**   * Students vote for the best poster.   **Step 4: Judgement**   * T gives feedback |  |
| **ACTIVITY 5: APPLICATION (2' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * Ask Ss to complete the self-assessment table. * Identify any difficulties and provide further practice. * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

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