

* Date of teaching: 8/10/2024

* Week : 6

* Period : 16

Lesson 1: UNIT 3: TEENAGERS

Lesson 1: Getting started – It's great to see you again!

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill*

Speaking: tell everyone about teenagers

- *Sub- skills:*

Reading: read for specific information about teenagers

Listening: listen for specific information about teenagers

Writing: outline some vocabulary and grammar items related to the topic

b. Language:

Vocabulary: name some vocabulary about *Teenagers*

Grammar: Use Simple sentences and compound sentences

2. Competence

Students can tell everyone about their activities and outline some vocabulary and grammar items related to the topic

3. Attitude


Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, ppt file, pictures of Teenagers

III. Procedure

Activity 1: Setting the scene (5 minutes)

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| Goal | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit | |
| Input | “TEENAGERS” | |
| Procedure | Game: I.N.I.T.I.A.L GAME <ul style="list-style-type: none">- Before Ss open their books, T divides the class into 2 teams.- T shows 9 different pictures- Students are shown different pictures and they need to take the first letter from each picture to |  <p>Mystery word: TEENAGERS</p> |


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| | <p>form the mystery word.</p> <ul style="list-style-type: none"> - Which team finds the mystery word first will become the winner. - T leads to the new unit. Write the unit title <i>Teenagers</i> on the board. Ask Ss to guess what they are going to learn about in this unit. Let's open their books and start the lesson. | |
| Outcome | <p>1. Ss have an exciting atmosphere to start the lesson</p> <p>2. Expected answers:</p> <ul style="list-style-type: none"> - T checks ss' answers and gives feedback. Teenagers | |

Activity 2: Teaching new words (10 minutes)





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| Goal | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| Input | <p>1. forum (n) : diễn đàn</p> <p>2. stress (n) : sự căng thẳng</p> <p>3. stressful (adj) : căng thẳng, tạo áp lực</p> <p>4. pressure (n) : áp lực</p> <p>5. user-friendly (adj) : thân thiện với người dùng</p> <p>6. midterm (adj): giữa kì</p> <p>7. (to) stay calm: bình tĩnh</p> <p>8. (to) discuss : thảo luận</p> |
| Procedure | <p>– follow steps of teaching new vocabulary</p> <p>- use “WHAT AND WHERE”to check vocabulary</p> |
| Outcome | <p>1. Ss have certain vocabulary for the listening and reading tasks.</p> <p>2. 8 new words</p> |

Activity 3 : Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)

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| Goal | The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. |
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| Input | <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><i>Listen and read >></i></p> <p>It's great to see you again!</p> </div>  </div> |
| Procedure | <p>Ask Ss to look at the pictures and answer the questions</p> <ol style="list-style-type: none"> Who are the people? What might they be talking about? <ul style="list-style-type: none"> - Introduce the two characters: Teacher and her sts and they are having a class meeting. They are discussing their class forum, club activities to participate in, and their problems. - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit topic while they are listening and reading. - Invite some pairs of Ss to read the conversation aloud. |
| Outcome | <ol style="list-style-type: none"> Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. Expected answer: forums, club activities to participate in |

Activity 4 : Reading the dialogue(5 minutes)

| Goal | The activity aims at helping Ss understand the conversation.. | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|
| Input | <div><div><div>2</div><div>Read the conversation again and tick (✓) T (True) or F (False) for each sentence.</div></div><div><table><thead><tr><th></th><th>T</th><th>F</th></tr></thead><tbody><tr><td>1. The students finished their midterm tests.</td><td></td><td></td></tr><tr><td>2. Minh mentions the different types of pressure they are facing.</td><td></td><td></td></tr><tr><td>3. The teacher tells them to stay calm and work hard.</td><td></td><td></td></tr><tr><td>4. The class will discuss their problems offline.</td><td></td><td></td></tr><tr><td>5. The school has different clubs for its students.</td><td></td><td></td></tr></tbody></table></div><div><div></div><div></div><div><div>3. _____</div><div>4. _____</div><div>5. _____</div><div>6. _____</div></div></div></div> | | T | F | 1. The students finished their midterm tests. | | | 2. Minh mentions the different types of pressure they are facing. | | | 3. The teacher tells them to stay calm and work hard. | | | 4. The class will discuss their problems offline. | | | 5. The school has different clubs for its students. | | |
| | T | F | | | | | | | | | | | | | | | | | |
| 1. The students finished their midterm tests. | | | | | | | | | | | | | | | | | | | |
| 2. Minh mentions the different types of pressure they are facing. | | | | | | | | | | | | | | | | | | | |
| 3. The teacher tells them to stay calm and work hard. | | | | | | | | | | | | | | | | | | | |
| 4. The class will discuss their problems offline. | | | | | | | | | | | | | | | | | | | |
| 5. The school has different clubs for its students. | | | | | | | | | | | | | | | | | | | |
| Procedure | <div><div>- Ask Ss to work in pairs to read the conversation again.</div><div>- Ask them to underline the key words and phrases in the statements. Then have</div></div> | | | | | | | | | | | | | | | | | | |

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| | <p>pairs work together for one or two minutes to do the task.</p> <ul style="list-style-type: none"> - 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. - Confirm the correct answers. |
| Outcome | <p>1. Ss understand the conversation</p> <p>2. Key: 1. F 2. T 3. T 4. F 5. T</p> |

Activity 5 : Introducing vocabulary (5 minutes)

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| Goal | The activity aims at introducing some vocabulary items related to their activities. |
| Input | <div> <div> <p>3 Write a word or phrase from the box under the correct picture.</p> <div> chess club language club arts and crafts club </div> <div> forum sports club pressure </div> </div> <div>  <p>1. _____</p> </div> <div>  <p>2. _____</p> </div> <div>  <p>3. _____</p> </div> <div>  <p>4. _____</p> </div> <div>  <p>5. _____</p> </div> <div>  <p>6. _____</p> </div> <div>  </div> </div> |
| Procedure | <ul style="list-style-type: none"> _ Ask Ss to name the activities shown in the pictures. - Have Ss work individually to write the word and phrases in the box under the pictures. Have them compare their answers with a partner. - Invite some Ss to go to the board and write their answers. - Confirm the correct answers. - Have Ss practise saying the word and phrases again |
| Outcome | <p>1. Ss master some vocabulary items related to hobbies</p> <p>2. – Key 1. language club 2. Pressure 3. Arts and crafts club 4. Forums</p> |

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| | 5. sports club 6. Chess clubs |
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Activity 6 : Guessing the leisure activities (5 minutes)

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| Goal | The activity aims at revising some activities they have learnt in 3. |
| Input | <p>4 Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.</p> <ol style="list-style-type: none"> 1. Minh is a member of our _____. The greeting cards he makes are really creative. 2. Students can discuss their problems in their class _____. 3. We share the essays and stories that we write in English in our _____. 4. She is not feeling very well this weekend because of all the _____ from her schoolwork. 5. The coach of our _____ tells us to drink plenty of water during our practice sessions. |
| Procedure | <ul style="list-style-type: none"> - Ask Ss to work independently to complete each sentence with a word or phrase in 3. - Allow Ss to refer to the pictures, the words and phrases in 3, and the conversation if needed. - Check the answers as a class. - Ask several Ss to read aloud the full sentences. Correct Ss' pronunciation if needed. |
| Outcome | <p>Answer key : 1. arts and crafts club 2. Forums 3. Language club</p> <p>4. pressure 5. Sports club</p> |

Activity 7 : Practising using answer the questions (5 minutes)

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| Goal | To help Ss practise asking and answering questions for more information about their peers, and reporting information they have gathered; |
| Input | <p>5 Work in pairs. Ask and answer the questions below. Report your friend's answers to the class.</p> <ol style="list-style-type: none"> 1. What types of social media do you use? 2. What kinds of pressure do you have? 3. What clubs do you participate in? 4. Why do you choose to participate in that club? |

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| Procedure | <ul style="list-style-type: none"> - Ask Ss to work in pairs to ask and answer questions. - Encourage Ss to provide their partners with as much information as possible, using vocabulary they have learnt when they answer the questions. - Ask some Ss to report information about their partners. |
| Outcome | <ol style="list-style-type: none"> 1. Ss can report their friend's answers about types of social media, kinds of pressure and clubs to the class 2. Expected answer: <ol style="list-style-type: none"> 1. I am using social networks: Facebook, Zalo, Instagram, Tiktok..... 2. I have pressure from my schoolwork, my parents, 3. I participate in sports club and language club 4. I choose sports club because it improves my health |

Wrap-up: (5 minutes)

- 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 mentioned in the conversation.
- Ask Ss to name several school clubs, pressure, and social media.
- Ask Ss to say aloud some words they remember from the lesson. and the words with the sounds /ʊə/ and /ɔɪ/. Tells Ss that they will learn these language points in the upcoming lessons.

* Date of teaching: 8/10/2024

* Week : 6

* Period : 17

Lesson 2 : UNIT 3: TEENAGERS- A CLOSER LOOK 1 + LB 1,2

Timing: 1 period (45 minutes)

I. Objectives

1.Knowledge: By the end of this unit students can:

- Identify the combination of some verbs and verb phrases that are often used when teens talk about using social media.

a. Skills:

- *Main skill:*

Speaking: pronounce the sounds /ʊə/ and /ɔɪ/ correctly in sentences

- *Sub- skill:*

Listening: listen for the sounds /ʊə/ and /ɔɪ/

b. Language:

Vocabulary: name some expressions about activity's teenagers.

Grammar: use correct form of verbs after expressions about simple sentences and compound sentences

2. Competence

Students can pronounce the sounds /ʊə/ and /ɔɪ/ correctly in sentences and tell everyone about their classmate's activities

- Ss can develop competencies of communication, cooperation, and self-management.

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, p.p.t file, pictures

III. Procedure

Activity 1: Setting the scene (5 minutes)

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|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Input | <div>Word puzzles</div> <table><tr><td>H</td><td>A</td><td>C</td><td>C</td><td>O</td><td>U</td><td>N</td><td>T</td></tr><tr><td>W</td><td>E</td><td>B</td><td>S</td><td>I</td><td>T</td><td>E</td><td>C</td></tr><tr><td>C</td><td>B</td><td>R</td><td>O</td><td>W</td><td>S</td><td>E</td><td>E</td></tr><tr><td>L</td><td>C</td><td>L</td><td>U</td><td>B</td><td>G</td><td>H</td><td>N</td></tr><tr><td>I</td><td>H</td><td>C</td><td>S</td><td>T</td><td>N</td><td>M</td><td>N</td></tr><tr><td>P</td><td>E</td><td>D</td><td>T</td><td>V</td><td>C</td><td>X</td><td>O</td></tr></table> | H | A | C | C | O | U | N | T | W | E | B | S | I | T | E | C | C | B | R | O | W | S | E | E | L | C | L | U | B | G | H | N | I | H | C | S | T | N | M | N | P | E | D | T | V | C | X | O |
| H | A | C | C | O | U | N | T | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W | E | B | S | I | T | E | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | B | R | O | W | S | E | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L | C | L | U | B | G | H | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I | H | C | S | T | N | M | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P | E | D | T | V | C | X | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <table><tr><td>O</td><td>C</td><td>H</td><td>D</td><td>I</td><td>U</td><td>I</td><td>C</td></tr><tr><td>M</td><td>K</td><td>B</td><td>A</td><td>T</td><td>S</td><td>O</td><td>P</td></tr></table> | O | C | H | D | I | U | I | C | M | K | B | A | T | S | O | P |
| O | C | H | D | I | U | I | C | | | | | | | | | | |
| M | K | B | A | T | S | O | P | | | | | | | | | | |
| Procedure | <ul style="list-style-type: none">- Give Ss a few minutes to play a game. Have Ss play in two groups.- Ask ss to find 7 meaningful words in the puzzles- The team with the more correct answers wins.- T leads in the new lesson. | | | | | | | | | | | | | | | | |
| Outcome | <p>1. Ss have an exciting atmosphere to start the lesson</p> <p>2. Expected answers:</p> <p>Answer key: account; post; website; club; picture; connect; browse</p> | | | | | | | | | | | | | | | | |

Activity 2 : Teaching new words (10 minutes)

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| Goal | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| Input | <p>1. upload (v): tải lên</p> <p>2. browse (v) : đọc lướt, tìm (trên mạng)</p> <p>3. notification (n): thông báo</p> <p>4. log on to (v.phr): đăng nhập</p> <p>5. check (v): kiểm tra</p> <p>6. account (n): tài khoản</p> <p>7. connect (v): kết nối</p> <p>8. website (n): trang mạng</p> <p>9. concentrate (v); tập trung</p> |
| Procedure | <ul style="list-style-type: none"> - follow steps of teaching new vocabulary - use “WHAT AND WHERE”to check vocabulary |
| Outcome | <p>1. Ss have certain vocabulary for the listening and reading tasks.</p> <p>2. nine new words</p> |

Activity 3 : Circling the correct options to complete the phrases. (5 minutes)

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| Goal | The activity aims at presenting some verbs and verb phrases that are often used when teens talk about using social media. |
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|------------|---|-----------|--------------------------------|-----------|---------------------------|----------|---------------------------------|-----------|----------------------------------|------------|------------------------------|
| Input | <p>Vocabulary</p> <p>1 Circle the correct options to complete the phrases.</p> <table border="0"> <tr> <td>1. upload</td><td>A. a picture B. the website</td></tr> <tr> <td>2. browse</td><td>A. a website B. a clip</td></tr> <tr> <td>3. check</td><td>A. pictures B. notifications</td></tr> <tr> <td>4. log on</td><td>A. to a club B. to an account</td></tr> <tr> <td>5. connect</td><td>A. a post B. with friends</td></tr> </table> | 1. upload | A. a picture B. the website | 2. browse | A. a website B. a clip | 3. check | A. pictures B. notifications | 4. log on | A. to a club B. to an account | 5. connect | A. a post B. with friends |
| 1. upload | A. a picture B. the website | | | | | | | | | | |
| 2. browse | A. a website B. a clip | | | | | | | | | | |
| 3. check | A. pictures B. notifications | | | | | | | | | | |
| 4. log on | A. to a club B. to an account | | | | | | | | | | |
| 5. connect | A. a post B. with friends | | | | | | | | | | |
| Procedure | <ul style="list-style-type: none"> – Have Ss read the words / phrases in column A and B and match them - Explain the meaning of the new verb phrases by using pictures or synonyms or even their mother tongue - 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. – Have Ss work in pairs to compare their answers before giving T the answers. – Check and confirm the correct answers. Ask them to change the expressions they have got so that the expressions about their idea. - Check the answers as a class | | | | | | | | | | |
| Outcome | Key: 1. A 2A 3 B 4 B 5 B | | | | | | | | | | |

Activity 4 : Practising more about form of the verbs and then know how to use learned words/ phrases in context. (5 minutes)

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| Goal | The activity aims at giving Ss further practice with expressions about the verb form |
| Input | <p>2 Use the correct forms of the verbs in 1 to complete the sentences.</p> <p>account to chat with her friends.</p> <p>2. Mi often _____ to her Instagram some new posts.</p> <p>4. Tom _____ the notifications and saw the English club.</p> <p>3. She _____ with some old friends at meeting in our forum for everyone to see.</p> <p>5. Our teacher _____ a video of our last pictures of school activities.</p> <p>1. I _____ the school website and found</p> |


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| Procedure | <ul style="list-style-type: none"> - Ask Ss to work individually to complete each of the sentences with a suitable verb from 1. – Ask them to work with a classmate to share their answers. Then invite Ss to share information with their classmates. - Correct Ss' pronunciation if necessary. |
| Outcome | Key : 1. browsed 2. uploaded 3. connects 4. checked 5. logs on |

Activity 5 : Practising more about form of the verbs and choose words/ phrases in context. (5 minutes)


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| Goal | The activity aims at giving Ss further practice with expressions about the verb form |
| Input | <p>3 Choose the correct answer A, B, or C.</p> <div> <p>1. Our class has a(n) _____, and we often post questions there to discuss. A. office B. forum C. club</p> <p>2. We try to meet our parents' _____, but it is hard. A. dreams B. interests C. expectations</p> <p>3. He is a big _____ and scares his weaker classmates. A. bully B. forum C. pressure</p> <p>4. She was chatting with her friends, so she couldn't _____ on the lesson. A. concentrate B. coach C. advise</p> <p>5. We have _____ from our exams, peers, and parents. This makes us feel very stressed. A. interests B. pressure C. friends</p> </div> |
| Procedure | <ul style="list-style-type: none"> - 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. - 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. |
| Outcome | <p>1. - Teacher checks students' answers and gives feedback.</p> <p>2. Key : 1. B 2C 3A 4A 5B</p> |

Activity 6 : Pronouncing the sounds (5 minutes)

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| Goal | The activity aims at helping Ss identify how to pronounce the sounds / uə/ and /ɔɪ/ |
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| | and practise pronouncing these sounds in words. | | | | |
| Input | <p>Pronunciation</p> <p>/ʊə/ and /ɔɪ/</p> <p>4 Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ/. Then put the words into the correct columns. </p> <table border="1"> <tr> <td>/ʊə/</td><td>/ɔɪ/</td></tr> <tr> <td></td><td></td></tr> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> boy tourist toy ensure </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> avoid choice sure tournament </div> | /ʊə/ | /ɔɪ/ | | |
| /ʊə/ | /ɔɪ/ | | | | |
| | | | | | |
| Procedure | <ul style="list-style-type: none"> -Have some Ss read out the words first. -Then play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary -Explain to Ss that these words have the sounds / ʊə/ and /ɔɪ/. Tell them the difference between the two sounds if needed. -Ask Ss to work in pairs to practise saying the words and put the words into the correct columns. Check the answers with the class and confirm the correct ones - Invite some Ss to say some other words they know that include the two sound | | | | |
| Outcome | <p>1. Ss can identify how to pronounce the sounds /ʊə/ and /u:/. 2. Expected answer:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>/ ʊə/</td><td>ɔɪ/</td></tr> <tr> <td>Tourist, tournament, ensure, sure</td><td>Boy, toy, avoid, choice</td></tr> </table> | / ʊə/ | ɔɪ/ | Tourist, tournament, ensure, sure | Boy, toy, avoid, choice |
| / ʊə/ | ɔɪ/ | | | | |
| Tourist, tournament, ensure, sure | Boy, toy, avoid, choice | | | | |

Activity 7 : Pronouncing the sounds /ʊə/ and /u:/ (10 minutes)

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| Goal | The activity aims at helping Ss pronounce the sounds /ʊə/ and /u:/ correctly in sentences. |
| Input | <p>5 Listen and practise the sentences. Underline the words with /ʊə/, and circle the words with /ɔɪ/. </p> |

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| | <ol style="list-style-type: none"> 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. |
| Procedure | <ul style="list-style-type: none"> - Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the bold words and underline the bold words with /ʊə/ and circle the bold words with /ɔɪ/. -Invite some Ss to share their answers. Confirm the correct ones -Play the recording again for Ss to repeat the sentences -Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds. |
| Outcome | <ol style="list-style-type: none"> 1. Ss pronounce the sounds /ʊə/ and /u:/ correctly in sentences. 2. Key <ol style="list-style-type: none"> 1. She is a <u>noisy</u> and <u>curious</u> girl. 2. They <u>joined</u> a full-day city <u>tour</u>. 3. I found it <u>enjoyable</u> to watch the <u>tournament</u>. 4. She'll record our <u>voices</u> <u>during</u> the interview. 5. He is not acting very <u>mature</u> and is starting to <u>annoy</u> me. |

Wrap-up: (5 minutes)

- Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.
- Ask ss to do Language focus 1 and 2 at home

LOOKING BACK

Vocabulary

1 Complete the webs with suitable words and phrases.

2 Fill in each blank with the correct form of the word from the box.

* Date of teaching: 11/10/2024

* Week : 6

* Period : 18

Lesson 2 : UNIT 3: TEENAGERS- A CLOSER LOOK 2 + LB 3,4

Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can be able to

- review the knowledge of simple sentences
- distinguish between simple sentences and compound sentences
- identify words that connect independent clauses
- apply the coordinating conjunctions or conjunctive adverbs to combine two sentences

2. Competence

Students can use the simple sentences and compound sentences to talk about the communication ways in the social media

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, ppt file, pictures of media

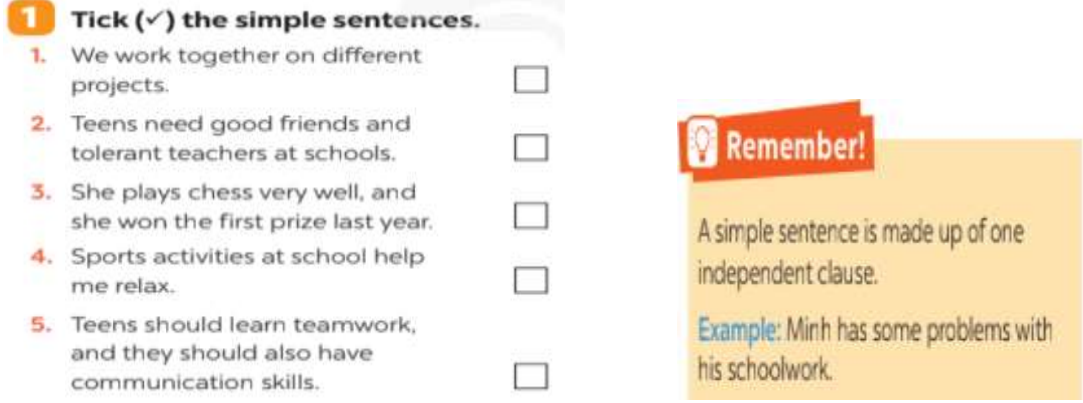
III. Procedure

Activity 1: Setting the scene (10 minutes)

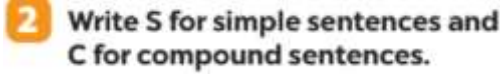
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| Goal | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| Input | Chatting : 1. What do you often do at weekend? 2. How often do you chat with your friends on fb. Zalo ...? 3. Which magazines and books do you read in internet? 4. What kind of films do you watch? 5. Do you like playing sport on the weekend? |
| Procedure | <ul style="list-style-type: none">- Students answer the questions, using simple sentences or compound sentences- Teacher and students discuss the answers.-Teacher corrects students answers if needed and confirms the use of the simple and compound sentences.- Teacher checks and corrects Ss' answer.- Revise the form of the simple sentences and compound sentences because Ss learnt this grammar point in Grade 7.- Ask if Ss still remember the form of use- Write one Ss' answer on the board. Lead into new lesson.- Tell Ss that today they will learn more about the simple sentences and compound sentences |

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| Outcome | <ol style="list-style-type: none"> 1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: <ol style="list-style-type: none"> 1. I often talk to my friends at weekend 2. once or twice a week. 3. I read fashionable magazines and detective and story books 4. I watch romantic-comedy, cartoon, detective film and so on 5. yes, I do because it help me ralaxed and stay healthy. |
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Activity 2 : Identifying and remembering the uses of the simple sentences (5 minutes)

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| Goal | The activity aims at helping ss identify and remember the uses of the simple sentences. |
| Input |  <p>1 Tick (✓) the simple sentences.</p> <ol style="list-style-type: none"> 1. We work together on different projects. <input type="checkbox"/> 2. Teens need good friends and tolerant teachers at schools. <input type="checkbox"/> 3. She plays chess very well, and she won the first prize last year. <input type="checkbox"/> 4. Sports activities at school help me relax. <input type="checkbox"/> 5. Teens should learn teamwork, and they should also have communication skills. <input type="checkbox"/> <p>Remember!</p> <p>A simple sentence is made up of one independent clause.</p> <p>Example: Minh has some problems with his schoolwork.</p> |
| Procedure | <ul style="list-style-type: none"> - Ask Ss to work individually to tick the simple sentences. - Ask Ss to take turns to give their answers. - Check the answers as a class. - Then T asks some Ss to underline the subjects and circle the verbs of simple sentences. - Ask several Ss to read aloud the full sentences. Correct their pronunciation if necessary. |
| Outcome | <ol style="list-style-type: none"> 1. Ss identify and remember the uses of the simple sentences . 2. Expected answer: 1 , 2 , 4 |

Activity 3 : Practising the correct form of the simple sentnces and compound sentences (5 minutes)

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| Goal | The activity aims at helping Ss practise more on about the simple sentences and compound sentences |
| Input |  <p>2 Write S for simple sentences and C for compound sentences.</p> |

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| | <div> <p>_____ 1. Teenagers are often very active and talkative.</p> <p>_____ 2. He often chats with his friends on Facebook Messenger.</p> <p>_____ 3. She is a smart student, and she is an active member of our club.</p> <p>_____ 4. My friends and I joined a sports competition last year.</p> <p>_____ 5. He is a club member, but he never participates in any of the activities.</p> </div> <div> <p>Remember!</p> <p>A simple sentence is made up of one independent clause.</p> <p>Example: Minh has some problems with his schoolwork.</p> <p>A compound sentence is made up of two or more independent clauses, and they are joined by:</p> <ul style="list-style-type: none"> - a coordinating conjunction: <i>for, and, but, or, so.</i> <p>Example: Mai bought many books, <i>for</i> she likes reading.</p> <ul style="list-style-type: none"> - a conjunctive adverb: <i>however, therefore, otherwise.</i> <p>Example: Mark is hard-working; <i>therefore</i>, he usually gets high scores on exams.</p> </div> |
| Procedure | <p>Have Ss do this exercise individually and then compare their answers with a partner.</p> <ul style="list-style-type: none"> - Ask some Ss to write their answers on the board. - Check the answers with the whole class. Ask Ss to explain the use of the simple sentences and compound sentences in each sentence. - Confirm the correct answers. |
| Outcome | <p>1. Ss can use the correct form of them</p> <p>2. Key: 1. S 2 S 3. C 4. S 5. C</p> |

Activity 4 : Practising more with the simple sentences and compound sentences(5 minutes)

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| Goal | The activity aims at giving further practice and distinguishing between the simple sentences and compound sentences |
| Input | <p>3 Choose the correct answer A, B, or C.</p> <div> <p>1. Parents should give teens some freedom, _____ they should also set limits.</p> <p>A. for B. so</p> <p>C. but</p> </div> <div> <p>2. We don't cheat on exams, _____ it is a wrong thing to do.</p> <p>A. or B. for</p> <p>C. and</p> </div> <div> <p>3. Lan wants to join the school music club; _____, she can't sing or play any instruments.</p> <p>A. however B. otherwise</p> <p>C. therefore</p> </div> <div> <p>4. Schoolwork causes teens a lot of pressure, _____ they also feel pressure from their parents.</p> <p>A. and B. but</p> <p>C. or</p> </div> <div> <p>5. She wanted to prepare for the exam; _____, she turned off her mobile phone.</p> <p>A. however B. otherwise</p> <p>C. therefore</p> </div> |
| Procedure | <ul style="list-style-type: none"> - 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. |

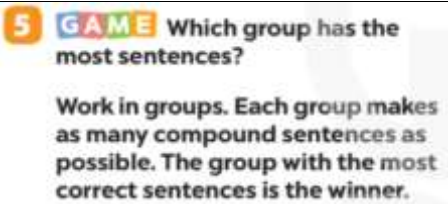
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| | - Ask some Ss to read out the complete sentences. Confirm the correct answers. |
| Outcome | 1. Ss master the ways how to use the sentences correctly 2. - Key : 1. C 2. B 3. A 4. A 5. C |

Activity 5 : Practising more with the compound sentences and using the connect word (10 minutes)

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| Goal | The activity aims at helping Ss know the differences between words that connect independent clauses. |
| Input | <div> <div>4 Combine the two sentences to make compound sentences, using the words from the box.</div> <div> or therefore but otherwise so </div> <div> 1. Phong has to study harder. He may fail the exam. 2. She is very sensitive. Don't comment on her new hairstyle. 3. Mi wants to have more friends. She doesn't connect well with others. 4. Students can work in groups. Students can work in pairs. 5. My friend likes showing off her new things. She often posts pictures on social media. </div> </div> |
| Procedure | <ul style="list-style-type: none"> - Have Ss work in groups of four for five minutes to write on their posters complete compound sentences using the words in the box. - Remind them to use commas and semicolons when necessary. Then ask them to swap answers with other groups. - Check the answers as a class. - Have the class read out the sentences. Correct their spelling and grammar mistakes when necessary. |
| Outcome | 1. Ss master the ways how to use the sentences correctly 2. Expected answer: Answer key: 1. Phong has to study harder; <i>otherwise</i> , he may fail the exam. 2. She is very sensitive, <i>so</i> don't comment on her new hairstyle. / She is very sensitive; <i>therefore</i> , don't comment on her new hairstyle. |

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| | <p>3. Mi wants to have more friends, but she doesn't connect well with others.</p> <p>4. Students can work in groups, or they can work in pairs.</p> <p>5. My friend likes showing off her new things; therefore, she often posts pictures on social media. / My friend likes showing off her new things, so she often posts pictures on social media.</p> |
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Activity 6 : Making sentences with the compound sentences (5 minutes)

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| Goal | The activity aims at helping Ss understand and make more about compound sentences correctly. |
| Input |  |
| Procedure | <ul style="list-style-type: none"> - 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. - 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. - T corrects any grammar and pronunciation mistakes if necessary. |
| Outcome | <p>1. Ss master the ways how to make sentences with the compound sentences correctly</p> <p>2. Expected answer:</p> <p><i>Example:</i></p> <p>1. He came first; therefore, he got a good seat.</p> <p>2. I felt really tired. However, I went to see the film.</p> <p>3. I don't like running, but I like swimming.</p> <p>4.....</p> <p>5.....</p> |

Wrap-up: (5 minutes)

- Ask Ss to summarize what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask ss to do Language focus 3 and 4 at home
- Prepare Communication on page 32.

Grammar:

3 Use the conjunctions provided to connect the sentences.

1. Mai is the head of the music club. She knows the members very well. **SO**

2. Lan wanted to go to the party. She couldn't choose a suitable dress. **BUT**

3. Tom felt stressed. He tried to finish his homework. **HOWEVER**

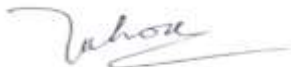
4. He isn't a member of the chess club. He didn't join the chess competition. **THEREFORE**

5. We will have a short holiday. We will feel very stressed. **OTHERWISE**

4 Complete the sentences below. Then compare your sentences with your partners'.

- Teens need to have good health, so _____.
- His parents have high expectations of him, but _____.
- Teenagers should develop social skills; otherwise _____.
- We sometimes feel lonely and sad; therefore, _____.
- He does very well at school; however, _____.

DUYỆT CỦA TỔ TRƯỞNG



Phạm Thị Tuyết Hoa

NGƯỜI SOẠN



Đỗ Thị Thu Hằng