

* Date of teaching: 15/10/2024

* Week : 7

* Period : 19

Lesson 4: UNIT3: COMMUNICATION

Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

- Apply some everyday English phrases and expressions to do exercises and practise them in real situations in daily life.

- Make requests in English.

b. Language:

Vocabulary: use some vocabulary about leisure activities

Grammar: Practise reading for specific information

2. Competence

- Develop competencies of communication, cooperation, and self-management.

- Be collaborative and supportive in pair work and group work.

3. Attitude

Students can develop communication skills and raise ss' awareness of social media popular among teens. Have a good attitude when making polite requests.

II. Teaching aids (& materials)

Student book TA 8, ppt file, Computer connected to the Internet, TV

III. Procedure

Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	Chatting: - T asks ss some questions: + <i>What do you say when you want sb to pass you a pen?</i> + <i>What do you say when you want sb to tell you more about the music club?</i> + <i>What will we do if we want to politely ask somebody to do sth?</i>
Procedure	- T leads in the new lesson: <i>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.</i> - Ask Ss to look at COMMUNICATION on page 32.
Outcome	1 Suggested answers: - Can/ Could you pass me the pen? - Can/ Could you tell me more about the music club?

Activity 2 : : Listen and read the dialogue below. Pay attention to the highlighted sentences. (5 minutes)

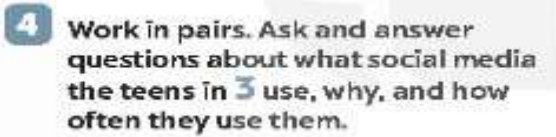
Goal	The activity aims at introducing two ways to make requests
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Input	
Procedure	<ul style="list-style-type: none"> - Play the recording for Ss to listen and read the dialogue between a student and a school club leader. Ask Ss to pay attention to the highlighted sentences. - Emphasise the ways to make requests (in the contents column). - Tell Ss that <i>Can you</i> and <i>Could you</i> are similar in meaning, and only different in the degree of formality. <i>Could you</i> is more formal than <i>Can you</i>. - Have Ss practise the dialogue.
Outcome	<ol style="list-style-type: none"> 1. <i>Can you tell me more about the music club, please?</i> 2. <i>Could you show me the way to the college, please?</i>


Activity 3 : Work in pairs. Make similar conversations, using the cues below. (5 minutes)

Goal	The activity aims at practising inviting and accepting invitations
Input	<ul style="list-style-type: none"> - Ask to borrow a book from your classmate. - Request some advice on how to do your science project.
Procedure	<ul style="list-style-type: none"> - Ask Ss to work in pairs to make similar dialogues. - Tell them to use the contexts given and the sample requests. - Give feedback on their dialogues.
Outcome	<ul style="list-style-type: none"> - Ask to borrow a book from your classmate. <p><i>Can you lend me your book that you finished reading, please?</i></p> <ul style="list-style-type: none"> - Request some advice on how to do your science project.

Activity 4 : Read some posts on a forum about different social media and match the names of the posters with their activities. (5 minutes)

Goal	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
Input	 <p>4 Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them.</p>
Procedure	<ul style="list-style-type: none"> - Ask some Ss to read the posts aloud. - Have Ss work in pairs to read the posts to match the name of the four teenagers and their activities (1 - 5). - Ask some pairs to read out their answers. Correct if necessary. - Check the answers as a class. - If time allows, ask some Ss to retell information from the posts or to role-play a conversation.
Outcome	<p>Answer key:</p> <p>Ann: 2 Tom: 4,5 Trang: 1 Nam: 3</p>

Activity 5 : Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them. (10 minutes)

Goal	The activity aims at helping Ss practise asking and answering questions about which social media teens often use, how often and why they use these media.
Input	
Procedure	<ul style="list-style-type: none"> - Have Ss work in pairs to ask and answer questions about which social media each of the four teenagers uses, what for and how often they use the media. - Ask them to follow the example in the Student's Book. - Invite some pairs to role-play, asking and answering questions in front of the class. Correct any grammar or pronunciation mistakes if necessary.
Outcome	<p>Model dialogue:</p> <p>Tom: What social media does <u>Ann</u> use?</p> <p>Nam: <u>She</u> uses <u>YouTube</u>.</p> <p>Tom: What does <u>she</u> use it for?</p> <p>Nam: <u>She uploads her videos and watches other people's videos.</u></p> <p>Tom: How often does <u>she</u> use it?</p> <p>Nam: <u>Every day.</u></p>

Activity 6 : Work in groups. Discuss the following questions and then report your group's result to the class. Report your group's results to class. (10 minutes)

Goal	The activity aims at helping Ss practise asking and answering questions about which social media teens often use, how often and why they use these media.
Input	
Procedure	<ul style="list-style-type: none"> - Have Ss work in groups to discuss the answers to the three questions about social media. - Tell them that they can give more than one reason to explain their choice. - Ask them to use the information from the posts in 3 as cues. - Invite group representatives to report their group's answers.
Outcome	<ol style="list-style-type: none"> 1. <i>What social media do you use?</i> 2. <i>How often do you use it?</i> 3. <i>What do you use social media for?</i>

Wrap-up: (5 minutes)

Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.

* Date of teaching: 15/10/2024

* Week : 7

* Period : 20

TEACHING PLAN
Lesson 5: UNIT3: SKILLS 1
Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

Reading: scan for specific information

Speaking: ask and answer about school clubs.

b. Language:

Vocabulary: use some vocabulary about school clubs.

Grammar:

2. Competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Develop presentation skill
- Actively join in class activities

3. Attitude

- Raise ss' awareness of school clubs and the benefits of joining clubs
- Have a good attitude towards joining school clubs.

II. Teaching aids (& materials)

Student book TA 8, p.p.t file

III. Procedure

Activity 1: Setting the scene (3 minutes)


Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	Brainstorming
Procedure	<ul style="list-style-type: none">- Ask Ss to list school clubs teens often take part in.- Have the class work in pairs to describe the pictures and say what club the teenagers in the pictures are taking part in.- Ask Ss to discuss the reasons they want to join a school club like these.- Ask Ss to look at SKILLS 1 on page 33.
Outcome	<p><i>Suggested answers:</i></p> <ul style="list-style-type: none">- <i>Badminton/ basketball club, English club, chess club, arts club, football club,</i>...- <i>2 clubs in the pictures: Chess club, arts and craft club</i>

Activity 2: Teaching new words (5 minutes)

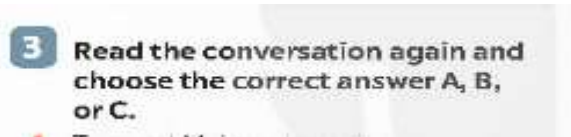
Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks.
Input	* Vocabulary:

	1. concentrate (v) 2. focused (adj) 3. craft (n) 4. beforehand (adv) 5. practical (adj)
Procedure	– follow steps of teaching new vocabulary - use “RUB OUT AND REMEMBER”to check vocabulary
Outcome	1. Ss have certain vocabulary for the reading and speaking tasks. 2. four new words

Activity 3 : Read the conversation and tick T (True) or F (False) for each sentence. (9 mins)


Goal	The activity aims at activating Ss' knowledge of the topic of the reading text.
Input	
Procedure	<ul style="list-style-type: none"> - 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. - 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.
Outcome	<ul style="list-style-type: none"> - Ss express their thought about the topic <p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. T 3. F: when he was five => 5 years ago 4. T

Activity 4: Read the conversation again and choose the correct answer A, B, or C. (8 mins)

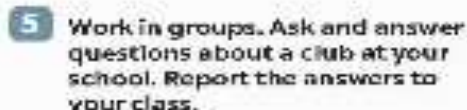
Goal	The activity aims at helping Ss develop the skill of finding the main idea and guessing the meaning of new words in context.
Input	
Procedure	<ul style="list-style-type: none"> - Have Ss work individually for seven minutes and circle the correct answers. - Remind them to underline the keywords in 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.

Outcome	Answer key: 1. B 2. C 3. B 4. B 5. C
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Activity 5: Work in pairs. Make conversations using the given information. (6 mins)

Goal	<ul style="list-style-type: none"> - To help Ss practise asking and answering questions for information about school clubs; - To give Ss an opportunity to practise explaining their reasons or the benefits they gain.
Input	
Procedure	<ul style="list-style-type: none"> - Have Ss work in pairs to ask and answer questions about the guitar club and painting club. - Assist Ss to make questions when necessary. - Ask them to practise giving some benefits / reasons. Encourage them to think of other possible benefits / reasons. - Ask some pairs to role-play.
Outcome	<p>Suggested questions:</p> <ul style="list-style-type: none"> - <i>What time does the club meet?</i> - <i>Where does it meet?</i> - <i>How can I contact the club? / What is the contact number of the club?</i> - <i>Who will coach the club?</i> - <i>What are the benefits you get when you join the club? / Why do you want to join this club?</i>

Activity 6 : Work in pairs. Make conversations using the given information. (9 mins)

Goal	The activity aims at asking and answering questions about a school club they would like to participate in
Input	
Procedure	<ul style="list-style-type: none"> - Have Ss work in groups to ask and answer questions about a school club they would like to participate in. - Ask them to give as many benefits and/ or reasons why they want to take part in the club. Tell them to explain the reasons based on their likes, dislikes, abilities, or personalities. - Invite one representative of each group to report their group's answers to the class.
Outcome	- Ss report

Wrap-up: (5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

* Date of teaching: 18/10/2024

* Week : 7

* Period : 21

Lesson 6: UNIT3: SKILLS 2
Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

- *Main skills*

Listening: listen for specific information

Write: Write a paragraph about the causes and solutions.

- *Sub skill:*

Recall the lexical items related to pressures teens face

b. Language:

Vocabulary: use some vocabulary about teens

Grammar:

2. Competence

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

3. Attitude

- Raise ss' awareness of pressures teens face

- Have a positive attitude toward pressures and know how to deal with them

II. Teaching aids (& materials)

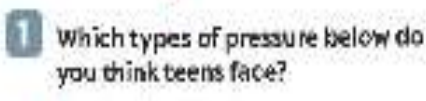
Student book TA 8, ppt file.

III. Procedure

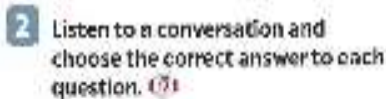
Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	Game: Table cloth
Procedure	<ul style="list-style-type: none">- 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.- Ask Ss to look at SKILLS 2 on page 35.
Outcome	<p><i>Suggested answers:</i></p> <p>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, ...</p>


Activity 2: Listening Which types of pressure below do you think teens face? (5 minutes)

Goal	<ul style="list-style-type: none"> - To improve Ss' skill of listening for general information. - To improve Ss' listening comprehension and note taking skills.
Input	
Procedure	<ul style="list-style-type: none"> - 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.
Outcome	Suggested answer: A, C, D

Activity 2 : Listen to a conversation and choose the correct answer to each question. (5 minutes)

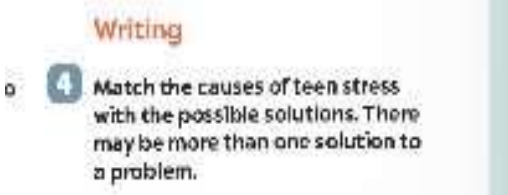
Goal	The activity aims to help Ss develop the skill of listening for specific information.
Input	
Procedure	<ul style="list-style-type: none"> - Ask Ss to work individually to read through Questions 1 and 2. - Ask them to underline keywords in the questions, for example, “<u>How many ...</u>” or “<u>What ... discussing</u>”. - Play the recording once for Ss to circle the answers. - Check Ss' answers and play the recording again for them to better understand the conversation among Minh, Ann and Mi. Stop or rewind the recording where necessary.
Outcome	Answer key: 1. C 2. B

Activity 3 : Listen to the conversation again and fill each blank with ONE word. (10 mins)

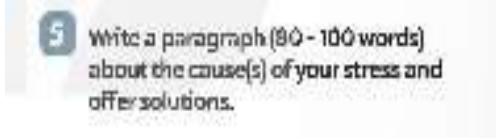
Goal	The activity aims at helping Ss develop the skill of listening for specific information.
Input	
Procedure	<ul style="list-style-type: none"> - Ask Ss to work in pairs to read the table and to predict the word they will need to fill in each blank. - Tell them to think about the part of speech of the word they will need to use for each blank (e.g. adjective, verb, or noun). Remind them of the possible plural and singular forms of nouns. - Play the recording once. Give them two minutes to fill in the blanks. Remind Ss that they should write only ONE word for each blank. - Play the recording again and check answers as a class.
Outcome	Answer key: 1. parents 2. abilities 3. body / weight

	4. good 5. sister 6. talk
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Activity 4 : Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem. (5 mins)

Goal	The activity aims at helping Ss brainstorm ideas and make an outline for Ss' writing.
Input	
Procedure	<ul style="list-style-type: none"> - Ask Ss to work in pairs to read the suggested ideas in the table and match causes of teens' stress with solutions. Remind them that they can match more than one solution to a cause. - Ask Ss to add any more causes and solutions they can think of. - Ask some Ss to read out loud each cause and solution. Tell them that they can add any more solutions they can think of. - Correct their pronunciation where necessary.
Outcome	<p><i>Suggested answer:</i></p> <ol style="list-style-type: none"> 1. B 2. D 3. C 4. A, B, D

Activity 5 : Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions. (10 mins)

Goal	- To improve Ss' writing skill of writing a paragraph about the causes of the stress and solutions to stress.
Input	
Procedure	<ul style="list-style-type: none"> - 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.
Outcome	<p><i>Suggested answer:</i></p> <p><i>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</i></p>

	<i>to extra classes and increase self-study.</i>
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Wrap-up: (5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

DUYỆT CỦA TỔ TRƯỞNG



Phạm Thị Tuyết Hoa

NGƯỜI SOẠN



Đỗ Thị Thu Hằng