\* 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 teenagres

Listening: listen for specific information about teenagres

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)**

|  |  |
| --- | --- |
| **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**  - 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 form the mystery word.  - Which team finds the mystery word first will become the winner.  - 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. Let’s open their books and start the lesson. | **Mystery word: TEENAGERS** | |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - **-** T checks ss’ answers and gives feedback. Teenagers |

**Activity 2: Teaching new words (10 minutes)**

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

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

|  |  |
| --- | --- |
| **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. |
| **Input** |  |
| **Procedure** | Ask Ss to look at the pictures and answer the questions  1. Who are the people?  2. What might they be talking about?  - 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** | 1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.  2.Expected answer**:**  forums, club activities to participate in |

**Activity 4 : Reading the dialogue(5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss understand the conversation.. |
| **Input** |  |
| **Procedure** | - Ask Ss to work in pairs to read the conversation again.  - Ask them to underline the key words and phrases in the statements. Then have pairs work together for one  or two minutes to do the task.  - Have Ss read out the statements and say if the statements are true or false.  - Make sure they pronounce the words correctly.  - Teacher checks the answers as a class and gives feedback.  - Confirm the correct answers. |
| **Outcome** | 1. Ss understand the conversation  2. Key: 1. F 2. T 3. T 4. F 5. T |

**Activity 5 : Introducing vocabulary ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at introducing some vocabulary items related to their activities. |
| **Input** |  |
| **Procedure** | \_ 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** | 1. Ss master some vocabulary items related to hobbies  2. – Key1. language club 2. Pressure 3. Arts and crafts club 4. Forums  5. sports club 6. Chess clubs |

**Activity 6 : Guessing the leisure activities ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at revising some activities they have learnt in 3. |
| **Input** |  |
| **Procedure** | - 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** | Answer key : 1. arts and crafts club 2. Forums 3. Language club  4. pressure 5. Sports club |

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

|  |  |
| --- | --- |
| **Goal** | To help Ss practise asking and answering questions for more information about their peers, and reporting information they have gathered; |
| **Input** |  |
| **Procedure** | - 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** | 1. Ss can report their friend’s answers about types of social media, kinds of pressure and clubs to the class  2. Expected answer:  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 /Ʊә/ and / ᴐI /. 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 developcompetencies 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)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **Word puzzles**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 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 | | O | C | H | D | I | U | I | C | | M | K | B | A | T | S | O | P | |
| **Procedure** | - 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** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  **Answer key:** account; post; website; club; picture; connect; browse |

**Activity 2 : Teaching new words (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| **Input** | 1. upload (v): tải lên  2. browse (v) : đọc lướt, tìm ( trên mạng)  3. notification (n): thông báo  4. log on to (v.phr): đăng nhập  5. check (v): kiểm tra  6. account (n): tài khoản  7. connect (v): kết nối  8. website (n): trang mạng  9. concentrate (v); tập trung |
| **Procedure** | .  – follow steps of teaching new vocabulary  - use “WHAT AND WHERE”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and reading tasks.  2. nine new words |

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

|  |  |
| --- | --- |
| **Goal** | The activity aims at presenting some verbs and verb phrases that are often used when teens talk about using social media. |
| **Input** |  |
| **Procedure** | – 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)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving Ss further practice with expressions about the verb form |
| **Input** |  |
| **Procedure** | - 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)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving Ss further practice with expressions about the verb form |
| **Input** |  |
| **Procedure** | - 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** | 1. - Teacher checks students’ answers and gives feedback.  2. Key : 1. B 2C 3A 4A 5B |

**Activity 6 : Pronouncing the sounds ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss identify how to pronounce the sounds / ʊə/ and /ɔɪ/ and practise pronouncing these sounds in words. |
| **Input** |  |
| **Procedure** | -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** | 1. Ss can identify how to pronounce the sounds /Ʊ/ and /u:/.  2**.** Expected answer:   |  |  | | --- | --- | | / ʊə/ | ɔɪ/ | | Tourist, tournament, ensure, sure | Boy, toy, avoid, choice | |

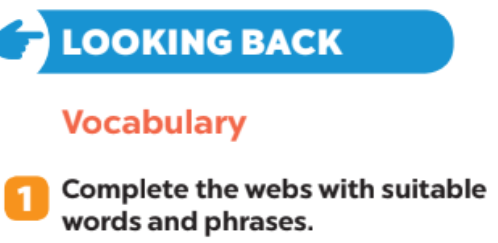
**Activity 7 : Pronouncing the sounds /Ʊ/ and /u:/ ( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss pronounce the sounds /Ʊ/ and /u:/ correctly insentences. |
| **Input** |  |
| **Procedure** | **-** 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** | 1. Ss pronounce the sounds /Ʊ/ and /u:/ correctly in sentences.  2. Key |

**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

\* 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)**

|  |  |
| --- | --- |
| **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** | - 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 sentneces 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 |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  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. |

**Activity 2 : Identifying and remembering the uses of the simple sentences (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping ss identify and remember the uses of the simple sentences. |
| **Input** |  |
| **Procedure** | - 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** | 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)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss practise more on about the simple sentences and compound sentences |
| **Input** |  |
| **Procedure** | Have Ss do this exercise individually and then compare their answers with a partner.  - 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** | 1. Ss can use the correct form of them  2. Key: 1. S 2 S 3. C 4. S 5. C |

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

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving further practice and distinguishing between the simple sentences and compound sentences |
| **Input** |  |
| **Procedure** | - Have Ss work individually to choose the correct answer A, B, or C.  - Remind them of the meanings of the connectors and the punctuation (the comma and semicolon) for the connectors.  - Ask some Ss to read out the complete sentences.  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)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss know the differences between words that connect independent clauses. |
| **Input** |  |
| **Procedure** | - 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**;** ***otherwise,*** he may fail the exam.  2. She is very sensitive**,** ***so*** don’t comment on her new hairstyle. / She is very sensitive**;** ***therefore,*** don’t comment on her new hairstyle.  3. Mi wants to have more friends**,** ***but*** she doesn’t connect well with others.  4. Students can work in groups***, or*** they can work in pairs.  5. My friend likes showing off her new things***; therefore,*** she often posts pictures on social media. / My friend likes showing off her new things***, so*** she often posts pictures on social media. |

**Activity 6 : Making sentences with the compound sentences ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss understand and make more about compound sentences correctly. |
| **Input** |  |
| **Procedure** | - 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** | 1. Ss master the ways how to make sentences with the compound sentences correctly  2. Expected answer:  ***Example***:  1. He came first; therefore, he got a good seat.  2. I felt really tired. However, I went tosee the film.  3. I don’t like running, but I like swimming.  4…………………….  5………………………. |

**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

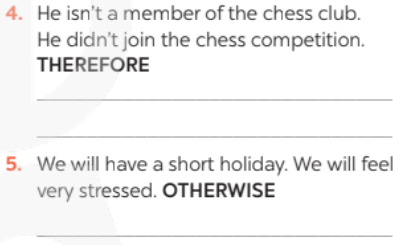
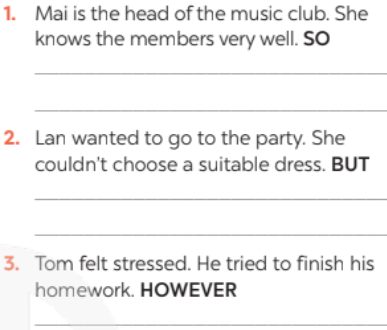
objectives they can do.

- Ask ss to do Language focus 3 and 4 at home

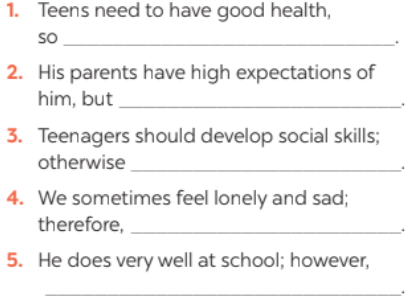
- Prepare Communication on page 32.

**Grammar:**

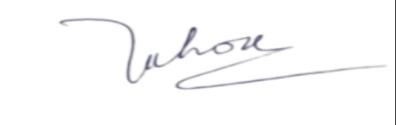








**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

** **

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng