*Date: 13/10/2024*

**Period: 18**

**UNIT 3: TEENAGERS**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- 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. Competences**

- Developcompetencies of communication, cooperation, and self-management.

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Raise ss’ awareness of social media

- Have a good attitude to school pressure

**II. MATERIALS**

- Grade 8 textbook, Unit 3, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Types of sentences** | **Definition** | **Examples** |
| --- | --- | --- |
| 1. Simple sentences | Made up of one independent clause | *- Minh has some problems with his schoolwork.* |
| 2. Compound sentences | Made up of two or more independent clauses and they are joined by  - coordinating conjunctions: *for, and, but, or, so*  - a conjunctive adverb: *however, therefore, otherwise.* | ***-*** *Mai bought many books because she likes reading.*  *- Mark is hard-working; therefore, he usually gets high scores on exams.* |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may get confused about the use of coordinating conjunctions and conjunctive adverbs | T should be ready to find examples and give clear explanations to distinguish them |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

**b. Content:**

**-** Game: Board race

**c. Expected outcomes:**

**-** Having a chance to speak English and focus on the topic of the lesson.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Game: BOARD RACE**  - 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  + Ask each team to read out loud the sentences they have selected. Correct their pronunciation if necessary.  + The team with the most correct sentences wins.  - Ask Ss to look at A CLOSER LOOK 2 on page 31. | *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.* |

**e. Assessment**

**-** T checks ss’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To review Ss’ knowledge of the simple sentences.

- To raise Ss’ awareness of the simple sentences and compound sentences.

**b. Content:**

**-** Review simple sentences

- Learn how a compound sentence is formed and conjunctions

**c. Expected outcomes:**

**-** Recall the form of the simple sentences

- Know how a compound sentence is made up.

**-** Know some coordinating conjunctions and conjunctive adverbs.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Grammar: Simple sentences and compound sentences.**  - 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.  - 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 (,) | *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.* |

**e. Assessment**

- Teacher listens to students’ answers and gives feedback.

**3. ACTIVITY 2: PRACTICE** (24 mins)

**a. Objectives:**

- 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.

**b. 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.

**c. Expected outcomes:**

**-** 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.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Tick the simple sentences.** (4 mins) | |
| - 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. | ***Answer key:*** 1, 2, 4 |
| **Task 2: Write S for simple sentences and C for compound sentences.** (4 mins) | |
| - Have Ss work in pairs to write S for simple sentences and C for compound sentences.  - Ask some Ss to read out the sentences and say S or C.  - Correct their pronunciation mistakes if necessary.  - Check the answers as a class. | ***Answer key:***  1. S  2. S  3. C  4. S  5. C |
| **Task 3: Choose the correct answer A, B, or C.** (6 mins) | |
| - 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.  - Check the answers as a class. | ***Answer key:***  1. C  2. B  3. A  4. A  5. C |
| **Task 4: Combine the two sentences to make compound sentences, using the words from the box.** (10 mins) | |
| - 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. | ***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. |

**e. Assessment**

- Students do peer correction.

- Teacher checks students’ answers as a class and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (5 mins)

**a. Objectives:**

- To enable Ss to make compound sentences correctly.

**b. Content:**

- Task 5. GAME: Which group has the most sentences?

**c. Expected outcomes:**

- Students are able to make compound sentences correctly.

**d. Organisation**

| **Task 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.** (5 mins) | |
| --- | --- |
| - 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. |  |

**e. Assessment**

- T corrects any grammar and pronunciation mistakes if necessary.

**4. CONSOLIDATION** (4 mins)

**a. Wrap-up**

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

- 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.

**b. Homework**

- Do exercises in the Workbook.

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Game: Word puzzles**  - Give Ss a few minutes to play a game. Have Ss play in two groups.  - Ask ss to find 6 meaningful words in the puzzles  - The team with the more correct answers wins.  - T leads in the new lesson. | **Answer key:** CHECK; POST; WEBSITE; CLIP; PICTURE; CONNECT |

**e. Assessment**

**-** T checks Ss’ vocabulary and gives feedback.

**2. ACTIVITY 1: VOCABULARY** (15 mins)

**a. Objectives:**

- 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.

**b. 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.

**c. Expected outcomes:**

-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.

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Circle the correct options to complete the phrases.** (5 mins) | |
| - 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  - 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. | ***Answer key:***  1. A  2. A  3. B  4. B  5. B  ***New words:***  1. upload (v) = to copy or move programs or information to a larger computer system or to the internet  2. browse (v) = to look at things / check over sth  3. notifications (n)  4. log on (to) (v)  5. check (v)  6. account (n) |
| **Task 2: Use the correct form of the verbs in 1 to complete the sentences.** (5 mins) | |
| - Ask Ss to work individually to complete each of the sentences with a suitable verb from 1.  - Check the answers as a class.  - Have some Ss read aloud the complete sentences.  - Correct Ss’ pronunciation if necessary. | ***Answer key:***  1. browsed  2. uploaded  3. connects  4. checked  5. logs on |
| **Task 3: Choose the correct answer A, B, or C.** (5 mins) | |
| - 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. | ***Answer key:***  1. B  2. C  3. A  4. A  5. B |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- To help Ss identify how to pronounce the sounds /ʊə/ and /ɔɪ/;

- To help Ss practise pronouncing the sounds /ʊə/ and /ɔɪ/ in context

**b. Contents:**

- 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/.

**c. Expected outcomes:**

- Pronouncing the sounds /ʊə/ and /ɔɪ/ correctly;

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 4: Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ/. Then put the words into the correct columns.** (6 mins) | |
| - 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.  - Play the recording as many times as possible.  - Have Ss complete the task. Check answers as a class. | ***Answer key:***  /ʊə/: tourist, ensure, sure, tournament  /ɔɪ/: boy, toy, avoid, choice |
| **Task 5: Listen and practise the sentences. Underline the words with /ʊə/ and circle the words with /ɔɪ/.** (9 mins) | |
| - Have some Ss read the sentences first.  - 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/.  - Check the answers as a class.  - Call some Ss to read the sentences individually. | ***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. |

**e. Assessment**

- Teacher checks students’ answers and their pronunciation and gives feedback.

**4. ACTIVITY 3: FURTHER PRACTICE** (5 mins)

**a. Objectives:**

- To test students' quick reaction to the targeted sounds

**b. Content:**

- Game: Slap the board

**c. Expected outcomes:**

- Distinguish between the sounds /ʊə/ and /ɔɪ/

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Game: Slap the board** (5 mins) | |
| - 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.  - Teacher invites the winner to read aloud their sentences.  - Teacher gives feedback. | **15 words with the sounds /ʊə/ and /ɔɪ/:**   | 1. noisy  2. toy  3. tourist  4. tour  5. avoid  6. sure  7. boy  8. soil | 9. mature  10. annoy  11. voice  12. enjoy  13. tournament  14. ensure  15. choice | | --- | --- | |

**e. Assessment**

- T and other Ss listen and give corrections to others’ pronunciation

**4. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Ask Ss to summarise what they have learned in the lesson.

- Ask them to list some verb phrases learned in the lesson.

- 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.

**b. Homework**

- Do exercises in the workbook.

**Board plan**

| *Date of teaching*  **Unit 3: Teenagers**  **Lesson 2: A closer look 1**  **\* Warm-up**  **\* Vocabulary**  1. upload (v)  2. browse (v)  3. notifications (n)  4. log on (to) (v)  5. check (v)  Task 1: Circle the correct options to complete the phrases.  Task 2: Use the correct forms of the verbs in 1 to complete the sentences  Task 3: Choose the correct answer A, B, or C.  **\* Pronunciation**  Task 4: Listen and repeat the words. Pay attention to the sound /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 /ɔɪ/.  **\*Homework** |
| --- |

*Date: 13/10/2024*

**Period 19.**

**UNIT 3: TEENAGERS**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Identify how to make requests in English.

- Understand some everyday English phrases and expressions about the different social media that are popular among teens, how often and what they use these media for.

- Practise reading for specific information.

**2. Skills**

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

- Make requests in English.

**3. Competences**

- Developcompetencies of communication, cooperation, and self-management.

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

**4. Personal qualities**

- Raise ss’ awareness of social media popular among teens.

- Have a good attitude when making polite requests.

**II. MATERIALS**

- Grade 8 textbook, Unit 3, Communication.

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Making requests** | **Examples** |
| --- | --- |
| - Can you…, please?  - Could you…(, please)? | *-* Can you tell me more about the music club, please?  - Could you tell me the time it meets? |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Some Ss may talk freely and excessively in class when mentioning social media like YouTube, Facebook, Instagram… because it's right up their street. | T should be ready to keep control of the class and lead the students to the main tasks. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

**b. Content:**

**-** Chatting between teacher and students

**c. Expected outcomes:**

**-** Have a chance to speak English and focus on the topic of the lesson.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Chatting:**  - T asks ss some questions:  *+ 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?*  *-* 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. | ***Suggested answers:***  - Can/ Could you pass me the pen?  - Can/ Could you tell me more about the music club? |

**e. Assessment**

**-** T checks ss’ answers and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (10 mins)

**a. Objectives:**

- To introduce two ways to make requests

- To help Ss practise making requests.

**b. 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.

**c. Expected outcomes:**

- Know two ways of making requests.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Listen and read the dialogue below. Pay attention to the highlighted sentences.** (5 mins) | |
| - 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. | *1.* ***Can you*** *tell me more about the music club, please?*  *2.* ***Could you*** *show me the way to the college, please?* |
| **Task 2: Work in pairs. Make similar conservations, using the cues below.** (5 mins) | |
| - 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. | - 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?* |

**e. Assessment**

- Teacher listens to students’ pronunciation and gives feedback.

**3. ACTIVITY 2: SOCIAL MEDIA POPULAR AMONG TEENS** (25 mins)

**a. Objectives:**

- 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.

**b. 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.

**c. Expected outcomes:**

**-** Ss are able to identifythe 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.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 3: Read some posts on a forum about different social media and match the names of the posters with their activities.** (5 mins) | |
| - 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. | ***Answer key:***  Ann: 2  Tom: 4,5  Trang: 1  Nam: 3 |
| **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.** (10 mins) | |
| - 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. | **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: 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 mins) | |
| - 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. | *1. What social media do you use?*  *2. How often do you use it?*  *3. What do you use social media for?* |

**e. Assessment**

- T listens to ss’ reports and gives feedback on their pronunciation and content.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask Ss what they have learnt in the lesson.

- Ss retell 2 ways of making requests and list some popular social media among teens.

**b. Homework**

- Do exercises in the Workbook.

*Date: 13/10/2024*

**Period 20.**

**UNIT 3: TEENAGERS**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Recognise reading skills for specific information and general information about school clubs.

- Remember the lexical items related to school clubs.

- Recognise how to make a conversation to ask and answer about school clubs

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

- Actively join in class activities

**3. Personal qualities**

- Raise ss’ awareness of school clubs and the benefits of joining clubs

- Have a good attitude towards joining school clubs.

**II. MATERIALS**

- Grade 8 textbook, Unit 3, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

Language analysis

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. concentrate (v) | /ˈkɒnsntreɪt/ | to give all your attention to something and not think about anything else | tập trung (vào) |
| 1. craft (n) | /krɑːft/ | an activity involving a special skill at making things with your hands | (nghề, đồ, kỹ nghệ) thủ công |
| 1. focused (adj) | /ˈfəʊkəst/ | with your attention directed to what you want to do; with very clear aims | chuyên tâm, tập trung |
| 1. beforehand (adv) | /bɪˈfɔːhænd/ | earlier; before something else happens or is done | trước |
| 1. practical (adj) | /ˈpræktɪkl/ | connected with real situations rather than with ideas or theories | thực tế, thực tiễn |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may lack knowledge about some lexical items. | Provide Ss with the meaning and pronunciation of words. |
| Ss may not have sufficient reading, speaking and cooperating skills. | - Let Ss read the text again (if needed).  - Create a comfortable and encouraging environment for Ss to speak.  - Encourage Ss to work in pairs, and in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- 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

**b. Content:**

**-** Brainstorming

**-** Pictures describing

**c. Expected outcomes:**

**-** Be able to speak English and focus on the topic of the lesson.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Brainstorming (Task 1)**  - 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. | ***Suggested answers:***  *- Badminton/ basketball club, English club, chess club, arts club, football club, …*  *- 2 clubs in the pictures: Chess club, arts and craft club* |

**e. Assessment**

**-** T listens to ss’ answers and gives feedback.

**2. ACTIVITY 1: READING** (25 mins)

**a. Objectives:**

- To introduce some new words and set the context for the reading

- To improve Ss’ skill of reading for general information and details.

**b. Content:**

**-** Vocabulary pre-teaching

- 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.

**c. Expected outcomes:**

**-** Know more new words

**d. Organisation**

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| --- | --- |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. | **\* Vocabulary:**  1. concentrate (v)  2. focused (adj)  3. craft (n)  4. beforehand (adv)  5. practical (adj) |
| **Task 2: Read the conversation and tick T (True) or F (False) for each sentence.** (10 mins) | |
| - 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. | ***Answer key:***  1. T  2. T  3. F: when he was five => 5 years ago  4. T |
| **Task 3: Read the conversation again and choose the correct answer A, B, or C.** (10 mins) | |
| - 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. | ***Answer key:***  1. B  2. C  3. B  4. B  5. C |

**e. Assessment**

- T checks the answers as a class and gives feedback.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- 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.

**b. Content:**

- Practise asking and answering questions for information about school clubs;

- Practise explaining their reasons or the benefits they gain.

**c. Expected outcomes:**

- Speak about school clubs

- Know the benefits of school clubs and talk about them.

**d. Organisation**

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| --- | --- |
| **Task 4: Work in pairs. Make conversations using the given information.** (9 mins) | |
| - 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. | ***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: Work in groups. Ask and answer questions about a club at your school. Report the answers to your class.** (6 mins) | |
| - 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. |  |

**e. Assessment**

- T asks the class to give feedback on their questions and answers, and pronunciation.

- T gives feedback on their reports in terms of language, reasoning skills, and pronunciation.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Ask Ss what they have learnt in the lesson.

- Ss retell some school clubs they have learnt after the lesson and their benefits.

**b. Homework**

- Do exercises in the workbook.