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| **LESSON PLAN**  **TEXTBOOK: TIẾNG ANH 8 - GLOBAL SUCCESS**  **UNIT 3: TEENAGERS**  **LESSON 4: COMMUNICATION (Page 32, 33)** |

**Period: 19 Date of teaching: Friday, October 18th, 2024**

**A. OBJECTIVES:**

By the end of the lesson, students will be able to:

- use the lexical items related to the topic “*Teenagers*”.

- 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.

- name the social media popular among teens (disabilities students)

**-** do exercises 4 and 5 page 33 (disabilities students)

**B. LANGUAGE FOCUS:**

**\* Vocabulary**: Words related to the topic “*Teenagers*”.

**\* Grammar**:

- Make requests in English:

+ Can you…, please?

+ Could you…(, please)?

**C. TEACHING AIDS:**

* Textbook: English 8 – Unit 3: communication – Page 22, 33
* Projector/ smart TV and computer
* hoclieu.vn
* Audio track: 4

**D. TEACHING APPROACH : CLT**

**E. PROCEDURES:**

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| **ACTIVITIES** | **CONTENTS** |
| **1. Warm-up (5’)**  **Objectives:** Students can chat with the teacher to create an active atmosphere in the class before the lesson. Ss can get ready for the lesson  **Organization:**  **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? |
| **2. PRESENTATION: 5’**  **Objectives:** Students can understand and know two ways to make requests  **Organization:**  **Task 1: (5’)**  - 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. | **UNIT 3: TEENAGERS**  **LESSON 4: COMMUNICATION**  **(Page 32, 33)**  **I. Everyday English:**  **Task 1: Listen and read the dialogue below. Pay attention to the highlighted sentences.**  *1.* ***Can you*** *tell me more about the music club, please?*  *2.* ***Could you*** *show me the way to the college, please?* |
| **3. Practice (20’)**  **Task 2: 5’**  **\* Objective:** Ss can practise making requests.  **\* Organization:**  - 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. | **II. Practice:**  **Task 2. Work in pairs. Make similar conservations, using the cues below.**  - Ask to borrow a book from your classmate.  ***Can you*** *lend me your book that you finished reading, please?*  - Request some advice on how to do your science project.  ***Could you*** *tell me how to start a science project?* |
| **Task 3: 5’**  **Objectives:** Students can have language input about the different social media that are popular among teens, how often and what they use these media for and can practise reading for specific information.  **Organization:**  - 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. | **Task 3. Read some posts on a forum about different social media and match the names of the posters with their activities.**  ***Answer key:***  Ann: 2  Tom: 4,5  Trang: 1  Nam: 3 |
| **Task 4: 10’**  **Objective:** Students can practise asking and answering questions about which social media teens often use, how often and why they use these media.  **Organization:**  - 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. | **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.**  **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. |
| **4. Production (10’)**  **Task 5:**  **Objective:** Students can have a chance to cooperate and give a short presentation.  **Organization:**  - 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. | **III. Production:**  **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.**  *1. What social media do you use?*  *2. How often do you use it?*  *3. What do you use social media for?* |
| **5. Assignment: (5’)**  - Students can review the lesson and prepare for the next lesson. | - Do exercises in the Workbook.  - Prepare for Lesson 4 – Skills 1 |