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| **Week: 6**  **Period: 16** | **Date of planning: 6/10/ 2025**  **Date of teaching: 13/10/2025** |

**UNIT 3: TEENAGERS**

**Lesson 1: Getting started**

**I. OBJECTIVES**

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

1. **Knowledge**

- To introduce the topic about “*Teenagers ”*

- To practice listening and reading skills .

-Vocabulary to talk about the problems of teenagers

+ Vocabulary:

- Use the words related to teen school club, teen’s use of social media, and teen stress.

+ Pronoun the sounds **/ʊə/** and ***/*ɔɪ*/*** correctly in words and sentences.

+ Grammar*:*Simple sentences and compound sentences . Making requests.

*The disabled student: write some words related to topics: teenagers*

**2. Competences**

**General competences**

Work with partners or groups to share ideas about teenagers’ habits and preferences

Use context, pictures, and prior knowledge to learn new vocabulary and apply it in speaking

Develop communication skills and creativity

**Specific competences**

Interact appropriately in pair or group work when discussing teenage life.

Show respect and interest in peers’ experiences and opinions.

Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Love talking about themselves and their problems

- Develop self-study skills

**II. MATERIALS**

- Grade 8 textbook, Unit 3, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**III. PROCEDURES**

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

**a. Objectives:**

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

- To review the previous unit;

- To lead into the new lesson

- Introduce the new lesson and set the scene for Ss to acquire new language;

- Get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b. Content:**

**-** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.

**c. Expected outcomes:**

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

**d. Organisation : Teacher’s ínstruction**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: I.N.I.T.I.A.L GAME**  - 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. | **Mystery word: TEENAGERS** |

**2. ACTIVITY 2: PRESENTATION** (10 mins)

**a. Objectives:**

- To set the context for the introductory dialogue;

- To introduce the topic of the unit.

**b. Content:**

**-** Learn some new words. Read the conversation and find out new words.

**c. Expected outcomes:**

**-** Know more new words. Understanding the conversation; topic of the lesson,…

**d. Organisation : Teacher’s instruction**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that these six words will appear in the reading text and asks students to open their textbook to discover further. | **New words:**  1. forum (n)  2. stress (n)  3. stressful (adj)  4. pressure (n)  5. user-friendly (adj)  6. mid-term (adj) |

**3. ACTIVITY 3: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss read for specific information about the class meeting.

- To help Ss learn words and phrases related to different school clubs;

- To help Ss further understand the text.

**b. Content:**

**-** Listen and read the conversation.True/ false activity, Matching activity

- To learn some more words about school clubs

**c. Expected outcomes:**

**-** Know more new words about school clubs, understand the conversation; topic of the lesson

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Listen and read.** (… mins)- **IW-PW** | |
| - Teacher asks Ss to look at the pictures in the book and answer the questions.  - Ss answer the questions in pairs.  - Teacher plays the recording twice. Ss listen and read.  - Teacher checks Ss’ prediction. T calls 3 Ss to read the conversation aloud. | **Questions:**  *- Who are the people?*  *- What might they be talking about?*  **Suggested answers:**  *- They are a teacher and students.*  *- They are in a class meeting.*  *- They are discussing their class forum, club activities to participate in, and their problems.* |
| **Task 2. Read the conversation again and tick (ν) T (True) or F (False).** (… mins)-**PW** | |
| - 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. | ***Answer key:***  1. F  2. T  3. T  4. F  5. T |
| **Task 3. Write a word or phrase from the box under the correct picture.** (… mins)- **PW** | |
| - Ask Ss to work in pairs to match the pictures with the words or phrases.  - Ask Ss to say the words / phrases aloud. Make sure they pronounce the words and phrases correctly.  - Teacher checks the answers as a class and gives feedback. | **Answer key:**  1. language club  2. pressure  3. arts and crafts club  4. forum  5. sports club  6. chess club |
| **Task 4. Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.** (… mins)- **IW** | |
| - 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.  **\* Get feedback.** | **Answer key:**  1. arts and crafts club  2. forum  3. language club  4. pressure  5. sports club |

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

**a. Objectives:**

- To help Ss practise asking and answering questions for more information about their peers, and reporting information they have gathered;

- To create a fun atmosphere in the class.

**b. Content:**

- Ask and answer questions about types of social media, kinds of pressure and clubs ss participate in

**c. Expected outcomes:**

- Ss can report their friend’s answers about types of social media, kinds of pressure and clubs to the class

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Ask and answer the questions below. Report your friend’s answers to the class- PW**  - 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.  **\* Get feedback.** | **Questions:**  1. What types of social media do you have?  2. What kind of pressure do you have?  3. What clubs do you participate in?  4. Why did you choose to participate in that club? |

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- 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.

**b. Homework**

- Name a list of school clubs and pressures.

- Learn by heart all the words that they have just learnt

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: A CLOSER LOOK 1.

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| **Week: 6**  **Period: 17** | **Date of planning** **:** 6/10 / 2025  **Date of teaching :** 15/10/2025 |

**UNIT 3: TEENAGERS**

**Lesson 2 : A CLOSER LOOK 1**

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**

**1. Knowledge:**

- The lexical items related tosocial media.

- Pronunciation: Correctly pronounce words that contain the sounds  /ʊə/ and */*ɔɪ

+ Vocabulary:- :- Use The lexical items related to social media.

+ Correctly pronounce words that contain the sounds  /ʊə/ and */*ɔɪ

+ Grammar*:***-**Simple sentences and compound sentences

*The disabled student: recognize the words related to social media*

**2. Competences**

**General competences**

Practise new words through pair and group activities to support each other’s learning

Apply dictionary skills, visuals, and context to learn and remember vocabulary.

**Specific competences**

Use appropriate expressions when talking about teenage issues in a respectful way.

Adapt language to different contexts (talking to friends vs. talking in class).

**3. Personal qualities:**

Show awareness when discussing teenagers’ problems and propose positive solutions.

Respect and show empathy when talking about issues that teenagers face.

**II. MATERIALS:**

- Teacher: Grade 8 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Sach mem.vn ; Or hoclieu.vn .

**III. PROCEDURES:**

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| **1. WARM UP ( 5mins )**  **a. Objectives:**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  **b. Content:**  -To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **c. Expected outcomes:**  -Having a chance to speak English and focus on the topic of the lesson. Students get some vocabulary from the lesson and be ready for the lesson.  **d. Organisation:** Teacher’s instructions … | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **+ Greeting**  **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. which focuses on  words and phrasessocial media and the sounds  /ʊə/ and */*ɔɪ  - Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting ; - T\_Ss.**    **Answer key:** CHECK; POST; WEBSITE; CLIP; PICTURE; CONNECT |
| **2. ACTIVITY 1: PRESENTATION (10mins)** | |
| **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:**  -Circle the correct options to complete the phrases.  **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. Organization** : Teacher’s instructions. | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| Task 1: **Write a word or phrase from the box under each picture.** | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  - Have Ss read aloud the verbs and the word / phrases given.  - 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.  - Ask Ss to work in pairs to circle the correct options to complete the phrases.  - 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. | **- T\_Ss**  ***\* New words:***   1. upload (v) = to copy or move :tải lên   browse (v) = to look at things  = đọc lướt, tìm (trên mạng)  / check over sth  3. notifications (n): thông báo  4. log on (to) (v): đăng nhập  5. check (v): kiểm tra  6. account (n):tài khoản  ***Answer key:***  1. A  2. A  3. B  4. B  5. B |
| **3. ACTIVITY 2: PRACTICE ( 10mins)** | |
| **a. Objectives:**  1. To help Ss understand more clearly the meaning of some words and phrases.  2. To help Ss use the words in specific contexts.  **b. Content:**  -Use the correct form of the verbs in 1 to complete the sentences.  - Choose the correct answer A, B, or C.  **c. Expected outcomes**: Know more new words and phrases. Know how to use the words/ phrases in context.  **d. Organisation** : | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| Task 2: **Use the correct form of the verbs in 1 to complete the sentences.** | |
| - 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  - Teacher checks the answers as a class. | **- T\_Ss**  **\* Key:**  1. browsed  2. uploaded  3. connects  4. checked  5. logs on |
| Task 3: **Choose the correct answer A, B, or C.** | |
| - - 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.  ***- Teacher checks the answers as a class and gives feedback.*** | **- T\_ Ss**  \* ***Answer key:***  1. B  2. C  3. A  4. A  5. B |
| **4. ACTIVITY 3: PRODUCTION: ( 15mins)**  **PRONUNCIATION** /ʊə/ and */*ɔɪ | |
| **a. Objectives:**  **-** To help students identify how to pronounce the sounds /ʊə/ and */*ɔɪ  - To help students practise pronouncing these sounds/ʊə/ and */*ɔɪ  correctly in words and in sentences.  **b. Content:**  Listen and repeat the words. Pay attention to the sounds Listen and repeat the sentences. Pay attention to the underlined words.  **c. Expected outcomes**: Students repeats the words correctly. Learn how to pronounce the words correctly. Ss distinguish and pronounce the sound /ʊə/ and */*ɔɪ  correctly in their speaking.  d. Organisation: | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| Task 4: **Listen and repeat the words. Pay attention to the sounds** /ʊə/ and */*ɔɪ | |
| + Have Ss read the sentences, paying attention to the underlined words /ʊə/ and */*ɔɪ  - Play the recording and ask them repeat each sentence  - Teacher asks Ss to listen and pay attention to the sounds /ʊə/ and */*ɔɪ  - Ss repeat the words as a class, in groups and individually.  - Call on some Ss to read the sentence individually.  - Play the recording as many times as necessary.  ***\* Teacher gives corrections and feedbacks to students’ pronunciation* .** | **- T\_ Ss. Ss- Ss**  ***Answer key:***  /ʊə/: tourist, ensure, sure, tournament  /ɔɪ/: boy, toy, avoid, choice |
| Task 5: **Listen and repeat the sentences. Pay attention to the underlined words.** | |
| - 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.  ***\* Teacher’s observation and feedback.*** | **\* Answer:**  ***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. |
| **5. CONSOLIDATION ( 5mins )**  **a. Wrap-up**  - Teacher asks Ss to summarize what they have learnt in the lesson.  **b. Homework**  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Prepare project.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .  ============================================== | |

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| **Week:6**  **Period:18** | **Date of planning** **:** 6/10/ 2025  **Date of teaching :** 16/10/2025 |

**UNIT 3: TEENAGERS**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

**By the end of this lesson, Ss will be able to gain the followings**

**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

*The disabled student: have the basic knowledge about simple and compound sentence*

**2. Competences**

**General competences**

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

- Be collaborative and supportive in pair work and teamwork

- Apply grammar knowledge to express ideas about teenage problems and possible solutions

**Specific competences**

Use appropriate grammar and tone when giving suggestions or advice to peers.

Recognize polite and suitable ways to express instructions or solutions

**3. Personal qualities**

- Be confident in using new structures in speaking and writing.

- Have a good attitude to school pressure

- Work hard to practise grammar in exercises and real-life contexts.

**II. MATERIALS**

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

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**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**

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| **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.* |

**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**

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| **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;*  *S1 V1*  *therefore,*  **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.* |

**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**

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| **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.  - Students do peer correction.  - Teacher checks students’ answers as a class and gives feedback. | ***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. |

**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**

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| **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.** | |
| - 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. |  |

**5. 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.

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| **Week: 8**  **Period: 19** | **Date of planning**: **6/10/2025**  **Date of teaching: 20/10/2025** |

**UNIT 3: TEENAGERS**

**Lesson 4: Communication**

**I. OBJECTIVES**

**1. Knowledge** By the end of this lesson, Ss will be able to:

- 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;

**2. Competences**

**General competences**

Use English to express opinions, share ideas, and interact confidently about teenagers’ problems and lifestyles

Work effectively in pairs/groups to discuss and exchange viewpoints.

Apply reasoning and negotiation skills to find solutions or suggestions for teenagers’ issues.

Specific competences

Understand ideas, viewpoints, and advice in conversations about teenagers’ concerns.

Present personal opinions, give advice, and respond appropriately in discussions on teenage issues.

Use functional language (e.g., giving advice, agreeing/disagreeing politely) to maintain effective communication.

**3. Qualities**

- Raise ss’ awareness of social media popular among teens

- Have good attitude to making polite requests

**\*Disabled Ss:**

- 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.

**II. Teaching aids.**

- Grade 8 textbook, Unit 3, Communication.

- Computer connected to the Internet

- Projector

**III. PROCEDURES**

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

**a. Objectives:**

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

***\*Disabled Ss:*** - To create an active atmosphere in the class before the lesson;

**b. Content:**

**-** Have some chatting to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.

**c. Outcomes:**

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

**d. Organization**

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| **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.  **-** T checks ss’ answers and give feedback  ***\*Disabled Ss: chatting*** | **Expected answers:**  *- Can/ Could you pass me the pen?*  *- Can/Could you tell me more about the music club?* |

**2. PRESENTATION** (12 mins)

**a. Objectives:**

- To introduce two ways to make requests;

- To help Ss practise making requests.

***\*Disabled Ss:*** - To introduce two ways to make requests;

- To help Ss practise making requests.

**b. Content:**

**-** Use everyday expressions to develop the language skills (Making requests)

**c. Outcomes:**

- Leaning two ways of making requests

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **I. Everyday English: Making requests**  **Task 1: Listen and read the dialogue. 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:  - 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. | *•* ***Can you*** *tell me more about the music club, please?*  *•* ***Could you*** *tell me the time it meets?* |
| **Task 2: Work in pairs. Make similar conversations, using the cues below.**(7 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.  - Teacher listens to students’ pronunciation and gives feedback.  ***\*Disabled Ss:*** work in pairs | 1. Request information about a science project  *•* ***Can you*** *tell me more about the science project, please?*  2. Request information about the school library.  ***Could you*** *tell me about the time the school library opens and closes?* |

**3. ACTIVITY 2: PRACTICE** (20 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.

***\*Disabled Ss:*** - 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:**

**-** Read some posts about different social media

- Ask and answer about what social media the teens in 3 use and why and how they use them.

c. O**utcomes:**

**-** Knowingthe different social media that are popular among teens, how often and what they use these media for

- Practising reading for specific information

**d. Organization**

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| **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.** (8 mins)-**PW** | |
| - 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.  ***\*Disabled Ss:*** work in pairs | **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)- **PW** | |
| - 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.  - T listens to ss’ reports and gives feedback on their pronunciation and content.  ***\*Disabled Ss:*** work in pairs | **Model dialogue:**  A: What social media does Ann use?  B: She uses YouTube.  A: What does she use it for?  B: She uploads her videos and watches other people’s videos.  A: How often does she use it?  B: Everyday |

**4. ACTIVITY 3: PRODUCTION** (7 mins)

**a. Objectives:**

- To help Ss practise asking and answering questions about which social media they often use, how  often and why they use these media;

- To help Ss practise reporting.

***\*Disabled Ss:***  - To help Ss practise asking and answering questions about which social media they often use, how  often and why they use these media;

- To help Ss practise reporting.

**b. Content:**

- Ask and answer questions about which social media they often use, how often and why they use these media;

- Practise reporting.

**c. Outcomes:**

- Speak about which social media they often use, how often and why they use these media

**d. Organization**

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| **Task 5. Work in groups. Discuss the following questions and then report your group’s result to the class- GW** | |
| - 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.  - T corrects any grammar and pronunciation mistakes if necessary.  - T gives feedback on their reports.  ***\*Disabled Ss:*** work in groups | 1. What social media do you use?  2. How often do you use it?  3. What do you use social media for? |

**5. Homework (3’)**

- - Learn by heart all the words that they have just learnt.

- Do more exercises in workbook.

- Prepare project.

- Prepare new lesson

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| **Week: 7**  **Period: 20** | **Date of planning**: **6/10/2025**  **Date of teaching: 22/10/2025** |

**UNIT 3: TEENAGERS**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

**1. Knowledge** By the end of this lesson, Ss will be able to:

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

- Vocabulary: lexical items related to school clubs.

- Grammar: simple sentences and compound sentences.

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

**2. Competences**

**General competences**

Use English to read and talk about teenagers’ habits and lifestyles.

Analyse and evaluate information about teenagers’ problems and healthy lifestyles.

- Develop communication skills and creativity

**Specific competences**

Skim for main ideas and scan for specific information in texts related to teenagers’ lifestyles.

Discuss and share opinions about teenagers’ habits and give suggestions for improvement

Summarise and report information from reading texts to support discussions.

**3. Qualities**

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

- Have a good attitude towards joining school clubs.

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

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

- Vocabulary: lexical items related to school clubs.

- Grammar: simple sentences and compound sentences.

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

**II. Teaching aids**

- Grade 8 textbook, teacher’s book Unit 3: Skills 1

- Computer connected to the Internet

- Projector

**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;

***\*Disabled Ss:*** - 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:**

**-** Have Kim’s Game activities to elicit some school clubs teens often take part in

**-** Practise describing pictures.

**c. Outcomes:**

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

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Kim’s Game:**  - T prepares about 10 pictures about school clubs teens often take part in (*Badminton/basketball/ chess club*)  - Divide class into two teams  - Have the class try to remember and then after about 20 seconds sts go to the board and write down the pictures they remember  - 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.  ***\*Disabled Ss: play game*** | **Pictures about:**  *- Badminton/basketball club, English club, club, arts club, football club, …* |

**2. PRESENTATION** (5 mins)

**a. Objectives:**

- To set the context for the reading;

- To introduce some new words

***\*Disabled Ss:*** - To set the context for the reading;

- To introduce some new words

**b. Content:**

**-** Learn some new words. Read the conversation and find out new words.

**c. Outcomes:**

**-** Know more new words

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher elicits the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures/ Examples or translation.  - Teacher reveals that these five words will appear in the reading text and asks Ss to open their textbook to discover further.  ***\*Disable Ss: take note*** | **\* Vocabulary:**  1. concentrate (v) (Examples)  2. focused (adj) (Examples)  3. craft (n) (pictures)  4. beforehand (adv)  5. practical (adj) (translation) |

**3. PRACTICE** (20 mins)

**a. Objectives**

- To improve Ss’ skill of reading a conversation for details.

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

***\*Disabled Ss:*** - To improve Ss’ skill of reading a conversation for details.

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

**b. Content:**

**-** Read the conversation about the clubs and decide True or False and choose the correct answer to the questions.

**Task 1. Work in pairs then look at each picture and say what club it is**

**Task 2. Read the conversation and tick (ν) T (true) or F (false) for each sentence.**

**Task 3. Read the conversation again and choose the correct answer A, B, or C**

**c. Outcomes:**

**-** Understanding the conversation about the clubs by deciding True or False and choosing the correct answer to the questions.

**-** Ss can ask and answer about some kinds of clubs at school or using the pictures.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Work in pairs then look at each picture and say what club it is** (2 mins) | |
| -Ask Ss to look at the pictures in Page 33 and work in pairs  (Teacher prepares some pictures about *- Badminton/basketball club, English club, club, arts club….*)  S1: What club is it?  S2: It’s a chess club  S1: Which of your school clubs do you want to join?  S2: I want to join in……  ***\*Disabled Ss:* Work in pairs** | -It’s a chess club (*- Badminton/basketball club, English club, club, arts club*)  - I want to join in chess club …… |
| **Task 2. Read the conversation and tick (ν) T (true) or F (false) for each sentence.** (8 mins) | |
| - Ask four sts to read aloud the sentences (1-4 page 34) and guess T/F  - 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.  - Ask sts check their guessing  then correct the False sentences  - 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. | **Suggested answer:**  1. B  2. C  3. B  4. C  5. C |

**4. PRODUCTION** (15 mins)

**a. Objectives.**

- To help Ss practice asking and answering questions for information about school clubs;

- To give Ss an opportunity to practice explaining their reasons or the benefits they gain.

***\*Disabled Ss:*** - To help Ss practice asking and answering questions for information about school clubs;

- To give Ss an opportunity to practice explaining their reasons or the benefits they gain.

**b. Content:**

**- Task 4. Make conversations using the given information in pairs**

**- Task 5. Work in groups. Ask and answer questions about a club at your school. Report the answers to your class**

**c. Outcomes:**

- Ss can practice asking and answering questions for information about school clubs;

- Ss can practice explaining their reasons or the benefits they gain

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

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4. Work in pairs. Make conversations using the given information. (**9 minutes**)** | |
| - 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 to make conversations  ***\*Disabled Ss:*** work in pairs | **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.(**5 minutes) | |
| - 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.  ***\*Disabled Ss:*** work in groups |  |

**5. Homework (3’)**

- Learn by heart all the words that they have just learnt.

- Do more exercises in workbook.

- Prepare new lesson

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| **Week: 7**  **Period: 21** | **Date of planning**: **6/10/2025**  **Date of teaching: 23/10/2025** |

**UNIT 3: TEENAGERS**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

**1. Knowledge** By the end of this lesson, Ss will be able to:

- Listen for general and specific information about teen stress

- Recall the lexical items related to pressures teens face

- Write a paragraph about the causes and solutions

**2. Competences**

**General competences**

Generate ideas and write about teenagers’ lifestyles, suggesting positive changes.

Apply listening and writing strategies independently to improve skills.

- Develop communication skills and creativity

**Specific competences**

Identify key ideas and details from recordings about teenagers’ daily lives and concerns.

Use information from listening to support writing tasks (e.g., summarising, giving solutions).

**3. Qualities**

- Raise ss’ awareness of pressures teens face

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

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

- Listen for general and specific information about teen stress

- Recall the lexical items related to pressures teens face

- Write a paragraph about the causes and solutions

**II. Teaching aids**

- Grade 8 textbook, Unit 3, Skills 2

- Computer connected to the Internet

- Projector

**III. PROCEDURES**

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

**a. Objectives**

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

- To help ss focus on the listening & writing topic

***\*Disabled Ss:*** - To create an active atmosphere in the class before the lesson

- To help ss focus on the listening & writing topic

**b. Content:**

**-** Use the technique “Table cloth” to elicit some types of pressure that teens face.

**c. Outcomes:**

**-** Ss can identify and name types of pressure that teen may face

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Table cloth**  - 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.  ***\*Disabled Ss: play game*** | ***Suggested answers:***  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, … |

**2. ACTIVITY 1: PRESENTATION** (20 mins)

**a. Objectives:**

- To improve Ss’ skill of listening for general information.

- To improve Ss’ listening comprehension and note taking skills.

***\*Disabled Ss:*** - To improve Ss’ skill of listening for general information.

- To improve Ss’ listening comprehension and note taking skills.

**b. Content:**

**-** Learn some new words.

- Task 1: Which types of pressure below do you think teens face?

- Task 2: Listen to a conversation and choose the correct answer to each question.

- Task 3: Listen to the conversation again and fill each blank with ONE word.

**c. Outcomes:**

**-** Know more new words about teen pressure

- Get specific information about teen pressure through listening

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that these four words will appear in the listening text and asks students to open their textbook to discover further.  ***\*Disabled Ss: take note*** | **\* Vocabulary:**  1. parental (adj)  2. bully (v)  3. bullying (n)  4. peer (n) |
| **Task 1: Which types of pressure below do you think teens face?** | |
| - 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.  ***\*Disabled Ss:*** work in pairs | ***Suggested answer:*** A, C, D |
| **Task 2: Listen to a conversation and choose the correct answer to each question.** | |
| - Ask Ss to work individually to read through Questions 1 and 2.  - Ask them to underline keywords in the questions, for example, “How many ...” or “What ... discussing”.  - 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.  ***\*Disabled Ss:*** work individually | ***Answer key:***  1. C  2. B |
| **Task 3: Listen to the conversation again and fill each blank with ONE word.** | |
| - 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.  ***\*Disabled Ss:*** work in pairs | ***Answer key:***  1. parents  2. abilities  3. body / weight  4. good  5. sister  6. talk |

**3. PRACTICE** (7 mins)

**a.Objectives**

- To provide Ss with vocabulary and ideas about the causes of teens’ stress and solutions

- To improve Ss’ writing skill of writing a paragraph about the causes of the stress and solutions to stress.

***\*Disable Ss:*** - To provide Ss with vocabulary and ideas about the causes of teens’ stress and solutions

- To improve Ss’ writing skill of writing a paragraph about the causes of the stress and solutions to stress

**b. Content:**

- Task 4: Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem.

**c. Expected outcomes:**

- Ss are able to identify the causes of teen stress and give their solutions

- Write a paragraph about the causes of the stress and their solutions

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem.** (5 mins) | |
| - 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.  ***\*Disable Ss:*** work in pairs | ***Suggested answer:***  1. B  2. D  3. C  4. A, B, D |

**4. PRODUCTION** (10 mins)

**a. Objectives:**

- To provide Ss with vocabulary and ideas about the causes of teens’ stress and solutions

- To improve Ss’ writing skill of writing a paragraph about the causes of the stress and solutions to stress.

***\*Disabled Ss:*** - To provide Ss with vocabulary and ideas about the causes of teens’ stress and solutions

- To improve Ss’ writing skill of writing a paragraph about the causes of the stress and solutions to stress.

**b. Content:**

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

**c. Outcomes:**

- Ss are able to identify the causes of teen stress and give their solutions

- Write a paragraph about the causes of the stress and their solutions

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions** | |
| - 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.  ***\*Disabled Ss:*** work individually | ***Suggested answer:***  *I often feel stressed because of schoolwork, and here are the ways I deal with my stress. First of all, I often talk to my parents about how I feel and what I expect my parents to help. Moreover, I stopped staying up late to play games or chat with my friends. I turn off my computer and smartphone at 10 p.m. Besides, I also tell my parents that I am making efforts;however there are some subjects that I don’t really like so I can’t get very high marks as they expect. I also stop going to extra classes and increase self-study.* |

**5. Homework (3’)**

- - Learn by heart all the words that they have just learnt.

- Do more exercises in workbook.

- Prepare new less

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| **Week: 8**  **Period: 22** | **Date of planning**: **6/10/2025**  **Date of teaching: 27/10/2025** |

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| **UNIT 3: TEENAGERS**  **Lesson 7: LOOKING BACK, PROJECT** |

**I. OBJECTIVES**

**1. Knowledge** By the end of this lesson, Ss will be able to:

- Repeat and distinguish the structures of simple sentences and compound sentences

- Memorise the uses of some conjunctions

- Memorise some words related to teen school clubs, teens’ use of social media, and teen stress and pressure.

**2. Competences**

**General competences**

Use English to review, practise and present knowledge related to teenagers’ lifestyles and problems.

Work in pairs/groups to complete exercises and carry out a project.

Apply learnt language and skills to design and present a meaningful project about teenagers.

**Specific competences**

Consolidate pronunciation, vocabulary, and grammar from Unit 3 through practice tasks.

Apply listening, speaking, reading, and writing skills in doing exercises and completing the project.

Plan, create, and present a small project (e.g., poster, report, or presentation) on teenagers’ concerns and solutions.

**3. Qualities**

- Consolidate ss’ awareness of teen school clubs, teens’ use of social media, and teen stress

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

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

- Repeat and distinguish the structures of simple sentences and compound sentences

**II. Teaching aids**

- Grade 8 textbook, Unit 3, Looking back and project

- Computer connected to the Internet

- Projector

**III. PROCEDURES**

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| **1. WARM-UP** (5 mins)  **a. Objectives**  - To create an active atmosphere in the class before the lesson;  - Recall types of pressure that teen may face  ***\*Disabled Ss:*** - To create an active atmosphere in the class before the lesson;  - Recall types of pressure that teen may face  **b. Content:**  **-** Have ss play the game “Kim’s game”  **c. Outcomes:**  **-** Ss are able to recall the words and phrases about types of pressure through the given pictures  **d. Organisation** | | | | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | | | **CONTENTS** | |
| **Kim’s game:**  **-** T asks students to work in groups of three or four students  - Get them look at the pictures about some kinds of pressure on the screen.  - Tell ss that the pictures will disappear after 2 seconds, so they should try to remember all the pictures without writing them down.  - After all the pictures disappear, ss have 1 minute to write down the kinds of pressure in each picture on their poster. (2 points for each correct answer)  - T gets ss to swap the posters among groups and give corrections after T shows the answers.  - Ss give marks to their friends’ answers.  - T leads in the lesson.  ***\*Disabled Ss: play game*** | | |  | |
| **2. PRESENTATION**  **a. Objectives**  - To help Ss review the vocabulary learnt.  ***\*Disabled Ss:*** - To help Ss review the vocabulary learnt.  **b. Content:**  **-** Task 1: Complete the webs with suitable words and phrases.  - Task 2: Fill each blank with the correct form of the words in the box.  **c.Outcomes:**  **-** Recall the vocabulary learnt  **d. Organisation** | | | | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | | | | **CONTENTS** |
| **Task 1: Complete the webs with suitable words and phrases.** (4 mins) | | | | |
| - Have Ss work individually to complete the webs with words / phrases.  - Check answers as a class.  - Have Ss read out their words/phrases from their webs.  - Correct Ss’ pronunciation if necessary.  ***\*Disabled Ss:*** work individually | | | | ***Suggested answers:***  - activities on social media: browsing websites, uploading pictures, checking notifications, connecting with friends, discussing problems, sharing opinions, commenting on posts, sharing posts  - causes of teen stress: pressure from parents, pressure from schoolwork, bullying, spending too much time on social media |
| **Task 2: Fill each blank with the correct form of the words in the box.** (5 mins) | | | | |
| - Have Ss work individually to fill in each blank with the correct form of the words from the box.  - Check answers as a class.  - Ask some Ss to read the passage aloud.  ***\*Disabled Ss:*** work individually | | | | ***Answer key:***  1. participates  2. clubs  3. connects  4. skills  5. upload  6. bullies / bullying |
| **3. PRACTICE**  **a. Objectives**  - To help Ss review compound sentences.  - To help Ss create compound sentences by writing a simple sentence to complete the given sentences.  ***\*Disabled Ss:*** - To help Ss review compound sentences.  - To help Ss create compound sentences by writing a simple sentence to complete the given sentences.  **b. Content:**  - Task 3: Use the conjunctions provided to connect the sentences.  - Task 4: Complete the sentences below. Then compare your sentences with your partners’.  **c. Outcomes:**  - Recall the uses of conjunctions and structures of compound sentences and practise through grammar exercises  **d. Organisation** | | | | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | | | | **CONTENTS** |
| **Task 3: Use the conjunctions provided to connect the sentences.** (6 mins) | | | | |
| - Have Ss work individually to connect the two simple sentences to create a compound sentence using the words in bold. Remind them of the meanings and use of the connectors.  - Then ask Ss to work in pairs to swap and check their answers.  - Check answers as a class.  - Ask one student to read out the sentences. Correct his / her pronunciation if necessary.  ***\*Disabled Ss:*** work individually | ***Answer key:***  1. Mai is the head of the club, so she knows the members very well.  2. Lan wanted to go to the party, but she couldn’t choose a suitable dress.  3. Tom felt stressed; however, he tried to finish his homework.  4. He isn’t a member of the chess club; therefore, he won't join the chess competition.  5. We will have a short holiday; otherwise, we will feel very stressed. | | | |
| **Task 4: Complete the sentences below. Then compare your sentences with your partners’.**  (5 mins) | | | | |
| - Ask Ss to work individually to complete the sentences as requested.  - Ask one or two Ss to go to the board and write their full sentences.  - Then ask the class to work in pairs. Tell them to swap their sentences and check their partner’s answers.  - Check the sentences on the board.  - Have all Ss correct their partner’s answers.  - Ask some Ss to read out their sentences.  ***\*Disabled Ss:*** work individually | ***Suggested answer:***  1. Teens need to have good health, so they should do some sport(s).  2. His parents have high expectations of him, but they don’t care about his abilities.  3. Teenagers should develop social skills; otherwise, they may not be able to communicate with peers and other people.  4. We sometimes feel lonely and sad; therefore, we need our families and friends.  5. He does very well at school; however, he doesn’t have teamwork or communication skills. | | | |
| **4. PRODUCTION** (15 mins)  **a. Objectives**  - To raise Ss’ awareness of the need to participate in a school club;  - To improve Ss’ teamwork and public speaking skills.  - To improve Ss’ teamwork and public speaking skills.  **b. Content:**  - Present the poster to the class.  **c. Outcomes:**  **-** Present the poster of a club ss would like to have at their school.  **d. Organisation** | | | | |
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| **Our school club**  - Ask Ss to read the instructions again (T has already been assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.  - T has groups show their posters and present them to the class. | | *Students’ posters & presentations* | | |
| **5. Homework (2’)**  - Do exercises in the Workbook.  - Prepare the new lesson. Unit 4.Getting Started. | | | | |