*Planning date: 15 / 10/ 2024*

*Teaching date: 17 / 10/ 2024*

**PERIOD 16 ->22: UNIT 3. TEENAGERS** *(07 PERIODS)*

**I. AIMS**

**1. Competence:**

**- General competence:**

+ Vocabulary: related to the topic *Teenagers*

+ Pronunciation: sounds /ʊə/ and */*ɔɪ*/*

+ Grammar: Past simple and compound sentences.

**- Personal competence:**

+ Read about school clubs.

+ Talk about teen stress and pressures teens face.

+ Listen about teen stress and pressures teens face.

+ Write a paragraph about the causes of the stress and solutions to stress.

**2. Virtue**

- Be eager and responsible for study.

- Show their sympathy with friends and responsibility for themselves talking about teenagers and their problems

- Develop self-study skills.

**II.** **TEACHING AIDS AND MATERIALS**

**1. Teacher:** Lesson plan,textbook, CD, chalks ,and...

**2. Students:** Textbook, workbook, notebook, pens and …

**III. PROCEDURES**

**PERIOD 16:**

**LESSON 1: GETTING STARTED**

**– It’s great to see you again!**

**1. Organization** **(1)’** - Greeting

- Checking attendance.

**2. Homework correction:** Do in the whole lesson.

**3. New lesson (39’)**

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| **ACTIVITY 1: WARM UP (5’)**  **Aim:** - To create an active atmosphere in the class before the lesson;  - To review the previous unit;  - To lead into the new unit.  - Review the previous unit before Ss open their books: | |
| **Organization** | **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. | **Game: I.N.I.T.I.A.L GAME**      **Mystery word: TEENAGERS** |
| **ACTIVITY 2: PRESENTATION (5’)**  **Aim:** - To set the context for the introductory dialogue;  - To introduce the topic of the unit. | |
| **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 textbooks to discover further. | **VOCABULARY**  1. forum (n) /ˈfɔːrəm/ diễn đàn  2. stress (n) /stres/ sự căng thẳng  3. stressful (adj) /ˈstresfl/  căng thẳng, tạo áp lực  4. pressure (n) /ˈpreʃə(r)/ áp lực  5. user-friendly (adj) /ˌjuːzə ˈfrendli/  thân thiện với người dùng, dễ dùng  6. midterm (adj) /ˌmɪdˈtɜːm/ giữa kỳ |
| **ACTIVITY 3: PRACTICE (24’)**  **Aim:** - 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. | |
| **Task 1:**  - 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 4 Ss to read the conversation aloud in pairs  **Task 2:**  - 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.  **Task 3:**  - 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.  **Task 4:**  - 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. | **TASKS**  **Task 1: Listen and read.**  ***Questions:***  - Who are the people?  - What might they be talking about?  ***Suggested answers:***  - They are 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 T (True) or F (False) for each sentence**  ***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.**  ***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.**  ***Answer key:***  1. arts and crafts club  2. forum  3. language club  4. pressure  5. sports club |
| **ACTIVITY 4: PRODUCTION (5’)**  **Aim:** - 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. | |
| **Task 5:**  - 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. | **Task 5: Ask and answer the questions below. Report your friend’s answers to the class**  ***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 do you choose to participate in that club?  \* Suggested answer  1. My friend, …, often use Facebook/ Instagram/ Zalo… to get information or keep in contact with her/his relationships.  2. I have pressure from my schoolwork, from my parents and also peer pressure.  3. I participate in chess club, sports club and language club.  4. I choose chess club because it improves my mental health. |

**4. Consolidation & preparation (5')**

- 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.

- Name a list of school clubs and pressures.

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about the club they would like to have at school and make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

Sơn Công, ngày 16/10/2024

Giáo viên dạy

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