**UNIT 5: TEENAGERS’ LIFE**

**Period 79: GRAMMAR 5e (PAGE 75)**

**1. OBJECTIVES:** By the end of this lesson, students will be able to

**1.1. Language knowledge & skills**

- to present and practise quantifiers.

- to talk about school life and free-time activities and practise quantifiers.

**1.2. Competences**

- to improve Ss’ writing, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- to enhance Ss’ accountability and autonomy.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector/interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides.

**- Students’ aids:** Student’s Book, notebook.

**3. ASSESSMENT EVIDENCE**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Identify quantifiers  - Practise using quantifiers  - Talk about daily activities using quantifiers | - Ss’ answers  - Ss’ answers  - Ss’ answers | - T’s feedback.  - T’s observation /T’s feedback.  - T’s observation /T’s feedback. |

**4. PROCEDURES**

**A. Warm-up: (10’)**

**a. Objectives:** To lead students in the new lesson.

**b. Content**: Conversation   
 **c. Expected outcomes:** Engage students in the new lesson.

**d. Organisation of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***-*** Ask Ss to role-play the conversation  A: There are **lots of** history books here. B: Yes, but there aren’t **many** science books. | - Practise the dialogue. |

**B. New lessons (35 minutes)**

**1. Presentation**

a. Objectives: To present quantifiers

b. Content: Theory box (page 75)

c. Expected outcomes: To practise speaking skills.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Ask Ss to practise the conversation.  - Read out the theory box and explain any points Ss are unsure of. | - Practise the conversation.  - Listen and read. |
| *We use how many, a lot of/lots of, many, some/a few, few, any with countable nouns.  How many exams do you sit in a year?  There are a lot of/lots of books in the library.  There aren’t many lessons on Monday.  We go on some/a few school trips.  There are few eggs, so we can’t make a cake. Have you got any pens?  We use how much, a lot of/lots of, much, some/a little, little, any with uncountable nouns.  How much milk is there in the fridge? There is a lot of/lots of information about it.  There isn’t much homework today. I have got some/a little money in my purse.  There is little time, so we can’t go shopping. Have you got any advice for me?* |  |

**2. Practice**

a. Objectives: To practise quantifiers.

b. Content: Task 5

c. Expected outcomes: To develop writing skills, using the target language.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 5: Choose the correct options** - Ask Ss to play big wheel games - Check Ss’ answers  **Task 5 (WB/p.44): Complete the email with *are*, *is*, *some,* and *many*.** - Explain the task and read out the example.  - Give Ss time to complete the task in pairs. | - Play game. - Check the answers with the partners. *Keys:  1. B; 2. C;3. A; 4.A; 5. D;  6. C; 7. B; 8. D; 9.B, 10. C.*  - Listen and work in pairs.  - Check with the partners. *Keys: 1. many 2. are 3. is 4. some* |

**3. Production**

a. Objectives: To talk about your school life and free-time activities using the quantifiers.

b. Content: Task 6

c. Expected outcomes: To practise speaking about hobbies.   
 d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 6: Talk about your school life and free-time activities using the quantifiers.** - Explain the task and read out the example.  - Give Ss time to complete the task in pairs.  - Ask some Ss to share their answers with the class. | - Listen and practise.  - Work in pairs.  - Share with the class.  *Suggested answers: A: At school, I give some presentations. In my free time, I read lots of books and listen to some music.  B: At school, I carry out lots of science experiments. In my free time, I like playing some computer games and playing lots of sports.* |

**C. Consolidation and homework assignment: 5 minutes**

**Consolidation**

- To present and practise quantifiers  
 - To talk about school life and free-time activities and practise quantifiers.

**2. Homework assignment**

- Do the exercises in WB (Exercises 4 & 5/ page 44)

- Prepare for the next lesson. (Lesson 5f, page 76)

**5. REFLECTION**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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**UNIT 5: TEENAGERS’ LIFE**

**Period 80: SKILLS 5f (PAGE 77)**

**1. OBJECTIVES:** By the end of this lesson, students will be able to

**1.1. Language knowledge & skills**

- learn vocabulary relating to teenagers’ problems.

- listen for specific information (multiple choice).

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- develop Ss’ love for themselves, accountability and autonomy.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector/interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides.

**- Students’ aids:** Student’s Book, notebook.

**3. ASSESSMENT EVIDENCE**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - revise vocabulary about teenagers’ problems  **-** listen and repeat the vocabulary  **-** listen for key information  - talk about what makes students stressed the most. | **-** Ss’ answers  - Ss’ performance  - Ss’ answers  - Ss’ performance | - T’s feedback  - T’s feedback  - T’s feedback  - T’s observation /T’s feedback/ Peers’ feedback |

**4. PROCEDURES**

**A. Warm-up: (10’)**

**a. Objectives:** To lead students in the new lesson.

**b. Content**: Look at the pictures and say the words.

**c. Expected outcomes:** Engage students in the new lesson.

**d. Organisation of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Prepare the pictures related to the words: *make progress, social media, bullying, addiction, argue with*  - Ask Ss to listen and say the words. | - Listen to the teacher’s instructions.  - Listen and say the words. |

**B. New lessons (35 minutes)**

**1. Pre-listening**

a. Objectives: To present vocabulary relating to teenagers’ problems.

b. Content:Task 4.

c. Expected outcomes: To prepare students for the vocabulary and language structures in the text.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 4: Listen and repeat.**  - Ask Ss to look at the pictures and read the phrases under the pictures.  - Play the recording with pauses for Ss to listen and repeat chorally and/or individually.  - Pay attention to Ss’ pronunciation and give corrections if necessary.  - Ask students to go to the board and match the words in column A with column B.  **Task 5: Use the prompts below or your own ideas to give advice to people suffering from the problems in Exercise 4.**  - Ask Ss to read out the ***Note!*** box, explain the task and read out the example exchange.  - Ask Ss to read the prompts and then  complete the task in pairs.  - Monitor the activity around the class and then ask some Ss to share their answers with the class. | **-** Look and read chorally/ individually  - Listen and repeat chorally/ individually  - Correct the mistakes.  - Go to the board and match.  - Read out the examples.  - Complete the task.  - Share ideas.  ***Suggested answer:***  *A: I’m worried about starting at a new school.*  *B: You should join an after-school club to make new friends.*  *A: I usually argue with my family and my friends.*  *B: You can talk to them about how you feel.*  *A: I suffer from bullying.*  *B: Why don’t you tell your parents or your*  *teachers about it?*  *A: I think I’m addicted to social media.*  *B: How about spending less time online?* |

**2. While-listening**

a.Objectives: To listen for specific information.   
 b. Content: Task 6.

c.Expected outcomes: Practise listening for keywords.   
 d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 6: Listen to the dialogue between Susie and Amy about Susie’s problem. For questions (1-5), choose the correct options (A, B, C or D).**  - Explain the task and give Ss time to read the questions and answer choices.  - Play the recording, twice if necessary. Ss listen and complete the task.  - Check Ss’ answers. You can play the recording with pauses for Ss to check their answers. - Ask Ss to practise the dialogue with a partner.  ***Amy:*** *Hey, Susie. What’s wrong? Did you argue with your parents or sister again?*  ***Susie:*** *No, it’s not that, Amy. I didn’t argue with them. It’s my friends at school.*  ***Amy:*** *Are they bullying you? You should tell the teacher if you’re suffering from bullying.*  ***Susie:*** *They aren’t bullying me, but we argue a lot. We just don’t enjoy the same free-time activities!*  ***Amy:*** *You could try to make new friends.*  ***Susie:*** *You’re right, but it’s not easy for me. You know I’m shy.*  ***Amy:*** *OK, I understand, but you should be brave and friendly, Susie. There’s no other way. You need to find other friends.*  ***Susie:*** *But how?*  ***Amy:*** *Well, why don’t you join a sports club?*  ***Susie:*** *No, I don’t need any more exercise. I know! There’s an after-school art club that I could join. They meet twice a week.*  ***Amy:*** *That sounds great. I’m sure you’ll meet some nice people there!* | - Listen and brainstorm ideas.    - Listen and choose the correct option.  - Listen and check.  Answers: *1. B; 2.D; 3. C; 4. A; 5. A* |

**3. Post-listening**

a. Objectives: To practise speaking.

b. Content: Task 7

c. Expected outcomes: Ss can take about what makes them stressed the most.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 7: Talk with your partner. Which problem in Exercise 4 makes you stressed the most?**  - Ask Ss to work in pairs and discuss the  teenagers’ problems from Exercise 4 that  stress them the most.  - Ask some Ss to share their answers with  the class. | - Work in pairs and discuss.    - Share the answers with the class.  *Suggested answers:  A: Which problem makes you stressed the most?*  *B: For me, being stressed about exams is the*  *worst problem. I spend too much time*  *studying, so I don’t have much free time*  *to relax. What about you?*  *A: I’m stressed about arguing with my friends.*  *I don’t like arguing, so when I disagree*  *with someone, I try to talk to them about*  *my feelings instead. etc.* |

**C. Consolidation and homework assignment: 5 minutes**

**1. Consolidation**

- To learn vocabulary relating to teenagers’ problems.

- To listen for specific information (multiple choice).

**2. Homework assignment**

- Do the exercises on WB (page 46)

- Do the exercises in *Tiếng Anh 8 Right on! Notebook* (page 50)

- Prepare for the next lesson. (Unit 5, Lesson 5f - Writing, page 78)

**5. REFLECTION**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c.What I should improve for this lesson next time:

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**UNIT 5: TEENAGERS’ LIFE**

**Period 81: SKILLS 5f (PAGE 76)**

**1. OBJECTIVES:** By the end of this lesson, students will be able to

**1.1. Language knowledge & skills**

- listen and read for gist.

- read for specific information (gap filling).

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- give advice for teen problems, and enhance accountability and autonomy.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector/interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides.

**- Students’ aids:** Student’s Book, notebook.

**3. ASSESSMENT EVIDENCE**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - guess the main idea of the reading text  **-** learn and practise vocabulary related to the topic  **-** read for specific information  - talk about the tips to overcome problems | **-** Ss’ answers  - Ss’ answers  - Ss’ answers  - Ss’ performance | - T’s feedback  - T’s feedback  - T’s feedback  - T’s observation /T’s feedback/ Peers’ feedback |

**4. PROCEDURES**

**A. Warm-up: (10’)**

**a. Objectives:** To lead students in the new lesson.

**b. Content**: Throw the balls into the board

**c. Expected outcomes:** Engage students in the new lesson.

**d. Organisation of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| -Prepare the flashcards: listen to music, watch TV, read books, go shopping, play sports, have lessons, and take part in after-school activities.  - Ask one student to be a goalkeeper.  - Call other students to go to the board and say a word, and then throw the board if he/she says right. | -Listen to the teacher’s instructions  - Play the game. |

**B. New lessons (35 minutes)**

**1. Pre-reading**

a. Objectives: To introduce the topic and predict the content of the text, to listen and read for gist.

b. Content:Task 1.

c. Expected outcomes: Practice skimming for reading.

d. Organisation:

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| - Show the picture and ask Ss to answer some questions:  *1. Where are the girls?*  *- At school.*  *2. How do people feel in the picture? - Two girls are happy while another girl is nervous 3. Why does the girl wearing a blue shirt feel nervous?  - She may be a new student and it is hard for her to make friends.*  - Ask Ss to find out the word: Make progress, argue with, social media, addiction, take control, bullying, suffer from and teach. *1. make progress. (definition):* [*movement*](https://dictionary.cambridge.org/vi/dictionary/english/movement)*toward an*[*improved*](https://dictionary.cambridge.org/vi/dictionary/english/improved)*or more*[*developed*](https://dictionary.cambridge.org/vi/dictionary/english/developed)[*state*](https://dictionary.cambridge.org/vi/dictionary/english/state)*, or to a* [*forward*](https://dictionary.cambridge.org/vi/dictionary/english/forward)[*position*](https://dictionary.cambridge.org/vi/dictionary/english/position)*: tiến bộ 2. argue with (definition): to have the same opinion: tranh cãi.  3. social media (explanation) websites and software programs used for*[*social networking*](https://www.oxfordlearnersdictionaries.com/definition/english/social-networking)*: truyền thông xã hội 4. addiction (definition): the condition of being unable to stop using or doing something as a habit, especially something harmful →be addicted to: bị nghiện 5. take control (definition): To gain, assume, or exercise the ability or authority to manage, direct, or influence something: kiểm soát*  *6. bullying (definition): the use of strength or power to frighten or hurt weaker people: bắt nạt. suffer from (definition):  to be badly affected by a disease, pain, sad feelings, a lack of something, etc: hứng chịu.*  **Task 1: Look at the picture and read the title. What do you think the article is about? What is its purpose? Listen and read to check.**  - Ask Ss to read the title to get an idea of what the text is about and what its purpose is, and elicit their guesses. - Play the recording  - Check Ss’ answers | - Listen and answer.  - Find out the words and take notes.  - Repeat chorally and individually.  - Read and guess what the text is about and what its purpose is.  - Ss listen and read the text to find out.  - Check the answers with the partners. Suggested **answer**: *The text is about teen problems. Its purpose is to give advice.* |

**2. While reading**

a. Objectives: To read for specific information. (Gap-filling)

b. Content: Task 2.

c. Expected outcomes: Practice scanning for reading skills.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 2: Read the text and complete the sentences (1-5).**  - Explain the task and give Ss time to read the text again and then complete the sentences.  - Check Ss’ answers. | - Work in pairs  - Check the answers with partners.**Suggested Answers***: 1. exam stress; 2. every day; 3. new friends, 4. social media; 5. bullying.* |

**3. Post reading**

a. Objectives: To discuss advice for teen problems.

b. Content: Task 3

c. Expected outcomes: To practise speaking.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 3: Are the tips in the article helpful for you? Why? Tell your partner.**  - Have Ss talk in pairs about how helpful they thought the tips in the text were/ weren’t and why.  - Elicit answers from Ss around the class | *-* Work in pairs.  - Share the ideas with the class.  **Suggested answers:** *The tips are helpful for me because I spend a lot of time on social media. Now, I know I should go online less to control my addiction.* |

**C. Consolidation and homework assignment: 5 minutes**

**1. Consolidation**

- To read for gist and specific information.

- To learn some new words about teen problems.

**2. Homework assignment**

- Do the exercises on WB (page 45)

- Do the exercises in *Tiếng Anh 8 Right on! Notebook* (page 49)

- Prepare for the next lesson. (Unit 5, Lesson 5f, page 77)

**5. REFLECTION**

a. What I liked most about this lesson today:

……………………………………………………………………………

b. What I learned from this lesson today:

……………………………………………………………………………

c.What I should improve for this lesson next time:

……………………………………………………………………………