**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 conversationA: 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 nervous3. 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 bộ2. 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 hội4. addiction (definition): the condition of being unable to stop using or doing something as a habit, especially something harmful →be addicted to: bị nghiện5. 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:

……………………………………………………………………………