**UNIT 5: TEENAGERS’ LIFE**

**Period 85: Progress Check (Page 80)**

**1. OBJECTIVES**

By the end of this lesson, students will be able to…

**1.1. Language knowledge & skills**

- review the vocabulary in unit 5: Teenagers’ school life (have lessons, do homework, go on school trips, give presentations, take part in after-school activities, sit exams); Nouns (experiment, solution); Verb (support); Phrasal verb (carry out), Adjective (strict), Teenagers’ free-time activities (listen to music, watch TV, read books, surf the Internet, play computer games, go shopping, play sports, go to the cinema)

- review the grammar in unit 5: modals; countable/uncountable nouns and quantifiers.

- consolidate the pronunciation of the silent ‘h’.

**1.2. Competences**

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

**1.3. Attributes**

- encourage Ss to study hard.

- develop their interest in life.

**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** |
| - choose the correct words/phrases  - fill in each gap with a suitable verb  - consolidate the pronunciation of the silent ‘h’ | **-** Ss’ answers  - Ss’ answers  - Ss’ answers | - T’s feedback  - T’s feedback  - T’s feedback |

**4. PROCEDURES**

**A. Vocabulary: (15 minutes)**

**a. Objectives:** to help Ss to review vocabularies related to space and technology.

**b. Content:** Exercises 1 and 2.

**c. Expected outcomes:** Ss can recall the vocabulary they learnt in the previous lessons.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 1: Choose the correct options.** - Give Ss time to read and choose the correct options.  - Check Ss’ answers using IWB and ask Ss to mark themselves. | - Read the sentences and choose the correct options.  - Check answers.  ***Suggested answers:***   1. *Exams* 2. *Presentation* 3. *Homework* 4. *Lessons* 5. *School trips* |
| Exercise 2: Fill in each gap with *play*, *surf*, *watch*, *go* or *read*  - Give Ss time to complete the task.  - Check Ss’ answers using IWB and ask Ss to mark themselves. | - Complete the task.  - Check the answers and mark themselves.  ***Answer Key***   1. *Go* 2. *Watch* 3. *Read* 4. *Surf* 5. *Play* |

**B. Grammar: (20 minutes)**

**a. Objectives:** To help Ss review and practise grammar points: Quantifiers, countable nouns and uncountable nouns

**b. Content:** Exercises 3, 4

**c. Expected outcomes:** Ss can recall the grammar point and do the exercises correctly.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 3: Choose the correct options.**  - Have a quick review on quantifiers    *We use:*  *•* ***any*** *in negative and interrogative sentences.*  *Have you got* ***any*** *information about it?*  *We haven’t got* ***any*** *comic books.*  *•* ***some*** *in affirmative sentences and for*  *requests/offers.*  *I often have* ***some*** *rice for lunch.*  *Would you like* ***some*** *tea?*  *Can I have* ***some*** *more juice, please?*  - Have Ss do the exercises  - Check Ss’ answers and ask Ss to mark themselves. | - Listen to T.  - Do the exercise.  - Check the answers and mark themselves.  ***Answer key: 1. D; 2. B; 3. A; 4. D*** |
| ***Exercise 4: Choose the correct options.***  - Have a quick review of countable and uncountable nouns.  ***Countable nouns*** *refer to nouns that we can count with numbers. They can be in singular or plural form. one/a book – two books, etc.*  ***BUT*** *one/a foot – two feet, one/a man – two men, one/a child – two children, etc.*  *There* ***is a book*** *on the desk.*  *There* ***are two books*** *in the schoolbag.*  ***Pronunciation***  ***-s/-es noun endings (plural nouns)***    ***Uncountable nouns***  ***Uncountable nouns*** *refer to nouns that we*  *cannot count with numbers. They don’t have*  *singular or plural form. They take singular*  *verbs. Here* ***is*** *my* ***advice*** *on how to prepare*  *for the exams.*  ***Uncountable nouns*** *are:*  *• some types of food/liquids: sugar, rice, milk, juice, etc.*  *• subjects or study/languages: history, maths, English, Spanish, etc.*  *• sports and activities: football, tennis, swimming, fishing, etc.*  *• collective nouns: furniture, money, equipment, rubbish, etc.*  *• abstract nouns: information, education, homework, advice, etc.*  ***Notes***  *• Some nouns are in a plural form, but they take a singular verb:* ***athletics****,* ***news****,* ***£100****,* ***50 kilometres****, etc.*  ***Athletics is*** *my favourite sport.*  *• Some nouns always appear in a plural form and they take a plural verb:* ***jeans****,* ***shorts****,* ***stairs****,* ***trousers****, etc.*  *My* ***jeans are*** *on the bed.*- Give Ss time to read the sentences and choose the correct options.  - Check Ss’ answers and ask Ss to mark themselves. | - Listen to T.  - Do the exercise.   * Check the answers and mark themselves.   ***Answer key***   |  |  | | --- | --- | | *1. is* | *2. suffer* | | *3. is* | *4. supports* | |
| **Exercise 5: Choose the correct options.**  - **Have a quick review on Modals**  **can/can’t – could/couldn’t**  *David* ***can/can’t*** *speak Spanish well.*  *(Ability in the present)*  *I* ***could/couldn’t*** *read when I was six.*  *(Ability in the past)*  ***Can*** *you help me, please?*  *(Request – Are you willing to …?)*  *You* ***can/can’t*** *go to the party tonight.*  *(Permission – You have/don’t have permission to … .)*  ***Can*** *I play video games with my friends?*  (*Permission – Is it OK if …?)*  ***should/shouldn’t***  *You* ***should*** *pay attention to what the teacher says.*  *(Advice – I advise you to … .)*  *You* ***shouldn’t*** *stay up late because you have lessons tomorrow.*  *(Advice – I advise you not to … .)*  ***must***  *We* ***must*** *listen to the teacher carefully.*  *(It’s our obligation. We say so.)*  ***mustn’t***  *You* ***mustn’t*** *drink or eat in the library.*  *(It’s against the rule.)*  ***have to/had to***  *We* ***have to*** *wear a uniform at our school.*  *(It’s a rule. The headmaster says so.)*  *I* ***had to*** *give a presentation yesterday.*  *(It was a rule. The teacher said so.)*  *A teacher* ***has to*** *be patient and caring.*  *(It's necessary.)*  *She* ***had to*** *study a lot for exams last week.*  *(It was necessary.)*  ***don’t have to/didn’t have to***  *You* ***don’t have to*** *go to the gym every day.*  *(It isn’t necessary.)*  *I* ***didn’t have to*** *give a presentation last week.*  *(It wasn’t necessary.)*  - Have Ss do the exercises  - Check Ss’ answers and ask Ss to mark themselves. | - Listen to T.  - Do the exercise.  - Check the answers and mark themselves.  Answers:  *1. mustn’t; 2. must; 3. don’t have to;*  *4. should; 5.can; 6. shouldn’t; 7. have to* |

**C. Pronunciation: 5 minutes**

**a. Objectives:** to help Ss consolidate the pronunciation of the silent ‘h’.

**b. Content:** Exercise 6

**c. Expected outcomes:** Ss can distinguish between the sounds and choose the correct answer.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Choose the word whose underlined part**  **is pronounced differently from the others.**  - Ask Ss to pronounce the words silently and circle the correct options.  - Check Ss’ answers and ask Ss to mark themselves. | - Do the exercise individually.  - Check the answers and mark themselves.  ***Answer Key***   1. *A; 2.C; 3.D; 4. B; 5A*. |

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

**1. Consolidation.**

- vocabulary: Teenagers’ school life (have lessons, do homework, go on school trips, give presentations, take part in after-school activities, sit exams); Nouns (experiment, solution); Verb (support); Phrasal verb (carry out), Adjective (strict), Teenagers’ free-time activities (listen to music, watch TV, read books, surf the Internet, play computer games, go shopping, play sports, go to the cinema)

- grammar: modals; countable/uncountable nouns and quantifiers.

- pronunciation of silent ‘h’.

**2. Homework assignment**

- Prepare for the next lesson: Progress Check *(Page 81)*

**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:

……………………………………………………………………………

**UNIT 5: TEENAGERS’ LIFE**

**Period 86: – Progress Check (Page 81)**

**1. OBJECTIVES**

By the end of this lesson, students will be able to…

**1.1. Language knowledge & skills**

- practise listening for key information - Multiple choice Right (R) or Wrong(W).

- practise reading for specific information (multiple choice; gap filling)

- practise talking about your school life, your free-time activities and teenagers’ problems

- practise writing an email giving advice.

**1.2. Competences**

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

**1.3. Attributes**

- encourage Ss to study hard.

**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** |
| - practise listening for key information  - practise reading for specific information by replacing words.  - match the sentences to make correct exchanges  - practise writing an email giving advice. | **-** Ss’ answers  - Ss’ answers  - Ss’ answers/Ss’ performance  - Ss’ answers/Ss’ performance | - T’s feedback  - T’s feedback  - T’s feedback  - T’s feedback/ Peers’ feedback |

**4. PROCEDURES**

**A. Listening: (10 minutes)**

**a. Objectives:** to help Ss to practise listening for key information.

**b. Content:** Exercise 7.

**c. Expected outcomes:** Ss can improve their listening skills and do the task correctly.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 7: Listen to a dialogue about**  **a teenager’s problem. Decide if the**  **statements (1-5) are *R* (right) or**  ***W* (wrong).**  - Ask Ss to read the statements and underline keywords.  - Play the recording one or two times for Ss to do the task.  - Play the recording again for Ss to check their answers.  **Audio script**  ***Tyler:*** *Hi, Pam. So, did you finish all of your packing?*  ***Pam:*** *No, Tyler. I can’t believe I’m moving to a big city. It will be a big change.*  ***Tyler:*** *Yes, I guess so – but at least you aren’t moving to a new country. Anyway, when do you start at your new school?*  ***Pam:*** *Next Monday, and I’m really worried about it.*  ***Tyler:*** *Why?*  ***Pam:*** *What will happen if I can’t make new friends?*  ***Tyler:*** *Don’t worry too much. You aren’t a shy person! You’re really confident, so I don’t think you’ll have any problems making new friends. As soon as you start talking to them, they’ll realise you’re a nice person.*  ***Pam:*** *Thanks, Tyler. Anyway, I must continue with my packing.*  ***Tyler:*** *OK, Pam. I’ll see you before you leave, right? Your family’s still having a going away party on Saturday evening.*  ***Pam:*** *Yes, of course. Then, the next day we’re moving to Manchester. Anyway, see you then.* | - Read the statements and underline keywords.  - Listen to the recording and do the task.  - Listen again to check answers.  ***Answer key***   1. *W* 2. *R* 3. *R* 4. *W* 5. *R* |

**B. Reading: (8 minutes)**

**a. Objectives**: to help Ss practise reading for specific information.

**b. Content:** Exercise 8

**c. Expected outcomes:** Ss can improve reading skills and do the task correctly.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 8: Read the text and replace**  **the words in red below with the words/phrases from the email.**  - Explain the task.  - Give Ss time to do the task.  - Check Ss’ answers and ask Ss to mark themselves. | - Listen to T.  - Do the task individually.  - Check answers and mark themselves.  ***Answer key***   1. *social media* 2. *(social media) accounts* 3. *a new hobby* 4. *dance classes* 5. *free time* |

**C. Everyday English: 7 minutes**

**a. Objectives:** To help Ss practise speaking skills.

**b. Content:** Exercise 8

**c. Expected outcomes:** Ss can match the sentences to make correct exchanges.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 9: Match the sentences (1-5) with (a-e) to make exchanges.**  - Explain the task and  - Give Ss time to match the sentences to make exchanges.  - Check Ss’ answers and ask Ss to mark themselves.  - Have some pairs of Ss to practise the exchanges in class. | - Listen to T’s explanation.  - Match the sentences to make exchanges  - Check answers and mark themselves.  ***Answer key***  *1. d 2. a 3. b 4. c 5. e*  - Practise the exchanges in pairs. |

**D. Writing: 15 minutes**

**a. Objectives:** to help Ss to practise writing a blog entry about the advantages and disadvantages of using electronic devices at school.

**b. Content:** Exercise 9.

**c. Expected outcomes**: Ss can write a blog entry about the advantages and disadvantages of using electronic devices at school.

**d. Organisation**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 10: Your English friend is stressed about starting at a new school. Write an email giving him/ her advice (about 80-100 words). In your email, *express your sympathy for his/her problem*, *give him/her two pieces of advice and the expected results*, and *express hope that he/she can solve his/her problem*.**  - Explain the task and revise the plan and useful language for writing a piece of giving advice.  - Give Ss 10 minutes to write.  - Ask Ss to exchange their writing with a partner and have peer correction.  - Check Ss’ answers. | - Listen to T.  - Do the task.  - Have peer correction.  - Listen to T.  ***Suggested Answer Key***  *Dear Cathy,*  *I’m sorry to hear you’re stressed about starting at a new school this year. I had the same problem before, so I think I can help you. Why don’t you join an after-school club at your new school? In this way, you can make new friends because you can meet new people. Also, you can eat in the school canteen. Then, you can meet other students there and have the chance to talk to them and get to know them.*  *I really hope my advice helps.*  *Talk soon.*  *Trang* |

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

1. **Consolidation**

- Listening skill: listen for key information.

- Reading skill: reading for specific information.

- Speaking skills: practise everyday English (making suggestions, expressing likes and dislikes).

- Writing skill: writing a piece of giving advice.

**2. Homework assignment**

- Prepare for the next lesson: Unit 6, Unit Opener

**5. REFLECTION**

1. What I liked most about this lesson today:

……………………………………………………………………………

1. What I learned from this lesson today:

……………………………………………………………………………

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

……………………………………………………………………………

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**UNIT 6: SPACE & TECHNOLOGY**

**Period 87: Overview (Page 82)**

**1. OBJECTIVES**

By the end of this lesson, students will be able to…

**1.1. Language knowledge & skills**

- learn vocabulary for and talk about *Life in space: astronaut, float, gravity, planet, rocket, space station*

- practise the sounds /ɪə/ and /eə/

- practise listening for key information

**1.2. Competences**

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

**1.3. Attributes**

- raise Ss’ awareness of the development of space conquest and develop their interest in high technology.

- develop their patriotism, kindness, and honesty.

**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** |
| **-** Listen and repeat new words.  - Practise the sounds /ɪə/ and /eə/.  - Listen for specific information.  - Express their ideas of living in space. | - Ss’ answers  - Ss’ answers/performance  - Ss’ answers  - Ss’ answers/ performance | - T’s observation /T’s feedback  - T’s feedback  - T’s feedback  - T’s feedback/Peers’ feedback |

**4. PROCEDURES**

**A. Warm-up: (5 minutes)**

**a. Objective:** to introduce the new lesson and get students' attention at the beginning of the class.

**b. Content:** *What’s in this unit?*

**c. Expected outcomes:** Ss have an overview of what they are going to learn in this Unit.

**d. Organisation of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Go through the *What’s in this unit?* box and tell Ss that these are the topics, skills, and activities this unit will cover.  • **Vocabulary:** Life in space; Electronic devices; Advantages & Disadvantages of Technology  **• Grammar:** Reported speech  **• Pronunciation: /**ɪə/ - /eə/; Intonation  • **Reading:** *Life in Space* (blog entry – multiple choice); *Teen Tech Forum* (forum – R/W/DS statements)  • **Listening:** An interview (gap filling); A dialogue (multiple choice); Monologues  (multiple matching)  • **Speaking:** Talk about life in space; Talk about using electronic devices; Complain – Request help; Talk about advantages and disadvantages of technology  • **Writing:** A blog entry about teens  using electronic devices  • **CLIL (Science):** *Space Technology* (multiple matching) | - Listen to T and pay attention to *What’s in this unit?* box. |

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

**1. Vocabulary: 10 minutes**

**a. Objectives:** to present some vocabulary relating to *Life in space*.

**b. Content:** Exercise 1

**c. Expected outcomes:** Ss can remember words relating to *Life in space*.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Listen and repeat.**  - Direct Ss’ attention to the pictures and ask them to look at the words under the pictures. - Play the recording with pauses for Ss to listen and repeat chorally and/or individually. - Check Ss’ pronunciation.  - Explain the meaning of the words.  *+ astronaut /ˈæstrənɔːt/ (n): phi hành gia*  *+ space station /speɪs ˈsteɪʃən/ (n): trạm không gian*  *+ gravity /ˈɡrævəti/ (n): trọng lực*  *+ rocket /ˈrɒkɪt/ (n): tên lửa*  *+ planet /ˈplænɪt/ (n): hành tinh*  *+ float /fləʊt/ (v): nổi, trôi (ngoài trái đất)* | - Look at the pictures and the words.  - Listen and repeat chorally and/or individually.  - Listen to T.  - Listen and take notes. |

**2. Pronunciation: 8 minutes**

**a. Objectives:** To help Ss learn and practise the pronunciation of /ɪə/ and /eə/.

**b. Content:** Exercise 2

**c. Expected outcomes:** Ss can pronounce /ɪə/ and /eə/ correctly.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **2. Listen and put the words into the correct columns. Practise saying them with a partner.**  - Explain the task.  - Play the recording for Ss to listen and complete the task.  - Check Ss’ answers.  - Play the recording with pauses for Ss to listen and repeat chorally and/or individually.  - Ask Ss to practise saying the words in pairs.  Monitor the activity around the class. Pay  attention to Ss’ pronunciation and make  corrections as necessary. | - Listen to T.  - Listen and complete the task.  - Check their answers.  ***Answer Key***  *words with**/ɪə/****:*** *near, experience, zero, here*  *words with**/eə/****:*** *there, prepare, share, air*  - Repeat after the recording chorally and/or individually.  - Practise saying the words in pairs. |

**3. Listening: 12 minutes**

**a. Objectives:** To help Ss practise listening for specific information.

**b. Content:** Exercises 3, 4

**c. Expected outcomes:** Ss can improve their listening skills in terms of listening for key information.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **3. Listen to an interview with an astronaut and complete the sentences (1-4).**  **Pre-listening**  - Explain the task and ask Ss to read the instruction carefully. Then guess the missing words’ part of speech. | - Listen to T, read the instruction carefully, and make guesses before listening to the interview.  ***Answer Key***  *1. adj*  *2. n*  *3. n*  *4. phr* |
| **While-listening**  - Play the recording, twice if necessary, for Ss to listen and complete the task. Notice Ss that they may use NO MORE THAN three words to fill in each gap.  - Check Ss’ answers. T can play the recording with pauses for Ss to check their answers.  **Audioscript**  ***Interviewer:*** *Next on the show, we are talking toastronaut John Hadfield to learn about hisexperience in space. John, thanks for coming!*  ***John:*** *You’re welcome.*  ***Interviewer:*** *So, tell us, John; what is it like to eat and drink in space?*  ***John:*** *Well, it can be difficult to eat in space because there’s no gravity. We prepare special foods to eat, and we have to add water. We also drink normal things like water, tea, and juice, but we have to use a straw.*  ***Interviewer:*** *Of course. How do you sleep?*  ***John:*** *Well, we sleep in a sleeping bag and we tie it to the wall, so we don’t float away!*  ***Interviewer:*** *Wow! And how do you spend your free time?*  ***John:*** *We read our favourite books, listen to music, enjoy the view, and take photos.*  ***Interviewer:*** *Life in space seems very different from life on Earth!*  ***John:*** *It is!* | - Listen and complete the task.  - Check their answers.  ***Answer Key***  *1.* special  *2. juice*  *3. wall*  *4. listen to music* |
| **Post-listening**  **4. Would you like to live in space? Why? Tell your partner.**  - Have Ss discuss life in space in pairs and express their opinions about whether they would like to live there or not and their reasons.  - Ask some Ss to share their answers with the class. | - Work in pairs to do the task.  - Speak in front of the class when invited.  ***Suggested Answer Key A:*** *Would you like to live in space?*  ***B:*** *Yes, because I think it’s interesting! I can enjoy the wonderful view of the planets. What about you?*  ***A:*** *I don’t want to live in space. Life in space can be difficult because there is no gravity. etc.* |

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

**1. Consolidation**

- Vocabulary *Life in space: astronaut, float, gravity, planet, rocket, space station*

- Pronunciation: /ɪə/ and /eə/

**2. Homework assignment**

- Learn by heart the vocabularies and make sentences using them.

- Do the exercises on page 46, WB.

- Prepare for the next lesson: *Lesson 6a - Reading* (page 83, SB).

**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:

…………………………………………………………………………