**UNIT 3: TEENAGERS**

**Lesson 1: GETTING STARTED - It’s great to see you again!**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Teenagers*

- Gain vocabulary to talk about teenagers.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about themselves and their problems

**II. MATERIALS**

- Grade 8 textbook, Unit 3, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. forum (n) | /ˈfɔːrəm/ | an event or medium where people can exchange opinions and ideas on a particular issue; a meeting organised for this purpose | diễn đàn |
| 2. stress (n) | /stres/ | worry caused by problems in somebody’s life or by having too much to do | sự căng thẳng |
| 3. stressful (adj) | /ˈstresfl/ | causing a lot of worry | căng thẳng, tạo áp lực |
| 4. pressure (n) | /ˈpreʃə(r)/ | ​difficulties and worries that are caused by the need to achieve or to behave in a particular way | áp lực |
| 5. user-friendly (adj) | /ˌjuːzə ˈfrendli/ | easy for people who are not experts to use or understand | thân thiện với người dùng, dễ dùng |
| 6. midterm (adj) | /ˌmɪdˈtɜːm/ | ​in the middle of one of the main periods of the academic year | giữa kỳ |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | - Encourage Ss to work in groups so that they can help one another.  - Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**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 unit.

- Review the previous unit before Ss open their books:

**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:**

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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** |

**e. Assessment**

**-** T checks ss’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To set the context for the introductory dialogue;

- To introduce the topic of the unit.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Know more new words.

- Understand the conversation; topic of the lesson,…

**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 six words will appear in the reading text and asks students to open their textbooks to discover further. | **New words:**  1. forum (n)  2. stress (n)  3. stressful (adj)  4. pressure (n)  5. user-friendly (adj)  6. midterm (adj) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 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:**

-Task 1: Listen and read.

- Task 2: Read the conversation again and tick T (True) or F (False) for each sentence.

- Task 3: Write a word or phrase from the box under the correct picture.

- Task 4: Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.

**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.** (7 mins) | |
| - 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. | ***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.** (7 mins) | |
| - 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.** (7 mins) | |
| - 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.** (7 mins) | |
| - 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. | ***Answer key:***  1. arts and crafts club  2. forum  3. language club  4. pressure  5. sports club |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 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:**

- Task 5: Ask and answer the questions below. Report your friend’s answers to the class.

**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.** (10 mins) | |
| - 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. | ***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? |

**e. Assessment**

- T and other Ss listen and comment.

**5. CONSOLIDATION**

**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.

- 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.)

**Board plan**

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| *Date of teaching*  **Unit 3: Teenagers**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. forum (n)  2. stress (n)  3. stressful (adj)  4. pressure (n)  5. user-friendly (adj)  6. midterm (adj)  Task 1: Listen and read.  Task 2: Read the conversation again and write T (True) or F (False) for each sentence  Task 3: Write a word or phrase from the box under the correct picture.  Task 4: Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.  Task 5: Ask and answer the questions below. Report your friend’s answers to the class.  **\*Homework** |