

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

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

II. MATERIALS

- Grade 8 textbook, Unit 3, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

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)	/ˌmɪd ˈtɜːm/	in the middle of one of the main periods of the academic year	giữa kỳ

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	<ul style="list-style-type: none"> - 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:

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 <i>Teenagers</i> on the board. Ask Ss to guess what they are going to learn about in this unit.	<div> <div>WARM-UP</div> <div>I.N.I.T.I.A.L GAME</div> <div>  Tent  Eggs  Elephant  Nose </div> <div>  Apple  Grapes  Eagle  Rice  Sunflower </div> </div> 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

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

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.

	<ul style="list-style-type: none"> - 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)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Ask and answer the questions below. Report your friend's answers to the class. (10 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Questions:</p> <ol style="list-style-type: none"> 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

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

UNIT 3: TEENAGERS

Lesson 2: A closer look 1

I. OBJECTIVES

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

1. Knowledge

- Identify the combination of some verbs and verb phrases that are often used when teens talk about using social media.
- Distinguish two sounds /ə/ and /ɔɪ/ correctly

2. Competences

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Raise ss' awareness of social media
- Have good attitude to school pressure

II. MATERIALS

- Grade 8 textbook, Unit 3, A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. upload (v)	/ˌʌpˈlɔʊd/	to send data to another computer	tải lên
2. browse (v)	/braʊz/	to look through a book, newspaper, website, etc. without reading everything	đọc lướt, tìm (trên mạng)
3. notification (n)	/ˌnəʊtɪfɪˈkeɪʃn/	official information of something; the act of giving or receiving this information	thông báo
4. log on to (v)	/lɒg ɒn tə/	to perform the actions that allow you to begin using a computer system, application or online account	đăng nhập
5. check (n)	/tʃek/	to look at something to find out if something is present, correct or true or if something is how you think it is	kiểm tra
6. account	/əˈkaʊnt/	an arrangement that somebody has with a company that allows them to use the internet, send and receive messages by email, social media, etc.	tài khoản

Assumption

Anticipated difficulties	Solutions
Ss may lack vocabulary related to social network and their pressure from schoolwork, so they may have difficulty completing the tasks	T is willing to provide them with enough vocabulary related to the topic

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;

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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS							
Game: Word puzzles - Give Ss a few minutes to play a game. Have Ss play in two groups. - Ask ss to find 6 meaningful words in the puzzles - The team with the more correct answers wins. - T leads in the new lesson.	A	N	C	H	E	C	K	E
	P	P	O	S	T	O	S	E
	I	E	N	A	C	U	U	B
	C	O	N	M	U	A	T	E
	T	W	E	B	S	I	T	E
	U	A	C	L	I	P	D	I
	R	S	T	D	Y	F	K	L
	E	R	P	Q	E	A	O	V
Answer key: CHECK; POST; WEBSITE; CLIP; PICTURE; CONNECT								

e. Assessment

- T checks Ss' vocabulary and gives feedback.

2. ACTIVITY 1: VOCABULARY (15 mins)**a. Objectives:**

- To introduce some verbs and verb phrases that are often used when teens talk about using social media.
- To allow Ss to use the learnt words in contexts.

b. Content:

- Task 1: Circle the correct options to complete the phrases.
- Task 2: Use the correct form of the verbs in 1 to complete the sentences.
- Task 3: Choose the correct answer A, B, or C.

c. Expected outcomes:

- Know more new verbs and verb phrases that are often used when teens talk about using social media.
- Know how to use learned words/ phrases in context.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Circle the correct options to complete the phrases. (5 mins)	
- Have Ss read aloud the verbs and the word / phrases given. - Ask Ss to work in pairs to circle the correct options to complete the phrases. - Explain the meaning of the new verb phrases by using pictures or synonyms or even their mother tongue - Invite Ss to take turns to read out their answers. Correct their pronunciation if needed. - Check the answers as a class. - T can also ask Ss to add more words / phrases to the verbs to make other phrases. This way, T can broaden Ss' vocabulary if they are ready.	Answer key: 1. A 2. A 3. B 4. B 5. B New words: 1. upload (v) = to copy or move programs or information to a larger computer system or to the internet 2. browse (v) = to look at things / check over sth 3. notifications (n) 4. log on (to) (v) 5. check (v) 6. account (n)
Task 2: Use the correct form of the verbs in 1 to complete the sentences. (5 mins)	
- Ask Ss to work individually to complete each of the sentences with a suitable verb from 1. - Check the answers as a class. - Have some Ss read aloud the complete sentences. - Correct Ss' pronunciation if necessary.	Answer key: 1. browsed 2. uploaded 3. connects 4. checked 5. logs on
Task 3: Choose the correct answer A, B, or C. (5 mins)	
- T asks Ss to work individually to choose the correct answer for each sentence. - Ss swap their answers with their partners. - T check the answers as a class.	Answer key: 1. B 2. C

- T can also ask some Ss to read out their answers. Then have Ss read the sentences aloud as a class. Correct Ss' pronunciation if necessary.

3. A

4. A

5. B

e. Assessment

- Teacher checks students' answers and gives feedback.

3. ACTIVITY 2: PRONUNCIATION (15 mins)**a. Objectives:**

- To help Ss identify how to pronounce the sounds /ə/ and /ɔɪ/;
- To help Ss practise pronouncing the sounds /ə/ and /ɔɪ/ in context

b. Contents:

- Task 4: Listen and repeat the words. Pay attention to the sounds /ə/ and /ɔɪ/. Then put the words into the correct columns.
- Task 5: Listen and practise the sentences. Underline the words with /ə/ and circle the words with /ɔɪ/.

c. Expected outcomes:

- Pronouncing the sounds /ə/ and /ɔɪ/ correctly;

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Listen and repeat the words. Pay attention to the sounds /ə/ and /ɔɪ/. Then put the words into the correct columns. (6 mins)	
<ul style="list-style-type: none"> - Have Ss listen to the recording once first. Then ask Ss to read out the words. - Play the recording for them to listen again and repeat each word as a class, then as individuals. - Play the recording as many times as possible. - Have Ss complete the task. Check answers as a class. 	<p>Answer key:</p> <p>/ə/: tourist, ensure, sure, tournament</p> <p>/ɔɪ/: boy, toy, avoid, choice</p>
Task 5: Listen and practise the sentences. Underline the words with /ə/ and circle the words with /ɔɪ/. (9 mins)	
<ul style="list-style-type: none"> - Have some Ss read the sentences first. - Play the recording for Ss to listen to, then repeat each sentence after the recording. - Play the recording as many times as necessary. - Ask them to underline the words with the sound /ə/ and circle the words with the sound /ɔɪ/. - Check the answers as a class. - Call some Ss to read the sentences individually. 	<p>Answer key:</p> <p>1. She is a noisy and curious girl.</p> <p>2. They joined a full-day city tour.</p> <p>3. I found it enjoyable to watch the tournament.</p> <p>4. She'll record our voices during the interview.</p> <p>5. He is not acting very mature and is starting to annoy me.</p>

e. Assessment

- Teacher checks students' answers and their pronunciation and gives feedback.

4. ACTIVITY 3: FURTHER PRACTICE (5 mins)**a. Objectives:**

- To test students' quick reaction to the targeted sounds

b. Content:

- Game: Slap the board

c. Expected outcomes:

- Distinguish between the sounds /ə/ and /ɔɪ/

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																
Game: Slap the board (5 mins)																	
<ul style="list-style-type: none"> - T writes on the board 15 words with the sounds /ə/ and /ɔɪ/. - Teacher divides students into 2 teams. - When T reads out word by word, one student will run to the board and slap on the correct word with the correct sound. - The team with more correct answers will be the winner. - Students play the game. - Teacher invites the winner to read aloud their sentences. - Teacher gives feedback. 	<p>15 words with the sounds /ə/ and /ɔɪ/:</p> <table> <tr> <td>1. noisy</td><td>9. mature</td></tr> <tr> <td>2. toy</td><td>10. annoy</td></tr> <tr> <td>3. tourist</td><td>11. voice</td></tr> <tr> <td>4. tour</td><td>12. enjoy</td></tr> <tr> <td>5. avoid</td><td>13. tournament</td></tr> <tr> <td>6. sure</td><td>14. ensure</td></tr> <tr> <td>7. boy</td><td>15. choice</td></tr> <tr> <td>8. soil</td><td></td></tr> </table>	1. noisy	9. mature	2. toy	10. annoy	3. tourist	11. voice	4. tour	12. enjoy	5. avoid	13. tournament	6. sure	14. ensure	7. boy	15. choice	8. soil	
1. noisy	9. mature																
2. toy	10. annoy																
3. tourist	11. voice																
4. tour	12. enjoy																
5. avoid	13. tournament																
6. sure	14. ensure																
7. boy	15. choice																
8. soil																	

e. Assessment

- T and other Ss listen and give corrections to others' pronunciation

4. CONSOLIDATION (4 mins)

a. Wrap-up

- Ask Ss to summarise what they have learned in the lesson.
- Ask them to list some verb phrases learned in the lesson.
- Ask them to list some other learned words/ phrases related to teenagers' activities or pressure, paying attention to their pronunciation.
- Ask ss to give 2 sounds learned in the lessons and give examples.

b. Homework

- Do exercises in the workbook.

Board plan*Date of teaching***Unit 3: Teenagers****Lesson 2: A closer look 1***** Warm-up***** Vocabulary**

1. upload (v)
2. browse (v)
3. notifications (n)
4. log on (to) (v)
5. check (v)

Task 1: Circle the correct options to complete the phrases.

Task 2: Use the correct forms of the verbs in 1 to complete the sentences

Task 3: Choose the correct answer A, B, or C.

*** Pronunciation**

Task 4: Listen and repeat the words. Pay attention to the sound /ɜə/ and /ɔɪ/. Then put the words into the correct columns.

Task 5: Listen and practise the sentences. Underline the words with /ɜə/ and circle the words /ɔɪ/.

***Homework**

UNIT 3: TEENAGERS

Lesson 3: A closer look 2

I. OBJECTIVES

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

1. Knowledge

- review the knowledge of simple sentences
- distinguish between simple sentences and compound sentences
- identify words that connect independent clauses
- apply the coordinating conjunctions or conjunctive adverbs to combine two sentences

2. Competences

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Raise ss' awareness of social media
- Have a good attitude to school pressure

II. MATERIALS

- Grade 8 textbook, Unit 3, A closer look 2
- Computer connected to the Internet
- Projector / TV
- hoclieu.vn

Language analysis

Types of sentences	Definition	Examples
1. Simple sentences	Made up of one independent clause	- <i>Minh has some problems with his schoolwork.</i>
2. Compound sentences	Made up of two or more independent clauses and they are joined by - coordinating conjunctions: <i>for, and, but, or, so</i> - a conjunctive adverb: <i>however, therefore, otherwise.</i>	- <i>Mai bought many books because she likes reading.</i> - <i>Mark is hard-working; therefore, he usually gets high scores on exams.</i>

Assumption

Anticipated difficulties	Solutions
Ss may get confused about the use of coordinating conjunctions and conjunctive adverbs	T should be ready to find examples and give clear explanations to distinguish them

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;

b. Content:

- Game: Board race

c. Expected outcomes:

- Having a chance to speak English and focus on the topic of the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: BOARD RACE - Give Ss a few minutes to revise the simple sentences. - Ss work in two teams. - Ss receive slips of paper with simple sentences or compound sentences. - Pick out all the simple sentences and run as fast as possible to stick them on the board, - Then underline the subjects and circle the verbs of those simple sentences. - The team with the more correct answers will be the winner + Ask each team to read out loud the sentences they have selected. Correct their pronunciation if	1. <i>She is a noisy and curious girl.</i> 2. <i>They joined a full-day city tour.</i> 3. <i>I found it enjoyable to watch the tournament.</i> 4. <i>She'll record our voices during the interview.</i> 5. <i>Minh has some problems with his schoolwork.</i> 6. <i>Mark is hard-working; therefore, he usually gets high scores on exams.</i> 7. <i>Mai bought many books, for she likes reading.</i> 8. <i>He is a club member, but he never participates in any of the activities.</i>

necessary.

+ The team with the most correct sentences wins.

- Ask Ss to look at A CLOSER LOOK 2 on page 31.

e. Assessment

- T checks ss' answers and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To review Ss' knowledge of the simple sentences.

- To raise Ss' awareness of the simple sentences and compound sentences.

b. Content:

- Review simple sentences

- Learn how a compound sentence is formed and conjunctions

c. Expected outcomes:

- Recall the form of the simple sentences

- Know how a compound sentence is made up.

- Know some coordinating conjunctions and conjunctive adverbs.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Grammar: Simple sentences and compound sentences.</p> <p>- T gives 2 sentences and asks ss to find their subject and verb.</p> <p>- Ask them to check how many subjects and verbs are in each of the sentences.</p> <p>- Tell them to read the Remember! box in pairs before giving further explanation.</p> <p>- Then T explains to ss what a simple sentence or a compound sentence is.</p> <p>- Then ask Ss to underline the two independent clauses in Eg 2, circle the words in between the two independent clauses. Tell them that there are words other than <i>and</i> and <i>but</i> we use to connect two independent clauses in compound sentences.</p> <p>- Ask Ss to read aloud as a class the words <i>for, and, but, or, so, however, therefore, otherwise</i>.</p> <p>- Explain the meanings of these words if necessary. Tell Ss that they can also call these words connectors.</p> <p>- Remind Ss to use a semicolon (;) before <i>however, therefore, and otherwise</i>, and the other connectors are followed by a comma (,)</p>	<p>Eg1: <i>Minh has some problems with his</i> S V <i>Schoolwork.</i></p> <p>Eg2: <i>Mark is hard-working; therefore,</i> S1 V1 connectors <i>he usually gets high scores on exams.</i></p> <p>S2 V2</p> <p>* A simple sentence is made up of one independent clause.</p> <p>* A compound sentence is made up of two or more independent clauses</p> <p>* Connectors</p> <p>- coordinating conjunctions: <i>for, and, but, or, so</i></p> <p>- conjunctive adverbs: <i>however, therefore, otherwise.</i></p>

e. Assessment

- Teacher listens to students' answers and gives feedback.

3. ACTIVITY 2: PRACTICE (24 mins)

a. Objectives:

- To review Ss' knowledge of simple sentences.

- To raise Ss' awareness of simple sentences and compound sentences.

- To help Ss distinguish between words that connect independent clauses.

b. Content:

- Task 1: Tick the simple sentences.

- Task 2: Write S for simple sentences and C for compound sentences.

- Task 3: Choose the correct answer A, B, or C.

- Task 4: Combine the two sentences to make compound sentences, using the words from the box.

c. Expected outcomes:

- Recall the form of the simple sentences

- Know the differences between simple sentences and compound sentences.

- Know the differences between words that connect independent clauses.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Tick the simple sentences. (4 mins)</p> <p>- Ask Ss to work individually to tick the simple sentences.</p>	<p>Answer key: 1, 2, 4</p>

<ul style="list-style-type: none"> - Ask Ss to take turns to give their answers. - Check the answers as a class. - Then T asks some Ss to underline the subjects and circle the verbs of simple sentences. - Ask several Ss to read aloud the full sentences. Correct their pronunciation if necessary. 	
Task 2: Write S for simple sentences and C for compound sentences. (4 mins)	
<ul style="list-style-type: none"> - Have Ss work in pairs to write S for simple sentences and C for compound sentences. - Ask some Ss to read out the sentences and say S or C. - Correct their pronunciation mistakes if necessary. - Check the answers as a class. 	Answer key: <ol style="list-style-type: none"> 1. S 2. S 3. C 4. S 5. C
Task 3: Choose the correct answer A, B, or C. (6 mins)	
<ul style="list-style-type: none"> - Have Ss work individually to choose the correct answer A, B, or C. - Remind them of the meanings of the connectors and the punctuation (the comma and semicolon) for the connectors. - Ask some Ss to read out the complete sentences. - Check the answers as a class. 	Answer key: <ol style="list-style-type: none"> 1. C 2. B 3. A 4. A 5. C
Task 4: Combine the two sentences to make compound sentences, using the words from the box. (10 mins)	
<ul style="list-style-type: none"> - Have Ss work in groups of four for five minutes to write on their posters complete compound sentences using the words in the box. - Remind them to use commas and semicolons when necessary. Then ask them to swap answers with other groups. - Check the answers as a class. - Have the class read out the sentences. Correct their spelling and grammar mistakes when necessary. 	Answer key: <ol style="list-style-type: none"> 1. Phong has to study harder; otherwise, he may fail the exam. 2. She is very sensitive, so don't comment on her new hairstyle. / She is very sensitive; therefore, don't comment on her new hairstyle. 3. Mi wants to have more friends, but she doesn't connect well with others. 4. Students can work in groups, or they can work in pairs. 5. My friend likes showing off her new things; therefore, she often posts pictures on social media. / My friend likes showing off her new things, so she often posts pictures on social media.

e. Assessment

- Students do peer correction.
- Teacher checks students' answers as a class and gives feedback.

4. ACTIVITY 3: PRODUCTION (5 mins)**a. Objectives:**

- To enable Ss to make compound sentences correctly.

b. Content:

- Task 5. GAME: Which group has the most sentences?

c. Expected outcomes:

- Students are able to make compound sentences correctly.

d. Organisation**Task 5. GAME: Which group has the most sentences?**

Work in groups. Each group makes as many compound sentences as possible. The group with the most correct sentence is the winner. (5 mins)

<ul style="list-style-type: none"> - Instruct Ss to play the game in groups. - Have Ss work for two minutes to write compound sentences using given words on their strips of paper (the words on the slips of paper given to Ss can be for, and, but, or, so, however, therefore, otherwise). T may instruct Ss to write their compound sentences on A1-size paper. - Invite groups to read out their compound sentences or to stick the A2-size paper with compound sentences they have written on the board. - The group with the most correct sentences is the winner. 	
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e. Assessment

- T corrects any grammar and pronunciation mistakes if necessary.

4. CONSOLIDATION (4 mins)

a. Wrap-up

- Ask Ss to summarise what they have learnt in the lesson.
- Have them say out loud the connectors (coordinating conjunctions and conjunctive adverbs) they learnt in the lesson.
- Have them talk about the meanings of the connectors and how to use commas and semicolons with connectors.

b. Homework

- Do exercises in the Workbook.

Board plan*Date of teaching***Unit 3: Teenagers****Lesson 3: A closer look 2****I. Grammar****Simple sentences and compound sentences**

Eg1: Minh has some problems with his schoolwork.

S V

Eg2: Mark is hard-working; therefore, he usually gets high scores on exams.

S1 V1 connectors S2 V2

* **A simple sentence** is made up of one independent clause.

* **A compound sentence** is made up of two or more independent clauses

*** Connectors**

- coordinating conjunctions: *for, and, but, or, so*

- conjunctive adverbs: *however, therefore, otherwise.*

II. Practice

Task 1: Tick the simple sentences.

Task 2: Write S for simple sentences and C for compound sentences.

Task 3: Choose the correct answer A, B, or C.

Task 4: Combine the two sentences to make compound sentences using the words from the box.

Task 5: Game: Which group has the most sentences?

***Homework**

UNIT 3: TEENAGERS

Lesson 4: Communication

I. OBJECTIVES

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

1. Knowledge

- Identify how to make requests in English.
- Understand some everyday English phrases and expressions about the different social media that are popular among teens, how often and what they use these media for.
- Practise reading for specific information.

2. Skills

- Apply some everyday English phrases and expressions to do exercises and practise them in real situations in daily life.
- Make requests in English.

3. Competences

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and group work.

4. Personal qualities

- Raise ss' awareness of social media popular among teens.
- Have a good attitude when making polite requests.

II. MATERIALS

- Grade 8 textbook, Unit 3, Communication.
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Making requests	Examples
- Can you..., please?	- Can you tell me more about the music club, please?
- Could you...(, please)?	- Could you tell me the time it meets?

Assumption

Anticipated difficulties	Solutions
Some Ss may talk freely and excessively in class when mentioning social media like YouTube, Facebook, Instagram... because it's right up their street.	T should be ready to keep control of the class and lead the students to the main tasks.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;

b. Content:

- Chatting between teacher and students

c. Expected outcomes:

- Have a chance to speak English and focus on the topic of the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Chatting: - T asks ss some questions: + <i>What do you say when you want sb to pass you a pen?</i> + <i>What do you say when you want sb to tell you more about the music club?</i> + <i>What will we do if we want to politely ask somebody to do sth?</i> - T leads in the new lesson: <i>If we want to politely ask somebody to do sth, we make requests. There are two ways of making requests that we will learn in Lesson 4. Communication.</i> - Ask Ss to look at COMMUNICATION on page 32.	Suggested answers: - Can/ Could you pass me the pen? - Can/ Could you tell me more about the music club?

e. Assessment

- T checks ss' answers and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (10 mins)

a. Objectives:

- To introduce two ways to make requests
- To help Ss practise making requests.

b. Content:

- Task 1: Listen and read the dialogue below. Pay attention to the highlighted sentences.
- Task 2: Work in pairs. Make similar conversations, using the cues below.

c. Expected outcomes:

- Know two ways of making requests.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read the dialogue below. Pay attention to the highlighted sentences. (5 mins)	
<ul style="list-style-type: none"> - Play the recording for Ss to listen and read the dialogue between a student and a school club leader. Ask Ss to pay attention to the highlighted sentences. - Emphasise the ways to make requests (in the contents column). - Tell Ss that <i>Can you</i> and <i>Could you</i> are similar in meaning, and only different in the degree of formality. <i>Could you</i> is more formal than <i>Can you</i>. - Have Ss practise the dialogue. 	<ol style="list-style-type: none"> 1. <i>Can you tell me more about the music club, please?</i> 2. <i>Could you show me the way to the college, please?</i>
Task 2: Work in pairs. Make similar conversations, using the cues below. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs to make similar dialogues. - Tell them to use the contexts given and the sample requests. - Give feedback on their dialogues. 	<ul style="list-style-type: none"> - Ask to borrow a book from your classmate. <i>Can you lend me your book that you finished reading, please?</i> - Request some advice on how to do your science project. <i>Could you tell me how to start a science project?</i>

e. Assessment

- Teacher listens to students' pronunciation and gives feedback.

3. ACTIVITY 2: SOCIAL MEDIA POPULAR AMONG TEENS (25 mins)

a. Objectives:

- To help Ss have language input about the different social media that are popular among teens, how often and what they use these media for;
- To help Ss practise reading for specific information.
- To help Ss practise asking and answering questions about which social media teens often use, how often and why they use these media.

b. Content:

- Task 3: Read some posts on a forum about different social media and match the names of the posters with their activities.
- Task 4: Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them.
- Task 5: Work in groups. Discuss the following questions and then report your group's result to the class.

c. Expected outcomes:

- Ss are able to identify the different social media that are popular among teens, how often and what they use these media for.
- Ss practise reading for specific information.
- Ss are able to about which social media they often use, how often and why they use these media.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Read some posts on a forum about different social media and match the names of the posters with their activities. (5 mins)	
<ul style="list-style-type: none"> - Ask some Ss to read the posts aloud. - Have Ss work in pairs to read the posts to match the name of the four teenagers and their activities (1 - 5). - Ask some pairs to read out their answers. Correct if necessary. - Check the answers as a class. - If time allows, ask some Ss to retell information from the posts or to role-play a conversation. 	<p>Answer key:</p> <p>Ann: 2 Tom: 4,5 Trang: 1 Nam: 3</p>
Task 4: Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them. (10 mins)	
<ul style="list-style-type: none"> - Have Ss work in pairs to ask and answer questions about which social media each of the four 	Model dialogue:

<p>teenagers use, what for and how often they use the media.</p> <p>- Ask them to follow the example in the Student's Book.</p> <p>- Invite some pairs to role-play, asking and answering questions in front of the class. Correct any grammar or pronunciation mistakes if necessary.</p>	<p>Tom: What social media does <u>Ann</u> use?</p> <p>Nam: <u>She</u> uses <u>YouTube</u>.</p> <p>Tom: What does <u>she</u> use it for?</p> <p>Nam: <u>She uploads her videos and watches other people's videos.</u></p> <p>Tom: How often does <u>she</u> use it?</p> <p>Nam: <u>Every day.</u></p>
<p>Task 5: Work in groups. Discuss the following questions and then report your group's result to the class. Report your group's results to class. (10 mins)</p>	
<p>- Have Ss work in groups to discuss the answers to the three questions about social media.</p> <p>- Tell them that they can give more than one reason to explain their choice.</p> <p>- Ask them to use the information from the posts in 3 as cues.</p> <p>- Invite group representatives to report their group's answers.</p>	<p>1. <i>What social media do you use?</i></p> <p>2. <i>How often do you use it?</i></p> <p>3. <i>What do you use social media for?</i></p>

e. Assessment

- T listens to ss' reports and gives feedback on their pronunciation and content.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Ask Ss what they have learnt in the lesson.
- Ss retell 2 ways of making requests and list some popular social media among teens.

b. Homework

- Do exercises in the Workbook.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 3: Teenagers</p> <p>Lesson 4: Communication</p> <p>* Warm-up</p> <p>* Everyday English: Making requests</p> <p>- Can you..., please?</p> <p>- Could you...(, please)?</p> <p>Task 1: Listen and read the dialogues.</p> <p>Task 2: Work in pairs. Make similar conversations.</p> <p>* Social media popular among teens:</p> <p>Task 3: Work in pairs. Read and match.</p> <p>Task 4: Work in pairs. Ask and answer questions.</p> <p>Task 5: Work in groups. Discuss and then report.</p> <p>*Homework</p>
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UNIT 3: TEENAGERS

Lesson 5: Skills 1

I. OBJECTIVES

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

1. Knowledge

- Recognise reading skills for specific information and general information about school clubs.
- Remember the lexical items related to school clubs.
- Recognise how to make a conversation to ask and answer about school clubs

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Develop presentation skill
- Actively join in class activities

3. Personal qualities

- Raise ss' awareness of school clubs and the benefits of joining clubs
- Have a good attitude towards joining school clubs.

II. MATERIALS

- Grade 8 textbook, Unit 3, Skills 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. concentrate (v)	/ˈkɒnsntreɪt/	to give all your attention to something and not think about anything else	tập trung (vào)
2. craft (n)	/krɑːft/	an activity involving a special skill at making things with your hands	(nghề, đồ, kỹ nghệ) thủ công
3. focused (adj)	/ˈfəʊkəst/	with your attention directed to what you want to do; with very clear aims	chuyên tâm, tập trung
4. beforehand (adv)	/brɪˈfɔːhænd/	earlier; before something else happens or is done	trước
5. practical (adj)	/ˈpræktɪkl/	connected with real situations rather than with ideas or theories	thực tế, thực tiễn

Assumption

Anticipated difficulties	Solutions
Ss may lack knowledge about some lexical items.	Provide Ss with the meaning and pronunciation of words.
Ss may not have sufficient reading, speaking and cooperating skills.	<ul style="list-style-type: none"> - Let Ss read the text again (if needed). - Create a comfortable and encouraging environment for Ss to speak. - Encourage Ss to work in pairs, and in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (3 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson
- To remind Ss of some activities and school clubs teens often take part in

b. Content:

- Brainstorming
- Pictures describing

c. Expected outcomes:

- Be able to speak English and focus on the topic of the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Brainstorming (Task 1) - Ask Ss to list school clubs teens often take part in. - Have the class work in pairs to describe the pictures and say what club the teenagers in the pictures are taking part in. - Ask Ss to discuss the reasons they want to join a school club like these. - Ask Ss to look at SKILLS 1 on page 33.	Suggested answers: - Badminton/ basketball club, English club, chess club, arts club, football club, ... - 2 clubs in the pictures: Chess club, arts and craft club
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e. Assessment

- T listens to ss' answers and gives feedback.

2. ACTIVITY 1: READING (25 mins)

a. Objectives:

- To introduce some new words and set the context for the reading
- To improve Ss' skill of reading for general information and details.

b. Content:

- Vocabulary pre-teaching
- Task 2: Read the conversation and tick T (True) or F (False) for each sentence.
- Task 3: Read the conversation again and choose the correct answer A, B, or C.

c. Expected outcomes:

- Know more new words

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	* Vocabulary: 1. concentrate (v) 2. focused (adj) 3. craft (n) 4. beforehand (adv) 5. practical (adj)
Task 2: Read the conversation and tick T (True) or F (False) for each sentence. (10 mins)	
- Ask Ss to work individually to read the conversation and to decide if the statements below the conversation are true or false. - Ss read and tick T (True) or F (False). - Ask Ss to underline the evidence to support each statement. - Have Ss work in pairs to swap answers or to check answers together. - Ask some Ss to read out loud the statements and say true or false. Ask them to show the parts in the reading where they found the answers.	Answer key: 1. T 2. T 3. F: when he was five => 5 years ago 4. T
Task 3: Read the conversation again and choose the correct answer A, B, or C. (10 mins)	
- Have Ss work individually for seven minutes and circle the correct answers. - Remind them to underline the keywords in the questions and the evidence for the answers. - Ask Ss to take turns giving the answers. Ask them to show the parts in the reading where they found the answers.	Answer key: 1. B 2. C 3. B 4. B 5. C

e. Assessment

- T checks the answers as a class and gives feedback.

3. ACTIVITY 2: SPEAKING (15 mins)

a. Objectives:

- To help Ss practise asking and answering questions for information about school clubs;
- To give Ss an opportunity to practise explaining their reasons or the benefits they gain.

b. Content:

- Practise asking and answering questions for information about school clubs;
- Practise explaining their reasons or the benefits they gain.

c. Expected outcomes:

- Speak about school clubs
- Know the benefits of school clubs and talk about them.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Make conversations using the given information. (9 mins)	
<ul style="list-style-type: none"> - Have Ss work in pairs to ask and answer questions about the guitar club and painting club. - Assist Ss to make questions when necessary. - Ask them to practise giving some benefits / reasons. Encourage them to think of other possible benefits / reasons. - Ask some pairs to role-play. 	<p>Suggested questions:</p> <ul style="list-style-type: none"> - <i>What time does the club meet?</i> - <i>Where does it meet?</i> - <i>How can I contact the club? / What is the contact number of the club?</i> - <i>Who will coach the club?</i> - <i>What are the benefits you get when you join the club? / Why do you want to join this club?</i>
Task 5: Work in groups. Ask and answer questions about a club at your school. Report the answers to your class. (6 mins)	
<ul style="list-style-type: none"> - Have Ss work in groups to ask and answer questions about a school club they would like to participate in. - Ask them to give as many benefits and/ or reasons why they want to take part in the club. Tell them to explain the reasons based on their likes, dislikes, abilities, or personalities. - Invite one representative of each group to report their group's answers to the class. 	

e. Assessment

- T asks the class to give feedback on their questions and answers, and pronunciation.
- T gives feedback on their reports in terms of language, reasoning skills, and pronunciation.

4. CONSOLIDATION (3 mins)**a. Wrap-up**

- Ask Ss what they have learnt in the lesson.
- Ss retell some school clubs they have learnt after the lesson and their benefits.

b. Homework

- Do exercises in the workbook.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 3: Teenagers</p> <p>Lesson 5: Skills 1</p> <p>* Warm-up (Task 1)</p> <p>* Reading</p> <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. concentrate (v) 2. focused (adj) 3. craft (n) 4. beforehand (adv) 5. practical (adj) <p>Task 2: Read the conversation and tick (v) T (true) or F (false) for each sentence.</p> <p>Task 3: Read the conversation again and choose the correct answer A, B, or C.</p> <p>* Speaking</p> <p>Task 4: Work in pairs. Make conversations using the given information.</p> <p>Task 5: Work in groups. Ask and answer questions about a club at your school. Report the answers to your class.</p> <p>*Homework</p>
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UNIT 3: TEENAGERS**Lesson 6: Skills 2****I. OBJECTIVES**

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

1. Knowledge

- Listen for general and specific information about teen stress
- Recall the lexical items related to pressures teens face
- Write a paragraph about the causes and solutions

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Raise ss' awareness of pressures teens face
- Have a positive attitude toward pressures and know how to deal with them

II. MATERIALS

- Grade 8 textbook, Unit 3, Skills 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. parental (adj)	/pə'rentl/	connected with a parent or parents	liên quan tới bố mẹ, thuộc bố mẹ
2. peer (n)	/piə(r)/	a person who is the same age or who has the same social status as you	người ngang hàng, bạn đồng lứa
3. bully (v)	/'bɒli/	to frighten or hurt a weaker person; to use your strength or power to make somebody do something	bắt nạt
4. bullying (n)	/'bɒliŋ/	the use of strength or power to frighten or hurt weaker people	sự bắt nạt

Assumption

Anticipated difficulties	Solutions
1. Ss may lack knowledge about some lexical items.	Provide Ss with the meaning and pronunciation of words.
2. Ss may not have sufficient listening, writing and co-operating skills.	<ul style="list-style-type: none"> - Let Ss listen to the text again (if needed). - Encourage Ss to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES**1. WARM-UP (3 mins)****a. Objectives:**

- To create an active atmosphere in the class before the lesson
- To help ss focus on the listening & writing topic

b. Content:

- Use the technique "Table cloth" to elicit some types of pressure that teens face.

c. Expected outcomes:

- Ss can identify and name types of pressure that teen may face

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Table cloth <ul style="list-style-type: none"> - Divide the class into 4 groups. - In 2 minutes, Ss write down on the poster as many types of pressure as possible. - The group with the most correct answers will be the winner. - Ask Ss to look at SKILLS 2 on page 35. 	Suggested answers: Pressure from parents, pressure from work, pressure from schoolwork, pressure from friends, peer pressure, exam pressure, pressure to get into gifted/ high schools, pressure of getting higher marks, ...

e. Assessment

- T check ss' answers and gives feedback

2. ACTIVITY 1: LISTENING (25 mins)**a. Objectives:**

- To improve Ss' skill of listening for general information.
- To improve Ss' listening comprehension and note taking skills.

b. Content:

- Learn some new words.
- Task 1: Which types of pressure below do you think teens face?
- Task 2: Listen to a conversation and choose the correct answer to each question.
- Task 3: Listen to the conversation again and fill each blank with ONE word.

c. Expected outcomes:

- Know more new words about teen pressure
- Get specific information about teen pressure through listening

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher reveals that these four words will appear in the listening text and asks students to open their textbook to discover further. 	<p>* Vocabulary:</p> <ol style="list-style-type: none"> 1. parental (adj) 2. bully (v) 3. bullying (n) 4. peer (n)
Task 1: Which types of pressure below do you think teens face? (3 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs to circle the types of pressure teens face. Ask Ss to add as many stress types as they know. - Tell Ss that they are going to listen to a conversation between some students about the pressures and causes of stress teens face. 	<i>Suggested answer:</i> A, C, D
Task 2: Listen to a conversation and choose the correct answer to each question. (6 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually to read through Questions 1 and 2. - Ask them to underline keywords in the questions, for example, "How many" or "What discussing". - Play the recording once for Ss to circle the answers. - Check Ss' answers and play the recording again for them to better understand the conversation among Minh, Ann and Mi. Stop or rewind the recording where necessary. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. C 2. B
Task 3: Listen to the conversation again and fill each blank with ONE word. (10 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs to read the table and to predict the word they will need to fill in each blank. - Tell them to think about the part of speech of the word they will need to use for each blank (e.g. adjective, verb, or noun). Remind them of the possible plural and singular forms of nouns. - Play the recording once. Give them two minutes to fill in the blanks. Remind Ss that they should write only ONE word for each blank. - Play the recording again and check answers as a class. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. parents 2. abilities 3. body / weight 4. good 5. sister 6. talk

e. Assessment

- T checks the answers as a class and gives feedback.

3. ACTIVITY 3: WRITING (15 mins)**a. Objectives:**

- To provide Ss with vocabulary and ideas about the causes of teens' stress and solutions
- To improve Ss' writing skill of writing a paragraph about the causes of the stress and solutions to stress.

b. Content:

- Task 4: Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem.
- Task 5: Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions.

c. Expected outcomes:

- Ss are able to identify the causes of teen stress and give their solutions
- Write a paragraph about the causes of the stress and their solutions

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs to read the suggested ideas in the table and match causes of teens' stress with solutions. Remind them that they can match more than one solution to a cause. - Ask Ss to add any more causes and solutions they can think of. - Ask some Ss to read out loud each cause and solution. Tell them that they can add any more solutions they can think of. - Correct their pronunciation where necessary. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. B 2. D 3. C 4. A, B, D
Task 5: Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions. (10 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually to write for 5 minutes. Tell them to use the information in 4 and any other ideas they may think of. - T asks one student to read out his / her paragraph. - If time allows, T can also ask Ss to work in groups and record ideas on an A1 / A0 size piece of paper, then T organises a gallery walk. - Ss walk around and offer feedback on peers' writing. 	<p>Suggested answer:</p> <p><i>I often feel stressed because of schoolwork, and here are the ways I deal with my stress. First, I often talk to my parents about how I feel and what I expect my parents to help. Second, I stopped staying up late to play games or chat with peers. I turn off my computer and smartphone at 10 p.m. Third, I also tell my parents that I am making efforts, but there are subjects that I don't really like so I can't get very high marks as they expect. I also stop going to extra classes and increase self-study.</i></p>

e. Assessment

- T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.

4. CONSOLIDATION (3 mins)**a. Wrap-up**

- Ask Ss what they have learned in the lesson.
- Ss tell the whole class about their stress and what they often do to deal with stress.

b. Homework

- Do exercises in the Workbook.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 3: Teenagers</p> <p>Lesson 6: Skills 2</p> <p>* Warm-up</p> <p>* Listening</p> <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. parental (adj) 2. bully (v) 3. bullying (n) 4. peer (n) <p>Task 1. Which types of pressure below do you think teens face?</p> <p>Task 2. Listen to a conversation and choose the correct answer to each question.</p> <p>Task 3. Listen to the conversation again and fill each blank with ONE word.</p> <p>* Writing</p> <p>Task 4. Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem.</p> <p>Task 5. Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions.</p> <p>*Homework</p>

UNIT 3: TEENAGERS

Lesson 7: Looking back & Project

I. OBJECTIVES

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

1. Knowledge

- Repeat and distinguish the structures of simple sentences and compound sentences
- Memorise the uses of some conjunctions
- Memorise some words related to teen school clubs, teens' use of social media, and teen stress and pressure.

2. Skills:

- Use the structures of simple sentences and compound sentences to do exercises
- Distinguish the uses of some conjunctions to do exercises
- Use words related to teen school clubs, teens' use of social media, and teen stress and pressure to do exercises.
- Apply what they have learnt (vocabulary and grammar) into practice through a project

3. Competences

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

4. Personal qualities

- Consolidate ss' awareness of teen school clubs, teens' use of social media, and teen stress
- Have a positive attitude toward pressures and know how to deal with them.

II. MATERIALS

- Grade 8 textbook, Unit 3, Looking back and project
- Computer connected to the Internet
- Projector / TV
- hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Ss may not have sufficient speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage Ss to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- Recall types of pressure that teen may face

b. Content:

- Have ss play the game "Kim's game"

c. Expected outcomes:

- Ss are able to recall the words and phrases about types of pressure through the given pictures

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Kim's game:</p> <ul style="list-style-type: none"> - T asks students to work in groups of three or four students - Get them look at the pictures about some kinds of pressure on the screen. - Tell ss that the pictures will disappear after 2 seconds, so they should try to remember all the pictures without writing them down. - After all the pictures disappear, ss have 1 minute to write down the kinds of pressure in each picture on their poster. (2 points for each correct answer) - T gets ss to swap the posters among groups and give corrections after T shows the answers. - Ss give marks to their friends' answers. 	

- T leads in the lesson.

e. Assessment

- T check ss' answers and gives feedback

2. ACTIVITY 1: LOOKING BACK (20 mins)

a. Objectives:

- To help Ss review the vocabulary learnt.
- To help Ss review compound sentences.
- To help Ss create compound sentences by writing a simple sentence to complete the given sentences.

b. Content:

- Task 1: Complete the webs with suitable words and phrases.
- Task 2: Fill each blank with the correct form of the words in the box.
- Task 3: Use the conjunctions provided to connect the sentences.
- Task 4: Complete the sentences below. Then compare your sentences with your partners'.

c. Expected outcomes:

- Recall the vocabulary learnt
- Recall the uses of conjunctions and structures of compound sentences and practise through grammar exercises

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Complete the webs with suitable words and phrases. (4 mins)	
<ul style="list-style-type: none"> - Have Ss work individually to complete the webs with words / phrases. - Check answers as a class. - Have Ss read out their words/phrases from their webs. - Correct Ss' pronunciation if necessary. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - activities on social media: browsing websites, uploading pictures, checking notifications, connecting with friends, discussing problems, sharing opinions, commenting on posts, sharing posts - causes of teen stress: pressure from parents, pressure from schoolwork, bullying, spending too much time on social media
Task 2: Fill each blank with the correct form of the words in the box. (5 mins)	
<ul style="list-style-type: none"> - Have Ss work individually to fill in each blank with the correct form of the words from the box. - Check answers as a class. - Ask some Ss to read the passage aloud. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. participates 2. clubs 3. connects 4. skills 5. upload 6. bullies / bullying
Task 3: Use the conjunctions provided to connect the sentences. (6 mins)	
<ul style="list-style-type: none"> - Have Ss work individually to connect the two simple sentences to create a compound sentence using the words in bold. Remind them of the meanings and use of the connectors. - Then ask Ss to work in pairs to swap and check their answers. - Check answers as a class. - Ask one student to read out the sentences. Correct his / her pronunciation if necessary. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Mai is the head of the club, so she knows the members very well. 2. Lan wanted to go to the party, but she couldn't choose a suitable dress. 3. Tom felt stressed; however, he tried to finish his homework. 4. He isn't a member of the chess club; therefore, he won't join the chess competition. 5. We will have a short holiday; otherwise, we will feel very stressed.
Task 4: Complete the sentences below. Then compare your sentences with your partners'. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually to complete the sentences as requested. - Ask one or two Ss to go to the board and write their full sentences. - Then ask the class to work in pairs. Tell them to swap their sentences and check their partner's answers. - Check the sentences on the board. - Have all Ss correct their partner's answers. - Ask some Ss to read out their sentences. 	<p>Suggested answer:</p> <ol style="list-style-type: none"> 1. Teens need to have good health, so they should do some sport(s). 2. His parents have high expectations of him, but they don't care about his abilities. 3. Teenagers should develop social skills; otherwise, they may not be able to communicate with peers and other people. 4. We sometimes feel lonely and sad; therefore, we need our families and friends. 5. He does very well at school; however, he doesn't have teamwork or

e. Assessment

- Teacher checks students' answers and corrects Ss' language and pronunciation if necessary.

3. ACTIVITY 2: PROJECT (15 mins)**a. Objectives:**

- To raise Ss' awareness of the need to participate in a school club;
- To improve Ss' teamwork and public speaking skills.

b. Content:

- Present the poster to the class.

c. Expected outcomes:

- Present the poster of a club ss would like to have at their school.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Our school club - Ask Ss to read the instructions again (T has already been assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary. - T has groups show their posters and present them to the class.	<i>Students' posters & presentations</i>

e. Assessment

- T checks ss' grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback.

4. CONSOLIDATION (2 mins)**a. Wrap-up**

- Ask Ss to complete the self-assessment table.
- Identify any difficulties and provide further practice.

b. Homework

- Do exercises in the Workbook.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 3: Teenagers</p> <p style="text-align: center;">Lesson 7: Looking back & Project</p> <p>* Vocabulary</p> <p>Task 1. Complete the verbs with suitable words and phrases.</p> <p>Task 2. Fill each blank with the correct form of the word from the box.</p> <p>* Grammar</p> <p>Task 3. Use the conjunctions provided to connect the sentences.</p> <p>Task 4. Complete the sentences below. Then compare your sentences with your partners.</p> <p>* Project</p> <p>* Homework</p>
