

Week:.....

Date of planning : .../... / 2023

Period:.....

Date of teaching : .../... / 2023

UNIT 3: TEENAGERS

Lesson 3: A closer look 2

I. OBJECTIVES

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

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*

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 <ul style="list-style-type: none">- 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	<ol style="list-style-type: none">1. <i><u>She</u> is a noisy and curious girl.</i>2. <i><u>They</u> joined a full-day city tour.</i>3. <i><u>I</u> found it enjoyable to watch the tournament.</i>4. <i><u>She</u>'ll record our voices during the interview.</i>5. <i><u>Minh</u> has some problems with his schoolwork.</i>

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 necessary. + The team with the most correct sentences wins. - Ask Ss to look at A CLOSER LOOK 2 on page 31.	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>
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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
Grammar: Simple sentences and compound sentences. - T gives 2 sentences and asks ss to find their subject and verb. - Ask them to check how many subjects and verbs are in each of the sentences. - Tell them to read the Remember! box in pairs before giving further explanation. - Then T explains to ss what a simple sentence or a compound sentence is. - 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. - Ask Ss to read aloud as a class the words	<i>Eg1: <u>Minh</u> <u>has</u> some problems with his</i> <div style="text-align: center;">S V</div> <i>Schoolwork.</i> <i>Eg2: <u>Mark</u> <u>is</u> hard-working;</i> <div style="text-align: center;">S1 V1</div> <i>therefore,</i> connectors <i>he usually gets high scores on exams.</i> <div style="text-align: center;">S2 V2</div> * 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: <i>for, and, but, or, so</i>

<i>for, and, but, or, so, however, therefore, otherwise.</i> - Explain the meanings of these words if necessary. Tell Ss that they can also call these words connectors . - Remind Ss to use a semicolon (;) before <i>however, therefore, and otherwise</i> , and the other connectors are followed by a comma (,)	- conjunctive adverbs: <i>however, therefore, otherwise.</i>
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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
Task 1: Tick the simple sentences. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually to tick the simple sentences. - 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. 	Answer key: 1, 2, 4
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. 	Answer key: 1. S 2. S

<ul style="list-style-type: none"> - 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. 	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: 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. - Students do peer correction. - Teacher checks students' answers as a class and gives feedback. 	Answer key: 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.

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)**

- 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.
- T corrects any grammar and pronunciation mistakes if necessary.

5. 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.