

Week:.....

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

Period:.....

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

UNIT 3: TEENAGERS

Lesson 2 : A CLOSER LOOK 1

I. OBJECTIVES: * By the end of this lesson, Ss will be able to gain the following:

1. Knowledge:

- The lexical items related to social media.
- Pronunciation: Correctly pronounce words that contain the sounds /ʊə/ and /ɔɪ
- + Vocabulary:- :- Use The lexical items related to social media.
 - + Correctly pronounce words that contain the sounds /ʊə/ and /ɔɪ
 - + Grammar:-Simple sentences and compound sentences

2. Competence:

- Students will be able to know more new words about social media.
- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and teamwork
- Be actively join in class activities.

3. Personal qualities:

- Raise ss' awareness of social media
- Have good attitude to school pressure
- Develop self-study skills.

II. MATERIALS:

- Teacher: Grade 8 text book, laptop, projector / TV.....
- Students : Text books, workbook...
- Computer connected to the Internet
- Sach mem.vn ; Or hoclieu.vn .

III. PROCEDURES:

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| 1. WARM UP (5mins) |
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a. Objectives:**a. Objectives:**

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

b. Content:

- To 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. Students get some vocabulary from the lesson and be ready for the lesson.

d. Organisation: Teacher's instructions ...

| TEACHER AND STUDENTS' ACTIVITIES | CONTENTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>+ Greeting</p> <p>Game: Word puzzles</p> <p>- Give Ss a few minutes to play a game. Have Ss play in two groups.</p> <p>- Ask ss to find 6 meaningful words in the puzzles</p> <p>- The team with the more correct answers wins.</p> <p>- T leads in the new lesson. which focuses on words and phrases social media and the sounds /tə/ and /ɔɪ</p> <p>- Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.</p> | <p>+ Greeting ; - T_Ss.</p> <table><tr><td>A</td><td>N</td><td>C</td><td>H</td><td>E</td><td>C</td><td>K</td><td>E</td></tr><tr><td>P</td><td>P</td><td>O</td><td>S</td><td>T</td><td>O</td><td>S</td><td>E</td></tr><tr><td>I</td><td>E</td><td>N</td><td>A</td><td>C</td><td>U</td><td>U</td><td>B</td></tr><tr><td>C</td><td>O</td><td>N</td><td>M</td><td>U</td><td>A</td><td>T</td><td>E</td></tr><tr><td>T</td><td>W</td><td>E</td><td>B</td><td>S</td><td>I</td><td>T</td><td>E</td></tr><tr><td>U</td><td>A</td><td>C</td><td>L</td><td>I</td><td>P</td><td>D</td><td>I</td></tr><tr><td>R</td><td>S</td><td>T</td><td>D</td><td>Y</td><td>F</td><td>K</td><td>L</td></tr><tr><td>E</td><td>R</td><td>P</td><td>Q</td><td>E</td><td>A</td><td>O</td><td>V</td></tr></table> <p>Answer key: CHECK; POST; WEBSITE; CLIP; PICTURE; CONNECT</p> | 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 |
| A | N | C | H | E | C | K | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| T | W | E | B | S | I | T | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| R | S | T | D | Y | F | K | L | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2. ACTIVITY 1: PRESENTATION (10mins) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>a.Objectives:</p> <p>- To introduce some verbs and verb phrases that are often used when teens talk about using social media.</p> <p>- To allow Ss to use the learnt words in contexts.</p> <p>b. Content:</p> <p>- Circle the correct options to complete the phrases.</p> <p>c. Expected outcomes:</p> <p>- Know more new verbs and verb phrases that are often used when teens talk about using social media.</p> <p>- Know how to use learned words/ phrases in context.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| d. Organization : Teacher's instructions. | |
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| TEACHER AND STUDENTS' ACTIVITIES | CONTENTS |
| Task 1: Write a word or phrase from the box under each picture. | |
| <p>* Teach vocabulary:</p> <ul style="list-style-type: none"> + Teacher uses different techniques to teach vocab (situation, realia, translation.) + Teacher introduces the vocabulary by: <ul style="list-style-type: none"> - providing the pictures - eliciting the definition of the words - Have Ss read aloud the verbs and the word / phrases given. - 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. - Ask Ss to work in pairs to circle the correct options to complete the phrases. - 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. | <p>- T_Ss</p> <p>* New words:</p> <ol style="list-style-type: none"> upload (v) = to copy or move :tải lên browse (v) = to look at things = đọc lướt, tìm (trên mạng) / check over sth notifications (n): thông báo log on (to) (v): đăng nhập check (v): kiểm tra account (n): tài khoản <p>Answer key:</p> <ol style="list-style-type: none"> A A B B B |
| 3. ACTIVITY 2: PRACTICE (10mins) | |
| <p>a. Objectives:</p> <ol style="list-style-type: none"> To help Ss understand more clearly the meaning of some words and phrases. To help Ss use the words in specific contexts. <p>b. Content:</p> <ul style="list-style-type: none"> -Use the correct form of the verbs in 1 to complete the sentences. - Choose the correct answer A, B, or C. <p>c. Expected outcomes: Know more new words and phrases. Know how to use the words/ phrases in context.</p> <p>d. Organisation :</p> | |
| TEACHER AND STUDENTS' ACTIVITIES | CONTENTS |

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| Task 2: Use the correct form of the verbs in 1 to complete the sentences. | |
| <ul style="list-style-type: none"> - 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 - Teacher checks the answers as a class. | - T_Ss * Key: <ol style="list-style-type: none"> 1. browsed 2. uploaded 3. connects 4. checked 5. logs on |
| Task 3: Choose the correct answer A, B, or C. | |
| <ul style="list-style-type: none"> - 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. - 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. - <i>Teacher checks the answers as a class and gives feedback.</i> | - T_Ss * Answer key: <ol style="list-style-type: none"> 1. B 2. C 3. A 4. A 5. B |
| 4. ACTIVITY 3: PRODUCTION: (15mins) PRONUNCIATION /ʊə/ and /ɔɪ | |
| a. Objectives: <ul style="list-style-type: none"> - To help students identify how to pronounce the sounds /ʊə/ and /ɔɪ - To help students practise pronouncing these sounds/ʊə/ and /ɔɪ correctly in words and in sentences. b. Content: <p>Listen and repeat the words. Pay attention to the sounds Listen and repeat the sentences. Pay attention to the underlined words.</p> c. Expected outcomes: Students repeats the words correctly. Learn how to pronounce the words correctly. Ss distinguish and pronounce the sound /ʊə/ and /ɔɪ correctly in their speaking. d. Organisation: | |
| TEACHER AND STUDENTS' ACTIVITIES | CONTENTS |
| Task 4: Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ | |
| + Have Ss read the sentences, paying | - T_Ss. Ss- Ss |

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| <p>attention to the underlined words /ʊə/ and /ɔɪ</p> <ul style="list-style-type: none"> - Play the recording and ask them repeat each sentence - Teacher asks Ss to listen and pay attention to the sounds /ʊə/ and /ɔɪ - Ss repeat the words as a class, in groups and individually. - Call on some Ss to read the sentence individually. - Play the recording as many times as necessary. <p>* Teacher gives corrections and feedbacks to students' pronunciation .</p> | <p>Answer key:</p> <p>/ʊə/: tourist, ensure, sure, tournament</p> <p>/ɔɪ/: boy, toy, avoid, choice</p> |
| <p>Task 5: Listen and repeat the sentences. Pay attention to the underlined words.</p> | |
| <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 /ʊə/ and circle the words with the sound /ɔɪ/. - Check the answers as a class. - Call some Ss to read the sentences individually. <p>* Teacher's observation and feedback.</p> | <p>* Answer:</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. She is a <u>noisy</u> and <u>curious</u> girl. 2. They <u>joined</u> a full-day city <u>tour</u>. 3. I found <u>it enjoyable</u> to watch the <u>tournament</u>. 4. She'll record <u>our voices</u> <u>during</u> the interview. 5. He is not acting very <u>mature</u> and is starting to annoy me. |

5. CONSOLIDATION (5mins)

a. Wrap-up

- Teacher asks Ss to summarize what they have learnt in the lesson.

b. Homework

- Learn by heart all the words that they have just learnt.
- Do more exercises in workbook.
- Prepare project.
- Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .

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