

Week:.....

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

Period:.....

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

UNIT 3: TEENAGERS

Lesson 1: Getting started

I. OBJECTIVES

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

1. Knowledge

- To introduce the topic about “*Teenagers*”
- To practice listening and reading skills .
- Vocabulary to talk about the problems of teenagers
- + Vocabulary:
 - Use the words related to teen school club, teen’s use of social media, and teen stress.
- + Pronoun the sounds /tə/ and /ɔɪ/ correctly in words and sentences.
- + Grammar: Simple sentences and compound sentences . Making requests.

2. Competences

- Students will be able to practice listening and reading skills .
- 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
- Develop self-study skills

II. MATERIALS

- Grade 8 textbook, Unit 3, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

III. PROCEDURES

Activity 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 lesson
- Introduce the new lesson and set the scene for Ss to acquire new language;
- Get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

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 instruction

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Game: I.N.I.T.I.A.L GAME</p> <ul style="list-style-type: none"> - 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. 	 <p>Mystery word: TEENAGERS</p>

2. ACTIVITY 2: PRESENTATION (10 mins)

a. Objectives:

- To set the context for the introductory dialogue;
- To introduce the topic of the unit.

b. Content:

- Learn some new words. Read the conversation and find out new words.

c. Expected outcomes:

- Know more new words. Understanding the conversation; topic of the lesson,...

d. Organisation : Teacher’s instruction

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - 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 textbook to discover further. 	<p>New words:</p> <ol style="list-style-type: none"> 1. forum (n) 2. stress (n) 3. stressful (adj) 4. pressure (n) 5. user-friendly (adj) 6. mid-term (adj)

3. ACTIVITY 3: PRACTICE (20 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:

- Listen and read the conversation. True/ false activity, Matching activity
- To learn some more words about school clubs

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. (... mins)- IW-PW	
<ul style="list-style-type: none"> - 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 3 Ss to read the conversation aloud. 	<p>Questions:</p> <ul style="list-style-type: none"> - <i>Who are the people?</i> - <i>What might they be talking about?</i> <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>They are a teacher and students.</i> - <i>They are in a class meeting.</i> - <i>They are discussing their class forum, club activities to participate in, and their problems.</i>
Task 2. Read the conversation again and tick (v) T (True) or F (False). (... mins)- PW	
<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. (... mins)- PW	
<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. (... mins)- IW

- 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.
- * Get feedback.**

Answer key:

1. arts and crafts club
2. forum
3. language club
4. pressure
5. sports club

4. ACTIVITY 4: PRODUCTION (5 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:

- Ask and answer questions about types of social media, kinds of pressure and clubs ss participate in

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
<p>Task 5: Ask and answer the questions below. Report your friend's answers to the class-PW</p> <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>* Get feedback.</p>	<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 did you choose to participate in that club?

4. CONSOLIDATION (5 mins)

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.
- Learn by heart all the words that they have just learnt
- Do more exercises in workbook.
- Prepare new lesson: Lesson 2: A CLOSER LOOK 1.