

Week: 7
Period: 21

Date of planning:
Date of teaching:

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
- TV

III. PROCEDURES

1. WARM-UP (5 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.	<i>Suggested answers:</i> 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, ...

2. ACTIVITY 1: PRESENTATION (20 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	
<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.	* Vocabulary: 1. parental (adj) 2. bully (v) 3. bullying (n) 4. peer (n)
Task 1: Which types of pressure below do you think teens face?	
<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.	Suggested answer: A, C, D
Task 2: Listen to a conversation and choose the correct answer to each question.	
<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, "<u>How many ...</u>" or "<u>What ... discussing</u>".- 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.	Answer key: 1. C 2. B
Task 3: Listen to the conversation again and fill each blank with ONE word.	
<ul style="list-style-type: none">- Ask Ss to work in pairs to read the table	Answer key:

<p>and to predict the word they will need to fill in each blank.</p> <ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. parents 2. abilities 3. body / weight 4. good 5. sister 6. talk
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3. ACTIVITY 2: PRACTICE (7 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.

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><i>Suggested answer:</i></p> <ol style="list-style-type: none"> 1. B 2. D 3. C 4. A, B, D

4. ACTIVITY 3: PRODUCTION (10 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 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 5: Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions	
<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><i>Suggested answer:</i></p> <p><i>I often feel stressed because of schoolwork, and here are the ways I deal with my stress. First of all, I often talk to my parents about how I feel and what I expect my parents to help. Moreover, I stopped staying up late to play games or chat with my friends. I turn off my computer and smartphone at 10 p.m. Besides, I also tell my parents that I am making efforts; however there are some 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>

5. 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.
- Prepare the next lesson: Unit 3: Lesson 7: Looking back and project