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| **WEEK 6**  **Period 16** | **Date of planning : 6/10/ 2025**  **Date of teaching : 13/10 / 2025** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 1: Getting started – Advice from a School Counsellor**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Healthy living for teens;*

- Gain vocabulary to talk about how to have a well-balanced life as a secondary student.

**2. Competences**

**General competences**

Develop the ability to express ideas, feelings, and opinions about healthy lifestyles in English

Work with peers in pairs/groups to share ideas about balanced living and good habits for teens

**Specific competences**

Interact politely and appropriately in discussions about health, showing respect for peers’ opinions.

Adapt language to different contexts (e.g., giving advice to a friend vs. presenting ideas in class).

**3. Personal qualities**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

- Be aware of the importance of maintaining a healthy lifestyle and take responsibility for personal choices

**\*Disabled Ss:** - Gain an overview about the topic *Healthy living for teens;*

- Gain vocabulary to talk about how to have a well-balanced life as a secondary student.

**II. MATERIALS**

- Grade 9 textbook, Unit 3, Getting started

- Computer connected to the Internet

- Projector / TV

- Loudspeaker

**III. PROCEDURES**

**1. ACTIVITY 1: WARM-UP** (5 mins)

**a. Objectives:**

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

– To review the previous units;  
– To lead into the new unit.

**\*Disabled Ss:** – To create an active atmosphere in the class before the lesson;

– To review the previous units;  
– To lead into the new unit.

**b. Content:**

**-** I.N.I.T.I.A.L GAME

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: I.N.I.T.I.A.L GAME**  - T divides the class into 2 teams.  - Ss work in 2 teams and follow the teacher's instruction to play the game.  - T shows 10 different pictures.  - Ss 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 *Advice from School*  - Ss answer the questions individually.  *Counsellor* on the board. Ask Ss to guess what they are going to learn about in this unit.  **\*Disabled Ss:** play game | **Mystery word:** COUNSELLOR  1. CONGESTION  2. OVERCROWDED  3. UNDERGROUND  4. NOISE  5. SKY TRAIN  6. ELECTRICIAN  7. LEFTOVERS  8. LAKE  9. OLD  10. RUSH HOUR  ***Questions:***  1. Does your secondary school have a school counsellor?  2. What does a school counsellor do in a secondary school?  ***Suggested answers:***  e.g. listen to students; provide emotional support; help students cope with stress; offer guidance and advice; assist with academic planning; help students develop problem-solving skills; provide resources for students in need; support mental health and well-being; promote healthy relationships, etc.) |

**2. ACTIVITY 2: PRESENTATION** (5 mins)

**a. Objectives:**

– To set the context for the introductory dialogue;

– To introduce the topic of the unit.

**\*Disabled Ss:** – 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:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - T introduces the vocabulary.  - T explains the meaning of the new vocabulary by pictures.  - T reveals that these six words will appear in the reading text and asks students to open their textbooks to discover further.  - Students guess the meaning of words.  **\*Disabled Ss:** write in the notebook | **New words:**  1. maintain (v): duy trì,  2. advice (n): lời khuyên  3. bring about (ph.v): đem lại, gây ra  4. balance (v): cân bằng  5. manage (v): quản lý  6. priority (n): sự ưu tiên |

**3. ACTIVITY 2: PRACTICE** (25 mins)

**a. Objectives:**

- To help students read for specific information about advice from a school counsellor;

- To help students learn words and phrases related to healthy living for teens;

- To help students use the words in context.

**\*Disabled Ss:** - To help students read for specific information about advice from a school counsellor;

- To help students learn words and phrases related to healthy living for teens;

- To help students use the words in context.

**b. Content:**

-Task 1: Listen and read.

- Task 2: Read the conversation again and tick T (True) or F (False).

- Task 3: Match the words with their definitions.

- Task 4: Complete the sentences with the words in the box.

**c. Expected outcomes:**

**-** Students understand the conversation and topic of the lesson and can complete the tasks successfully.

**d. Organisation:**

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| **TEACHER’S ANH STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read** | |
| - T asks Ss to look at the pictures in the book and answer the questions.  - Students answer the questions in pairs.  - T plays the recording twice. Ss listen and read along.  - T checks Ss’ prediction.  - T calls 4 Ss to read the conversation aloud in pairs.  - Students read the conversation aloud.  **\*Disabled Ss:** read the conversation aloud | ***Questions:***  - Who are in the conversation? - What are they talking about?  ***Suggested answers:***  - They are a school counsellor, Nick, Mai, Phong, and their classmates.  - They are talking about how to maintain good physical and mental health.  (The dialogue on page 28) |
| ***Task 2: Read the conversation again and tick T (true) or F (false) for each statement.*** | |
| - T asks Ss to work in pairs to read the conversation again.  - T asks Ss to underline the keywords in the statements and find answers.  - Students work independently to underline the keywords in the statements and find answers.  - T has pairs work together for one minute to compare answers.   - Students work in pairs to compare answers.  - T has Ss read out the statements and say if the statements are true or false.  - Students give the answers and check them as a class.  - T makes sure they pronounce the words correctly.  - T checks the answers as a class and gives feedback.  **\*Disabled Ss:** work in pairs | ***Answer key:***  1. T  2. F  3. F  4. T  5. T |
| ***Task 3: Match the words with their definitions.*** | |
| - T asks Ss to work individually to match the words with their definitions  - Students work individually to do the activity.  - T asks Ss to say the words aloud and share their answers with one or more partners.  - Students share answers with one or more partners.  - T checks the answers as a class and gives feedback.  - With a stronger class, T can ask Ss to make some example sentences with the words they have learnt. If there is enough time, T can ask some Ss to write their answers on the board.  **\*Disabled Ss:** work individually | ***Answer key:***  1. b  2. d  3. e  4. c  5. a |
| ***Task 4: Complete the sentences with the words in the box.*** | |
| - Ask Ss to do the exercise individually and then check with the whole class.  - Ss work independently to complete the task.  - When checking, ask Ss to refer to Activity 3 to make the meanings of the words clearer to them.  - For a more able class, have Ss work in groups. Each group makes sentences with the words. Then they read aloud these sentences.  **\*Disabled Ss:** do the exercise individually | ***Answer key:***  1. priority  2. well- balanced  3. physical  4. mental  5. counsellor |

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

**a. Objectives:**

- To help students practise asking and answering questions for more information about their peers’ health, and give them advice

- To check students’ vocabulary and improve pair work skills.

**\*Disabled Ss:** - To help students practise asking and answering questions for more information about their peers’ health, and give them advice

- To check students’ vocabulary and improve pair work skills.

**b. Content:**

- Task 5: Interview each other about how healthy you are. Give each other advice.

**c. Expected outcomes:**

- Ss can name some health problems and give advice.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in pairs. Interview each other about how healthy you are. Give each other advice.** (10 mins) | |
| - Model this activity with a strong student. Remind Ss that they should only use the words or phrases in the conversation to give each other advice on how to improve their health.  - Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class.  - Ss work in pairs to follow the teacher's instruction.  - Ss may ask the teacher if they don’t know how to express their ideas.  - Ss share with the whole class  **\*Disabled Ss:** work in pairs | ***Answer key:***  Students’ answers |

**5. CONSOLIDATION** (5 minus)

**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Think of ways to give each other advice on how to improve health.

- Start preparing for the Project of the unit

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| **WEEK: 6**  **Period: 17** | **Date of planning : 6/10 / 2025**  **Date of teaching : 15/10 / 2025** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the lexical items related to the topic students' life and schoolwork;

- Identify the combination of some words/phrases that are often used when teens talk about students' life and schoolwork;

- Pronounce correctly the sounds /h/ and /r/.

**2. Competences**

**General competences**

Identify and explain unhealthy vs. healthy habits through vocabulary practice.

Work with peers in vocabulary games or pair-work activities to reinforce learning

**Specific competences**

Use vocabulary in meaningful contexts (e.g., talking about friends’ or teens’ lifestyles).

Choose appropriate expressions when discussing health issues in peer conversations

Use pronunciation rules (stress in compounds) to self-correct and improve speaking.

**3. Personal qualities**

- Raise students’ awareness of healthy living;

- Develop awareness of health problems and the importance of building good habits.

- Actively participate in class and school activities;

- Develop self-study skills.

**\*Disabled Ss:** - Use the lexical items related to the topic students' life and schoolwork;

- Identify the combination of some words/phrases that are often used when teens talk about students' life and schoolwork;

- Pronounce correctly the sounds /h/ and /r/.

**II. MATERIALS**

- Grade 9 textbook, Unit 3, A closer look 1

- Computer connected to the Internet

- Projector / TV

- Loudspeaker

**III. PROCEDURES**

**1. ACTIVITY 1: WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic;

- To enhance students’ skills of cooperating with teammates.

**b. Content:** Game: Board Race

**c. Expected outcomes:** Students can recall some phrases about the topic students' life and schoolwork.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game Board Race**  - T divides Ss into 2 teams.  - The teams have to race to write words on the topic: *Students’ life and schoolwork* on the board. Each student writes one word at a time, before passing the chalk to the next student.  - Ss work in 2 teams and follow the teacher's instruction to play the game.  - After 2 minutes, the team with more correct answers will be the winner.  **\*Disabled Ss:** play game | ***Expected answer:***  homework, study, assignments, teacher, test, classroom, etc. |

**2. ACTIVITY 2: PRESENTATION** (15 mins)

**a. Objectives:**

- To provide students with new words and phrases related to students' life and schoolwork;

- To revise some words related to students' life and schoolwork that students have learned;

- To help students use words and phrases related to students' life and schoolwork in specific contexts.

**\*Disabled Ss:** - To provide students with new words and phrases related to students' life and schoolwork;

- To revise some words related to students' life and schoolwork that students have learned;

- To help students use words and phrases related to students' life and schoolwork in specific contexts.

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Circle the correct word or phrase to complete each sentence.

- Task 2: Match the words and phrases with their definitions.

- Task 3: Complete the sentences with the words and phrases from **2**.

**c. Expected outcomes:**

**-** Students can identify some new words about students' life/ schoolwork and use them in different contexts.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (3 mins) | |
| - T introduces the vocabulary by:  + providing explanations of the words  + showing pictures illustrating the word.  - Ss guess the meaning of words.  **\*Disabled Ss:** guess the meaning of words | ***New words:***  1. achieve (v): đạt được, giành được  2. accomplish (v): hoàn thành  3. due date (n): hạn chót  4. distraction (n): điều gây xao nhãng |
| **Task 1: Circle the correct word or phrase to complete each sentence.** (4 mins) | |
| - T has Ss read each sentence and circle the correct words to complete the sentences.  - Ss work individually and do the task.  - T lets Ss work in pairs to compare their answers before sharing their answers.  - Ss work in pairs to compare their answers.  - T checks and confirms the correct answers.  **\*Disabled Ss:** work individually | ***Answer key:***  1. give  2. physical  3. Well-balanced  4. Managing  5. accomplish |
| **Task 2: Match the words and phrases with their definitions.** (4 mins) | |
| - T has Ss quickly match the words and phrases in the left column with their definitions in the right column individually.  - Ss work individually and do the task.  - T asks Ss to check their answers with their partners.  - Ss work in pairs to compare their answers.  - With a stronger class, T asks Ss to make some examples with the words and phrases they have learnt. If there is enough time, T can ask some Ss to write their answers on the board.  **\*Disabled Ss:** work in pairs | ***Answer key:***  1. e  2. a  3. b  4. c  5. d |
| **Task 3: Complete the sentences with the words and phrases from 2.** (4 mins) | |
| - T asks Ss to do the exercise individually and then check with the whole class.  - Ss do the task independently, then share the answers and discuss as a class.  - When checking, T asks Ss to refer to Activity 2 to make the meanings of the adjectives clearer to them.  **\*Disabled Ss:** do the task independently | ***Answer key:***  1. due date  2. stressed out  3. delay  4. optimistic  5. distractions |

**3. ACTIVITY 3: PRACTCE** (15 mins)

**a. Objectives:**

- To help students identify how to pronounce the sounds /h/ and /r/;

- To help students practise pronouncing these sounds correctly in words and sentences.

**\*Disabled Ss:** - To help students identify how to pronounce the sounds /h/ and /r/;

- To help students practise pronouncing these sounds correctly in words and sentences.

**b. Content:**

Task 4: Listen and repeat the words. Pay attention to the sounds /h/ and /r/.

Task 5: Listen and practise the sentences. Pay attention to the bold words with /h/ and /r/.

**c. Expected outcomes:** Students can pronounce the /h/ and /r/ sounds in words and in sentences correctly.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen and repeat. Pay attention to the sounds /h/ and /r/** (7 mins) | |
| - T introduces 2 sounds /h/ and /r/ to Ss and lets them watch a video about how to pronounce these two sounds.  [HƯỚNG DẪN PHÁT ÂM LỚP 9 - Unit 3: Healthy living for teens - /h/ and /r/](https://www.youtube.com/watch?v=Iv30wC8LFmw&list=PL8_ETpRL2xNa7hp3KtZP2F3VZpMbUUlXp&index=3)  - Ss watch a video about how to pronounce the two sounds.  - T asks Ss to give some words they know containing these sounds.  - Give some words containing the sounds.  - T draws Ss’ attention to the letters containing the sounds and helps them identify the sounds.  - T plays the recording and asks Ss to listen to these words and repeat.  - Listen to the recording and repeat.  **\*Disabled Ss:** Listen to the recording and repeat | - /h/: healthy, happiness, habit, ahead, perhaps  - /r/: regularly, really, ready, worrying, several |
| **Task 5: Listen and practise the sentences. Pay attention to the bold words with /h/ and /r/** (7 mins) | |
| - Before listening, T lets Ss discuss in pairs and find the words with the sounds /h/ and /r/.  - Discuss and find the words containing the sounds.  - T plays the recording for Ss to check and repeat the sentences.  - Listen to the recording, check and repeat the sentences.  **\*Disabled Ss:** Listen to the recording | 1. Keep healthy by eating well and exercising regularly.  2. He usually does his homework and then reads a good book.  3. I’m ready to change my eating habits.  4. I finished several days ahead of the due date.  5. She’s always worrying about her physical health. |

**4. ACTIVITY 4: PRODUCTION** (5 mins)

**a. Objectives:**  To test students’ quick reaction to the targeted sounds.

**\*Disabled Ss:** To test students’ quick reaction to the targeted sounds.

**b. Content:** Game: Slap the board

**c. Expected outcomes:** Distinguish between the sounds /h/ and /r/.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Slap the board** (5 mins) | |
| - T writes on the board 12 words with the sounds /h/ and /r/.  - T divides Ss into 2 teams.  - Ss work in 2 teams and follow teacher’s instruction to play the game.  - 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.  - Ss play the game.  - T invites the winner to read aloud the words.  - T gives feedback.  **\*Disabled Ss:** play the game. | **12 words with the sounds /h/ and /r/**   |  |  | | --- | --- | | 1. handicraft  2. happy  3. tourist  4. around  5. preserve  6. free  7. home  8. pottery | 9. hygiene  10. role  11. pricey  12. fragrance | |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask students to summarise what they have learned in the lesson.

- Ask them to list some phrases learned in the lesson.

- Ask students to give 2 sounds learned in the lessons and give examples.

**b. Homework**

- Do exercises in the workbook.

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| **WEEK 6**  **Period 18** | **Date of planning : 6/10 / 2025**  **Date of teaching : 16/10 / 2025** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**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 first conditional sentences;

- Distinguish the uses of modal verbs in first conditional sentences;

- Use modal verbs in first conditional sentences in real-life situations.

**2. Competences**

**General competences**

Apply grammar knowledge to construct meaningful sentences about health issues.

Practice grammar independently and apply it to daily communication about lifestyle

- Be collaborative and supportive in pair work and teamwork.

**Specific competences**

Use substitution and paraphrasing to avoid grammar mistakes.

Apply grammar rules in practice tasks to strengthen fluency and accuracy.

**3. Personal qualities**

- Raise students’ awareness of healthy living;

- Develop self-study skills;

- Actively join in class activities.

**\*Disabled Ss:** - Review the knowledge of first conditional sentences;

- Distinguish the uses of modal verbs in first conditional sentences;

- Use modal verbs in first conditional sentences in real-life situations.

**II. MATERIALS**

- Grade 9 textbook, Unit 3, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. ACTIVITY 1: WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge related to the targeted grammar of first conditional sentences;

- To enhance students’ skills of cooperating with teammates.

**\*Disabled Ss:** - To activate students’ prior knowledge related to the targeted grammar of first conditional sentences;

- To enhance students’ skills of cooperating with teammates.

**b. Content:** Game: B.I.N.G.O

**c. Expected outcomes:**

- Students can join two slips of paper together to make meaningful first conditional sentences.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game:** B.I.N.G.O  - T divides the class into pairs.  - Ss work in pairs and follow the teacher's instruction to play the game.  - T delivers a set of word cards which are halves of first conditional sentences to each pair.  - Ss will have to work in pairs to join two slips of paper together to make meaningful sentences  - Ss say “Bingo” when finish.  - The Ss who are the fastest with more correct answers will be the winner.  - T asks Ss to look at A CLOSER LOOK 2 on page 31.  **\*Disabled Ss:** play game | ***Answer key:***  1. If she trains harder, she can run faster than you.  2. If you want to have good mental health, you should balance your study and life.  3. If he is good at IT, he may / might get a good job.  4. If you finish your paper, you can hand it in and leave for home.  5. If you finish your paper, you can hand it in and leave for home. 6. If you want to manage your time effectively, you must get rid of all the distractions. |

**2. ACTIVITY 2: PRESENTATION** (10 mins)

**a. Objectives:**

- To review students’ knowledge of first conditional sentences;

- To learn how to form a first conditional sentence with modal verbs.

**\*Disabled Ss:** - To review students’ knowledge of first conditional sentences;

- To learn how to form a first conditional sentence with modal verbs.

**b. Content:**

**-** Grammar explanation

**c. Expected outcomes:**

- Students identify the uses and how to use modal verbs in first conditional sentences.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Modal verbs in first conditional sentences** | |
| - T writes one first conditional sentence on the board: “*If you do physical exercise regularly, your health will improve.”*  - T explains that we can use modal verbs such as *can, must, may, might, should*, etc. instead of *will* in the main clause of first conditional sentences.  - Ss follow T’s instruction.  - T asks Ss to read the examples that illustrate the uses of some of the modal verbs in first conditional sentences in the **Remember!**box*.*  - T asks Ss to work in pairs and brainstorm as many different modal verbs as they can that could be used instead of *will* in the sentence written on the board- Ss work in pairs and do the given tasks.  - Bring the class back together and ask each group to share their list of modal verbs.  - If there is enough time, T may ask Ss to work in pairs again and write a short dialogue where they use at least three different modal verbs in fist conditional sentences.  **\*Disabled Ss:** work in pairs |  |

**3. ACTIVITY 3: PRACTICE** (20 mins)

**a. Objectives:**

- To revise the forms of verbs which are used in the *if-clause* and the main clause of first conditional sentences;

- To help students practise modal verbs in first conditional sentences.

**\*Disabled Ss:** - To revise the forms of verbs which are used in the *if-clause* and the main clause of first conditional sentences;

- To help students practise modal verbs in first conditional sentences.

**b. Content:**

- Task 1: Write the correct form of each verb in brackets.

- Task 2: Circle the correct modal verbs to complete the following sentences.

- Task 3: Match the first half of the sentence in A with the second half in B.

- Task 4: What will you say in each situation below? Use first conditional sentences with modal verbs.

**c. Expected outcomes:**

**-** Recall the form of the first conditional sentences;

- Know how to use modal verbs in first conditional sentences for different uses.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Write the correct form of each verb in brackets.** (4 mins) | |
| - T asks Ss to do the exercise individually and then check their answers in pairs.  - Ss work independently to do task 1.  - T invites some Ss to share their answers. Confirm the correct answers.  - Ss check the answers in pairs before checking with the class.  **\*Disabled Ss:** do the exercise individually | ***Answer key:***  1. doesn’t want  2. feel  3. sleep  4. completes  5. be |
| **Task 2: Circle the correct modal verbs to complete the following sentences.** (4 mins) | |
| - T has Ss do this exercise individually and then compare their answers with a partner.  - Ss work independently to do task 1.  - T asks some Ss to write their answers on the board.  - T checks the answers with the whole class. Ask Ss to explain the use of the modal verb in each sentence. Confirm the correct answers.  - Ss check the answers with the class.  **\*Disabled Ss:** do this exercise individually | ***Answer key:***  1. can  2. might  3. must  4. shouldn’t  5. should |
| **Task 3: Match the first half of the sentence in A with the second half in B.** (3 mins) | |
| - T has Ss do this exercise individually and then compare their answers with a partner.  - Ss do the task independently then compare their answers with a partner.  - T asks some Ss to write their answers on the board.  - T checks the answers with the whole class. Ask Ss to explain the use of the modal verb in each sentence. Confirm the correct answers.  - Ss check the answer as a class.  **\*Disabled Ss:** do this exercise individually | ***Answer key:***  1. d  2. c  3. b  4. e  5. a |
| **Task 4: What will you say in each situation below? Use first conditional sentences with modal verbs.** (5 mins) | |
| - T has Ss read the situations carefully. If necessary, T may explain each situation to Ss.  - T asks Ss to write the sentences / clauses individually and then compare their answers with a partner.  - Ss work independently to do the task.  - Ss exchange textbooks to check their friends’ answers.  - T asks some Ss to write their answers on the board.  - T checks the answers with the whole class. Confirm the correct answers.  - Ss check the answer as a class.  **\*Disabled Ss:** work independently | ***Answer key:***  1. If you want to lose weight, you should eat less high-fat food and do more exercise.  2. If I have an ice cream, I may have a sore throat.  3. If you want to have good health, you must get 8 hours of sleep per night.  4. You can go for a swim if you finish all your homework.  5. If I have all needed ingredients, I can make a delicious pizza. |
| **Task 5: Complete the sentences with your own ideas using the modal verbs you have learnt.** (4 mins) | |
| - T has Ss read the situations carefully.  - T asks Ss to write the sentences / clauses individually and then compare their answers with a partner.  - Ss do the task and compare the answers in pairs.  - T asks some Ss to write their answers on the board.  - T checks the answers with the whole class. Confirm the correct answers.  - Ss check the answers as a class. | ***Answer key:***  1. you might miss out on other important activities like exercising, socialising, and studying.  2. you should avoid drinking caffeine or alcohol before bed and try to establish a regular sleep schedule.  3. you should consult a doctor or a medical professional to get a proper diagnosis and treatment. |
| EXTRA ACTIVITY  - Prepare a list of diﬀerent verbs (e.g. travel, study, eat, watch, etc.) and a list of modal verbs (can, may,  might, must, should, etc.) on separate pieces of paper or on index cards. Place these cards face down  on the table.  - Divide the class into pairs or small groups. Each group / pair takes turns to select one verb card and  one modal verb card from their respective piles. These cards will form the basis of their first conditional sentence.  - Students work in pairs or small groups.  - Once the cards are chosen, each group / pair constructs a first conditional sentence using the selected verb and modal verb to describe a real-life situation. For example, if they draw *travel* and *can*, they might create a sentence like *“If we have enough money, we can travel to Europe next summer.”*  Encourage creativity and make sure that the sentences are grammatically correct and sound logically.  - After each group / pair has created their sentences, have Ss share them with the class. To add a  competitive element, the class votes on which group’s / pair’s sentence they find the most creative or  interesting.  - Listen to the teacher’s instruction to do the activity.  **\*Disabled Ss:** work independently |  |

**4. ACTIVITY 4: PRODUCTION** (5 mins)

**a. Objectives:**  To enable Ss to make first conditional sentences with modal verbs correctly.

**\*Disabled Ss:** To enable Ss to make first conditional sentences with modal verbs correctly.

**b. Content:** GAME: LUCKY NUMBERS

**c. Expected outcomes:** Students are able to make first conditional sentences with modal verbs correctly.

**d. Organisation:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **CONTENTS** |
| **Game:** LUCKY NUMBERS  - T divides the class into two groups.  - Each group takes turns to select a number and make a first conditional sentence with given words.  + If they make a correct sentence, they will get 1 point.  + If they choose the lucky number, they don’t need to make a sentence and get 2 points.  - The groups with more points will become the winner.  - Ss work in groups and follow the teacher's instruction to play the game.  **\*Disabled Ss:** play game | ***Answer key:***  Students’ answers |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up:** - Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

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| **WEEK 7**  **Period 19** | **Date of planning : 6/10 /2025**  **Date of teaching : 20/10 / 2024** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Ask for repetition and respond;

- Practise reading for specific information.

**2. Competences**

**General competences**

Develop the ability to maintain conversations by asking for repetition and responding naturally

Work with peers in pair and group activities to exchange ideas about healthy lifestyles

**Specific competences**

Interact politely and appropriately in conversations about health and lifestyle.

Use functional language (asking/answering) in a natural way depending on context.

Apply ways to ask for repetition and respond to exercises and practise them in real situations in daily life.

**3. Personal qualities**

- Be ready and confident in real life conversations;

- Know tips for being happy on school days;

- Actively join in class activities.

**\*Disabled Ss:** - Ask for repetition and respond;

- Practise reading for specific information.  

**II. MATERIALS**

- Grade 9 textbook, Unit 3, Communication

- Computer connected to the Internet

- Projector / TV

- Loudspeaker

**III. PROCEDURES**

**1. ACTIVITY 1: WARM-UP** (5 mins)

**a. Objectives:**

- To introduce the topic;

- To practise listening for specific information.

**\*Disabled Ss:** - To introduce the topic;

- To practise listening for specific information.

**b. Content:**

**-** Video: Watch and fill in the blanks.

**c. Expected outcomes:**

- Students know ways to ask for repetition.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Video: Watch the video and fill in each blank with one word.**  - T asks Ss to work individually.  - T lets Ss watch the video twice.  - T checks the answers with the whole class. Confirm the correct answers.  - T leads Ss into the lesson by telling about what they are going to learn:  *Why did the woman in the video say these sentences?*  *Let’s find out other ways to ask for repetition.*  - T asks Ss to look at COMMUNICATION on page 32.  - Ss work individually to do the task and then check the answers with the whole class.  **\*Disabled Ss:** work individually. | ***Answer key:***  1. I'm sorry, I didn't quite catch that.  2. Could you say that again?  3. I'm sorry. I still didn’t get that.  4. One more time?  5. Look! I can't hear a word you're saying. |

**2. ACTIVITY 2: PRESENTATION** (5 mins)

**a. Objectives:** - To introduce two ways to ask for repetition;

**\*Disabled Ss:** To introduce two ways to ask for repetition;

**b. Content:** Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.

**c. Expected outcomes:** Students can ask for repetition and respond.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - T lets Ss listen and read the conversation and asks Ss to pay attention to the highlighted sentences and find out their uses.  - Ss listen to the conversation, paying attention to the highlighted sentences and find out their uses.  - T calls on some Ss to share their opinions.  - Some Ss share their opinions to the class.  - T gives more explanations and writes down the ways to ask for repetition and respond.  **\*Disabled Ss:** listen carefully | ***Audio script:*** |

**3. ACTIVITY 3: PRACTICE** ( 7 mins)

**a. Objectives:** To help Ss practise asking for repetition and responding.

**\*Disabled Ss:** To help Ss practise asking for repetition and responding.

**b. Content:**Task 2: Work in pairs. Make similar conversations for the following situations.

**c. Expected outcomes:** Students can ask for repetition and respond.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - T asks Ss to work in pairs to make similar conversations for the given situations.  - Ss work in pairs to do the tasks.  - T moves around to observe and provides help.  - T calls on some pairs to practise in front of the class. Comment on their performance.  **- Some pairs practise in front of the class.**  **\*Disabled Ss:** work in pairs | ***Suggested answers:***  *1. – Can you pass me the book?*  *– Sorry?*  *– Can you pass me the book, please?*  *2. – Excuse me. Could you tell me the way to the nearest bus station, please?*  *– I beg your pardon.*  *– Could you tell me the way to the nearest bus station, please?* |

**4. ACTIVITY 4: ﻿PRODUCTION (TIPS FOR BEING HAPPY ON SCHOOL DAYS) (**23 mins)

**a. Objectives:**

- To help students learn about tips to make students feel happy on school days;

- To help students further develop their reading skill for specific information (scanning);

- To provide practice with giving presentation of the tips for different situations.

**\*Disabled Ss:** - To help students learn about tips to make students feel happy on school days;

- To help students further develop their reading skill for specific information (scanning);

- To provide practice with giving presentation of the tips for different situations.

**b. Content:**

- Game: Emotion word match

- Task 3: Read the text and complete each sentence that follows with a suitable word.

- Task 4: Work in groups. Write tips for one of the following situations.

- Task 5: Present your tips to the class.

**c. Expected outcomes:**

- Students get some information about tips to make students feel happy on school days;

- Students can giving presentation of the tips for three given situations.

**d. Organisation:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: EMOTION WORD MATCH** (5 mins) | |
| - T writes down a list of **emotion words** on the board.  - Each student receives a small piece of paper and **writes down an emotion word** from the list **without showing it to anyone.**  - Ss write 1-2 short sentences about a **school-related experience** that made them feel that particular emotion.  - T collects the pieces of paper and mix them up. Read each sentence out loud one by one without revealing the emotion word and have Ss try to **guess which emotion** word matches each sentence. | ***A list of emotion words****:* happy, excited, worried, calm, curious, tired, etc. |
| **Vocabulary pre-teaching** (3 mins) | |
| - T introduces the vocabulary by:  + giving pictures  + giving explanation  - Ss use the given hints to find out the words.  - Ss write the new words in their notebooks.  **\*Disabled Ss:** Ss write the new words in their notebooks | ***New words:***  1. praise (v): khen, ca ngợi  2. overcome (v): đánh bại, vượt qua  3. thankful (adj): biết ơn |
| **Task 3: Read the text and complete each sentence that follows with a suitable word.** (5 mins) | |
| - T has Ss read the instructions to understand what they are going to do.  - T reminds Ss that they have to read each sentence following the text and then read the text to scan for the necessary information to help them find the suitable word to complete the sentence.  - Ss work individually to do the task, exchange answers with a partner and then check the answers with the whole class.  - T gets them to swap answers in pairs. Go around and offer help, if necessary.  - T checks the answers as a class.  **\*Disabled Ss:** work individually | ***Suggested answer:***  1. happy  2. delay  3. happiness  4. overcome |
| **Task 4: Work in groups. Write tips for one of the following situations.** (5 mins) | |
| - T has Ss read the three situations carefully. If necessary, T may explain each situation to Ss.  - T has Ss work in groups, choosing one situation and preparing tips for it. Set a time limit of about five to seven minutes.  - Ss work in groups to complete the task.  - T may go round to observe. T should encourage Ss to prepare as many tips as possible.  **\*Disabled Ss:** work in groups |  |
| **Task 5: Present your tips to the class.** (5 mins) | |
| - T calls on a student from each group to give a presentation of the tips his / her group has prepared in **4**.  - Each group sends a presenter.  - Other groups listen and make comments.  - T lets the class vote for the best presentation, and T can give them marks. If the class size is small and time allows, all the groups can give the presentation.  - The class votes for the best presentation. | ***Suggested answers:***  1. You should try to go to bed and wake up at the same time every day, even on weekends. This helps regulate your body's internal clock and improve the quality of your sleep.  2. You should pay attention to your symptoms and their progression. If they become severe or unusual, you should seek medical attention.  3. You should try using the words you've learned in sentences or conversations. This helps create a stronger connection in your brain and makes the words easier to remember. |
| EXTRA ACTIVITY: Happiness Action Plan  – Explain to Ss that they will create a personal “Happiness Action Plan” based on the tips in the reading  text in Activity 3.  – Ask each student to take out a sheet of paper and instruct them to divide their paper into four sections,  each representing one of the key happiness tips mentioned in the reading text in Activity 3. In each  section, Ss should write down specific actions or strategies they can take to apply the tip in their daily  school life. For example:  + Do nice things to others: I will smile and say hello to classmates I may pass every day at school.  + Don’t delay: I will create a to-do list and prioritise my tasks.  + Take care of yourself: I will practise deep breathing exercises. or I will participate in at least 30 minutes  of physical activity every day.  + Be optimistic: My study day may start off really stressful, but I believe it can only get better.  – Encourage Ss to be as specific and realistic as possible when writing their action plans. After Ss have  completed their “Happiness Action Plans”, ask them to share one or two of their strategies with the class.  **\*Disabled Ss:** to take out a sheet of paper |  |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

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| **WEEK 7**  **Period 20** | **Date of planning : 6/10 / 2025**  **Date of teaching : 22/10 / 2025** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for information about how a successful teen celebrity kept a well-balanced life when he was at school;

- Talk about their partner’s ideas about how to have a well-balanced life.  
**2. Competences**

**General competences**

Read a text about a teen celebrity and identify specific information about how he managed a well-balanced life at school.

Retell and report partner’s ideas logically when talking about healthy lifestyles

- Develop communication skills and creativity;

**Specific competences**

Express personal and partner’s ideas accurately using learned words/phrases.

Use communication strategies (paraphrasing, summarizing) when reporting partner’s ideas in speaking

**3. Personal qualities**

- Raise students’ awareness of ways to keep a well-balanced life;

- Actively join in class activities.

**\*Disabled Ss:** - Read for information about how a successful teen celebrity kept a well-balanced life when he was at school;

- Talk about their partner’s ideas about how to have a well-balanced life.

**II. MATERIALS**

- Grade 9 textbook, Unit 3, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. ACTIVITY 1: WARM-UP** (5 mins)

**a. Objectives:**

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

– To lead into the new lesson.

**\*Disabled Ss:** – To create an active atmosphere in the class before the lesson;

– To lead into the new lesson.

**b. Content:**

- Task 1: Work in pairs. Discuss the following question. (2 mins)

**c. Expected outcomes:**

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

**d. Organisation:**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - T asks Ss to work in pairs discussing how a well-balanced life is important to a pupil.  - Ss answer the question in pairs.  - T asks some Ss to say their answers in front of the class.  - Some Ss give the answer.  **\*Disabled Ss:** work in pairs | ***Answer key:***  Ss’ answers |

**2. ACTIVITY 2: PRESENTATION** (10 mins)

**a. Objectives:**

- To help students learn new vocabulary in the reading text;

**\*Disabled Ss:** To help students learn new vocabulary in the reading text;

**b. Content:**

- Task 2: Read the text and match each highlighted word with its meaning.

**c. Expected outcomes:**

- Students identify some new words and how to use the target vocabulary.

**d. Organisation:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - T asks Ss to work individually to read the passage and find the highlighted words.  - Ss work individually to complete the task.  - T has Ss read aloud the highlighted words. Correct their pronunciation if needed.  - T has Ss match the highlighted words with their meaning in the box. Remind them to use the context to help them.  - T checks the answers as a class.  **\*Disabled Ss:** work individually | ***Answer key:***  1. c 2. a 3. d 4. b |
| **Vocabulary teaching** | |
| - T introduces the vocabulary by:  + giving pictures  + giving explanation/definition  - Ss use the given hints to find out the words.  - Ss write the new words in their notebooks.  **\*Disabled Ss:** Ss write the new words in their notebooks. | ***New words:***  1. celebrity (n): người nổi tiếng  2. anxiety (n): sự lo lắng  3. effort (n): sự cố gắng  4. additional (adj): thêm, bổ sung  5. appropriately (adv): 1 cách thích hợp  6. fattening (adj): gây béo |

**3. ACTIVITY 3: PRACTICE** (20 mins)

**a. Objectives:**

- To improve students’ skill of reading for details (scanning);

- To read for specific information about how someone could have a well-balanced life when he / she was at school.

**\*Disabled Ss:** - To improve students’ skill of reading for details (scanning);

- To read for specific information about how someone could have a well-balanced life when he / she was at school.

**b. Content:**

- Task 3: Read the text again and answer the following questions.

**c. Expected outcomes:**

- Students identify some new words and how to use the target vocabulary.

**d. Organisation:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - T has Ss read the text in detail to answer the questions.  - T asks Ss how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the keywords in the questions, locating the keywords in the text, and then reading that part and answering the questions).  - Ss apply scanning techniques to do the task independently.  - T tells Ss to underline parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.  - T tells Ss to compare their answers in pairs before giving the answers to T. Ask them to give evidence when giving the answers.  - Ss pair up to check their answers and then check with the class.  Transition from Reading to Speaking  – Draw a large circle on the board, dividing it into sections like a pie chart. Label each section with a  diﬀerent aspect of a student’s life, such as Academics, Hobbies, Social Life, Health, Family, and Rest.  – Allow Ss 4 – 5 minutes to brainstorm activities or responsibilities that fall under each category.  Encourage them to think about what they currently do in these areas.  **\*Disabled Ss:** underline parts of the passage | ***Answer key:***  1. Because he wanted to avoid stress and anxiety.  2. He planned his schedule, made a weekly work list and gave priority to his work, which helped him concentrate his efforts on his most important tasks.  3. Because they would offer him additional support.  4. Because they helped him keep away from stress and anxiety, and gave his brain a rest and improved his mood.  5. He ate a lot of fruit and vegetables. He ate little fattening foods and avoided junk foods like chips, cookies, pizza, etc. |

**4. ACTIVITY 4: PRODUCTION (SPEAKING)** (15 mins)

**a. Objectives:**

- To help students use what they have learnt so far to talk about how to have a well-balanced life’

- To ﻿provide students with an opportunity to revise and use vocabulary related to the topic of the unit;

- To provide an opportunity for students to talk about how to have a well-balanced life as a secondary student.

**\*Disabled Ss:** - To help students use what they have learnt so far to talk about how to have a well-balanced life’

- To ﻿provide students with an opportunity to revise and use vocabulary related to the topic of the unit;

- To provide an opportunity for students to talk about how to have a well-balanced life as a secondary student.

**b. Content:**

- Task 4: Work in pairs. Ask and answer the following questions about how to have a well-balanced life. Make notes of your partner’s answers.

- Task 5: Work in groups. Take turns to talk about your partner’s ideas about how to have a well-balanced life.

**c. Expected outcomes:**

**-** Students can talk about their partner’s ideas about how to have a well-balanced life.

**d. Organisation:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Ask and answer the following questions about how to have a well-balanced life. Make notes of your partner’s answers.** (5 mins) | |
| - T asks Ss to work in pairs. Ask them to read the questions first and think about the answers.  - Ss read the questions and think about the answers. They can revise what they have learnt so far in Unit 3.  - T gives Ss 3 minutes to exchange their ideas with their partners. Ask them to take notes of their answers. Pairs can exchange their answers when they have finished.  - Ss work in pairs to ask and answer.  - Ss take notes of their friend’s answers.  - T goes around and offers help if needed.  - T calls on some pairs to report their answers to the class. Each pair may answer just one question to allow room for more pairs or groups.  - Some pairs report their answers to the class.  - T check the answers and add more information if necessary. If time allows, call on 1-2 pairs to present the answers to all four questions.  **\*Disabled Ss:** work in pairs | ***Questions:***  1. How can we manage our time properly?  2. How can we spend time with our friends, teachers, and parents?  3. How can we avoid stress and anxiety?  4. How can we take care of our physical health? |
| **Task 5: Work in groups. Take turns to talk about your partner’s ideas about how to have a well-balanced life.** (10 mins) | |
| - T asks a strong student to model this activity in front of the class.  - T has Ss work in groups of 3-4 and has Ss take turns to talk about their partner’s ideas about how to have a well-balanced life.  - Ss works in groups of 3-4 to do the task.  - Ss use the ideas they have prepared in Activity 4.  - T may go round to observe. Encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking to correct their errors. Tell them to correct only common errors after their group members have finished speaking.  - If there is enough time, T calls on some Ss to talk before the whole class, then invite some comments from other Ss.  - Some Ss talk before the whole class and receive comments from the teacher and classmates.  **\*Disabled Ss:** works in groups | ***Suggested answers:***  I talked with An about how she manages a well-balanced life. First, she manages her time properly by creating a to-do list and giving priority to her tasks based on their importance and deadlines. Second, she plans regular times to connect with friends, through study groups or social outings. She also maintains open communication with her teachers by asking questions and seeking help when needed. Next, she practises mindfulness techniques such as deep breathing, meditation, or yoga to manage stress and maintain a clear mind. Finally, she engages in regular physical activities that she enjoys like jogging, dancing, swimming, etc. tohelp boost her energy. |
| EXTRA ACTIVITY: Balanced Life Letter  – Explain to Ss that they are to write a letter to themselves, imagining they are giving advice to their future  selves on how to maintain a balanced life during their school years.  – Encourage Ss to reflect on the reading text in Activity 2. Ask them to consider the following questions  as they write their letter:  + What strategies or habits mentioned in the reading text in Activity 2 do they find most valuable  or relatable?  + How do they plan to apply these strategies to maintain a balanced life during their school years?  + What challenges might they encounter, and how can they overcome them?  + What goals or aspirations do they have for their school life, and how can a balanced approach  help them achieve these goals?  – Encourage Ss to be thoughtful and detailed in their responses. After Ss have completed their letters, ask  them to share some excerpts or insights from their letters with the class.  – As a closing activity, ask Ss to fold and seal their letters in envelopes or keep them in a safe place. Explain  that they can revisit these letters in the future to see how their perspectives and goals evolve. |  |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

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| **Week: 7**  **Period 21** | **Date of planning : 6/10 / 2025**  **Date of teaching : 23/10 / 2025** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Listen for specific information about how some students manage their time;

- Write a paragraph about how to manage time effectively.

**2. Competences**

**General competences**

Work with peers to discuss and exchange information after listening and during writing activities.

Identify health-related issues and suggest solutions through written advice.

- Develop communication skills and creativity;

**Specific competences**

Write in an appropriate tone and style when giving advice to friends or classmates.

Use polite and encouraging language to show care for others’ well-being.

Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be aware of way to manage time more effectively;

- Actively join in class activities.

**\*Disabled Ss:**- Listen for specific information about how some students manage their time;

- Write a paragraph about how to manage time effectively

**II. MATERIALS**

- Grade 9 textbook, Unit 3, Skills 2

- Computer connected to the Internet

- Projector / TV

- Loudspeaker

**III. PROCEDURES**

**1. ACTIVITY 1: WARM-UP** (6 mins)

**a. Objectives:**

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

- To lead into the new lesson.

**\*Disabled Ss:**- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

- Task 1: Work in pairs. Discuss the following question.

**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** |
| **Vocabulary pre-teaching(4mins)** | |
| - T introduces the vocabulary by:  + giving pictures  + giving explanation/definition  - Ss use the given hints to find out the words.  - Ss write the new words in their notebooks.  **\*Disabled Ss:** write the new words in their notebooks. | 1. schoolwork: việc học tập  2. routine: việc làm thường ngày  3. calendar: lịch  4. submit: nộp, đệ trình  5. deadline: hạn cuối  6. minimize: giảm đến mức tối thiểu |
| **Task 1: Work in pairs. Discuss the following question.** (2 mins) | |
| - T lets Ss work in pairs and discuss the question. Encourage them to speak English and feel free to express their ideas.  - Ss work in pairs to discuss the question.  - T asks some Ss to share their answers in front of the class.  - Some Ss share their answers in front of the class.  **\*Disabled Ss:** work in pairs | ***Question:***  *How do you make time for study and other activities?*  Students’ answers |

**2. ACTIVITY 2: PRESENTATION** (8 mins)

**a. Objectives:**

- To help students develop their skill of listening for specific information about how some students manage their time.

**\*Disabled Ss:** - To help students develop their skill of listening for specific information about how some students manage their time.

**b. Content:**

- Task 2: You will hear Trang, Phong, and Tom talking about how to manage their time effectively. For each student (1 – 3), choose the opinion (A – C) each of them expresses.

**c. Expected outcomes:**

- Ss can listen for specific information to do the learning tasks.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - T asks Ss to read the opinions, underline the keywords, and reminds them to pay attention to the keywords while listening.  - Ss find the keywords independently and then listen to the recording to do the task.  - T plays the recording and asks Ss to listen and choose the answers.  - T asks Ss to compare their answer with the partner.  - Ss compare the answers with their partners.  - T calls on one student to write their answers on the board, then play the recording once again and check with the class.  - One student goes to the board to write the answer and then checks with the whole class.  **\*Disabled Ss:** listen carefully | ***Answer key:***  Trang: B, Phong: A, Tom: C  ***Audio script:***  Trang: I use a calendar to plan my work ahead. At the beginning of each term, I take a broad view of what I have to do by entering the due dates and test dates into a calendar. I often do these with diﬀerent colours, for example, red for deadlines, green for exams ...  Phong: I try to minimise distractions. Besides cell phones, social media, and friends, there are a lot  of activities that can take my attention away from my schoolwork. When it’s time to start my work, I turn oﬀ my cell phone and sign out of social media accounts.  Tom: I never leave homework until the day before it’s due. I review my projects and coming tests and add them to my schedule. I arrange to start working on them well before they’re due, so I’m not stressed out to meet the due dates. |

**3. ACTIVITY 3: PRACTICE** (7 mins)

**a. Objectives:**

- To help students develop their skill of listening for specific information about how some students manage their time.

**\*Disabled Ss:** - To help students develop their skill of listening for specific information about how some students manage their time.

**b. Content:**

- Task 3: Listen again and choose the correct answer A, B, or C.

**c. Expected outcomes:**

- Ss can listen for specific information to do the learning tasks.

**d. Organisation:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - T asks Ss to read the statements, underline the keywords and guess the possible answers.  - Ss work individually to underline the keywords and guess the possible answers.  - T plays the recording once or twice more for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain for their answers.  - Have Ss share their answers in pairs and check answers as a whole class.  - Ss check the answer in pairs and then as a whole class  Transition from Listening to Writing  – Have Ss take a few minutes to reflect individually on their current time management habits. Ask them  to think about their daily routines, how they give priority to their tasks, and any challenges they face  in managing their time.  – Divide the class into small groups of 3 – 4 Ss each. In these groups, ask Ss to share their reflections  and discuss any common challenges they have identified. Encourage them to exchange ideas and  strategies for overcoming these challenges.  – Bring the class back together and facilitate a brainstorming session. Ask each group to share one or  two eﬀective time management strategies they have discussed. List these strategies on the board so that all Ss can see them.  **\*Disabled Ss:** work individually | ***Answer key:***  1. C  2. A  3. A  4. A  5. B |

**4. ACTIVITY 4: PRODUCTION (WRITING)** (20 mins)

**a. Objectives:**

- To help students practise writing a paragraph about how to manage time effectively.

**\*Disabled Ss:** - To help students practise writing a paragraph about how to manage time effectively.

**b. Content:**

Task 4: Match the time management tips in column a with the explanations and / or

reasons in column B.

Task 5: Write a paragraph (about 100 words) about how to manage your time effectively. Use the tips in **4** or your own ideas.

**c. Expected outcomes:**

**-** Students can use learned vocabulary and grammar to write a paragraph about how to manage time effectively.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Match the time management tips in column a with the explanations and / or reasons in column B.** (3 mins) | |
| - T asks Ss to discuss and match the time management tips with the explanations or / and reasons in pairs.  - Ss work independently to answer the questions.  - Ss discuss their answers with partners and then some Ss write their answers on the board.  - T invites some Ss to answer and confirm the correct ones.  **\*Disabled Ss:** work independently | ***Answer key:***  1. c  2. a  3. b |
| **Task 5: Write a paragraph (about 100 words) about how to manage your time effectively. Use the tips in 4 or your own ideas.** (17 mins) | |
| - T asks Ss to work in groups of four, gives them a large piece of paper and asks them to write the full paragraph into the paper in 10 minutes.  - Ss work in groups of four to write their full paragraph.  - T asks Ss to pay attention to punctuation, structures, word choice, linking words, etc.  - Ss pay attention while T is checking their work.  **\*Disabled Ss:** work in groups | ***Suggested answer:***  There are many things we should do to manage our time effectively. Firstly, we should set specific goals and prioritise them according to their importance level. This will help us keep focused on our most important tasks and avoid wasting time on tasks that do not contribute to our goals. Secondly, creating a schedule or to-do list can help us manage our time efficiently by breaking down our day into manageable chunks. We should also be realistic about how long each task will take and build in extra time for unexpected interruptions or delays. Thirdly, it is essential to eliminate distractions and time-wasting activities, such as social media or unnecessary meetings, which can reduce our productivity. By following these tips, we can effectively manage our time and achieve success in all aspects of our life. |

**5. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

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| **WEEK: 8**  **Period : 22** | **Date of planning : 6/10/ 2025**  **Date of teaching : 27/10/ 2025** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise vocabulary items related to the topic students' life and schoolwork;

- Use modal verbs in first conditional sentences;

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

**General competences**

Work with group members to design and present a project about well-balanced life for teens

Reflect on language learning, self-assess progress, and apply knowledge to practical tasks

Specific competences

Use learned structures and vocabulary to produce connected sentences and short texts about healthy lifestyles.

Present group project ideas in a logical and coherent way

**3. Personal qualities**

- Be encouraged to attend school activities;

- Actively join in class activities.

**\*Disabled Ss:** - Revise vocabulary items related to the topic students' life and schoolwork;

- Use modal verbs in first conditional sentences;

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**II. MATERIALS**

- Grade 9 textbook, Unit 3, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. ACTIVITY 1: WARM-UP** (5 mins)

**a. Objectives:**

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

- Recall vocabulary learnt in previous lessons.

**\*Disabled Ss:** - To create an active atmosphere in the class before the lesson;

- Recall vocabulary learnt in previous lessons.

**b. Content:**

- Kim’s game

**c. Expected outcomes:**

- Ss can recall words related to students’ life and schoolwork through given pictures.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Kim’s game**  **-** T asks Ss to work in groups of three or four Ss.  - Get them to look at the pictures about Ss’ life and schoolwork 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 words (2 points for each correct answer).  - Ss work in groups and listen to the teacher’s instructions to play the game.  - T gets Ss to swap the answers among groups and give corrections after T shows the answers.  - Ss give marks to their friends’ answers.  - T leads in the lesson.  **\*Disabled Ss:** play game |  |

**2. ACTIVITY 2: PRESENTATION (VOCABULARY)** (9 mins)

**a. Objectives:**

- To help students review the vocabulary of Unit 3.

**\*Disabled Ss:** To help students review the vocabulary of Unit 3.

**b. Content:**

- Task 1: Complete the sentences with the correct words and phrases in the box.

- Task 2: Choose the correct answer A, B, C, or D.

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ACTIVITIES** | **CONTENTS** |
| **Task 1: Complete the sentences with the correct words and phrases in the box.** (5 mins) | |
| - T encourages Ss to complete the task individually.  - Ss do the task independently.  - Ss exchange their textbooks with their partners.  - Ss exchange their textbook to check the answers.  - T gives feedback as a class discussion.  **\*Disabled Ss:** do the task independently | ***Answer key:***  1. well-balanced  2. due date  3. stressed out  4. priority  5. delay |
| **Task 2: ﻿** **Choose the correct answer A, B, C, or D.** (4 mins) | |
| - T encourages Ss to complete the task individually.  - Ss do the task independently.  - Ss exchange their textbooks with their partners.  - Ss exchange their textbooks to check the answers.  - T gives feedback as a class discussion. | ***Answer key:***  1. A  2. C  3. A  4. B  5. D |

**3. ACTIVITY 3: PRACTICE (GRAMMAR)** (10 mins)

**a. Objectives:**

- To help Ss revise the uses of modal verbs in first conditional sentences.

**\*Disabled Ss:** To help Ss revise the uses of modal verbs in first conditional sentences.

**b. Content:**

- Task 3: Complete the sentences with the correct modal verbs in the box. A modal verb can be used twice.

- Task 4: Circle the most suitable modal verbs to complete the sentences.

**c. Expected outcomes:**

- Recall the uses of modal verbs in first conditional sentences.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Complete the sentences with the correct modal verbs in the box. A modal verb can be used twice.** (5 mins) | |
| **Task 4: Circle the most suitable modal verbs to complete the sentences.** (5 mins) | |
| - T has Ss complete the task individually.  - Ss do the task individually.  - T gives feedback as a class discussion.  - Ss exchange their textbooks and give feedback to each other.  **\*Disabled Ss:** do the task individually. | ***Answer key:***  1. must  2. might  3. can  4. should  5. can |
| - T asks Ss to work in pairs to read the sentences carefully and give the answers.  - Ss work in pairs.  - T gives feedback as a class discussion.  - Ss complete the task and discuss the answers.  **\*Disabled Ss:** work in pairs | ***Answer key:***  1. shouldn’t  2. might  3. can  4. must  5. can |

**4. ACTIVITY 4: PRODUCTION (PROJECT)** (20 mins)

**a. Objectives:**

- To help students improve their creativity and teamwork;

- To improve their speaking and presentation skills;

- To provide an opportunity for students to develop their research and collaboration skills and to practise giving an oral presentation.

**\*Disabled Ss:** - To help students improve their creativity and teamwork;

- To improve their speaking and presentation skills;

- To provide an opportunity for students to develop their research and collaboration skills and to practise giving an oral presentation.

**b. Content:**

**-** Survey: How good are your classmates at time management?

**c. Expected outcomes:**

**-** Students are able to give an oral presentation of survey results.

**d. Organisation:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Survey: How good are your classmates at time management?**  - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of survey results.  - T has Ss work in groups of 5-6 Ss. Give them a few minutes to prepare for the presentation.  - Ss work in groups of 5-6 Ss.  - Ss have to tick appropriate items while listening to their classmates’ presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.  - Give Ss checklists for peer and self-assessment.  - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  - Invite two or three groups to give their presentations.  - Give praise and give feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.  **\*Disabled Ss:** Ss work in groups | ***Suggested outcome:***  Students’ presentations  ***Suggested answer:***  Our group have interviewed 10 classmates about how good they are at time management. Only one of them is excellent at time management. He creates and follows a schedule or to-do list to manage his time efficiently. He prioritises his tasks eﬀectively to ensure timely completion. He  consistently completes tasks and projects within the given deadlines. He usually avoids delaying and stays focused on his tasks. He often uses productivity tools or techniques to enhance his time  management skills. Five of the classmates we have interviewed are good at time management. They create and follow a schedule or to-do list to manage their time efficiently. They also prioritise their tasks eﬀectively to ensure timely completion. They consistently complete tasks and projects within the given deadlines. They usually avoid delaying and stay focused on their tasks. However, they never use productivity tools or techniques to enhance their time management skills. Four of the classmates we have interviewed are poor at time management. They always try to complete tasks and projects  within the given deadlines. However, they never create and follow a schedule or to-do list to manage their time efficiently. They don’t prioritise their tasks eﬀectively to ensure timely completion. They rarely try to avoid delaying or stay focused on their tasks. And they never use productivity tools or  techniques to enhance their time management skills. |

**5. CONSOLIDATION** (1 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson.