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| ***Date of planning***:………  ***Date of teaching*:** ……….  **WEEK: 1** | **Period 17: 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 gain the following items:**

**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/.

***+ Integrated skills:*** *Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Use words related to students’ life and school work.   
- Pronounce correctly the sounds **/h/** and **/r/** in words and sentences.

*\* New words: accomplish, delay, due date, optimistic, distractions…*

+ Ask for repetition and respond;

**\* Grammar:**

- Use modal verbs in the first conditional sentences. Conditional sentences (Review)

**2. Competence:**

**-** Students will be able to practice listening , speaking, reading and writing skills .

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Develop communication skills and creativity;

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book ;Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION** ( 3’- 5’) | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting**  **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.  - After 2 minutes, the team with more correct answers will be the winner.  **OR:** Ask Ss to form groups of 6 - 8 Ss then to sit in circles or in their seats.  - T chooses a word related to students' life and schoolwork and says it aloud. The student nearest the T's right must say a word that is associated with the original word.  - The student next to him / her must do the same and so on, until everyone in the circle or group has done it. To keep the game moving, T should set a time limit of 10 - 15 seconds for each student to come up with a word. | **+ Greeting**  + **GAME**  + Students **(Ss)** listen and learn how to do the tasks.  ***Expected answer:***  homework, study, assignments, teacher, test, classroom, etc.  **\*Example:**  Teacher: homework  Student 1: study  Student 2: assignments  Student 3: teacher  Student 4: classroom  Student 5: tests |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)**  **A. VOCABULARY** | | |
| **\* Objectives:**  - To revise some words related to students' life and schoolwork that Ss have learnt in Getting Started.  ***-* To teach Ss new words and phrases related to their life and schoolwork.**  **- To help Ss use words and phrases related to their life and schoolwork in specific contexts.**  ***\* Content:***  - 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**.  *\* Expected outcomes*: **-** Students can identify some new words about students' life/ schoolwork and use them in different contexts.  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Circle the correct word or phrase to complete each sentence.** | | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + T may focus on presenting the words. + To present each word, follow the steps: + Show the picture and elicit the word. + Read aloud the word several times and ask Ss to repeat. **+** Have Ss read each sentence and circle the correct words to complete the sentences.  - Let Ss work in pairs to compare their answers before sharing their answers.  - Check and confirm the correct answers | **- T\_Ss**   |  | | --- | |  |   \*Vocabulary  **1.** achieve (v) /əˈtʃiːv/ đạt được, giành được  **2.** accomplish (v) /əˈkɑːmplɪʃ/ hoàn thành  **3.** due date (n)/ˈduː deɪt/ hạn chót  **4.** distraction (n) /dɪˈstrækʃn/ điều gây xao lãng  **Key:**  **1**. give **2**. physical  **3**. Well-balanced **4**. Managing  **5**. accomplish |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Match the words and phrases with their definitions.** | | |
| - Have Ss quickly match the words and phrases in the left column with their definitions in the right column individually.  - Then ask Ss to check their answers with their partners. Ask for translation of some of the words and phrases on the list to check their understanding. Confirm the correct answers as a class.  - With a stronger class, ask Ss to make some examples with the words and phrases. If there is enough time,T can ask some Ss to write their sentences on the board. Give comments. | **+ T\_Ss**  **- Work individually.**    **\* Answer key:**  **1**. e  **2**. a  **3**. b  **4**. c  **5**. d |
| TASK 3: **Complete the sentences with the words and phrases from 2.** | | |
| + Ask Ss to do the exercise individually and then check with the whole class.  When checking, ask Ss to refer to 2 to make the meanings of the adjectives clearer to them.  Confirm the correct answers. | - **Ss to work individually.**  \* Key:  **1**. artisans **2**. electrician  **3**. speciality **4**. garbage collector  **5**. handicrafts |
| **ACTIVITY 2: PRONUNCIATION: ( 8’)**  /h/ and /r/ | | |
| **\* Objectives: To help Ss identify how to pronounce the sounds/h/and /r/;**  **- To help Ss practise pronouncing these sounds in words.**  *\* 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/.  *\* Expected outcomes*: Students can pronounce the /h/ and /r/ sounds in words and in sentences correctly.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4: **Listen and repeat. Pay attention to the sounds /h/ and /r/** | | |
| + Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.  + Invite some Ss to say some words they know that include the two sounds | **- T\_ Ss.**  **\* Key:**  **- /h/:** healthy, happiness, habit, ahead, perhaps  - **/r/:** regularly, really, ready, worrying, several |
| TASK 5**: To help Ss pronounce the sounds /h/ and /r/ correctly in sentences.** | | |
| - Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the bold words.  - Play the recording again for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud.  - Comment on their pronunciation of the sounds. | **\* *Answer key:***  **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. |
| \* EXTRA ACTIVITY  + Divide the class into two teams, Team H and Team R. Prepare a list of words containing / h / and / r/ sounds. T can use words like happy, rabbit, house, rocket, etc. Ensure that there are an equal number of words for each sound.  + Call on one student from Team H and one student from Team R to the front of the class.  - T reads a word from the list aloud. The two Ss race to identify whether the word contains the / h / or / r/ sound. They should raise their hands or use a buzzer to signal their answer. The student who correctly identifies the sound first scores a point for their team.  + Continue calling other Ss from each team to the front to participate in the challenge, using different words each time. Keep track of the points on the board, with Team H and Team R competing against each other. After several rounds, tally up the points and declare the winning team. | |

**4. WRAP-UP AND HOMEWORK**

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: A CLOSER LOOK 2