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| ***Date of planning***:………  ***Date of teaching*:** ………  **WEEK: ….** | **Period 19: UNIT 3: HEALTHY LIVING FOR TEENS**  **Lesson 4: COMMUNICATION** |

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

**1. Knowledge:**

- To introduce Everyday English.

- Asking for repetition and responding.

- Practise reading for specific information.

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

**\* Vocabulary:**

- Use words related to students’ life and school work.   
+ Ask for repetition and respond;

**\* Grammar:**

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

**2. Competence:**

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

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

**3. Personal qualities:**

- Know tips for being happy on school days;

- 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.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  + Ask some Ss to make first conditional sentences about themselves, using modal verbs instead of will.  **Or/ 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.  + Introduce the objectives of the lesson: learning how to ask for repetition and respond, and finding out about tips for being happy on school days. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  **-** Students’ answers  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **EVERYDAY ENGLISH**  **Asking for repetition and responding**  **\* Objectives:**  **1. To introduce ways of asking for repetition and responding.**  *\* Content:*Listen and read the dialogue. Learn how to invite and accept invitation.  *\* Expected outcomes :* Students can ask for repetition and respond.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| ACTIVITY1.*:* Listen and read the conversations. Pay attention to the highlighted sentences. | |
| **\*** T elicits the dialogues.  - Play the recording for Ss to listen and read the two conversations between Tom and Mai, Nick and the woman at the same time. Ask Ss to pay attention to the highlighted sentences.  - Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class  *\* Teacher checks students’ understanding by asking some checking questions.*  - Play the recording for Ss to listen and read the two conversations between Tom and Mai, Nick and the woman at the same time. Ask Ss to pay attention to the highlighted sentences.  - Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class. | **- T\_Ss**  **1) Mai**: Can you open the door, Tom?  **Tom**: Sorry?  **Mai:** Can you open the door, please?  **2) Nick:** Excuse me. Would you mind showing me the way to the post office?  **Woman**: I beg your pardon.  **Nick**: Would you mind showing me the way to the post office? |
| **2. PRACTICE ( 15’)** | |
| **\* Objectives:**  **To help Ss practise asking for repetition and responding.**  *\* Content*  - Task 2: Work in pairs. Make similar conversations for the following situations.  *\* Expected outcomes:* Students can ask for repetition and respond.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| ACTIVITY 2: **Work in pairs. Make similar conversations for the following situations.** | |
| - Ask Ss to work in pairs to make similar conversations for the given situations.  - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.  - For more able classes, encourage Ss to use different ways to ask for repetition and respond. | **- T\_Ss**  ***\* Suggested answers:***  **1.****A***. Can you pass me the book?*  **B***.– Sorry?*  **A***. Can you pass me the book, please?*  **2. A.***Excuse me. Could you tell me the way to the nearest bus station, please?*  **B***. – I beg your pardon.*  **A***. Could you tell me the way to the nearest bus station, please?* |
| **Transition from Everyday English to Tips for being happy on school days**  **Game: emotion word match**  **Game:** Emotion Word Match  - Write down a list of emotion words, e.g. happy, excited, worried, calm, curious, tired, etc. on the board. Then give each student a small piece of paper or an index card and ask them to choose an emotion word from the list without showing it to anyone.  - Have Ss write a short sentence or two about a school-related experience that made them feel that particular emotion. For example, if they choose excited, they can write about a field trip or a special event at school.  - Collect 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. | |
| **ACTIVITY 2: ﻿TIPS FOR BEING HAPPY ON SCHOOL DAYS** | |
| **Objectives:**  **- To help Ss learn about tips to make students feel happy on school days;**  **- To help Ss develop their reading skill for specific information (scanning).**  **+ To help Ss prepare their tips for the three given situations.**  **+**  *\* Content:*  - 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.  *\* 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.  *\* Organisation:* | |
| ACTIVITY 3: **Read the text and complete each sentence that follows with a suitable word** | |
| - Have Ss read the instructions to understand what they are going to do.  - Remind them 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.  - Give Ss time to do the task. After that, get them to swap answers in pairs.  - Go around and offer help, if necessary.  - Check the answers as a class. Confirm the correct answers. | **- T\_ Ss**  ***\* Suggested answers:***  **1**. happy  **2.** delay  **3**. happiness  **4.** overcome |
| ACTIVITY 4: **Work in groups. Write tips for one of the following situations.** | |
| - Have Ss read the three situations carefully. If necessary, T may explain each situation to Ss.  - Have Ss work in groups, choosing one situation and preparing tips for it. Set a time limit of about five to seven minutes.  - T may go round to observe. T should encourage Ss to prepare as many tips as possible. | **- T\_ Ss.**  **\* Key:** |
| **ACTIVITY 3. PRODUCTION ( 8’)** | |
| **\* Objectives:**  **- To provide Ss with practice in presenting tips that they have prepared in 4.**  *\* Content:*Ask and answer about the places Ss would like to visit.  *\* Expected outcomes:* Students’ conversations . Report the group’s answers.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 5: **Present your tips to the class.** | |
| - Call on a student from each group to give a presentation of the tips his / her group have prepared in **4**. Other groups listen and make comments.  - The class may vote for the best presentation, and T gives them marks. If the class size is small and time allows, all the groups can give their presentation. | **\* Suggested answers:**  1. You should try to go to bed and wake up at the same time every day, even on weekends.  2. You should pay attention to your symptoms. If they become severe, you should see a doctor.  3. You should try using the words you've learnt in sentences or conversations. |
| 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 **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 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 pass every day at school.*  + Don't delay: *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. | |

**4. WRAP-UP & HOME WORK (2’)**

+ 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 have learnt.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS\_1.

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