|  |  |
| --- | --- |
| ***Date of planning***:………  ***Date of teaching*:** ……  **WEEK: …** | **Period 20: UNIT 3 :HEALTHY LIVING FOR TEENS**  **Lesson 5 : SKILLS 1/ Reading and speaking** |

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

**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.  
***+ 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 and creativity;

- Be co-operative and supportive in pair work and teamwork.

**3. Personal qualities:**

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

- 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:**

|  |  |
| --- | --- |
| **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**  + **Brainstorming**  - T asks Ss to take out a piece of paper and a pen.  - T instructs Ss to draw a circle and divide it into four equal parts, like a pizza.  - T asks Ss to label each section of the circle with a different category, such as "*work/ school*”, “*family/*  *friends”, “hobbies/ interests", and "self-care."*  + Ask Ss to brainstorm activities that fit into each category and write them in the corresponding section of the circle.  -Ask Ss to share their circles with a partner or small group and discuss what they notice about their own balance of activities.  + Have Ss reflect on their own circles and think about how they can make adjustments to achieve a more well-balanced life.  - T calls on some Ss to share their ideas.  + Lead into the new lesson. | **+ Greeting ; T\_Ss.**  **+ Brainstorming**  + Students **(Ss)** listen and learn how to do the tasks.  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **A. READING**  **\* Pre-reading**  **\* Objectives:**  **+ To help Ss understand and activate their knowledge of the topic.**  **+ To improve Ss' knowledge of vocabulary related to students' life and schoolwork.**  **+ To improve Ss' skills of reading for specific information**.  *\* Content:*  - Task 1: Work in pairs. Discuss the following question.  - Task 2: Read the text and match each highlighted word with its meaning.  - Task 3: Read the text again and answer the following questions.  *\* Expected outcomes*:  + Students identify some new words and how to use the target vocabulary.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Work in pairs. Discuss the following question.** | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking technique.  + Ask ss to take notes.  \*\* Ask Ss to work in pairs discussing how a well-balanced life is important to a student.  + Ask some Ss to say their answers in front of the class. + T may ask some other questions about what they should do to keep a well-balanced life. | **- T\_Ss**  \*Vocabulary  **1.** celebrity (n) /səˈleb.rə.ti/ người nổi tiếng  **2.** anxiety (n) /æŋˈzaɪ.ə.ti/ sự lo lắng  **3.** effort (n) /ˈef.ət/ sự cố gắng  **4**. additional (adj) /əˈdɪʃ.ən.əl/ thêm, bổ sung  **5.** appropriately (adv)  /əˈprəʊ. pri.ət.li/ một cách phù hợp hợp  **6.** fattening (a) /ˈfæt.ən.ɪŋ/ gây béo  **\* Suggested answer:**  A well-balanced life helps students do better in school, stay healthy, learn important life skills, make friends, pursue their interests, avoid feeling overwhelmed, and get ready for the future. |
| \*\* WHILE READING | |
| TASK 2: **Read the text and match each highlighted word with its meaning.** | |
| + Ask Ss to work individually to read the text and find the highlighted words.  - Have Ss read aloud the highlighted words. Correct their pronunciation if needed.  - Have Ss match the highlighted words with their meanings in the box. Remind them to use the context to help them.  - Check the answers as a class. | **- T\_Ss**  **\* *Answer key:***  **1.** c **2.** a **3**. d **4**. b |
| TASK 3: **Read the text again and answer the following questions.** | |
| + Have Ss read the text Ask them 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).  - Tell them to underline parts of the text that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.  - Tell them to compare their answers in pairs before giving the answers to T. Ask them to give evidence when giving the answers. Check the answers as a class | **- T\_ Ss**  \* **Suggested answers:**  **1.** Because he wanted to reduce stress and anxiety.  **2.** He planned his schedule, made a weekly work list, and gave priority to some of 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 restand 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. |
| **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. | |
| **ACTIVITY 2 : SPEAKING**  **\* Objectives:**  **+ To help Ss prepare ideas for the next activity.**  **+ To provide an opportunity for Ss to practise talking about their partner's ideas about how to have a well-balanced life**.  *\* 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.  *\* Expected outcomes*:  + Students can talk about their partner’s ideas about how to have a well-balanced life.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **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** | |
| + Ask Ss to work in pairs. Ask them to read the questions first and think about the answers. This is an opportunity for Ss to revise what they have learnt so far in Unit 3.  + Allow Ss 4 - 5 minutes to exchange their ideas. Ask them to take notes of their answers. Pairs can exchange their answers when they have finished.  - Call on some pairs to report their answers to the class. Each pair may answer just one question to allow time for more pairs.  - 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. | **- T\_ Ss. / Ss- Ss**  **\* *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.** | |
| + Ask a strong student to model this activity in front of the class. Then have Ss work in groups, taking turns to talk about their partner's ideas about how to have a well-balanced life. Remind Ss to use the ideas they have prepared in 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 in order to correct their errors. Tell them to correct only common errors after their group members have finished speaking.  - If there is enough time, call on some Ss to talk before the whole class, then invite some comments from other Ss  *\* Teacher gives corrections and feedback* | **- Ss \_ Ss**  **\* Suggested answer:**  *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 commu-nicates 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. to help 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 **2.** Ask them to consider the following questions as they write their letter:  + What strategies or habits mentioned in the reading text in **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. | |
| **4. WRAP-UP & HOME WORK (2’)**  + Have Ss summarise what they have learnt in the lesson. If there is time, have them draw a mind map to summarise the main points of the lesson  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6 : A SKILLS \_2. | |

**==========================================**