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| ***Date of planning***: 9/ 10 /24  ***Date of teaching*:**11,12/10/2024  **WEEK: 5** | **Period 16: 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 gain the following items:  
1. Knowledge:**

+ To introduce the topic *“ Healthy Living for Teens”*

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

- To practice listening and reading skills .

***+ 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: physical health , mental health, healthy diet, advice, reduce stress,Well- balanced life, balance, manage, give priority , counsellor…*

+ 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:* Game.  + 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*: Students can answer some questions of the teacher about some cities. Having a chance to speak English.  *\* Organization :* Teacher’s instructions …  + Review the previous unit before Ss open their books.  + Organise a short vocabulary game to revise the words Ss learnt in Unit 2. For example,T provides some words with scrambled letters related to city life and calls on some Ss to unscramble the letters to form correct words.  + Lead Into the new unit. Write the unit title *Healthy Living for Teens* on the board. Ask Ss to guess what they are going to learn about in this unit. Then brainstorm words and phrases related to what school counsellors do in secondary schools *(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.).*  For strong classes, encourage Ss to talk about what their school counsellor does to help them. | |
| **Teacher’s & activities** | **Content** |
| **+ Greeting**  **+ GAME**:  Game: I.N.I.T.I.A.L GAME  - T divides the class into 2 teams.  - 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 Counsellor* on the board. Ask Ss to guess what they are going to learn about in this unit. | **+ Greeting . T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  **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*.) |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **\* Objectives:**  **- To set the context for the introductory conversation;**  **- To introduce the topic of the unit.**  *\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  *\* Expected outcomes*: Knowing more new words. Understanding the conversation; topic of the lesson, grammar points. Students know thetopic of the unit and be ready for the conversation.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read :/ Page 28** | |
| **\* 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 “Rub out and Remember” checking technique.  **++ Set the context:** have Ss look at the conversation and answer some questions, e.g. *Who are in the conversation? What are they talking about?*  - Encourage Ss to give answers, but do not  confirm whether their answers are right.  - Ask them to talk a bit about what a secondary student should do to maintain good physical and mental health.  + Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked. Confirm the correct answer: *They are a school counsellor, Nick, Mai, and Phong.* They are talking about how to maintain good physical and mental health  - T asks Ss to look at the pictures in the book and answer the questions.  - 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. | **- T\_Ss**   |  | | --- | |  |   \*Vocabulary:  **1**. maintain (v) /meɪnˈteɪn/ duy trì  **2**. advice (n) /ədˈvaɪs/ lời khuyên  **3**. bring about (ph. v) /brɪŋ əˈbaʊt/ đem lại, gây ra  **4**. balance (v) /ˈbæləns/ cân bằng  **5**. manage (v) /ˈmænɪdʒ/ quản lý  **6**. priority (n) /praɪˈɔːrət/ sự ưu tiên  + Take notes  ***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) |
| **ACTIVITY 2. PRACTICE ( 15’)** | |
| **\* Objectives:**  +  + **To help Ss understand the conversation.**  **+ To help Ss understand some vocabulary items in the conversation;**  **+ To help Ss practise using the vocabulary they have learnt in 3 in a specific context.**  *\* Content:*  - 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.  *\* Expected outcomes*: Students understand the conversation and topic of the lesson and can complete the tasks successfully.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Read the conversation again and tick T (True) or F (False).** | |
| + Have Ss read the conversation in detail to choose either True or False. Ask them how to do this kind of exercise. Explain the strategies, if necessary (e.g. reading the statements, underlining the keywords in the statements, locating the keywords in the conversation, and then reading that part and deciding if each statement is true or false).  - Tell them to underline parts of the conversation 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 they answer. Confirm the correct answers. | **- T\_Ss**  **\* *Answer key:***  **1.** T  **2.** F  **3.** F  **4**. T  **5**. T |
| TASK 3: **Match the words with their definitions.** | |
| + First, have Ss quickly match the words in the left column with their meanings in the right column individually.  - Then, ask them to share their answers with one or more partners. T can ask for translation of some of the words in the box to check Ss' understanding.  - Confirm the correct answers.  With a stronger class, 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 sentences on the board. Comment on Ss' sentences. | **- T\_ Ss**  \* ***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.  - 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. | **- T\_ Ss.**  **\* *Answer key:***  1. priority  2. well- balanced  3. physical  4. mental  5. counsellor |
| **ACTIVITY 3 : PRODUCTION/ FURTHER PRACTICE ( 6’)** | |
| **\* Objectives:**  **- To provide Ss with practice in asking and answering about how healthy they are and giving each other advice on how to improve their health.**  *\* Content:*  Task 5: Interview each other about how healthy you are. Give each other advice.  *\* Expected outcomes*: Ss can name some health problems and give advice.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **Work in pairs. Interview each other about how healthy you are. Give each other advice.** | |
| - Model this activity with a strong student. For less able classes, remind Ss that they should only use the words and 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 demonstrate in front of the class. | \* ***Answer key:***  Students’ answers |
| **\* EXTRA ACTIVITY**: **Vocabulary Pictionary**  + Start by reviewing the words Ss have learnt. Write the words on the whiteboard or a large sheet of paper.  + Divide the class into two teams A and B. T explains the rules of the game:  + One student from Team A comes to the front and chooses a vocabulary word from the list (without showing it to his / her team). Fie / She has 30 seconds to draw a simple representation of the word on the whiteboard, similar to the game of Pictionary.  + Team A members have 30 seconds to guess the word based on the drawing. If they guess correctly, they earn a point. Continue taking turns between teams, with each student choosing a word, drawing, and guessing. T may set a time limit for each round (e.g. 1 - 2 minutes per round) to keep the game fast-paced. Keep score on the board to track which team is winning. After several rounds, tally up the points and declare the winning team.  **5. WRAP-UP & HOME WORK (5’)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  - If there is a projector in the classroom, then show the conversation and highlight the keywords related to the topic. It would be helpful to also highlight in the conversation the modal verbs in first conditional sentences and the words with the sounds /h/ and /r/ and tell Ss that they will learn these language points in the upcoming lessons.  **\* HOME WORK:**  - 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:**  **\* PROJECT PREPARATIONS**  + Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.  + Ask Ss to open their books to the last page of Unit 3, the Project section, look at the picture and say what the topic of the project is (How good are your classmates at time management?).  + Explain the project requirements: In groups, Ss will have to interview some Ss from their class about how they manage their time, using the questions provided in the table in 1. Next, they use the result in 2 to count the points for each student they have interviewed. They then identify which Ss are excellent, good, poor, or very poor at time management based on the number of points, and report the findings to their class. They can use a poster or PowerPoint slides to present their findings. In this case, their slides or posters should include a mixture of text and tables, graphs, or pictures so that T and other classmates can easily follow and understand their findings. (SEE TEACHER’S BOOK)  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1  **===========================================** | |

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| ***Date of planning***: 9/ 10 /24  ***Date of teaching*:**11,12/10/2024  **WEEK: 5** | **Period 17: UNIT 3 : HEALTHY LIVING FOR TEENS**  **Lesson 2 : A CLOSER LOOK 1** |
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**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

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| ***Date of planning***: 12/ 10 /24  ***Date of teaching*:**14/10/2024  **WEEK:** | **Period 18: UNIT 3 : HEALTHY LIVING FOR TEENS**  **Lesson 2 : A CLOSER LOOK 2** |

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

**1. Knowledge:**

+ To teach grammar “*Modal verbs in the first conditional sentences”*

- To review the knowledge of first conditional sentences;

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

***+ 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)

**\*\* Language analysis**

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| *IF*-CLAUSE | MAIN CLAUSE | NOTE |
| If + S + V present simple, | **S + will + V** | standard form |
| **S + can + V** | ability, permission |
| **S + should + V** | advice |
| **S + may/might + V** | possibility |
| **S + must + V** | necessity |

**2. Competence:**

**-** Students will be able to know how to form and use modal verbs in the first conditional sentences. Review the first conditional sentences.

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Raise students’ awareness of healthy living;

- 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**  **+ Game:** B.I.N.G.O  - T divides the class into pairs.  - 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.  **OR**  Write some first conditional sentences on the board, such as *"If I have time tonight, I will go to the cinema."*  and "If she studies hard, she will pass the exam."  - Explain 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 to express ability, permission, necessity, possibilities, advice, etc. Ask Ss to read the examples that illustrate the uses of some of modal verbs in first conditional sentences in the **Remember!** box. Then ask Ss to work in pairs or small groups and brainstorm as many different modal verbs as they can that could be used instead of will in the sentences written on the board.  + 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 first conditional sentences. For example, "*If 1 have time tonight, I should go to the cinema. If I don't, I might watch a movie at home."* | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  ***\* 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.  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | |
| **\* Objectives:**  **To revise the forms of verbs which are used in the if-clause and the main clause of first conditional sentences.**  *\* Content:* To teach grammar. Use modal verbs in the first conditional sentences  *\* Expected outcomes*: Students know how to use the target grammar. Write the correct form of each verb in brackets.  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Write the correct form of each verb in brackets.** | | |
| + Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | - T\_Ss  **\* Answer key:**  **1.** doesn’t want  **2.** feel  **3**. sleep  **4.** completes  **5.** be |
| **ACTIVITY 2. PRACTICE ( 15’)** | | |
| **\* Objectives:**  **+ To help Ss distinguish the uses of modal verbs in first conditional sentences.**  **+ To give Ss further practice with modal verbs in first conditional sentences.**  + To give Ss further practice with modal verbs in first conditional sentences in real-life situations.  *\* Content:*  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  *\* Expected outcomes*: Students understand how to use the target grammar. Recall the form of the first conditional sentences;  - Know how to use modal verbs in first conditional sentences for different uses.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Circle the correct modal verbs to complete the following sentences.** | | |
| + Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the modal verb in each sentence. - Confirm the correct answers. | **- T\_Ss**  ***\* 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.** | | |
| + Have Ss do this exercise individually and then form groups of four to compare answers.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the modal verb in each sentence. - Confirm the correct answers. | **- T\_ Ss**  ***\* 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.** | | |
| + Have Ss read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to write the sentences / clauses individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board. Other Ss and T comment.  - Check the answers with the whole class. Confirm the correct answers.  ***\* Teacher corrects for students as a whole class.*** | **- T\_ Ss.**  ***\* 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. |
| **ACTIVITY 3. PRODUCTION ( 8’)** | | |
| **\* Objectives:**  **+ To give Ss further practice with modal verbs in first conditional sentences in real-life situations.**  *\* Content*: Ss practise using modal verbs in the first conditional sentences  *\* Expected outcome*: Students can do the exercises correctly.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **Complete the sentences with your own ideas using the modal verbs you have learnt** | | |
| + Have Ss read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to write the sentences / clauses individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board. Other Ss and T comment.  - Check the answers with the whole class. Confirm the correct answers.  ***\* Teacher gives corrections and feedbacks.*** | ***\* Answer key:***  **1.** If you spend too much time playing computer games, you might miss out on other important activities like exercising, socialising, and studying.  **2.** If you want to get a good night's sleep, you should avoid drinking caffeine or alcohol before bed and try to establish a regular sleep schedule.  **3**. If you don't feel well, 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.  – 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. | | |
| **5. WRAP-UP & HOME WORK (2’)**  + Summarise the main points of the lesson.  + Ask Ss to make first conditional sentences about themselves, using modal verbs instead of will.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.  ============================================== | | |

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| ***Date of planning***: 15/ 10 /24  ***Date of teaching*:**19,20/10/2024  **WEEK: 6** | **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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| ***Date of planning***: 15/ 10 /24  ***Date of teaching*:**19,20/10/2024  **WEEK:6** | **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:**

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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**  + **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. | |

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| ***Date of planning***: 19/ 10 /24  ***Date of teaching*:**21/10/2024  **WEEK: 7** | **Period 21 : UNIT 3 : HEALTHY LIVING FOR TEENS**  **Lesson 5 : SKILLS 2/ Listening and writing** |

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

**1. Knowledge:**

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

- Write a paragraph about how to manage time effectively.

***+ 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.

**2. Competence:**

- Develop communication skills and and creativity;

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

**3. Personal qualities:**

- Be aware of way to manage time more effectively;

- Actively join 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:* **Game:** UNSCRAMBLED WORDS  - 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**  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  \* - T divides the class into 2 teams.  - T asks Ss to unscramble words using given hints.  - The group having more correct answers is the winner. | **+ Greeting**  **- T\_Ss.**  **\* *Answer key:***  1. schoolwork  2. routine  3. calendar  4. submit  5. deadline  6. minimize  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **A. LISTENING**  **\* Pre-listening**  **\* Objectives:**  **+ To help Ss understand and activate their knowledge of the topic.**  **+ To help Ss develop their skill of listening for specific information.**  **+ To help Ss develop their skill of listening for specific information.**  *\* Content:*  Task 1: Work in pairs. Discuss the following question.  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.  Task 3: Listen again and choose the correct answer A, B, or C.  *\* Expected outcomes*: Ss can listen for specific information to do the learning tasks.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Work in pairs. Discuss the following question.** | |
| **\* Vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.) **if have**  + Ask Ss to work in pairs to discuss the question about how they make time for study and other activities.  - Ask some Ss to share their answers in front of the class. If necessary, T may ask them some other questions about the reasons for their answers. | **- T\_Ss**  ***Question:***  *How do you make time for study and other activities?*  + Students’ answers   |  | | --- | |  | |
| **B. WHILE LISTENING ( 15’)** | |
| **Teacher’s & Student’s activities** | **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.** | |
| + Have Ss read the opinions quickly and underline the keywords. This helps them have some idea of what they are going to listen to and the information they need for answering the question.  - Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain their answers.  - Have Ss share their answers in pairs.  - Invite some pairs to answer and confirm the correct ones.  - Play the recording again if needed, stopping at places where Ss are having difficulties. | **- T\_Ss**  **- Work individually.**  **\* *Answer key:***  Trang: B, Phong: A, Tom: C |
| TASK 3: **Listen again and choose the correct answer A, B, or C.** | |
| - Have Ss read the incomplete sentences and determine what information they need for filling the blanks.  - Play 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 their answers.  - Have Ss share their answers in pairs.  - Invite some pairs to answer and confirm the correct ones.  - Play the recording again if needed, stopping at the places where Ss are having difficulties. | **- T\_ Ss**  ***\* Answer key:***  **1.** C  **2**. A  **3**. A  **4**. A  **5**. B |
| **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. | |
| **ACTIVITY 2: WRITING**  **\* Objectives:**  **+ To help Ss prepare ideas for their writing.**  **+ To help Ss practise writing a paragraph about how to manage their time effectively, using the tips in 4 or their own ideas.**  *\* 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.  *\* Expected outcomes*: **-** Students can use learned vocabulary and grammar to write a paragraph about how to manage time effectively.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4: **Match the time management tips in column a with the explanations and / or**  **reasons in column B.** | |
| + Ask Ss to discuss and match the time management tips with the explanations and / or reasons.  - Have Ss share their answers in pairs.  - Invite some pairs to answer and confirm the correct ones. | **- T\_ Ss.**  **+ 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.** | |
| - Set up the writing activity:T reminds Ss that the most important thing is always to plan what they are going to write about. Ss can use the ideas in 4.  - Ask Ss to brainstorm the ideas and needed language for the writing.  - T may ask Ss to refer back to the reading for useful language and ideas and write some useful expressions and language on the board.  - Ask Ss to write the first draft individually.  - T may display all or some of the Ss' writings on the wall / bulletin board.  - T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home.  + | *\* 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.* |
| **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 7 : LOOKING BACK.  ========================================================== | |

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| ***Date of planning***: 24/ 10 /24  ***Date of teaching*:**25,26/10/2024  **WEEK: 7** | **Period 22: UNIT 3: HEALTHY LIVING FOR TEENS**  **Lesson 7 : LOOKING BACK & PROJECT** |

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

**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.

***+ 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.

**2. Competence:**

- Develop communication skills and and creativity;

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

**3. Personal qualities:**

- Be encouraged to attend school activities;

- Actively join 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:* ***Kim’s game***  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  **+ 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).  - 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. | **+ Greeting**  ***+* Kim’s game**  + 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’)** | |
| I. **VOCABULARY**  **\* Objectives:**  **1 +2 To help Ss revise the vocabulary items they have learnt in the unit.**  *\* 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.  *\* Expected outcomes:*  - Students can use the knowledge they have learnt in this unit to complete the tasks successfully.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1**: Complete the sentences with the correct words and phrases in the box.** | |
| - Ask Ss to do these activities individually then compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class.  - Check and confirm the correct answers. | **- T\_Ss**  \****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.** | |
| - T encourages Ss to complete the task individually.  - Ss exchange their textbooks with their partners.  - T gives feedback as a class discussion. | **- T\_Ss**  **\* *Answer key:***  **1. A 2. C**  **3. A 4. B5. C** |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives:**  **3 + 4. To help Ss revise the forms and uses of modal verbs in first conditional sentences**.  *\* 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.  *\* Expected outcomes:*  - Recall the uses of modal verbs in first conditional sentences.  *\* Organasation:* Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 3**: Complete the sentences with the correct modal verbs in the box. A modal verb can be used twice.** | |
| + Ask Ss to do the exercises individually first.  Then they can check their answers with a partner before discussing the answers as a class.  - Confirm the correct answers. | **- T\_ Ss**  \* ***Answer key:***  **1.** must **2**. might  **3.** can **4**. should  **5**. can |
| TASK 4**: Circle the most suitable modal verbs to complete the sentences.** | |
| - T asks Ss to work in pairs to read the sentences carefully and give the answers.  - T gives feedback as a class discussion. | **- T\_ Ss.**  **\* *Answer key:***  **1.** shouldn’t **2.** might  **3**. can **4.** must  **5.** can |
| **ACTIVITY 3. PRODUCTION/ PROJECT ( 8’)** | |
| **\* Objectives:**  **+ To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation**  *\* Content:*  - Survey: How good are your classmates at time management?  + Ss’ presentations.  *\* Expected outcomes:* Students are able to give an oral presentation of survey results.  *\* Organization:* | |
| **Teacher’s & Student’s activities** | **Content** |
| - 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.  - Have Ss work in their groups. Give them a few minutes to prepare for the presentation.  - Give Ss checklists for peer and self-assessment. \  - Explain that they will 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 presentations.  - 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. Encourage the rest of the class to ask questions at the end.  - Give praise and 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  **\*\* FEEDBACK FORM FOR SURVEY**.(See teacher’s book)  ***Suggested answer:***  *Our group has 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.* | |

**4. WRAP-UP & HOME WORK (2’)**

\* Ask one or two Ss to tell the class what they have learnt.

- Summarise the main points of the lesson.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: REVIEW 1

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