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| **School:**  **Teacher’s name:**  **Class:** |

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 3: HEALTHY LIVING FOR TEENS**

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

**I. OBJECTIVES**

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

**1. Knowledge**

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

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

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and team work.

**3. Personal qualities**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 3, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. maintain (v) | /meɪnˈteɪn/ | make something continue at the same level, standard, etc. | duy trì |
| 2. advice (n) | /ədˈvaɪs/ | an opinion or a suggestion about what somebody should do in a particular situation | lời khuyên |
| 3. bring about (ph. v) | /brɪŋ əˈbaʊt/ | make something happen | đem lại, gây ra |
| 4. balance (v) | /ˈbæləns/ | give equal importance to two things or parts of something which are very different | cân bằng |
| 5. manage (v) | /ˈmænɪdʒ/ | control or be in charge of a business, a team, an organization, land, etc. | quản lý |
| 6. priority (n) | /praɪˈɔːrət/ | something that is very important and must be dealt with before other things | sự ưu tiên |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may lack experience of group/ teamwork. | - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

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

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

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | - Ss work in 2 teams and follow the teacher's instruction to play the game.  - Ss answer the questions individually. | **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.) |

**e. Assessment:**

**-** Teacher checks students’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

– To set the context for the introductory dialogue;

– To introduce the topic of the unit.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Know more new words;

- Understand the conversation; topic of the lesson, …

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - T introduces the vocabulary.  - T explains the meaning of the new vocabulary by pictures.  - T reveals that these six words will appear in the reading text and asks students to open their textbooks to discover further. | - Students guess the meaning of words. | **New words:**  1. maintain (v)  2. advice (n)  3. bring about (ph.v)  4. balance (v)  5. manage (v)  6. priority (n) |

**e. Assessment:**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

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

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

- To help students use the words in context.

**b. Content:**

-Task 1: Listen and read.

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

- Task 3: Match the words with their definitions.

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

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) | | |
| - 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. | - Students answer the questions in pairs.  - Students listen to the recording.  - Students read the conversation aloud. | ***Questions:***  - Who are in the conversation? - What are they talking about?  ***Suggested answers:***  - They are a school counsellor, Nick, Mai, Phong, and their classmates.  - They are talking about how to maintain good physical and mental health.  (The dialogue on page 28) |
| **Task 2: Read the conversation again and tick T (True) or F (False).** (7 mins) | | |
| - T asks Ss to work in pairs to read the conversation again.  - T asks Ss to underline the keywords in the statements and find answers.  - T has pairs work together for one minute to compare answers.  - T has Ss read out the statements and say if the statements are true or false.  - T makes sure they pronounce the words correctly.  - T checks the answers as a class and gives feedback. | - Students work independently to underline the keywords in the statements and find answers.  - Students work in pairs to compare answers.  - Students give the answers and check them as a class. | ***Answer key:***  1. T  2. F  3. F  4. T  5. T |
| **Task 3: Match the words with their definitions.** (7 mins) | | |
| - T asks Ss to work individually to match the words with their definitions  - T asks Ss to say the words aloud and share their answers with one or more partners.  - T checks the answers as a class and gives feedback.  - With a stronger class, T can ask Ss to make some example sentences with the words they have learnt. If there is enough time, T can ask some Ss to write their answers on the board. | - Students work individually to do the activity.  - Students share answers with one or more partners. | ***Answer key:***  1. b  2. d  3. e  4. c  5. a |
| **Task 4: Complete the sentences with the words in the box.** (7 mins) | | |
| - 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. | - Ss work independently to complete the task. | ***Answer key:***  1. priority  2. well- balanced  3. physical  4. mental  5. counsellor |

**e. Assessment:**

- Teacher checks students’ answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

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

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

**b. Content:**

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

**c. Expected outcomes:**

- Ss can name some health problems and give advice.

**d. Organisation:**

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

**e. Assessment:**

- Teacher and other Ss listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

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

- Start preparing for the Project of the unit:

+ 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 mangement?*).  
+ 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 table 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.

- Guide them through the way to collect and count the points for each student. Here are the steps T can follow:

**Step 1:** Ask Ss to look at the 5 questions in the book. Check if they understand the questions. Instruct them to create a table to record their classmates’ answers. Tell groups that each member of the group can ask two classmates, so each group can ask about 10 Ss, using the table which looks like this:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student | Question 1 | Question 2 | Question 3 | Question 4 | Question 5 | Total points |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| … |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Instruct Ss to use the result given on page 37 to count the points to determine how good Ss are at time management according to their points.

**Step 2:** When they finish asking, they can organise the information they get in the table below:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student | Question 1 | Question 2 | Question 3 | Question 4 | Question 5 | Total points |
| 1 | Yes | Yes | No | Yes | No | 3 (good) |
| 2 | Yes | Yes | Yes | Yes | Yes | 5 (excellent) |
| 3 | Yes | No | Yes | No | No | 2 (poor) |
| … |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Step 3:** Groups of Ss prepare a short report about the findings. They can write the report or prepare it in the oral form. Each group member can write or prepare a part of the report. T can also ask Ss to make a poster or PowerPoint slides to present their findings.

+ Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.

+ Help Ss set a deadline for each task and support them throughout the process.

+ In each of the next lessons, spend a few minutes checking Ss’ progress, helping them with any topic-related or functional language they needand solving any other problems that may arise with their projects.

**Board plan**

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| *Date of teaching*  **Unit 3: Healthy living for teens**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. maintain (v)  2. advice (n)  3. bring about (ph. v)  4. balance (v)  5. manage (v)  6. priority (n)  Task 1: Listen and read.  Task 2: Read the conversation again and tick T (True) or F (False).  Task 3: Match the words with their definitions.  Task 4: Complete the sentences with the words in the box.  Task 5: Work in pairs. Interview each other about how healthy you are. Give each other advice.  **\*Homework** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge**

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

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

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

**2. Competences**

- Be collaborative and supportive in pair work and teamwork;

- Access and consolidate information from a variety of sources.

**3. Personal qualities**

- Raise students’ awareness of healthy living;

- Actively participate in class and school activities;

- Develop self-study skills.

**II. MATERIALS**

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

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. achieve (v) | /əˈtʃiːv/ | succeed in reaching a particular goal, status or standard, especially by making an effort for a long time | đạt được, giành được |
| 2. accomplish (v) | /əˈkɑːmplɪʃ/ | succeed in doing or completing something | hoàn thành |
| 3. due date (n) | /ˈduː deɪt/ | the date by or on which something is expected, especially the payment of a bill or the birth of a baby | hạn chót |
| 4. distraction (n) | /dɪˈstrækʃn/ | a thing that takes your attention away from what you are doing or thinking about | điều gây xao lãng |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Ss may lack vocabulary related to the topic, so they may have difficulty completing the tasks | Provide them with enough vocabulary related to the topic |
| Some Ss will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative Ss practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

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

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Game: Board Race

**c. Expected outcomes:**

**-** Students can recall some phrases about the topic students' life and schoolwork.

**d. Organisation:**

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

**e. Assessment**

Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (15 mins)

**a. Objectives:**

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

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

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

**b. Content:**

**-** Vocabulary pre-teaching

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

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

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

**c. Expected outcomes:**

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

**d. Organisation:**

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

**e. Assessment:**

- Teacher’s observation and feedback.

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

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

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

**b. Content:**

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

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

**c. Expected outcomes:**

- Students can pronounce the /h/ and /r/ sounds in words and in sentences correctly.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen and repeat. Pay attention to the sounds /h/ and /r/** (7 mins) | | |
| - T introduces 2 sounds /h/ and /r/ to Ss and lets them watch a video about how to pronounce these two sounds.  - T asks Ss to give some words they know containing these sounds.  - T draws Ss’ attention to the letters containing the sounds and helps them identify the sounds.  - T plays the recording and asks Ss to listen to these words and repeat. | - Ss watch a video about how to pronounce the two sounds.  - Give some words containing the sounds.  - Listen to the recording and repeat. | - /h/: healthy, happiness, habit, ahead, perhaps  - /r/: regularly, really, ready, worrying, several |
| **Task 5: Listen and practise the sentences. Pay attention to the bold words with /h/ and /r/** (7 mins) | | |
| - Before listening, T lets Ss discuss in pairs and find the words with the sounds /h/ and /r/.  - T plays the recording for Ss to check and repeat the sentences. | - Discuss and find the words containing the sounds.  - Listen to the recording, check and repeat the sentences. | 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. |

**e. Assessment:**

- Teacher’s observation and feedback on student’s pronunciation.

**4. ACTIVITY 3: FURTHER PRACTICE** (5 mins)

**a. Objectives:**

- To test students’ quick reaction to the targeted sounds.

**b. Content:**

- Game: Slap the board

**c. Expected outcomes:**

- Distinguish between the sounds /h/ and /r/.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Slap the board** (5 mins) | | |
| - T writes on the board 12 words with the sounds /h/ and /r/.  - T divides Ss into 2 teams.  - When T reads out word by word, one student will run to the board and slap on the correct word with the correct sound.  - The team with more correct answers will be the winner.  - Ss play the game.  - T invites the winner to read aloud the words.  - T gives feedback. | - Ss work in 2 teams and follow teacher’s instruction to play the game. | **12 words with the sounds /h/ and /r/**   |  |  | | --- | --- | | 1. handicraft  2. happy  3. tourist  4. around  5. preserve  6. free  7. home  8. pottery | 9. hygiene  10. role  11. pricey  12. fragrance | |

**e. Assessment:**

- Teacher and other students listen and give corrections to others’ pronunciation.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

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

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

- Ask them to list some other learned words/ phrases related to students' life and schoolwork. paying attention to their pronunciation.

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

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

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| --- |
| *Date of teaching ……..*  **Unit 3: Healthy living for teens**  **Lesson 2: A closer look 1**  **\* Warm-up**    **\* Vocabulary**  1. achieve (v)  2. accomplish (v)  3. due date (n)  4. distraction (n)  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**.  **\* Pronunciation**  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/.  **\* Further practice**  **\* Homework** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the knowledge of first conditional sentences;

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

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

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Raise students’ awareness of healthy living;

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

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

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |
| --- | --- | --- |
| *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 |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may find it confusing when to use the grammar points. | Give short and clear explanations with legible examples for each case. |
| Students may have underdeveloped co-operating skills. | - Give clear instructions, give examples before letting students work in pairs/groups.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

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

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Game: B.I.N.G.O

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | - Ss work in pairs and follow the teacher's instruction to play the game. | ***Answer key:***  1. If she trains harder, she can run faster than you.  2. If you want to have good mental health, you should balance your study and life.  3. If he is good at IT, he may / might get a good job.  4. If you finish your paper, you can hand it in and leave for home.  5. If you finish your paper, you can hand it in and leave for home. 6. If you want to manage your time effectively, you must get rid of all the distractions. |

**e. Assessment:**

**-** Teacher checks students’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (10 mins)

**a. Objectives:**

- To review students’ knowledge of first conditional sentences;

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

**b. Content:**

**-** Grammar explanation

**c. Expected outcomes:**

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

**d. Organisation:**

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

**e. Assessment:**

- Teacher checks students’ understanding by asking some questions.

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

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

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

**b. Content:**

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

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

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

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

**c. Expected outcomes:**

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

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

**d. Organisation:**

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

**e. Assessment:**

**-** Teacher corrects the students as a whole class.

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

**a. Objectives:**

- To enable Ss to make first conditional sentences with modal verbs correctly.

**b. Content:**

- GAME: LUCKY NUMBERS

**c. Expected outcomes:**

- Students are able to make first conditional sentences with modal verbs correctly.

**d. Organisation:**

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

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

– Summarise the main points of the lesson.

– Ask students to make first conditional sentences about themselves, using modal verbs instead *will*.

**b. Homework**

- Do exercises in the Workbook.

**Board Plan**

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| *Date of teaching*  **Unit 3: Healthy living for teens**  **Lesson 3: A closer look 2**  **\* Warm-up**  Game: B.I.N.G.O  **I. Grammar**  Modal verbs in first conditional sentences  **II. Practice**  Task 1: Write the correct form of each verb in brackets.  Task 2: Circle the correct modal verbs to complete the following sentences.  Task 3: Match the first half of the sentence in A with the second half in B.  Task 4: What will you say in each situation below? Use first conditional sentences with modal verbs.  Task 5: Complete the sentences with your own ideas using the modal verbs you have learnt  **\* Further practice:** Game: LUCKY NUMBERS  **\* Homework** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Ask for repetition and respond;

- Practise reading for specific information.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative 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**

- Be ready and confident in real life conversations;

- Know tips for being happy on school days;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 3, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |
| --- | --- |
| **ASKING FOR REPETITION** | **RESPONDING** |
| Sorry? | Repeat/Simplify what you have said. |
| I beg your pardon. |
| I'm sorry, I didn't quite catch that. |
| Could you say that again? |
| One more time? |
| Look! I can't hear a word you're saying. |

|  |  |  |  |
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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. praise (v) | /preɪz/ | say that you approve of and admire somebody/ something | khen, ca ngợi |
| 2. overcome (v) | /ˌəʊ.vəˈkʌm/ | defeat or succeed in  controlling or dealing  with something | đánh bại, vượt qua |
| 3. thankful (a) | /ˈθæŋk.fəl/ | happy or grateful  because of something | biết ơn |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking and co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

- To introduce the topic;

- To practise listening for specific information.

**b. Content:**

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

**c. Expected outcomes:**

- Students know ways to ask for repetition.

**d. Organisation:**

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

**e. Assessment:**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (12 mins)

**a. Objectives:**

- To introduce two ways to ask for repetition;

- To help Ss practise asking for repetition and responding.

**b. Content:**

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

- Task 2: Work in pairs. Make similar conversations for the following situations.

**c. Expected outcomes:**

- Students can ask for repetition and respond.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.** (5 mins) | | |
| - T lets Ss listen and read the conversation and asks Ss to pay attention to the highlighted sentences and find out their uses.  - T calls on some Ss to share their opinions.  - T gives more explanations and writes down the ways to ask for repetition and respond. | - Ss listen to the conversation, paying attention to the highlighted sentences and find out their uses.  - Some Ss share their opinions to the class. | ***Audio script:*** |
| **Task 2: Work in pairs. Make similar conversations for the following situations.** (7 mins) | | |
| - T asks Ss to work in pairs to make similar conversations for the given situations.  - T moves around to observe and provides help.  - T calls on some pairs to practise in front of the class. Comment on their performance. | - Ss work in pairs to do the tasks.  - Some pairs practise in front of the class. | ***Suggested answers:***  *1. – Can you pass me the book?*  *– Sorry?*  *– Can you pass me the book, please?*  *2. – Excuse me. Could you tell me the way to the nearest bus station, please?*  *– I beg your pardon.*  *– Could you tell me the way to the nearest bus station, please?* |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: ﻿TIPS FOR BEING HAPPY ON SCHOOL DAYS** (23 mins)

**a. Objectives:**

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

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

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

**b. 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.

**c. Expected outcomes:**

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

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

**d. Organisation:**

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

**e. Assessment:**

**-** Teacher corrects students while going around to help when students are practising.

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

|  |
| --- |
| *Date of teaching*  **Unit 3: Healthy living for teens**  **Lesson 4: Communication**  **\*Warm-up**    **\* Everyday English**  Asking for repetition and responding  Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.  Task 2: Work in pairs. Make similar conversations for the following situations.  **\* Tips for being happy on school days**  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.  **\*Homework** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

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

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

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skill.

**3. Personal qualities**

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

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 3, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. celebrity (n) | /səˈleb.rə.ti/ | someone who is famous, especially in the entertainment business | người nổi tiếng |
| 2. anxiety (n) | /æŋˈzaɪ.ə.ti/ | an uncomfortable feeling of  nervousness or worry about something that is happening or might happen in the future | sự lo lắng |
| 3. effort (n) | /ˈef.ət/ | physical or mental activity  needed to achieve something | sự cố gắng |
| 4. additional (adj) | /əˈdɪʃ.ən.əl/ | extra | thêm, bổ sung |
| 5. appropriately (adv) | /əˈprəʊ. pri.ət.li/ | in a way that is suitable, acceptable or correct for the particular circumstances | một cách phù hợp hợp |
| 6. fattening (a) | /ˈfæt.ən.ɪŋ/ | fattening food contains a lot of fat, sugar, etc. that would quickly make you fatter if you ate a lot of it | gây béo |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and  pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

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

– To lead into the new lesson.

**b. Content:**

- BRAINSTORM

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **BRAINSTORM**  - 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."  - T asks Ss to brainstorm activities that fit into each category and write them in the corresponding section of the circle.  - T asks Ss to share their circles with a partner and answer the following questions:  *+ Do you have a well-balanced life?*  *+ Can you make any adjustments to achieve a more well-balanced life?*  - T calls on some Ss to share their ideas. | - Ss follow the teacher's instruction and brainstorm.  - Ss share ideas with a partner and then check their ideas as a whole class. | ***Answer key:***  Ss’ answers |

**e. Assessment:**

**-** Teacher corrects for students (if needed).

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

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

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

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

**b. Content:**

- Task 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.

**c. Expected outcomes:**

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

**d. Organisation:**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Discuss the following question.** (2 mins) | | |
| - T asks Ss to work in pairs discussing how a well-balanced life is important to a pupil.  - T asks some Ss to say their answers in front of the class. | - Ss answer the question in pairs.  - Some Ss give the answer. | ***Answer key:***  Students’ answers |
| **Task 2: Read the text and match each highlighted word with its meaning.** (5 mins) | | |
| - T asks Ss to work individually to read the passage and find the highlighted words.  - T has Ss read aloud the highlighted words. Correct their pronunciation if needed.  - T has Ss match the highlighted words with their meaning in the box. Remind them to use the context to help them.  - T checks the answers as a class. | - Ss work individually to complete the task. | ***Answer key:***  1. c 2. a 3. d 4. b |
| **Vocabulary teaching** (5 mins) | | |
| - T introduces the vocabulary by:  + giving pictures  + giving explanation/definition | - Ss use the given hints to find out the words.  - Ss write the new words in their notebooks. | ***New words:***  1. celebrity (n)  2. anxiety (n)  3. effort (n)  4. additional (adj)  5. appropriately (adv)  6. fattening (adj) |
| **Task 3: Read the text again and answer the following questions.** (7 mins) | | |
| - T has Ss read the text in detail to answer the questions.  - T asks Ss how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the keywords in the questions, locating the keywords in the text, and then reading that part and answering the questions).  - T tells Ss to underline parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.  - T tells Ss to compare their answers in pairs before giving the answers to T. Ask them to give evidence when giving the answers.  **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. | - Ss apply scanning techniques to do the task independently.  - Ss pair up to check their answers and then check with the class. | ***Answer key:***  1. Because he wanted to avoid stress and anxiety.  2. He planned his schedule, made a weekly work list and gave priority to his work, which helped him concentrate his efforts on his most important tasks.  3. Because they would offer him additional support.  4. Because they helped him keep away from stress and anxiety, and gave his brain a rest and improved his mood.  5. He ate a lot of fruit and vegetables. He ate little fattening foods and avoided junk foods like chips, cookies, pizza, etc. |

**e. Assessment:**

- Teacher checks students’ understanding with follow-up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

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

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

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

**b. Content:**

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

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

**c. Expected outcomes:**

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

**d. Organisation:**

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

**e. Assessment:**

- T gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching*  **Unit 3: Healthy living for teens**  **Lesson 5: Skills 1**  **\*Warm-up**  BRAINSTORM  **\* Reading**  Task 1: Discuss the question.  Task 2: Read and match each highlighted word with its meaning.  Vocabulary:  *1. celebrity (n)*  *2. anxiety (n)*  *3. effort (n)*  *4. additional (adj)*  *5. appropriately (adv)*  *6. fattening (adj)*  Task 3: Read the text again and answer the following questions.  **\* Speaking**  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.  **\*Homework** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge**

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

- Write a paragraph about how to manage time effectively.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be aware of way to manage time more effectively;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 3, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may have underdeveloped listening skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

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

- To lead into the new lesson.

**b. Content:**

- Game: UNSCRAMBLED WORDS

**c. Expected outcomes:**

- Students can revise some words learnt in previous lessons

**d. Organisation:**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - 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. | - Ss play in 2 teams.  - Ss look at the hints to unscramble the words.  - Ss write unscrambled words in notebooks. | ***Answer key:***  1. schoolwork  2. routine  3. calendar  4. submit  5. deadline  6. minimize |

**e. Assessment:**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: LISTENING** (15 mins)

**a. Objectives:**

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

**b. 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.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Discuss the following question.** (5 mins) | | |
| - T lets Ss work in pairs and discuss the question. Encourage them to speak English and feel free to express their ideas.  - T asks some Ss to share their answers in front of the class. | - Ss work in pairs to discuss the question.  - Some Ss share their answers in front of the class. | ***Question:***  *How do you make time for study and other activities?*  Students’ answers |
| **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.** (5 mins) | | |
| - T asks Ss to read the opinions, underline the keywords, reminds them to pay attention to the keywords while listening.  - T plays the recording and asks Ss to listen and choose the answers.  - T asks Ss to compare their answer with the partner.  - T calls on one student to write their answers on the board, then play the recording once again and check with the class. | - Ss find the keywords independently and then listen to the recording to do the task.  - Ss compare the answers with their partners.  - One student goes to the board to write the answer and then check with the whole class. | ***Answer key:***  Trang: B, Phong: A, Tom: C  ***Audio script:***  Trang: I use a calendar to plan my work ahead. At the beginning of each term, I take a broad view of what I have to do by entering the due dates and test dates into a calendar. I often do these with diﬀerent colours, for example, red for deadlines, green for exams ...  Phong: I try to minimise distractions. Besides cell phones, social media, and friends, there are a lot  of activities that can take my attention away from my schoolwork. When it’s time to start my work, I turn oﬀ my cell phone and sign out of social media accounts.  Tom: I never leave homework until the day before it’s due. I review my projects and coming tests and add them to my schedule. I arrange to start working on them well before they’re due, so I’m not stressed out to meet the due dates. |
| **Task 3: Listen again and choose the correct answer A, B, or C.** (5 mins) | | |
| - T asks Ss to read the statements, underline the keywords and guess the possible answers.  - T plays the recording once or twice more for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain for their answers.  - Have Ss share their answers in pairs and check answers as a whole class. | - Ss work individually to underline the keywords and guess the possible answers.  - Ss check the answer in pairs and then as a whole class | ***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. |  |  |

**e. Assessment:**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (20 mins)

**a. Objectives:**

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

**b. Content:**

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

reasons in column B.

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

**c. Expected outcomes:**

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

**d. Organisation:**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Match the time management tips in column a with the explanations and / or**  **reasons in column B.** (3 mins) | | |
| - T asks Ss to discuss and match the time management tips with the explanations or / and reasons in pairs.  - T invites some Ss to answer and confirm the correct ones. | - Ss work independently to answer the questions.  - Ss discuss their answers with partners and then some Ss write their answers on the board. | ***Answer key:***  1. c 2. a 3. b |
| **Task 5: Write a paragraph (about 100 words) about how to manage your time effectively. Use the tips in 4 or your own ideas.** (17 mins) | | |
| - T asks Ss to work in groups of four, gives them a large piece of paper and asks them to write the full paragraph into the paper in 10 minutes.  - T asks Ss to pay attention to punctuation, structures, word choice, linking words, etc. | - Ss work in groups of four to write their full paragraph.  - Ss pay attention while T is checking their work. | ***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. |

**e. Assessment:**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching*  **Unit 3: Healthy living for teens**  **Lesson 6: Skills 2**  **\*Warm-up**  Game: Unscrambled words  **\*Listening**  Task 1: Discuss the following question.  Task 2: Listen and match each student (1 – 3) with the opinion (A – C) each of them expresses.  Task 3: Listen again and choose the correct answer A, B, or C.  **\*Writing**  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.  **\*Homework** |

**UNIT 3: HEALTHY LIVING FOR TEENS**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

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

**1. Knowledge**

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

- Use modal verbs in first conditional sentences;

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

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skill;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be encouraged to attend school activities;

- Actively join in class activities.

**II. MATERIALS**

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

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

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

- Recall vocabulary learnt in previous lessons.

**b. Content:**

- Kim’s game

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Kim’s game**  **-** T asks Ss to work in groups of three or four Ss.  - Get them to look at the pictures about Ss’ life and schoolwork on the screen.  - Tell Ss that the pictures will disappear after 2 seconds, so they should try to remember all the pictures without writing them down.  - After all the pictures disappear, Ss have 1 minute to write down the words (2 points for each correct answer).  - 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. | - Ss works in groups and listen to the teacher’s instructions to play the game. |  |

**e. Assessment:**

**-** Teacher corrects for students (if needed).

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help students review the vocabulary of Unit 3.

**b. Content:**

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

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

**c. Expected outcomes:**

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

**d. Organisation:**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Complete the sentences with the correct words and phrases in the box.** (5 mins) | | |
| - T encourages Ss to complete the task individually.  - Ss exchange their textbooks with their partners.  - T gives feedback as a class discussion. | - Ss do the task independently.  - Ss exchange their textbook to check the answers. | ***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.** (5 mins) | | |
| - T encourages Ss to complete the task individually.  - Ss exchange their textbooks with their partners.  - T gives feedback as a class discussion. | - Ss do the task independently.  - Ss exchange their textbooks to check the answers. | ***Answer key:***  1. A  2. C  3. A  4. B  5. C |

**e. Assessment:**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (10 mins)

**a. Objectives:**

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

**b. Content:**

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

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

**c. Expected outcomes:**

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

**d. Organisation:**

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

**e. Assessment:**

**-** Teacher corrects students’ errors as a whole class.

**4. ACTIVITY 3: PROJECT** (20 mins)

**a. Objectives:**

- To help students improve their creativity and teamwork;

- To improve their speaking and presentation skills;

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

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation:**

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

**e. Assessment:**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson.

**Board Plan**

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| *Date of teaching*  **Unit 3: Healthy living for teens**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Kim’s game  **\*Vocabulary**  ﻿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.  **\*Grammar**  ﻿Task 3: Complete the sentences with the correct modal verbs in the box.  Task 4: Circle the most suitable modal verbs to complete the sentences.  **\*Project**  **\* Homework** |