

Date of teaching: 9A1,6,7: 14 /10/2024
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. Quality/ Behavior:

- Develop communication skills and creativity;
- Actively participate in class activities.
- Develop self-study skills.

II. TEACHING AIDS:

- Grade 9 text book ;Projector / TV....., workbook...
- Computer connected to the Internet. - *Hoclieu.vn*

III. PROCEDURE:

1. WARM UP & INTRODUCTION (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.

* **Product:** 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
<p>+ Greeting</p> <p>+ GAME:</p> <p>Game: I.N.I.T.I.A.L GAME</p> <ul style="list-style-type: none"> - 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. <p>** T leads to the new unit. Write the unit title <i>Advice from School Counsellor</i> on the board. Ask Ss to guess what they are going to learn about in this unit.</p>	<p>+ Greeting. T_Ss.</p> <p>+ Students (Ss) listen and learn how to do the tasks.</p> <p>Mystery word: <u>COUNSELLOR</u></p> <ol style="list-style-type: none"> 1. CONGESTION 2. OVERCROWDED 3. UNDERGROUND 4. NOISE 5. SKY TRAIN 6. ELECTRICIAN 7. LEFTOVERS 8. LAKE 9. OLD 10. RUSH HOUR <p>Questions:</p> <ol style="list-style-type: none"> 1. Does your secondary school have a school counsellor? 2. What does a school counsellor do in a secondary school? <p>* <i>Suggested answers:</i> e.g. <i>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.</i>)</p>

2. PRESENTATION/ NEW LESSON (12’)

ACTIVITY 1

* **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...

* **Product:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points. Students know the topic 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	
<p>* Teach vocabulary:</p> <ul style="list-style-type: none"> + Teacher uses different techniques to teach vocab (situation, realia, translation.) + Teacher introduces the vocabulary by: <ul style="list-style-type: none"> - 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. <i>Who are in the conversation? What are they talking about?</i> - 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: <i>They are a school counsellor, Nick, Mai, and Phong.</i> 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. 	<p>- T_Ss</p> <p>*Vocabulary:</p> <ol style="list-style-type: none"> 1. maintain (v) /meɪn'teɪn/: duy trì 2. advice (n) /əd'vaɪs/: lời khuyên 3. bring about (ph. v) /brɪŋ ə'baʊt/: đem lại, gây ra 4. balance (v) /'bæləns/: cân bằng 5. manage (v) /'mænɪdʒ/: quản lý 6. priority (n) /praɪ'ɔ:rəti/: sự ưu tiên <p>+ Take notes</p> <p>Questions:</p> <ul style="list-style-type: none"> - Who are in the conversation? - What are they talking about? <p>Suggested answers:</p> <ul style="list-style-type: none"> - They are a school counsellor, Nick, Mai, Phong, and their classmates. - They are talking about how to maintain good physical and mental health. <p>(The dialogue on page 28)</p>

3. PRACTICE (18’)

<p>ACTIVITY 2</p> <p>* Objectives:</p> <ul style="list-style-type: none"> + 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. <p>* Content:</p> <ul style="list-style-type: none"> - Read the conversation again and tick T (True) or F (False). - Match the words with their definitions. - Complete the sentences with the words in the box. <p>* Product: Students understand the conversation and topic of the lesson and can complete the tasks successfully.</p> <p>* Organisation: Teacher's instructions.</p>

Teacher's & Student's activities	Content
2. Read the conversation again and tick T (True) or F (False).	
<p>+ 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).</p> <p>- 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.</p> <p>- 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.</p>	<p>- T_Ss * Answer key: 1. T 2. F 3. F 4. T 5. T</p>
3. Match the words with their definitions.	
<p>+ First, have Ss quickly match the words in the left column with their meanings in the right column individually.</p> <p>- 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.</p> <p>- Confirm the correct answers.</p> <p>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.</p>	<p>- T_Ss * Answer key: 1. b 2. d 3. e 4. c 5. a</p>
4. Complete the sentences with the words in the box.	
<p>- Ask Ss to do the exercise individually and then check with the whole class.</p> <p>- When checking, ask Ss to refer to Activity 3 to make the meanings of the words clearer to them.</p> <p>- For a more able class, have Ss work in groups. Each group makes sentences with the words. Then they read aloud these sentences.</p>	<p>- T_Ss. * Answer key: 1. priority 2. well- balanced 3. physical 4. mental 5. counsellor</p>

4. PRODUCTION/ FURTHER PRACTICE (8')

ACTIVITY 3

*** 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:**

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

* Product: Ss can name some health problems and give advice.	
* Organisation: Teacher's instructions.	
Teacher's & Student's activities	Content
5. Work in pairs. Interview each other about how healthy you are. Give each other advice.	
<ul style="list-style-type: none"> - 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. 	<p>* Answer key: Students' answers</p>

* **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). He / 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

5. WRAP-UP & HOME WORK (2')

- 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

*** Evaluation**

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Date of teaching: 9A1,6,7: 16/10/2024 **UNIT 3: HEALTHY LIVING FOR TEENS**
Period 17 **Lesson 2: A CLOSER LOOK 1**

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

1. Knowledge:

- Use the lexical items related to the topic students' life and schoolwork;
- Identify the combination of some words/phrases that are often used when teens talk about students' life and schoolwork;
- Pronounce correctly the sounds /h/ and /r/.

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

*** Vocabulary:**

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

* *New words: accomplish, delay, due date, optimistic, distractions...*

+ Ask for repetition and respond;

*** Grammar:**

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

2. Competence:

- Students will be able to practice listening , speaking, reading and writing skills .
- Develop communication skills and cultural awareness.
- Be cooperative and supportive in pair work and teamwork.

3. Quality/ Behavior:

- Develop communication skills and creativity;
- Actively participate in class activities.
- Develop self-study skills.

II. TEACHING AIDS:

- Grade 9 text book; Projector / TV....., workbook...
- Computer connected to the Internet. - *Hoclieu.vn*

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

<p>* Objectives:</p> <ul style="list-style-type: none"> - To create an active atmosphere in the class before the lesson; - To lead into the new lesson. <p>* 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.</p> <p>* Product: Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson.</p> <p>* Organisation: Teacher's instructions ...</p>	
Teacher's and Student's activities	Content
<p>+ Greeting</p> <p>Game Board Race</p> <ul style="list-style-type: none"> - T divides Ss into 2 teams. - The teams have to race to write words on the topic: <i>Students' life and schoolwork</i> 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. <p>OR: Ask Ss to form groups of 6 - 8 Ss then to sit in circles or in their seats.</p> <ul style="list-style-type: none"> - 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. 	<p>+ Greeting</p> <p>+ GAME</p> <p>+ Students (Ss) listen and learn how to do the tasks.</p> <p>Expected answer: homework, study, assignments, teacher, test, classroom, etc.</p> <p>*Example: Teacher: homework Student 1: study Student 2: assignments Student 3: teacher Student 4: classroom Student 5: tests</p>

2. PRESENTATION/ NEW LESSON (15')

ACTIVITY 1	A. VOCABULARY
<p>* Objectives:</p> <ul style="list-style-type: none"> - To revise some words related to students' life and schoolwork that Ss have learnt in <i>Getting Started</i>. - 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. 	

<p>* Content:</p> <ul style="list-style-type: none"> - Circle the correct word or phrase to complete each sentence. - Match the words and phrases with their definitions. - Complete the sentences with the words and phrases from 2. <p>* Product: - Students can identify some new words about students' life/ schoolwork and use them in different contexts.</p> <p>* Organisation: Teacher's instructions.</p>							
Teacher's & Student's activities	Content						
1. Circle the correct word or phrase to complete each sentence.							
<p>* Teach vocabulary:</p> <ul style="list-style-type: none"> + 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 	<p>- T_Ss</p> <p>*Vocabulary</p> <ol style="list-style-type: none"> 1. achieve (v) /ə'tʃi:v/: đạt được, giành được 2. accomplish (v) /ə'kɑ:mplɪʃ/ : hoàn thành 3. due date (n)/'du: deɪt/: hạn chót 4. distraction (n) /dɪ'strækʃn/ điều gây xao lãng <p>Key:</p> <table> <tr> <td>1. give</td><td>2. physical</td></tr> <tr> <td>3. Well-balanced</td><td>4. Managing</td></tr> <tr> <td>5. accomplish</td><td></td></tr> </table>	1. give	2. physical	3. Well-balanced	4. Managing	5. accomplish	
1. give	2. physical						
3. Well-balanced	4. Managing						
5. accomplish							
Teacher's & Student's activities	Content						
2. Match the words and phrases with their definitions.							
<ul style="list-style-type: none"> - 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. 	<p>+ T_Ss</p> <p>- Work individually.</p> <p>* Answer key:</p> <ol style="list-style-type: none"> 1. e 2. a 3. b 4. c 5. d 						
3. Complete the sentences with the words and phrases from 2.							
<ul style="list-style-type: none"> + Ask Ss to do the exercise individually and whole class. - When checking, ask Ss to refer to 2 to make clearer to them. - Confirm the correct answers. 	<p>- Ss to work individually.</p> <p>* Key:</p> <table> <tr> <td>1. artisans</td><td>2. electrician</td></tr> <tr> <td>3. speciality</td><td>4. garbage collector</td></tr> <tr> <td>5. handicrafts</td><td></td></tr> </table>	1. artisans	2. electrician	3. speciality	4. garbage collector	5. handicrafts	
1. artisans	2. electrician						
3. speciality	4. garbage collector						
5. handicrafts							
3. PRONUNCIATION: (18')							
ACTIVITY 2:	PRONUNCIATION						
/h/ and /r/							

<p>* Objectives: To help Ss identify how to pronounce the sounds /h/ and /r/; - To help Ss practise pronouncing these sounds in words.</p> <p>* Content:</p> <ul style="list-style-type: none"> - Listen and repeat the words. Pay attention to the sounds /h/ and /r/. - Listen and practise the sentences. Pay attention to the bold words with /h/ and /r/. <p>* Product: Students can pronounce the /h/ and /r/ sounds in words and in sentences correctly.</p> <p>* Organisation: Teacher's instructions.</p>	
Teacher's & Student's activities	Content
4. Listen and repeat. Pay attention to the sounds /h/ and /r/	
<p>+ 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.</p> <p>+ Invite some Ss to say some words they know that include the two sounds</p>	<p>- T Ss.</p> <p>* Key:</p> <ul style="list-style-type: none"> - /h/: healthy, happiness, habit, ahead, perhaps - /r/: regularly, really, ready, worrying, several
5. To help Ss pronounce the sounds /h/ and /r/ correctly in sentences.	
<ul style="list-style-type: none"> - 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. 	<p>* Answer key:</p> <ol style="list-style-type: none"> 1. Keep <u>healthy</u> by eating well and exercising <u>regularly</u>. 2. <u>He</u> usually does <u>his homework</u> and then <u>reads</u> a good book. 3. I'm <u>ready</u> to change my eating <u>habits</u>. 4. I finished <u>several</u> days ahead of the due date. 5. She's always <u>worrying</u> about <u>her</u> physical <u>health</u>.
<p>* EXTRA ACTIVITY</p> <p>+ 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.</p> <p>+ Call on one student from Team H and one student from Team R to the front of the class.</p> <p>- 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.</p> <p>+ 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.</p>	

4. FURTHER PRACTICE (5')

ACTIVITY 3:	
<p>* Objectives: - To test students' quick reaction to the targeted sounds.</p> <p>* Content: Game: Slap the board</p> <p>* Product: Distinguish between the sounds /h/ and /r/.</p> <p>* Organisation: Teacher's instructions.</p>	
Teacher's & Student's activities	Content

6. Game: Slap the board																	
<ul style="list-style-type: none"> - T writes on the board 12 words with the sounds /h/ and /r/. - T divides Ss into 2 teams. - Ss work in 2 teams and follow teacher's instruction to play the game. - 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. 	<p>12 words with the sounds /h/ and /r/</p> <table> <tr> <td>1. handicraft</td><td>9. hygiene</td></tr> <tr> <td>2. happy</td><td>10. role</td></tr> <tr> <td>3. tourist</td><td>11. pricey</td></tr> <tr> <td>4. around</td><td>12. fragrance</td></tr> <tr> <td>5. preserve</td><td></td></tr> <tr> <td>6. free</td><td></td></tr> <tr> <td>7. home</td><td></td></tr> <tr> <td>8. pottery</td><td></td></tr> </table>	1. handicraft	9. hygiene	2. happy	10. role	3. tourist	11. pricey	4. around	12. fragrance	5. preserve		6. free		7. home		8. pottery	
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3. tourist	11. pricey																
4. around	12. fragrance																
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6. free																	
7. home																	
8. pottery																	

5. WRAP-UP AND HOMEWORK (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 can do.

*** HOME WORK:**

- Do more exercises in workbook.
- Prepare new lesson: Lesson 2: A CLOSER LOOK 2

*** Evaluation**

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Date of teaching: 9A1,6,7: 18/10/2024
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**

<i>IF</i> -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. Quality/ Behavior:

- Raise students’ awareness of healthy living;
- Actively participate in class activities.
- Develop self-study skills.

II. TEACHING AIDS

- Grade 9 text book; Projector / TV....., workbook...
- Computer connected to the Internet. - *Hoclieu.vn*

III. PROCEDURE:

1. WARM UP & INTRODUCTION (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.

*** Product:** Having a chance to speak English.

*** Organisation:** Teacher's instructions ...

Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Game: B.I.N.G.O</p> <ul style="list-style-type: none">- 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. <p>OR</p> <p>Write some first conditional sentences on the board, such as <i>"If I have time tonight, I will go to the cinema."</i> and <i>"If she studies hard, she will pass the exam."</i></p> <ul style="list-style-type: none">- 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, <i>"If I have time tonight, I should go to the cinema. If I don't, I might watch a movie at home."</i>	<p>+ Greeting</p> <p>- T_Ss.</p> <p>+ Students (Ss) listen and learn how to do the tasks.</p> <p>* Answer key:</p> <ol style="list-style-type: none">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. <p>- Open the book and write the title of the lesson.</p>

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1

*** 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

*** Product:** 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
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

3. PRACTICE (18')

ACTIVITY 2

*** 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:**

- Circle the correct modal verbs to complete the following sentences.

- Match the first half of the sentence in A with the second half in B.

- What will you say in each situation below? Use first conditional sentences with

*** Product:** 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 instructions ...

Teacher's & Student's activities	Content
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
3. Match the first half of the sentence in A with the second half in B.	

<p>+ Have Ss do this exercise individually and then form groups of four to compare answers.</p> <p>- Ask some Ss to write their answers on the board.</p> <p>- Check the answers with the whole class. Ask Ss to explain the use of the modal verb in each sentence. - Confirm the correct answers.</p>	<p>- T_ Ss</p> <p><i>* Answer key:</i></p> <p>1. d 2. c</p> <p>3. b 4. e</p> <p>5. a</p>
<p>4. What will you say in each situation below? Use first conditional sentences with modal verbs.</p>	
<p>+ 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.</p> <p>- Ask some Ss to write their answers on the board. Other Ss and T comment.</p> <p>- Check the answers with the whole class. Confirm the correct answers.</p> <p><i>* Teacher corrects for students as a whole class.</i></p>	<p>- T_ Ss.</p> <p><i>* Answer key:</i></p> <p>1. If you want to lose weight, you should eat less high-fat food and do more exercise.</p> <p>2. If I have an ice cream, I may have a sore throat.</p> <p>3. If you want to have good health, you must get 8 hours of sleep per night.</p> <p>4. You can go for a swim if you finish all your homework.</p> <p>5. If I have all needed ingredients, I can make a delicious pizza.</p>

4. PRODUCTION (8')

<p>ACTIVITY 3</p> <p><i>* Objectives:</i></p> <p>+ To give Ss further practice with modal verbs in first conditional sentences in real-life situations.</p> <p><i>* Content:</i> Ss practise using modal verbs in the first conditional sentences</p> <p><i>* Product:</i> Students can do the exercises correctly.</p> <p><i>* Organisation:</i> Teacher's instructions ...</p>	
Teacher's & Student's activities	Content
<p>5. Complete the sentences with your own ideas using the modal verbs you have learnt</p>	
<p>+ 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.</p> <p>- Ask some Ss to write their answers on the board. Other Ss and T comment.</p> <p>- Check the answers with the whole class. Confirm the correct answers.</p> <p><i>* Teacher gives corrections and feedbacks.</i></p>	<p><i>* Answer key:</i></p> <p>1. If you spend too much time playing computer games, you might miss out on other important activities like exercising, socialising, and studying.</p> <p>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.</p> <p>3. If you don't feel well, you should consult a doctor or a medical professional to get a proper diagnosis and treatment.</p>

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.

* Evaluation

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