



## GIÁO ÁN TIẾNG ANH LỚP 9 TUẦN 6

NĂM HỌC 2019 - 2020

Period: 16

Week: 6

### UNIT 3 : TEEN STRESS AND PRESSURE

#### PERIOD 1 : GETTING STARTED

I. **OBJECTIVES:** By the end of the lesson, Ss will be able to use some lexical items related to “TEEN STRESS AND PRESSURE”

#### II . TEACHER AND STUDENTS’ PREPARATION:

1.Language content

Vocabulary : words related to adjectives of emotion and feelings, changes in adolescence

Grammar : *question words before to -inf*

2.Techniques : group work, pair work, communicative approach

3.teaching aids : Cassette, posters, pictures

#### III. PROCEDURES:

T’s & Ss’ Activities	CONTENT
<b>*Warm –up</b> Introduce the students in the picture: Phuc, Nick, and Veronica. Explain that Mai was supposed to be there but she couldn't come in the end . Ask the class to describe what is happening in the picture: e Where are Phuc, Nick, and Veronica? " What are they going to do? " What are they talking about? " Why do you think Mai couldn't come? <b>*Activity 1</b> <b>a.</b> Tell Ss they can uncover the text. Play the	<b>1. Getting started:</b> chatting  <b>2. Listen and read</b> Vocabulary worried/tense/stressed; relaxed/confident confident/relaxed/calm calm delighted/confident depressed/frustrated <b>Exercise 1</b>

recording again. Have Ss work individually, then in pairs, to find the words/phrases. Remind Ss they need to find the words in the text with opposite meanings.

**b.** Have Ss work individually, then in pairs, to compare their answers with each other. Correct the task as a class and encourage Ss to explain why the chosen option is the correct answer.

**c.** Ask Ss what they think Veronica's statement means. Then explain if necessary. For a more able class, ask them if they have ever felt like Veronica, and what happened.

**\* Exercise 2:**

Ss work in pairs to complete this task. Remind them to pay attention to the content words in each sentence, which may help them to choose the most suitable word. Tell Ss in most cases more than one option may be suitable. After they have finished, go through each item as a whole class. T may explain the difference between 'depressed' and other words such as 'tense', 'worried', or 'stressed'.

(The word 'depressed' is very strong and used only to describe someone who is deeply sad and has lost hope.)

**Exercise 3:** Before Ss start doing this

**a :** Find the opposite of these words in the conversation.

**Key:**

- 1.to stay up late 2.to disappoint someone
- 3.to be stressed (out) 4.to take a break
- 5.good grades 6.to be fully booked

**Exercise b:**

Key:

- |     |     |     |
|-----|-----|-----|
| 1.C | 2.B | 3.C |
| 4.A | 5.B | 6.A |

**Exercise c: Answer key:**

Veronica wishes her parents could put themselves in her situation to better understand her.

**Exercise 2:**

1. worried/tense/stressed; relaxed/confident
2. calm
3. depressed/frustrated
4. confident/relaxed/calm
5. delighted/confident
6. frustrated/worried



exercise, explain the meaning of 'give advice', 'encourage', 'empathise', and 'assure'.

give advice: encourage: empathise: assure:

to give suggestions and ideas to help somebody make a decision

to give someone support and confidence to do something

to be able to understand how someone else feels

to tell someone that something is going to be all right, so that they do not worry

Ss work individually first, then in pairs.

Then give corrective feedback to the whole class. Ask Ss to give examples of the situations in which these sentences are said.

**Exercise 3: Key:**

1. encourage someone
2. give advice to someone
3. empathise with someone
4. assure someone
5. empathise with someone
6. encourage someone

**IV- CONSOLIDATION & HOMEWORK:**

**1.Consolidation :**

Encourage Ss to select appropriate statements in 3 to respond to what you have told them. Then ask them to work in pairs. If time allows, call on some pairs to report their stories to the class.

I feel worried because my cat is sick.

I feel disappointed because it has been raining all day long.

I feel delighted because my son is Star of the Week at his primary school.

**2.Homework :**

Do exercise in exercise book. Prepare *A CLOSER LOOK 1*

**Period: 17**

**Week: 6**

**UNIT 3 : TEEN STRESS AND PRESSURE**

**PERIOD 2 : A CLOSER LOOK 1**



I. **OBJECTIVES:** By the end of the lesson, Ss will be able to use the lexical items related to changes in adolescence

II. **TEACHER AND STUDENTS' PREPARATION:**

1. Language content

Vocabulary : independence, informed, shape and height, embarrassed, delighted  
self-aware, reasoning skills

Grammar :

2. Techniques : group work, pair work, communicative approach

3. teaching aids : Cassette, posters, pictures

III. **PROCEDURES:**

T's & Ss' Activities	CONTENT
<b>Vocabulary</b> 1 .Ss work individually to complete this exercise. Tell Ss to pay attention to the content words surrounding the gaps, and identify the part of speech of the missing words. Ss then work in pairs to compare their answers before T gives corrective feedback to the whole class. 2 Explain the phrases in the box first. Elicit from Ss some examples for each item, for example, 'Can you think of an example of school pressures and frustrations?' Share some of your personal experience from your teenage years where relevant. <b>Exercise 3:</b> Ss work in pairs to discuss which solution can be used for which situation.	<b>VOCABULARY:</b> <b>Exercise 1:</b> Key: 1. shape and height 2. reasoning skills 3. Embarrassed 4. independence 5. self-aware 6. informed  <b>Exercise 2:</b> <b>Key:</b> A. 5 B. 2 C. 6 D. 3 E. 1 F. 4  <b>Exercise 3:</b> <b>Key (suggested):</b> A. 1; 3; 4 B. 4



<p>Then elicit the answers from the whole class. Ask Ss to explain their decisions.</p> <p><b>Exercise 4 :</b></p> <p>Refer back to what you have told the class in 2. Now tell Ss the ways you used to deal with these (difficult/stressful) situations. Ask Ss to work in pairs to complete the task. If time allows, ask each pair to join at least another pair to make a group discussion.</p> <p><b>Pronunciation</b></p> <p>Stress on the verb be in sentences</p> <p>Play the recording again or say the first sentence in the conversation in GETTING STARTED. Draw Ss' attention to the stressed 'Isn't' and ask them to practise saying the question. Now explain the REMEMBER! box. Emphasise that normally the verb be is unstressed, except for the situations mentioned in the box.</p> <p>5 . Play the recording as many times as needed so that Ss are familiar with the stressed be in the statements. Note that only the words in italics should be stressed, the other forms of be are</p>	<p>C. 1                      D. 4                      E. 2; 1                      F. 4</p> <p><b>Pronunciation:</b></p> <p>Key:</p> <p>1. - You aren't worried about the exam? Good for you!</p> <p>- I am worried! But I try not to show it.</p>
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<p>unstressed. With the whole class, refer to the REMEMBER! box to elicit the reasons why the verb be is stressed in each item. Ss then practise saying the sentences in pairs.</p> <p><b>6</b> Tell Ss that these sentences contain both stressed and unstressed verb forms of be. Ss work individually first to underline those that should be stressed. Then play the recording for Ss to check. Give corrective feedback as a class, then Ss practise saying the sentences.</p>	<p>2. - Do you think Jack is good at Japanese?</p> <p>- He is. But he's a bit shy to speak it.</p> <p>3. - Isn't badminton her favorite sport?</p> <p>- Yes, it is.</p> <p>4. - Who's he? (no stress)</p> <p>5. - Sorry – we're late!</p> <p>- Actually, you aren't. We haven't started yet.</p> <p>6. - Is she happy at the new school?</p> <p>- Yes, she is. She likes it a lot.</p>
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#### IV- CONSOLIDATION & HOMEWORK:

##### 1.Consolidation :

Sts practice the intonation of sentences

##### **2.Homework :**

Do exercise in workbook

Prepare *A CLOSER LOOK 2*

**Period: 18**

**Week: 6**

#### **UNIT 3 : TEEN STRESS AND PRESSURE**

#### **PERIOD 3 : A CLOSER LOOK 2**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to use reported speech with confidence, use question words before to-infinitive

#### **II . TEACHER AND STUDENTS' PREPARATION :**

**1.Language content**

Vocabulary :



Grammar : reported speech with confidence , use question words before to-infinitive

2. Techniques : group work , pair work, communicative approach

3. teaching aids :, posters, pictures

### **III. PROCEDURES:**

<b>T's &amp; Ss' Activities</b>	<b>CONTENTS</b>
<p><b>1.</b> Remind Ss of what the conversation in GETTING STARTED is about. Ss then work in pairs to complete the task. If needed, give Ss a quick review of reported speech (e.g. verb tense, pronouns, time expressions, etc.) Divide the class into side A and side B. Side A will say some sentences in direct speech for side B to change into indirect speech. Then side B says some sentences in indirect speech for side A to change into direct speech.</p> <p><b>2</b> .Ss work individually to complete this exercise. Then they compare their answers in pairs before T gives corrective feedback as a whole class.</p>	<p><b>Grammar</b></p> <p><b>Exercise 1 :</b></p> <p><b>Key:</b></p> <p>Mai: 'I'm too tired and don't want to go out.'</p> <p>Mai: 'I want to be a designer.'</p> <p>Mai's parents: 'Design graduates won't find jobs easily. We want you to get a medical degree.'</p> <p><b>Exercise 2:</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"><li>1. My parents told me they would visit me that week.</li><li>2. Our teacher asked us what we were most worried about.</li><li>3. Phuong told me she was so delighted because she had just received a surprise birthday present from her sister.</li><li>4. Tom said Kate could keep calm even</li></ol>

<p><b>3</b> . Do the first sentence with the class as an example. Ss then work individually to rewrite the sentences before receiving correction from T.</p> <p><b>4</b> .Ss can work in pairs to complete this exercise. Remind them they can choose from the verbs ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell to report these questions.</p> <p><b>5</b> First, ask the whole class to agree on five questions they would like to ask about you. Write them on the board.</p>	<p>when she had lots of pressure.</p> <p>5. She told her mother she had got a very high score in her last test.</p> <p>6. The doctor asked him if he slept at least eight hours a day.</p> <p><b>Exercise 3:</b></p> <p><b>Key:</b></p> <p>1. I don't know what to wear.</p> <p>2. Could you tell me where to sign my name?</p> <p>3. I have no idea when to leave for the bus.</p> <p>4. We're not sure where to hang the painting.</p> <p>5. He wondered how to tell this news to his parents.</p> <p>6. They can't decide who to go first.</p> <p><b>Exercise 4: Key:</b></p> <p>1. They wondered/couldn't tell how to use that support service.</p> <p>2. He had no idea who to turn to for help.</p> <p>3. Mai asked her mother when to turn off the oven.</p> <p>4. Phong and Minh couldn't decide where to park their bikes.</p> <p>5. He was not sure whether to call her then.</p> <p>6. They wondered what to do to make Linh feel happier.</p> <p><b>Exercise 5 :</b></p>
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<p>Prepare two different versions of answers to these five questions. (The more contradictory the two versions are, the more fun the game will be!) Write each version on a separate piece of paper so that you do not forget them.</p> <p>Then divide the class into two groups. Tell Ss that one group will stay inside the classroom and the other outside. Each group will listen to you for the answers to the questions and the group will then have to report to the other group what they have heard from you.</p>	
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#### IV- CONSOLIDATION & HOMEWORK:

**1.Consolidation** : When the two groups have been separated and cannot hear each other, go to each group and tell them one version of the answers. Ask them to remember what you say.

#### **2.Homework :**

Do exercise in workbook.

Prepare **COMMUNICATION**

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