*Planning date: September 19th, 2024*

**Period 10: UNIT 2: HEALTHY LIVING**

**Lesson 2: A CLOSER LOOK 1**

**I. OBJECTIVES: By the end of this unit, students will be able to:**

**1. Knowledge:**

- Vocabulary:

+ use the lexical items related to the topic *Healthy living*

+ use the words about healthy activities and health problems

- Pronunciation: pronounce and recognize the sounds /f/ and /v/ in isolation and in context

**2. Competence:**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities:**

- Be ready to know the words about healthy activities and health problems

- Develop self-study skills

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students: Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn.

**III. PROCEDURES:**

**I. Warm-up*:******GAME: FACE TO FACE***

- T divides class into 2 teams: Cats and Dogs.

- T asks students to think of words or phrases related to “Healthy activities” which they have learnt in the previous lesson or words they may know already.

- Ss have 3 minutes to think of the topic

- Ss in each team turn by turn stand up and say 1 word or phrase related to the topic.

- In 90 seconds, the team has more right answers will be the winner, and the team repeat the word which is mentioned already or cannot give a word will be the loser.

***Suggested answer:***

*- Going cycling/ swimming*

*- Walking*

*- Boating*

*- Eating breakfast*

*- Doing yoga/ aerobics*

*- Playing sports*

*- ….*

- T leads students into the lesson by telling them that “In today lesson, we are going to learn more words to talk about *Health problems* and two sounds /f/ and /v/.”

**II. PRESENTATION**:

**\*Activity 1: Match the phrases on the left with the correct pictures on the right.**

- T reads all worđs and have Ss repeat them.

- Have Ss read the phrases and do the matching. If it is difficult, ask Ss to match the phrases they can easily recognise first: *coloured vegetables, chapped lips, dim light*. Two left phrases in the list (*lip balm his way and red spots*) are different as one is singular and the other plural. In this way Ss can complete the task.

- Have Ss read the phrases aloud. Correct their pronunciation if needed.

- Check the answers as a class.

- T may ask Ss for the Vietnamese equivalents of these phrases.

1. dim light (n.phr.) ánh sáng lờ mờ

2. lip balm (n.phr.) son dưỡng môi

3. chapped lips (n.phr.) môi nứt nẻ

4. red spots (n.phr.) đốm đỏ

5. coloured vegetables (n.phr.) rau có màu sắc

*Answer key:* ***1****. c*  ***2****. e* ***3****. d 4. a* ***5.****b*

**III. PRACTICE**

**\*Activity 2: Complete the sentences with the correct words and phrases below.**

- Ask Ss to read the words and phrases provided. Remind Ss of their meanings if needed.

- Ask Ss to work individually. Then ask them to explain their answers.

- Check Ss' answers as a class.

*Answer key:*

*1. coloured vegetables*

*2. Soft drinks*

*3. fit*

*4. skin condition*

*5. sunburn*

\***Activity 3: Discuss and tick (√) each activity in the table as (H) Healthy or U (Unhealthy).**

- Ss should have no difficulty comprehending the meanings of the sentences since there is only one new word (tofu). Ask Ss to work in pairs.

- Allow them time to discuss and complete the task.

- Check the answers as a class.

- Ask Ss to add more activities. Say them aloud and the whole class decides if they are healthy or unhealthy.

- T and other Ss give comments.

*\*Answer keys:*

*Healthy: 1,3,4 .*

*Unhealthy: 2, 5.*

**\*Activity 4: Pronunciation /f/** and **/v/**

- T writes on the board two words “***f***it” and “***v***egetables”.

- Then, teacher has students focus on the underlined letters “f” and “v”.

- T Iintroduces: “In this lesson we are going to learn how to pronounce two sounds f and v”.

-T asks Ss to watch Tiếng Anh 7 - Pronunciation video Unit 2 *(link YouTube)*

- Ss imitate and practice the two sounds together.

- T explains if necessary.

**a.** **Listen and repeat. pay attention to the sound /f/ and /v/.** *(ex 4, p. 20)*

- T has students read out the words first.

- Ss practice saying the words independently

- T asks students to listen and try to repeat the words as a class, a group, and individually.

-T may play the recording as many times as necessary and correct their pronunciation

**b.** **Listen and repeat. pay attention to the underlined words.** *(Ex 5, p. 20)*

- T has students read the sentences and tell them to pay attention to the underlined words with sounds /f/ and /v/.

- Ss read and underline the words

-T plays the recording for students to listen and repeat each sentence.

-T corrects their pronunciation if necessary.

- T calls on some students to read the sentences individually

**IV. PRODUCTION**

\***Activity 5: *GAME: TONGUE TWISTER***

***1. Victoria fried some fresh fish.***

***2. Van fried the fish in half a vat of fat.***

- T asks students to focus on 2 sentences on the board and try to say it.

- T models, then call some students to read and correct pronunciation if necessary.

- Ss practice saying the sentences.

- T has students try to read the whole sentence as quick as possible without making any mistakes.

-T corrects if necessary.

**V. HOMEWORK:**

- Do exercises in the workbook.

- Find 5 more words with the sound /f/ and 5 more words with the sound /v/. Write them down and practice pronouncing the words.

- Prepare A closer look 2

*Planning date: September 19th, 2024*

Period 11: UNIT 2: HEALTHY LIVING

**Lesson 3: A closer look 2**

**A. Aims:** By the end of this lesson, students will be able to:

**1. Knowledge**:

**\* Vocab:** + use the lexical items related to the topic *Healthy living*

**\* Grammar:** Know how to recognize and write simple sentences

**2. Qualities**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Competences**

Be responsible and hard working

**B. MATERIALS**

**1. Teacher:** - Grade 7 textbook, Planning ( Unit 2, A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**C. PROCEDURE:**

***\**  Game: JUMBLED SENTENCES**

- Teacher gives instructions.

- In groups, Ss discuss to rearrange the words to make meaningful and completed sentences.

-The group which can finish all the sentences first and has all correct answers will be the winner

-Teacher checks and corrects Ss’ answer.

1. books / I / science / read /.

2. games / children / love / outdoor /.

3. their / every day / they / clean / house /.

4. night / watched / I / T.V / last /.

5. learn / words / every day / You / should / the / new /.

***\* Answer key:***

1 . I read science books.  
2. Children love outdoor games.

3. They clean their house every day.

4. I watched T.V last night.

5. You should learn the new words every day.

**🡪 Lead in:** Teacher says: “This lesson today is going to tell you about “simple sentences”.

**I. Presentation:**

**\*GRAMMAR: SIMPLE SENTENCES**

**T –Ss : Ss- Ss**

* Teacher draws students’ attention to the sentences in the answers from the Warm-up and writes 1 more example, then underlines the main parts of each sentence.
* Ss look at the board and listen to the teacher’s questions to identify each part of a sentences.
* Ss answer the teacher’s questions, then read *REMEMBER* box in Ss’ book.

- Teacher tells Ss that a simple sentence has only one subject and one verb, some simple sentences also have an object, some simple sentences also have an adverb.

Examole:

1. It rained.

S V

2. I read science books.

S V O

3. I watched T.V last night.

S V O A

**II. Practice:**

**1. Tick the simple sentence.**

**T –Ss : Ss- Ss**

* Teacher asks students to do the exercise individually and then compare their answers with a classmate.
* Ss do the task individually.
* Some Ss explain their choices.

- Teacher confirms the correct answers

1. The Japanese eat a lot of tofu.

2. She drinks lemonade every morning.

3. I don’t eat fast food, and I don’t drink soft drinks.

4. I am fit.

5. I like fish, but my sister likes meat.

***\* Answer key:***

Simple sentences: **1, 2, 4**

**2. Underline and write S for the subject and V for the verb in each simple sentence below.**

**T - Ss, Ss – Ss**

* Teacher has students do this exercise individually by reading each sentence carefully to look for the two main parts.
* Ss do the task individually.
* Ss give and explain their answers.
* Teacher confirms the correct answers.

1. Vegetarians eat a lot of vegetables and fruit.

S V

2. Acne causes black and white pimples on the face.

S V

3. On Saturdays, my brother often spends two hours exercising at the sports center.

S V

4. My mother didn’t buy my favourite cheesecake.

S V

5. We are not cleaning up our community library.

S V

**3. Rearrange the words and phrases to make simple sentences**

**Task 3: T - Ss, Ss – Ss**

* Teacher asks Ss to work in pairs.
* Ss work in pairs to do the task.
* Teacher calls on Ss to read aloud the complete sentences.
* Teacher confirms the correct answers.

***\* Answer key:***

1. My sister never drinks soft drinks.

2. Acne affects 80% of young people.

3. He has bread and eggs for breakfast.

4. We don’t eat much fast food.

5. Fruit and vegetables have a lot of vitamins.

**III. Production:**

**1. Write complete sentences from the prompts. You may have to change the words or add some**

**T - Ss, Ss – Ss**

* Teacher asks Ss to look at the prompts of each sentence and decide the two main parts of the sentence.
* Ss do the task individually.
* Call on some students to read out their answers.
* Teacher confirms the correct answers.

- Choose some typical errors and correct as a whole class without nominating the students’ names.

***\* Answer key:***

1. Tofu is healthy.

2. Many Vietnamese drink green tea.

3. She does not use suncream.

4. My father does not exercise every morning.

5. Most children have chapped lips and skin in winter.

**2. Discuss and write a simple sentence from the two given sentences.**

**T - Ss, Ss – Ss**

* Teacher asks Ss to work in pairs to read the two separate sentences, discuss and determine the two main parts for the new sentence.
* Ss work in pairs.
* Call on some Ss to write the sentences on the board.

- Teacher corrects the answers.

- Choose some typical errors and correct as a whole class without nominating the students’ names.

***\* Answer key:***

1. We avoid sweetened food and soft drinks.

2. My dad and I love outdoor activities.

3. You should wear a hat and suncream.

4. My mother read and downloaded the health tips.

**3. Consolidation:** What have you learnt after the lesson?

- Know how to recognize and write simple sentences.

**IV. Homework:**

- Do exercises in the workbook.

- Prepare lesson 4 (communication).

*Planning date: September 19th, 2024*

**Period 12: UNIT 2: HEALTHY LIVING**

**Lesson 4: Communication**

A. OBJECTIVES

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

1. **Knowledge:**

- Learn how to ask for and give health tips

- Practise using some grammar points and vocabulary related to the topic.

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Be benevolent and responsible

**B. MATERIALS**

- Grade 7 textbook

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**C. PROCEDURES**

**I. Warm-up:** : **Brainstorming (**Write words related to “health problems”)

Teacher divides class into 2 teams and asks them to think of “health problems”.

Ss have 1 min to think of the words related to the topic or they can discuss with their partners.

Each member from each team turn by turn run to the board and write one word.

Teacher corrects their answers.

The team which has more correct words will be the winner

🡪 **Lead - in:**

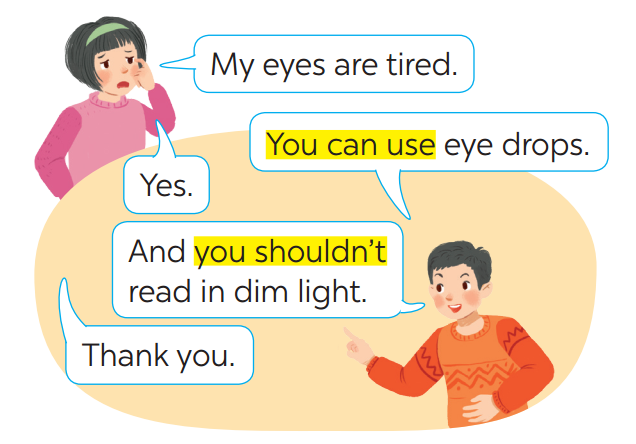
Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to give tips for health problems”.

***\* Suggested answers:***

asthma, a backache, a broken leg, a cold, a cough, an earache, a headache, a sore throat, a toothache, sunburn, etc.

**II. Pre - Speaking:**

**TASK 1: LISTEN AND READ THE DIALOGUE.** *(Ex 1, p. 22)*



**-**  Teacher plays the record for SS to listen and read the conversation about health problem.

- Ss listen and practice saying with their partners.

- Teacher calls some pairs to read aloud.

- Teacher corrects pronunciation if necessary.

- Teacher asks Ss to pay attention to the highlighted parts and asks them some questions to elicit the new structure:

*- What do these sentences mean?*

*- When do we use these sentences?*

*- …*

- Ss answer teacher’s questions to find out new structure to give tips for health problems.

- Some students give the new structure to the teacher.

- Teacher corrects and writes on the board:

**\* Structure: to give advice:**

- You should/ shouldn’t + V

- You can + V

**TASK 2: MAKE SIMILAR CONVERSATIONS.** *(Ex 2, p. 22)*

*1. I’m tired.*

*2. I have acne.*

*3. My hands are chapped.*

***\* Suggested answers:***

*A: I am tired.*

*B: You can drink some milk.*

*A: Yes.*

*B: And you should have a nap.*

*A: Thank you.*

- Teacher has Ss look at the situation in Ex 2 to make similar dialogue:

- Ss work in pairs to make similar dialogue.

- Teacher calls some pairs to present it in front of the class.

- Teacher gives feedback and some comments.

**III. While - Speaking:**

**TASK 3: READ THE PASSAGE AND CHOOSE THE CORRECT TITLE FOR IT.** *(Ex 3, p, 22)*

- Teacher asks Ss to read the passage independently and choose the correct answer of the main idea.

- Ss so the task individually.

- Teacher calls some Ss to give their answer and explain it.

- Teacher confirms the correct answers.

***\* Answer key***:

*In this passage, the author mentions to the way to live long including diet and outdoor activities.*

**TASK 4: DISCUSS AND MAKE A LIST FOR THE TIPS WHICH HELP THE JAPANESE LIVE LONG LIVES.** *(Ex 4, p. 22)*

\* Teacher has students work in groups to discuss and takes notes of the tips for a long life that they find in the text.

- Ss work in groups.

- 2-3 groups share their lists.

- Teacher confirms and corrects if necessary.

\* ***Suggested answers:***

+ **List of tips:**

(1) They eat a lot of fish and vegetable.

(2) They cook fish with little cooking oil.

(3) They also eat a lot of tofu.

(4) The Japanese work hard and do a lot of outdoor activities.

**IV. Post - Speaking:**

**TASK 5**: **Discuss and make a list for the tips that the Vietnamese can do to live longer.** *(Ex 5, p. 22)* **(At home for weak class or not enough time).**

- Teacher asks students to work in groups of 4- 5 to discuss and come up with some tips for how the Vietnamese can live longer.

- Some groups share ideas with the whole class and other groups listen and add more their ideas.

- Teacher listens and corrects if necessary.

***Suggested answers:***

1. avoid overeating

2. do more outdoor activities.

3. drink enough water

4. sleep before 10 p.m

5. eat more nuts.

6. do more exercises.

7. …

**V. Wrap-up & Homework:**

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

- Do exercises 5,6 (page 11-12 in the Workbook)

- Prepare for the next lesson : Skills 1