Date of preparation: 23/09/2024

Date of teaching: 27 /09/2024-7DB

28/09/2024 -7CA

**Week 4**

**Peroid 9**

**UNIT 2:**

**HEALTHY LIVING**

**Lesson 1: Getting started**

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

- use the words about healthy activities and health problems;

- pronounce the sounds **/f/** and **/v/** correctly;

- recognise and write simple sentences;

- ask for and give health tips;

- read for general and information about acne;

- talk about how to deal with some health problems;

- listen for specific information about some advice about healthy habits;

- write a paragraph of some advice to avoid viruses.

**1. Knowledge:**

- To introduce topic of the lesson *Healthy living*. To practice listening and reading.

- Use the lexical items related to the topic *Healthy living.*

- Identify and talk about the daily activities and decide if they are good or bad for health.

**+ Vocabulary:** Use the words about healthy activities and health problems;

**+ Grammar:** popular (a); fresh (a); join (v)

**+ Pronounciation:** the sounds **/f/** and **/v/** correctly.

**2. Competence:**

**a) General competencies:**

Students will be able to practice listening and reading the conversation between Mi and Mark about healthy activities and health problems; Knowing more new words. Understanding the main idea of the conversation.

- Develop communication skills and creativity; Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of using Present Simple Tense, some popular verbs of liking.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** The loveof living things; The awareness about importance of healthy living; Be ready to talk about Healthy living; Know some daily activities whether good or bad for health.

**II. PREPARATIONS**

**Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| **Activity 1. WARM UP (5’-IW, GW)**  **\* Aims:** - To create a friendly and atmosphere in the class before the lesson; to lead into the new unit  To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.  **\* Content:** Tohave somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new lesson.  **\* Products:** Introducing themselves to make more new friends.  **\* Implementation:**Teacher’s instructions … | | |
| **Teacher’s Student’s activities** | **Content** | |
| + Greeting  + Revision  **BRAINSTORMING**  \* Teacher gives instructions.  - Teacher writes the word “HEALTH” on the board, divides the class into two teams.  \*\* Members of each team to think of words relating to health.  \*\*\* In team, Ss take turn to come to the board and write one word.  \*\*\*\* Teacher checks and corrects if Ss spell or pronounce the words / phrases incorrectly.   * The team which has more points or more correct answers will be the winner. * Then, teacher asks student a question: “What should we do to be stronger?” * Students can have their own answers.   After that, teacher says: “*There are many ways to be stronger and the most important thing is that: we should have a healthy living. And it’s also our topic in this unit*”.  \* Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures.  \*\* Ss work out and answer questions in pairs.  \*\*\* Ss share their answers as a whole class.  \*\*\*\* T asks them to read and listen to the conversation to check their answers. | + Greeting + Revision  - T\_Ss  weak strong  sick ill  1. Who are they?  2. What might they talk about?  3. What are the people in the picture on the wall doing?  4. Are they healthy activities?  ***Suggested answers:***  1. They are Mi and Mark.  2. They are looking at the picture on the wall and talking about it.  3. The people in the picture are doing (exercising, boating, etc.) and mention some things they need to avoid a health problem.  4. (Students’ answers) | |
| **Activity 2. KNOWLEDGE FORMATION (10'- PW/IW)**  **\* Aims:**  - To set the context for the introductory conversation;  - To introduce the topic of the unit.  **-** To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.  **\* Content:** Learn some new words . Read the conversation and find out new words.  **\* Products:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Implementation:**Teacher’s instructions..*.* | | |
| **Teacher’s Student’s activities** | | **Content** |
| **1. Listen and read:**  \* Teacher introduces the vocabulary by:  + showing the pictures illustrating the words  + providing the synonym or antonym of the words  + providing the definition of the words  \*\* Ss say the words.  \*\*\* Other Ss correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks Ss to repeat them.  + Take note; Set the context:  \* Teacher plays the recording, asks students to underline the words related to the topic Healthy living. (Teacher may check the meaning of some words if necessary.)  - Teacher can play the recording more than once.  - Students listen and read.  \*\* Teacher can invite some pairs of students to read aloud.  \*\*\* Teacher refers to the questions previously asked.  \*\*\*\*Then, teacher confirms the correct answer. | | **1. Listen and read** *(Ex 1, P18)*  **\* Vocabulary**  - health (v): sức khỏe  - healthy living (n): sống khỏe mạnh.  - healthy activities (n):  - problem (n) vấn đề  - boat (v): đi thuyền.  - popular (adj): phổ biến,  - fresh (adj): tươi, mới  - bring (v) mang  - suncream (n) kem chống nắng  - sunburn (n) sự cháy nắng  - join (v): [synonym + picture]  **C:\Users\QUAN\Downloads\member.png** |
| **Activity 3: PRACTICE (20’-IW, PW, GW)**  **\* Aim:** To help students understand the main idea of the conversation; To help student learn some vocabulary from the conversation visually to ensure their understanding of the context; To help student develop the vocabulary about the topic.  **\* Content:** Listen and read the conversation.True/ false activitiy, filling in the gaps; Write a word under the picture. Understanding more the vocabulary; To complete the sentences with a word in from the conversation.  **\* Products:** Knowing more new words. Understand the conversation; topic of the lesson; Ss know more some words and phrases about healthy activities and health problems; Ss know the use of words and phrases about healthy activities and health problems.  **\* Implementation:**Teacher’s instructions.….. | | |
| **Teacher’s Student’s activities** | | **Content** |
| **2. What are Mark and Mi talking about?**  \* Teacher asks students to answer without reading the conversation again.  \*\* Ss work out and answer questions in pairs.  \*\*\* Teacher asks some students to explain why they did not choose the other two options.  \*\*\*\* Teacher confirms the correct answer. | | **2. What are Mark and Mi talking about?** *(Ex 2, P19)*  **- Key:** **B** |
| **3. Write a word or phrase from the box under its picture.**  \* Teacher asks students to work independently to read the words, look at the pictures and write the correct words / phrase under the pictures  \*\* Teacher allows students to share their answers before discussing as a class.  \*\*\* Teacher calls some students to check.  \*\*\*\*Teacher confirms the right answers and writes on the board. | | **3. Write a word or phrase from the box under its picture.** *(Ex 3, P19)*  1. sunburn 2. suncream  3. outdoor lunch 4. boating  5. cycling |
| **4. Complete each sentence with a word from the conversation.**  \* Teacher asks students to work independently to fill in each blank with a word from the conversation.  \*\* Ss do exercise 3 individually.  \*\*\* Teacher asks them to tell where to find the words.  \*\*\*\* Teacher checks the answers as a class. | | **4. Complete each sentence with a word from the conversation.** (Ex 4, P19)  1. boating 2. park  3. countryside 4. suncream  5. health. |
| **Activity 4. APPLICATION (10’-IW, PW, GW)**  **Aim:** To help Ss identify and talk about their daily activities and decide if they are good or bad for their health.  **\* Content:** Playing game: Good or bad for health; Home assigment  **\* Products:** Playing game. Talk about daily activities; Take note Home assigment.  **\* Implementation:** Teacher’s instructions | | |
| **Teacher’s Student’s activities** | | **Content** |
| **5. GAME: Good / bad for health?**  \* Teacher asks students to work in groups of 4 or 6 to take turns to ask and answer about their daily activities, how often they do these activities and discuss if they are good or bad for their health.  \*\* Ss work in groups to ask and answer  - Teacher moves around to observe and offer help when needed.  \*\*\* By the end of the activity, one student from each group can stand up and report to the class.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | | **5. GAME: Good / bad for health?**  *\** ***Suggested answers:***   |  |  |  |  | | --- | --- | --- | --- | | **Daily**  **activities** | **How often** | **Good** | **Bad** | | Walking  to school | Every day | √ |  | | Eating breakfast | Rarely |  | √ | | Going swimming | Twice a week | √ |  | | Sleeping | 12 hours per day |  | √ | | Doing yoga | Three times a week | √ |  |   **\* Home assignment**  - Start preparing for the Project of the unit.  Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a bad habit that the students in your school often do and think about some tips to change that habit. They have to find suitable photos or draw pictures to create a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)  - Do more exercises in workbook.  - Prepare the vocabulary for the next lesson: |

**V. FEEDBACK:**

With 7A ……………………………………………………………………………..…

With 7B …………………………...……………………………………..……………

With 7C ………………………………………………………………………….……