Date of preparation: 19/09/2024

Date of teaching: 04/10/2024-7DB

 05/10/2024-7AC

**Week 5**

**Peroid 12**

**UNIT 2:**

**HEALTHY LIVING**

**Lesson 4:Communication**

**I. OBJECTIVE:** By the end of this lesson, students will be able to gain the following things

**1. Knowledge:**

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

- learn how to ask for and give health tips

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

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

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

**+ Grammar:** - Recognise and write simple sentences;

**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)** **Everyday English Giving tips for health problems.****\* Aims:**- To create an active atmosphere in the class before the lesson;- To lead into the new lesson.**\* Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson**\* Product:**Having a chance to speak English and focus on the topic of the lesson..**\* Implementation:**Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting** **+ GAME: BRAINSTORMING**\* 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 winnerTeacher 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”.- Ask Ss to open their book and introduce what they are going to study…. | **BRAINSTORMING*****\* Suggested answers:*** Asthma, a backache, a broken leg, a cold, a cough, an earache, a headache, a sore throat, a toothache, sunburn, etc.  |
| **Activity 2. KNOWLEDGE FORMATION (10'- PW, IW)** **\* Aim:** To introduce two ways to give tips for health problems and to allow Ss some practice.**\* Content:** To listen and read the conversation .Pay attention to the highlighted parts **\* Product:**Ss will be able to learn some tips for health problems.**\* Implementation:**  |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read the conversation. Pay attention to the highlighted parts 1**Teacher introduces the vocabulary by:+ Providing the synonym or antonym of the words.+ Providing the pictures of the words.+ Providing the definition of the words.\* 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: | **1. Listen and read the conversation. Pay attention to the highlighted parts** *(Ex 1, P 22)***Structure: to give advice:**- You should/ shouldn’t …- You can … |
| **Activity 3. PRACTICE (18’-IW, PW, GW) Tips for a healthy life** **\* Aim:** - To help students practise giving tips on health problems.- To provide students with more knowledge about healthy living and help them practice the skill of reading for the main idea.- To help students identify the main points in a reading and talk about them. - To help students practise giving health tips on their own context.**\* Content:** Read the passage and choose the tittle for it; Discussing and make the tips for a healthy life; Further practice to make a list of tips that the Vietnamese can do to live longer.**\* Product:** Ss can choose the title for the passage; Ss can make the tips for a healthy life; Toimprove speaking skills. Discussing and present it to the class. **\* Implementation:**  |
| **Teacher’s Student’s activities** | **Content** |
| **2. Make similar conversations for the health problems below.** *(Ex 2, P 22)*\* Teacher has Ss look at the situation in Ex 2 to make similar dialogue:*1. I’m tired.**2. I have acne.**3. My hands are chapped.*\*\* 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.**3. Read the passage and choose the correct title for it.** \* 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. | **2. Make similar conversations for the health problems below.***(Ex 2, P 22)****Suggested answers:****A: I am tired.**B: You can drink some milk.**A: Yes.**B: And you should have a nap.**A: Thank you.***3. Read the passage and choose the correct title for it.** *(Ex 2, P22)***Key: A** |
| **4. Work in pairs. Discuss and make a list of the tips which help the Japanese live long lives. Present it to the class.** \* 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.  | **4. Work in pairs. Discuss and make a list of the tips which help the Japanese live long lives. Present it to the class.** *(Ex 4, P 22)***\* Suggested answer:**The Japanese live long lives. The main reason is their diet. ***Suggested answers:***(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. |
| **5. Work in groups. Discuss and make a list of tips that the Vietnamese can do to live longer. Present it to the class. Does the class agree with you?** *(Ex 5, P 22)*\* Teacher asks students to work in groups of 4- 5.\*\* Ss work in group 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. | **5. Work in groups. Discuss and make a list of tips that the Vietnamese can do to live longer. Present it to the class. Does the class agree with you?**1. avoid overeating2. do more outdoor activities.3. drink enough water4. sleep before 10 p.m5. eat more nuts.6. do more exercises.7. … |
| **Activity 4. APPLICATION (7’-IW, PW, GW)** **\* Aim:** To provide practice with comparing answers and giving a presentation about hobbies.**\* Content:**  **-** Further practice talking about their hobbies;  - Home assigment**\* Products:**  **-** ToImprove speaking skills. Talking about their hobbies;  - Take note Home assigment**\* Implementation:**  |
| \* 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 assignment**- T assigns the homework.- Ss copy their homework.- T explains it carefully | **\* Home assignment**- Practice talking about healthy living.- Do more exercises in workbook.- Prepare new lesson. Skills 1/ P.23 |

**V. FEEDBACK:**

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

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

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