**UNIT 3: HEALTHY LIFESTYLE**

**Period 43: Lesson – Unit 3E Grammar (Page 44)**

**1. OBJECTIVES**

* 1. **Language knowledge & skills**

- Memory and practice modal verbs in conditional type 1

making a conversation using modal verbs.

**1.2. Competences**

- improve students’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- promotional students’ holistic development, physical health, mental well-being, academic success, social skills, and lifelong habits of healthy living.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

**- Students’ aids:** Student’s Book, notebook

**3. PROCEDURES**

**A. Warm-up: (5’)**

**a) Objective:** to introduce the new lesson and set the scene for students to acquire the grammar points; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b) Content:** Discuss questions with “ IF ”

**c) Expected outcomes:** Students have general ideas about the grammar points of the new lesson.

**d) Organisation of the activity:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Work in pairs, ask and answer the questions below:**  - Ask Ss to work in pairs and discuss the questions.  *1. What should you do if you want to keep fit?*  *2.What should you do if you want to improve your mood?* | - Work in pairs and discuss the questions  ***Suggested Answers:***  *1.I should do exercise regularly if I want to keep fit.*  *2. should hang out with my friends if I want to improve my mood.* |

**B. New lessons (35 minutes)**

**1. Presentation: 5 minutes**

a. Objectives: to introduce the form and uses of modal verbs in Conditional Type 1.

b. Content:Modals in conditional type 1

c. Expected outcomes: Students can learn the forms and uses of Conditional Type 1.

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Present the examples and ask the Ss:  1. What kind of verbs follow **must/ can/ may/ might/should**?  2. What tense do we use in the clause beginning with **if**?  **Examples:**   1. *If we want to keep fit, we* ***must*** *eat a balanced diet.* 2. *You* ***can*** *improve your mood if you usually socialise with your friends.* 3. *If he practices football every day, he* ***may/might*** *join the school team.* 4. *We* ***shouldn’t*** *eat junk food if we want to lose weight.*   - Elicit the forms and uses of these modal verbs. | - Listen and answer the teacher’s questions.  *Suggested answers:*   1. ***must/ can/ may/ might/should +*** *infinitive without* ***to*** 2. *Present Simple*   - Listen to the teacher and take notes.  *FORM: If + Present Simple, must/can/may/might/should + infinitive without to* |

**2. Practice: 20 minutes**

a. Objectives: to help students understand the uses of Conditional Type 1.

b. Content: Task 1,2 (SB), Task 1,2 (WB, p.28), Task 5 (WB, p.65)

c. Expected outcomes: Students can understand the uses of Conditional Type 1.

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 1 Match the if-clauses (1–6) to the main clauses (a–f) to make meaningful sentences.**  - Give students time to read and complete the task.  - Elicit students’ answers.  - Check students’ answers.  **Task 2** Combine the sentences using conditional type 1.  - Explain the task and the example.  - Set time for Ss to finish the task.  - Ask them to compare the answers with a partner.  - Check the answers.  **Task 1, WB, p.28 Match the if-clauses (1–5) to the main clauses (a–e) to make meaningful sentences.**  - Explain the task and the example.  - Set time for Ss to finish the task.  - Ask them to compare the answers with a partner.  - Check the answers.  **Task 2, WB, p.28 Write the sentences in conditional type 1.**  - Explain the task and the example.  - Set time for Ss to finish the task.  - Ask them to compare the answers with a partner.  - Check the answers.  **Task 5, WB, p.65 Combine the sentences using conditional type 1.**  - Explain the task and the example.  - Set time for Ss to finish the task.  - Ask them to compare the answers with a partner.  - Check the answers. | - Read the instructions and complete the task.  - Give their answers when invited.  - Check their answers.  ***Answer Keys***  ***1. D 2. E 3. B 4. A 5. F 6. C***  - Listen to the teacher’s instructions.  - Finish the task individually.  - Compare the answers with a partner.  - Check the answers.  ***Answers:***   1. *If we surf the Internet late at night, we can’t get up early the next morning. / We can’t get up early the next morning if we surf the Internet late at night.* 2. *If they want to get fit, they should exercise for at least 30 minutes every day. / They should exercise for at least 30 minutes every day if they want to get fit.* 3. *If you want to avoid sports injuries, you mustn’t skip your warm-up. / You mustn’t skip your warm-up if you want to avoid sports injuries.* 4. *If she wants to stay in good health, she should have regular check-ups. / She should have regular check-ups if she wants to stay in good health.* 5. *If you damage the equipment at the gym, you must pay a fine. / You must pay a fine if you damage the equipment at the gym.* 6. *If you listen to your fitness instructor, you can learn some tips for getting in shape. / You can learn some tips for getting in shape if you listen to your fitness instructor.* 7. *If he wants to avoid health problems, he shouldn’t get too stressed about exams. / He shouldn’t get too stressed about exams if he wants to avoid health problems.*   - Listen to the teacher’s instructions.  - Finish the task individually.  - Compare the answers with a partner.  - Check the answers.  **Answers:**    - Listen to the teacher’s instructions.  - Finish the task individually.  - Compare the answers with a partner.  - Check the answers.  ***Answers:***   1. *If Mark wants to learn karate, he should join a martial arts class.* 2. *If they use the equipment in the fitness class, they must put it back.* 3. *If you don’t revise for the test, you might get a bad grade.* 4. *If Lisa wants to eat a balanced diet, she shouldn’t eat sweets every day.*   *If you don’t start exercising, you can’t lose any weight.*  - Listen to the teacher’s instructions.  - Finish the task individually.  - Compare the answers with a partner.  - Check the answers.  ***Answers:***   1. *If Tim has free time, he may take up a hobby.* 2. *If Claire wants to feel less stressed, she should do yoga.* 3. *If you join a sports club, you can make new friends.* 4. *If Franklin plays in both matches, he might feel tired afterwards.*   *If you want an active lifestyle, you can’t surf the Internet for too long.* |

**3. Production: 10 minutes**

a. Objectives: To help students use Conditional Type 1 to talk about a healthy lifestyle.

b. Content: Task 3 (SB)

c. Expected outcomes: Students can use Conditional Type 1 to talk about a healthy lifestyle.

b. Content: Task 3

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 3 Make sentences using modals in conditional type 1. You start a sentence with an if-clause and your partner completes the sentence with a main clause.**  - Explain the task.  - Ask students to work with a partner to make conversations using Conditional Type 1.  - Ask some students to present their ideas. | - Listen to the teacher.  - Work with a partner to make conversations using Conditional Type 1.  - Speak in front of the class when invited.  ***Suggested Answers:***  *B: If you don’t manage your weight, …*  *A: … you might have health problems.*  *B: If you study every day, …*  *A: … you can do well in your exams.*  *B: If I miss the bus for school, …*  *A: … I must walk.*  *B: If you want to strengthen your body, …*  *A: … you should exercise more.*  *B: If you don’t stop eating junk food, …*  *A: … you can’t lose any weight.*  *B: If I finish my homework early, …*  *A: … I may watch TV.* |

C. **Consolidation and homework assignment: 5 minutes**

**1. Consolidation: Modals in conditional type 1**

*If + Present Simple, must/can/may/might/should + infinitive without to*

**2. Homework assignment**

* Review modals in conditional type 1.
* Prepare for Lesson 3f – Grammar – SB – Page 45.

**4. REFLECTION**

a. What I liked most about this lesson today:

……………………………………………………………………………

b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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**UNIT 3: HEALTHY LIFESTYLE**

**Period 44: Lesson – Unit 3E Grammar (Page 45)**

**1. OBJECTIVES**

**1.1. Language knowledge & skills**

Memmory and practice phrasal verbs

**1.2. Competences**

- improve students’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- promotional students’ holistic development, physical health, mental well-being, academic success, social skills, and lifelong habits of healthy living.

**2. TEACHING AIDS AND MATERIALS**

- Teacher’s aids: Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

- Students’ aids: Student’s Book, notebook

**3. PROCEDURES**

A. Warm-up: (5’)

a) Objective: to introduce the new lesson and set the scene for students to acquire the grammar points; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

b) Content: Discuss questions with “ phrasal verbs ”

c) Expected outcomes: Students have general ideas about the grammar points of the new lesson.

d) Organisation of the activity:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Work in pairs, ask and answer the questions below:   1. *When do you often get up every morning?* 2. *How often do you work out at the gym?*   - Ask Ss to work in pairs and discuss the questions | - Work in pairs and discuss the questions  *Suggested Answer Keys:*   1. *I often get up at 6 o’clock every morning.* 2. *I never work out at the gym because I am very busy.* |

B. New lessons (35 minutes)

1. Presentation: 5 minutes

a. Objectives: to introduce the uses of phrasal verbs.

b. Content: Phrasal verbs

c. Expected outcomes: Students can learn the uses of phrasal verbs.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Present the examples and ask the Ss:   1. 1. Underline the phrasal verb in the sentence below   **You should give up junk food to lose weight.**   1. *What does a phrasal verb consist of?* 2. *Is the meaning of a phrasal verb different from the meanings of its separate parts?* 3. *Where is the object of the phrasal verb when it is a noun?*   *I looked up the word online. (I looked the word up online)*   1. *Where is the object of the phrasal verb when it is a pronoun?*   *I looked it up online.*  - Ask the whole class the questions above.  - Elicit the uses of these phrasal verbs. | - Listen and answer the teacher’s questions.  - Listen to the teacher and take notes.  *Suggested answers:* |

2. Practice: 20 minutes

a. Objectives: to help students understand the uses of phrasal verbs.

b. Content: Task 4,5 (SB), Task 3,4 (WB, p.28), Task 7 (WB, p.66)

c. Expected outcomes: Students can understand the uses of phrasal verbs.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 4 Choose the correct options.**  - Give students time to read and complete the task.  - Elicit students’ answers.  - Check students’ answers.  **Task 5: Correct one mistake in each sentence in your notebook.**  - Explain the task.  - Set time for Ss to finish the task.  - Ask them to compare the answers with a partner.  - Check the answers.    **Task 3: WB, p.28 Choose the correct options.**  - Explain the task.  - Set time for Ss to finish the task.  - Ask them to compare the answers with a partner.  - Check the answers.  **Task 4: WB, p.28 Correct ONE mistake in each sentence in your notebook.**  - Explain the task.  - Set time for Ss to finish the task.  - Ask them to compare the answers with a partner.  - Check the answers.  **Task 7: WB, p.66 Choose the correct options.**  - Explain the task.  - Set time for Ss to finish the task.  - Ask them to compare the answers with a partner.  - Check the answers. | - Read the instructions and complete the task.  - Give their answers when invited.  - Check their answers.  *Answer Keys*  *B 2. A 3. A 4. B 5. A 6. D 7. C 8. B*  - Listen to the teacher’s instructions.  - Finish the task individually.  - Compare the answers with a partner.  - Check the answers.  *Answers:*      - Listen to the teacher’s instructions.  - Finish the task individually.  - Compare the answers with a partner.  - Check the answers.  *Answers:*  *1.B 2. D 3. D 4. C 5. A 6. C 7. B 8. A*  - Listen to the teacher’s instructions.  - Finish the task individually.  - Compare the answers with a partner.  - Check the answers.  *Answers:*  - Listen to the teacher’s instructions.  - Finish the task individually.  - Compare the answers with a partner.  - Check the answers.  *Answers:*  *A 2. B 3. C 4. D 5. A 6. C 7. A 8. A 9. D 10. C* |

3. Production: 10 minutes

a. Objectives: To help students use phrasal verbs to make sentences.

b. Content: Task 6

c. Expected outcomes: Students can use phrasal verbs to make sentences.

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 6: Play in two teams. One team says a phrasal verb and the other team makes a sentence with it. The team with the most correct sentences will win.**  - Explain the task.  - Ask students to work in 2 teams to make sentences using phrasal verbs.  *Example:*  *Team A: work out*  *Team B: Jack works out at the gym three times a week.* | - Listen to the teacher.  - Work in 2 teams to make sentences using phrasal verbs.  *Suggested answers:*  *A: take up*  *B: I may take up a new sport this year.*  *A: look out*  *B: Look out! The baseball is going to hit you!*  *A: look for*  *B: You should look for new healthy recipes to add to your weekly diet plan.*  *A: look after*  *B: We need to look after our bodies, so we can stay healthy.*  *A: turn off*  *B: You must turn off the lights before you leave the gym.* |

C. Consolidation and homework assignment: 5 minutes

**1. Consolidation: Task 8: WB, p.66: Fill in the gaps with up (x4), out (x2), after, on.**

**Start the day off right! (By Toby Keenan)**

*I know how important it is to look 1) \_\_\_\_\_\_\_\_\_\_\_ my body. Exercising is really important to me. Every day, I get 2) \_\_\_\_\_\_\_\_ at 5:30 a.m., drink a glass of warm water and brush my teeth. Then, I put 3) \_\_\_\_\_\_\_\_ my T-shirt, shorts and running shoes and pick 4) \_\_\_\_\_\_\_\_ my friend Jenny from her house.*

*We took 5) \_\_\_\_\_\_\_\_ running about six months ago. We run from Jenny’s house to the park. It’s about 3 kilometres. Then, we work 6) \_\_\_\_\_\_\_\_ at the park. Sometimes we’re tired and it’s hard to carry 7) \_\_\_\_\_\_\_\_ the exercises, but we never give 8) \_\_\_\_\_\_\_\_  . We have one rule: it’s fine to slow down when things get tough, but we must never stop.*

***Answers:***

*1. after 2. up 3. on 4. up 5. up 6. out 7. out 8. up*

2. **Homework assignment**

* Review phrasal verbs.
* Prepare for Lesson 3f – Reading – SB – Page 46.

4. REFLECTION

a. What I liked most about this lesson today:

……………………………………………………………………………

b. What I learned from this lesson today:

……………………………………………………………………………

c. What I should improve for this lesson next time:

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**UNIT 3: HEALTHY LIFESTYLE**

**Period 45: Lesson – Unit 3F Reading (Page 46)**

**1. OBJECTIVES**

**1.1. Language knowledge & skills**

- identifiable the purpose of a text.

- reading for gist.

- description a typical meal in the UK.

**1.2. Competences**

- improve students’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- promote students’ holistic development, physical health, mental well-being, academic success, social skills, and lifelong habits of healthy living.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

**- Students’ aids:** Student’s Book, notebook

**3. PROCEDURES**

**A. Warm-up: (5’)**

**a) Objective:** to introduce the new lesson and set the scene for students to acquire the new language knowledge and skills; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b) Content:** Discuss questions about balanced diets and healthy food.

**c) Expected outcomes:** Students have general ideas about the topic of the new lesson.

**d) Organisation of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Ask students to ask and answer the questions in pairs.  - Ask some students to share their ideas.  Questions:   1. *What common foods are considered part of a healthy diet?* 2. *What is the main source of energy in our diet?* 3. *Why is it important to include fruits and vegetables in your daily meals?* 4. *Name two benefits of drinking enough water every day.* | - Ask and answer the questions in pairs.  - Share the ideas when asked.  ***Suggested Answers:***   1. ***What common foods are considered part of a healthy diet?***   *Common healthy foods include fruits, vegetables, whole grains, lean proteins, and low-fat dairy products.*   1. ***What is the main source of energy in our diet?***   *Carbohydrates are the main source of energy in our diet.*   1. ***Why is it important to include fruits and vegetables in your daily meals?***   *Fruits and vegetables are important because they provide essential vitamins, minerals, and fibre, which support overall health and help prevent diseases.*   1. ***Name two benefits of drinking enough water every day.***   *Drinking enough water helps maintain vital bodily functions, such as digestion and temperature regulation.* |

**B. New lessons (35 minutes)**

**1. . Pre-reading: 5 minutes**

a. Objectives: to introduce the topic and help students learn new words/phrases in the text.

b. Content: **W**orking out the meaning of some new words.

c. Expected outcomes: Students can learn new words/phrases about healthy food.

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Pre-teaching vocabulary**  - Teach students new words/phrases    - Ask students to read the text and underline the words above.  - Get students to try guessing their meanings in the context first.  - Explain the meanings of the words.  - Ask students to listen and repeat chorally and individually.  - Check if students remember the words.  Vocabulary:   1. ***Carbohydrate (carb)*** */ˌkɑː.bəʊˈhaɪ.dreɪt / (n): chất bột đường* 2. ***Carb*** */kɑːb/ (n): chất bột đường* 3. ***Glucose*** */ ˈɡluː.kəʊs / (n): đường đơn* 4. ***Nutrient*** */ ˈnjuː.tri.ənt / (n): chất dinh dưỡng* 5. ***Protein*** */ ˈprəʊ.tiːn / (n): chất đạm* 6. ***Mineral*** */ˈmɪn.ər.əl / (n): chất khoáng* 7. ***Function****/ ˈfʌŋk.ʃən / (n) chức năng* 8. ***Joint*** */ dʒɔɪnt / (n): khớp (xương)* 9. ***Digestive system*** */ daɪˈdʒes.tɪv ˌsɪs.təm / (n.phr): hệ tiêu hoá* 10. ***Sweat*** */ swet / (n) mồ hôi* 11. ***Urine*** */ ˈjʊə.rɪn / (n) nước tiểu* | - Listen to the teacher and take notes.  - Read the text and underline the words.  - Try guessing their meanings in the context.  - Listen to the teacher and take notes on the meanings of those words.  - Listen and repeat chorally and individually.  - Answer the teacher |

**2. While – reading: 20 minutes**

a. Objectives: to help students identify the text's purpose and read for the gist.

b. Content: Task 1,2,3 (SB), and Task 1,2 (WB, p.29)

c. Expected outcomes: Students can identify the text's purpose and read for the gist.

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 1: Read the text quickly. Is the text about *making an announcement*? *giving advice*? *advertising something*?**  - Ask students to scan the text and answer the question.  - Ask them to check the answers with a partner.  - Check the answers.  **Task 2: Read the text again. Which of the sentences (A–D) best fits each gap (1–4)? Listen and check.**  - Give students some time to finish the task individually.  - Ask Ss to check the answers with a partner.  - Ask Ss to listen to the audio and check the answers.   1. *For example, vitamin A is good for eyesight and calcium and strengthens our bones.* 2. *It is also important for our joints and digestive system.* 3. *The glucose we don’t use turns into fat.* 4. *Another important nutrient is protein*   **Task 3: Read the text again and decide if the statements (1–5) are *R* (right), *W* (wrong) or *DS* (doesn’t say).**  - Ask Ss to work alone and complete the task.  - Ask Ss to check the answers with a partner and show evidence.  - Check the answers with the whole class.   1. *The main source of energy for the body is glucose.* 2. *Eating too many carbs can lead to weight problems.* 3. *Protein is important for athletes only.* 4. *Our bodies can store more vitamins than minerals.* 5. *We lose water through breathing.*   ***Extra Practice: WB – page 29***  ***Task 1 ★ Read the text and complete the gaps (1–5) with the words from the list.***  ***• fit • exercising • energy • improve • make***  *- Give Ss some time to complete the task individually, then ask them to check the answers with a partner.*  *- Check answers with the whole class.*  *Do you know why sports and exercise are good for us?*  *Firstly, sports and exercise can 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ your looks and your mood. That is because working out is a great way to maintain a healthy weight and when you look good, you will feel good. 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for 30 minutes each day also helps you reduce stress. This is because your brain releases feel-good chemicals when you work out.*  *Therefore, if you’re unhappy, getting some fresh air by taking a stroll or riding your bike will make you feel better. Also, joining a sports team is an excellent way to build relationships and 3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ new friends.*  *Secondly, there are other health benefits for our bodies besides getting* ***4)*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Our bodies can become stronger through sports and exercise, which boosts* ***5)*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_ levels. Also, physical activities can lower the chance of cancer and heart disease because they control our weight and strengthen our bodies. Regular physical activities can help you have a deep sleep, too. Just don’t exercise too close to bedtime, or you may have too much energy to go to sleep.*  **Task 2 ★★★ Read the text again. Decide if the sentences (1–5) are *R* (right), *W* (wrong) or *DS* (doesn’t say).**   1. *Maintaining a healthy weight helps you feel good.* 2. *When you work out, your brain releases chemicals that make you feel good.* 3. *Joining a sports team can reduce stress.* 4. *You can’t get cancer and heart diseases if you exercise.* 5. *If you exercise close to bedtime, you may sleep better.*   - Give Ss some time to complete the task individually, then ask them to check the answers with a partner.  - Check answers with the whole class. | - Work alone and complete the task.  - Check the answers with a partner.  - Check the answers.  ***Answers:***  *The text is about giving advice.*  ***CLUE:***   1. *We can find carbs in rice, bread, pasta and potatoes, but we* ***shouldn’t eat*** *too many.* 2. *Our bodies cannot store some vitamins and minerals, so we* ***need to*** *eat foods with them daily.*   - Finish the task individually.  - Check the answers with a partner.  - Listen to the audio and check the answers.  ***Answers:***   1. ***C -*** *The glucose we don’t use turns into fat.* 2. ***D -*** *Another important nutrient is protein.* 3. ***A -*** *For example, vitamin A is good for eyesight and calcium, and strengthens our bones.* 4. ***B -*** *It is also important for our joints and digestive system.*   - Work alone and complete the task.  - Check the answers with a partner and show evidence.  - Give answers when asked.  ***Answers:***  *1. R: CLUE: Our bodies turn carbohydrates into glucose, a type of sugar and* ***the body’s main source of energy****.*  *2. R: CLUE: We can find carbs in rice, bread, pasta, and potatoes, but we shouldn’t eat too many. This can* ***lead to weight problems****.*  *3. W: CLUE: Our bodies use protein to build and repair bones and muscles, so* ***it is especially important for growing children and athletes.***  *4. DS*  *5. R: CLUE: We* ***lose water through*** *sweat, urine and* ***even breathing****, so it is important to drink water throughout the day.*  - Complete the task individually and check the answers with a partner.  - Check the answers with the teacher.  ***Answers:***   1. *improve* 2. *Exercising* 3. *make* 4. *fit* 5. *energy*   - Complete the task individually and check the answers with a partner.  - Check the answers with the teacher.  ***Answers:***  *1. R: CLUE: That is because working out is a great way to maintain a healthy weight and when you look good, you will feel good.*  *2. R: CLUE: This is because your brain releases feel-good chemicals when you work out.*  *3. DS*  *4. W: CLUE: Also, physical activities can lower the chance of cancer and heart disease because they control our weight and strengthen our bodies.*  *5. W: CLUE: Just don’t exercise too close to bedtime, or you may have too much energy to go to sleep.* |

**3. Post-reading: 10 minutes**

a. Objectives: To help students expand the topic, use the language and information in the text, and develop critical thinking.

b. Content: Task 4,5 (SB)

c. Expected outcomes: Students can use the learned vocabulary to talk about healthy diets and food.

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4: What do you learn from the text? Tell the class. Look at the example below:**  - Explain the task by showing the example.  - Ask students to share their ideas with their partner.  - Ask some students to present their ideas.  **Task 5: Work in pairs, ask and answer the question below:**  ***What is a typical meal in the UK?***  - Ask Ss to ask and answer the question in pairs.  - Then, ask some Ss to share their ideas with the class. | - Listen to the teacher.  - Share the answers with a partner.  - Speak in front of the class when invited.  ***Suggested Answers:***  *1. I learned that we can find carbs in rice, bread, pasta, and potatoes, but we shouldn’t eat too many. This can lead to weight problems.*  *2.*  *I learned that our bodies use protein to build and repair bones and muscles.*  *3.*  *I learned that our bodies cannot store some vitamins and minerals, so we need to eat foods with them daily.*  *4.*  *I learned that we lose water through sweat, urine and even breathing, so it is important to drink water throughout the day.*  - Work in pairs and brainstorm some ideas about the question.  - Share the answers when asked.  ***Suggested answers:***  ***1. Fish and Chips -*** *A classic British meal.*  ***2. Full English Breakfast:*** *includes a variety of items such as eggs, bacon, sausages, baked beans, grilled tomatoes, mushrooms, and served with toast or fried bread.*  ***3. Roast Beef with Pudding:*** *roasted beef slices served with a savoury baked pudding. This meal typically includes roasted potatoes and a selection of vegetables.* |

C. **Consolidation and homework assignment: 5 minutes**

**1. Consolidation: In pairs, take turns to say these words out loud**

***Carbohydrate (carb) /****ˌkɑː.bəʊˈhaɪ.dreɪt / (n): chất bột đường*

***Carb*** */kɑːb/ (n): chất bột đường*

***Glucose*** */ ˈɡluː.kəʊs / (n): đường đơn*

***Nutrient*** */ ˈnjuː.tri.ənt / (n): chất dinh dưỡng*

***Protein*** */ ˈprəʊ.tiːn / (n): chất đạm*

***Mineral*** */ˈmɪn.ər.əl / (n): chất khoáng*

***Function****/ ˈfʌŋk.ʃən / (n) chức năng*

***Joint*** */ dʒɔɪnt / (n): khớp (xương)*

***Digestive system*** */ daɪˈdʒes.tɪv ˌsɪs.təm / (n.phr): hệ tiêu hoá*

***Sweat*** */ swet / (n) mồ hôi*

***Urine*** */ ˈjʊə.rɪn / (n) nước tiểu*

**2. Homework assignment**

- Learn by heart the words in the consolidation and make sentences using them.

- Prepare for the next lesson (Skills – Vocabulary & Listening – page 47 – SB).

**4. . REFLECTION**

a. What I liked most about this lesson today:

……………………………………………………………………………

b. What I learned from this lesson today:

……………………………………………………………………………

c. What I should improve for this lesson next time:

……………………………………………………………………………