**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:

……………………………………………………………………………

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:

……………………………………………………………………………