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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 5: HEALTHY LIVING**

**Lesson 1: Vocabulary and Reading (Pages 44 & 45)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- use new words to talk about health myths.

- practice reading for inference and details.

- improve reading skills.

**1.2. Competences**

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

**1.3. Attributes**

- understand more about the human body and healthy lifestyle.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Fill in the blanks.  - Read the text and choose the best answer.  **-** Read the text and circle True, False or Don’t say.  - Talk about health myths. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/presentation. | - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback. |

**4. Procedures**

**A. Warm-up (5’)**

a. Objectives: to introduce the topic.

b. Content: Let’s talk.

c. Expected outcomes: Ss can describe what they see in the picture and give opinions on what people are doing is healthy or unhealthy.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk: Look at the pictures. *What are these people doing? Do you think what they’re doing is healthy or unhealthy? Why?***    - Have Ss work in pairs, look at the pictures, and answer the questions (using the DCR/ PPTs slides).  - Invite some pairs to give their answers.  - Give feedback. | - Work in pairs, look at the pictures and answer the questions.  - Share the answers with the class.  ***Suggested answers***  **What are these people doing?**   1. *She is drinking orange juice.* 2. *He is taking vitamins.* 3. *He/she is having breakfast.*   **Do you think what they’re doing is healthy or unhealthy? Why?**  *I think what they’re doing is healthy because orange juice, vitamins, and nutrient breakfast are good for our health.*  **Ss’ answers** |

**B. New Lesson (35’)**

**1. Vocabulary – 10’**

a. Objectives: To prepare vocabulary about the human body.

b. Content: tasks a and b.

c. Expected outcomes: Ss can use vocabulary to talk about problems in their hometown or talk about themselves.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the definitions, then fill in the blanks with the new words.**  - Have Ss read the definitions, then fill in the blanks with the new words (using the DCR/ PPTs slides)  - Have Ss check their answers with their partner.  - Check Ss’ answers around the class.  - Have Ss listen and repeat. | - Fill in the blanks.  - Check the answers with their partner.  - Listen and repeat.  ***Answer Keys:***  *1. detox 2. chemical 3. calorie 4. nutrient 5. virus 6. bone 7. fat 8. organ* |
| **Task b:** **In pairs: Use the new words to talk about what you know about the human body and healthy lifestyles.**  - Explain and model the activity.  - Have Ss work in pairs, and talk about what they know about the human body and healthy lifestyles.  - Check Ss’ answers around the class and support in need.  - Invite some Ss to share their ideas. | - Listen to the instructions.  - Work in pairs  - Share the ideas with the whole class.  ***Suggested answers:***  *1. The skin is the largest organ in our body. We shouldn't eat too many calories or avoid exercise.*  *2. Eating too much fat is bad. 3. We should wash our hands regularly to prevent viruses.* |

**2. Pre & While Reading – 15’**

a. Objectives: To help Ss read for inference and details.

b. Content: Tasks a, b, and c.

c. Expected outcomes: Ss can read for specific informationand be aware of health myths or facts.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the article about health. Which of the following is the best title for the passage?**  - Have students read the article. - Have students choose the correct answer. - Check the answer as a whole class. | - Read the article, underline the evidence, and circle the correct answer.  - Check the answer with a partner and show the evidence to justify the answer.  ***Answer Key:*** *number 2* |
| **Task b:** **Now, read and circle *True, False* or *Don’t say.***  - Have students read the questions.  - Have students read the article again and circle *True, False, or Doesn't say.*  - Have students check their answers with a partner.  - Check answers as a whole class. | - Read the text and circle *True, False, or Doesn't say.*  - Check theỉr answers with a partner.  ***Answer Keys***  *1. False 2. Doesn't say 3. False 4. Doesn't say 5. True* |
| **Task c:** **Listen and read.**  - Play the CD and have Ss listen and read along. | * Listen and read along. |

**3. Post-reading – 10’**

a. Objectives: To provide Ss with an opportunity to reinforce comprehension and communication skills.

b. Content: Task d

c. Expected outcomes: Ss can talk about the health myths.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d: In pairs: Do you know anyone who believes in the myths in the article? Which of the myths were surprising to you?**  - Have Ss discuss and answer the question in pairs.  - Monitor the class and help them if necessary.  - Elicit answers from some students. | - Work in pairs to share their ideas.  - Share their ideas with the class. |

**C. Consolidation and homework assignments (5’)**

* Vocabulary: *nutrient, calorie, fat, organ, bone, virus, chemical, detox, harmful, harmless*
* Do Vocabulary & Reading exercises in the workbook on pages 26 & 27.
* Prepare the next lesson: Lesson 1.2 – Grammar, pages 45 & 46.

**5. Reflection**

a. What I liked most about this lesson today:

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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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