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

**UNIT 5: HEALTHY LIVING**

**Lesson 2.1: Vocabulary and Listening (Pages 48 & 49)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- use new words to describe health problems.

- listen for the main idea and specific information

**1.2. Competences**

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

 **1.3. Attributes**

- foster Ss’ understanding of teens health problems.

**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** |
| - Look at the pictures and fill in the blanks.- Listen and circle the correct answer. **-** Listen and fill in the blanks.- Read the Conversation Skill box. Listen and repeat.- Listen to the conversation again and circle the phrase. | **-** Ss’ answers.- Ss’ answers/ presentation.- Ss’ answers.- Ss’ answers.- Ss’ presentation. | - Observation and feedback.- Observation and feedback.- Observation and feedback.- Observation and feedback.- Observation and feedback. |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: to introduce the topic.

b. Content: Let’s talk.

c. Expected outcomes: Ss can describe problems they see in the pictures.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk: Look at the pictures. What is the problem? Do you think it’s a common problem teens have? What other health problems do teens have?**- 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:****1. She doesn’t get enough sleep and feels tired at school.**2. It’s a common problem teens have recently.**3. Other health problems that teens have:** *Eating too much fast food or junk food*
* *Addicting to online games*
* *Sleeping late*
* *Skipping meals*

**Ss’ answers** |

**B. New Lesson (35’)**

**1. Vocabulary (15’)**

a. Objectives: To prepare vocabulary for students to discuss health problems.

b. Content: tasks a and b.

c. Expected outcomes: Ss can use vocabulary to talk about health problems.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Match the underlined words to the definitions. Listen and repeat.** - Have Ss work by themselves and match the words (using the DCR/ PPTs slides) to the definitions. - Have Ss check their answers with their partner.- Check Ss’ answers around the class.- Have Ss listen and check.- Have Ss listen and repeat. | - Match the words to the definitions.- Check the answers with their partner.- Listen and repeat.***Answer Keys:****1. obese2. nourishing3. cafeteria4. risk5. promote6. addicted7. access8. maintain* |
| **Task b:** **In pairs: Use the new words to talk about things that people are addicted to, what things people should have access to, and what things we should promote at school.**- Explain and model the activity.- Have Ss work in pairs and talk about things people are addicted to, what things people should have access to, and what things we should promote at school.- Check Ss’ answers around the class and support in need.- Invite some Ss to share their ideas. | - Work in pairs.- Share the ideas with the whole class.***Suggested answers:*** *People are often addicted to online games. People should have access to fresh food.We should promote sports at school.*  |

**2. Pre & While-listening (15’)**

a. Objectives: To help Ss listen for the main idea and specific information.

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

c. Expected outcomes: Ss can listen for the main idea and specific information.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Listen to people talking about teens' health problems. Who are the participants?**- Have Ss work in groups and read the question.- Play audio, and have Ss listen and take notes- Have Ss circle the correct answer.- Check the answer as a whole class | - Work in a group and read the question- Listen and take notes- Check answers ***Answer Key:*** *number 1* |
| **Task b:** **Now, listen and fill in the blanks.**- Have Ss read the sentences.- Have Ss listen and fill in the blanks.- Have Ss check the answers with a partner.- Check the answer as a whole class. | - Read the sentences.- Listen and fill in the blanks.- Check theỉr answers with a partner. ***Answer Keys*** *1. six to seven2. 11 p.m.3. School4. obese5. sugar6. nourishing lunches* |
| **Task c: Read the Conversation Skill box, then listen and repeat.**- Have Ss read the Conversation Skill box.- Explain and clarify the use of the Conversation Skill.- Play audio.- Have Ss listen and repeat. | - Read the Conversation Skill box.- Listen to the explanation- Listen and repeat. |
| **Task d: Now, listen to the conversation again and circle the phrase that you hear**- Have Ss listen to the audio again and circle the phrase they hear.- Check the answer. | - Listen and circle***Answer keys:****That’s all for today. Thank you for your time.* |

**3. Post-listening (5’)**

a. Objectives: To provide students with an opportunity to practice how to ask for clarification and discuss health problems.

b. Content: Task e.

 c. Expected outcomes: Ss can know how to ask for more information to understand more about the problems and they can discuss health problems and what experts suggest.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task e: In pairs: Do you have any of the problems Dr. Anderson talked about? What other health problems do you have?**- Divide the class into pairs.- Have Ss discuss the questions.- Elicit answers from some Ss. | - Work in pairs.- Discuss the questions.- Share the ideas with the class.***Suggested answers****Yes, I do. I usually don’t get enough sleep, so I always feel sleepy during the daytime. I do have a busy schedule every day so I keep skipping meals. I know this habit is harmful to my body and always makes me feel under the weather.* |

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

**-** Vocabulary: *obese, nourishing, cafeteria, risk, promote, addicted, access, maintain*

*-* Do Vocabulary and Listening in WB pages 28 & 29

*-* Make sentences using the new words in SB

*-* Prepare for the next lesson (Grammar - pages 49 & 50 - SB)

*-* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**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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