**LESSON PLAN**

Trường THCS Thi Tran Phu Hoa Giáo viên : Nguyen Thi Thu Loan

Tổ: Tiếng Anh

**Date of planning: 22-9 -2024**

**Date of teaching: 23-9 -2024**

UNIT 2: HEALTHY LIVING

# **Period 9 : Lesson 1: Getting started – Let’s go out!**

I. Objectives : By the end of the lesson, students will be able :

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

- Identify and talk about the daily activities and decide if they are good or bad for health

**1. Knowledge:**

a. Vocabulary: Vocabulary related health activities and health problems

b. Grammar: The simple present tense

**2. Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Attitude:-** Help Ss - be ready to talk about *Healthy living*

 - Know some daily activities whether good or bad for health

**II. TEACHING AIDS:**

- Text book, teaching plan, a laptop connected TV, - sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Contents** | **Teacher’s &Student’s activities**  |
| **1. WARM UP (3 minutes)****Aim:** To create an active atmosphere in the class before the lesson * To lead into the unit
 |
| **BRAINSTORMING** weak strong sick  ill 1. They are Mi and Mark.2. They are looking at the picture on the wall and talking about it.3. The people in the picture are doing (exercising, boating, etc.) and mention some things they need to avoid a health problem. | T Teacher gives instructions- Teacher writes the word “HEALTH” on the board, divides the class into two teams.Ss Members of each team to think of words relating to health.- In team, Ss take turn to come to the board and write one word.* The team which has more points or more correct answers will be the winner.

T asks some questions about the pictures.1. Who are they?2. What might they talk about?3. What are the people in the picture on the wall doing?4. Are they healthy activities? |
| **2. PRESENTATION (15 minutes)****A. ACTIVITY 1****Aim**: To help students understand the text. |
| 1. Who are they?2. What might they talk about?3. What are the people in the picture on the wall doing?4. Are they healthy activities?1**. Listen and read.*****\* New words :***

|  |  |  |
| --- | --- | --- |
| popular (a) | /ˈpɒpjələr/ | phổ biến |
| fresh (a) | /freʃ/ | tươi, mới |
| join (v) | /dʒɔɪn/ | tham gia |

  | T asks some questions about the pictures.T introduces the vocabulary by:+ showing the pictures illustrating the words+ providing the synonym or antonym of the words+ providing the definition of the wordsSs say the words.T plays the recordingSs listen and read-choral reading -individual reading- Other Ss correct if the previous answers are incorrect. T refers to the questions previously asked.- confirms the correct answer. |
| **3. PRACTICE (12 minutes)****B. ACTIVITY 2:** **Aim**: To help students understand the main idea of the conversation |
| **1: CIRCLE THE CORRECT ANSWER.** *(Ex. 2, p. 19)****Answer key:* B** | Teacher asks students to answer without reading the conversation again. Ss work out and answer questions in pairs.  T asks some students to explain why they did not choose the other two options. T confirms the correct answer |
| **C ACTIVITY 3 :** **Aim :**To help student learn some vocabulary from the conversation visually to ensure their understanding of the context. |
| **2: WRITE A WORD OR PHRASE FROM THE BOX UNDER ITS PICTURE** *(Ex 3, p. 19)**Answer key:*1. sunburn2. suncream3. lunch box4. boating5. cycling | T asks students to work independently to read the words, look at the pictures and write the correct words / phrase under the picturesSs work in group to do EX  Ss share their answers before discussing as a class. T calls some students to check.  T confirms the right answers and writes on the board. |
| **D. ACTIVITY 4:** **Aim:** To help student develop the vocabulary about the topic. |
|  **3: COMPLETE EACH SENTENCE WITH A WORD FROM THE CONVERSATION.** *(Ex 4, p. 19)****Answer keys:***1. boating 2. Park 3. countryside4. suncream 5. Health | Teacher asks students to work independently to fill in each blank with a word from the conversation. Ss do exercise 3 individually.Teacher asks them to tell where to find the words. Teacher checks the answers as a class.  |
| **4. PRODUCTION (10 minutes)** **E. ACTIVITY 5:** **Aim:** To help student identify and talk about their daily activities and decide if they are good or bad for their health |
| 4: SURVEY: GOOD OR BAD FOR HEALTH. *(Ex 5, p. 19)****Suggested answers:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Daily****activities** | **How often** | **Good** | **Bad** |
| Walking to school | Every day | √ |  |
| Eating breakfast | Rarely |  | √ |
| Going swimming | Twice a week | √ |  |
| Sleeping | 12 hours per day |  | √ |
| Doing yoga | Three times a week | √ |  |

 | Teacher asks students to work in groups of 4 or 6 to take turns to ask and answer about their daily activities, how often they do these activities and discuss if they are good or bad for their health. Ss work in groups to ask and answer- Teacher moves around to observe and offer help when needed.-Teacher checks and gives the correct answers |
| **5:**  **HOMEWORK (5 minutes)****Aim**: Help Students revise the lesson and prepare for the next lesson. |
| - Learn vocabulary by heart.- Reread EX1, redo exercises.p.19- Prepare unit 2: A closer look 1. | T guides students to do their homework |

* Checking :

Date of planning 24/9/2024: UNIT 2: HEALTHY LIVING

**Date of teaching : 25/9/2024 Period 10 : Lesson 2 : Acloser look1**

**I. Objectives** : By the end of this lesson, students will be able to :

+ use the lexical items related to the topic *Healthy living*

- pronounce and recognize the sounds /f/ and /v/ in isolation and in context

1. Knowledge:

*a.Grammar* : the simple present tense

*b. Vocabulary*: words about healthy activities and health problems

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

 - Actively join in class activities.

**3. Attitude:**

- Help Ss be ready to know the words about healthy activities and health problems

- Develop self-study skills

**II. TEACHING AIDS:**

- Text book, teaching plan, a laptop connected TV.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Contents** | **Teacher’s &Student’s activities**  |
| **1. WARM UP (3 minutes)****Aim:** To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation. |
| **GAME: FACE TO FACE:*****Suggested answer:***- Going cycling/ swimming- Walking - Boating- Eating breakfast- Doing yoga/ aerobics- Playing sports- …. | Teacher divides class into 2 teams: Cats and Dogs.- Teacher asks students to think of words or phrases related to “Healthy activities” which they have learnt in the previous lesson or words they may know already. Ss have 3 minutes to think of the topicStudents in each team turn by turn stand up and say 1 word or phrase related to the topic. In 90 seconds, the team has more right answers will be the winner, and the team repeat the word which is mentioned already or cannot give a word will be the loser. |
| **2. PRESENTATION ( 5 minutes)****A. ACTIVITY 1****Aim**: To lead in the lesson about vocabulary and pronunciation. |
| Vocabulary 1 dim light (n.phr.): ánh sáng lờ mờ2. lip balm (n.phr.): son dưỡng môi 3. chapped lips (n.phr.): môi nứt nẻ 4. coloured vegetables (n.phr.): rau có màu sắc5. red spots (n.phr.): đốm đỏ  | Teacher introduces the vocabulary by:+ providing the pictures of the wordsAnd explaining Ss say the words.- Other Ss correct if the previous answers are incorrect. Teacher shows and says the words aloud and asks Ss to repeat them **Checking Voc ROR:** . |
| **3. PRACTICE (5 minutes)****B. ACTIVITY 2:** **Aim**: To revise the words or phrases they have learnt. |
| 1: MATCH THE PHRASES ON THE LEFT WITH THE CORRECT PICTURES ON THE RIGHT. *(Ex 1, p. 20)****Answer keys:***1. c 2. e 3. d 4. a 5. B | Teacher asks students to work independently to do matching. Ss work individually. Teacher has students to check their work with their partner.Then, teacher call one student to do matching in front of the class and give correct answer. |
| **C. ACTIVITY 3:**  **(5 minutes)** **Aim**: To help student use the words/ phrases in specific contexts. |
|  **2: COMPLETE THE SENTENCES WITH THE CORRECT WORDS AND PHRASES.** *(Ex 2, p. 20)****Answer key:***1. coloured vegetables 2. Soft drinks3. fit 4. skin condition 5. sunburn | Teacher asks students to read the words and phrases provided aloud and give them their meaning if necessary.Teacher asks Ss to work individually.Ss : do Ex and share their answers T gives feedback. |
| **C. ACTIVITY 3:**  **( 5 minutes) FURTHER PRACTICE** **Aim**: To help students talk about their daily activities and decide if each activity is healthy or unhealthy |
| **3: DISCUSS AND TICK EACH ACTIVITY IN THE TABLE AS H (HEALTHY) OR U (UNHEALTHY).** *(Ex 3, p. 20)****Suggested answers:***Healthy: 1, 3, 4Unhealthy: 2, 5 | First, teacher asks students to read all the sentences in the table and find out any words are new to them.- Then, teacher has students work in group of 4 - 6 to discuss whether each activity is healthy or unhealthy. Ss work in groups.Finally, teacher calls out some group to give and explain their answers as a class.Teacher listens and correct their answers. |
| **D. ACTIVITY 4:** **(7 minutes) PRONUNCIATION** **Aim:** To help students identify how to pronounce the final sounds /f/ and /v/ at the end of the words and practise pronouncing these sounds in words. |
| **4: LISTEN AND REPEAT. PAY ATTENTION TO THE SOUND /F/ AND /V/.** *(Ex 4, p. 20)*Tiếng Anh 7 Unit 2 A closer look 1 trang 20 | Hay nhất Giải Tiếng Anh lớp 7 | Teacher writes on the board two words “***f***it” and “***v***egetables”.- Then, teacher has students focus on the underlined letters “f” and “v”.Ss practice saying the word individually.Teacher calls some students to read aloud. Teacher corrects if necessary.Teacher asks Ss to watch Tiếng Anh 7 - Pronunciation video Unit 2***(link YouTube)***Ss imitate and practice the two sounds together. Teacher explains if necessary. |
| **E. ACTIVITY 5:**  **(5 minutes)****Aim:** To help students pronounce the final sounds /f/ and /v/ correctly in context |
| **5: LISTEN AND REPEAT. PAY ATTENTION TO THE UNDERLINED WORDS.** *(Ex 5, p. 20)*Tiếng Anh 7 Unit 2 A closer look 1 trang 20 | Hay nhất Giải Tiếng Anh lớp 7 | Teacher has students read the sentences and tell them to pay attention to the underlined words with sounds /f/ and /v/. Ss read and underline the wordsTeacher plays the recording for students to listen and repeat each sentence.Teacher corrects their pronunciation if necessary.- Teacher calls on some students to read the sentences individually. |
|  **E. ACTIVITY 5:**  **(6 minutes) PRODUCTION** **Aim**: To give students chance to apply what they have learnt. |
| **GAME: TONGUE TWISTER***1. Victoria fried some fresh fish.**2. Van fried the fish in half a vat of fat.* |  Teacher asks students to focus on 2 sentences on the board and try to say it.- Teacher models, then call some students to read and correct pronunciation if necessary. Ss practice saying the sentences.Teacher has students try to read the whole sentence as quick as possible without making any mistakes.Teacher corrects if necessary. |
| **5:**  **HOMEWORK (4 minutes)****Aim**: Help Students revise what they have learnt. |
| - Learn Vocabulary by heart Do Exercises in workbook (A1 , B1,2,3 page 10 ,11) -Practice pronuncing the sounds /f/ and /v/Prepare Unit2 A closer look 2  |  Teacher guides Ss to prepare homework  |

**Checking :**

Date of planning: 28 -9 -2024 UNIT 2: HEALTHY LIVING

**Date of teaching: 27-9 -2024 Period 11 : Lesson 2 : Acloser look2**

**I. Objectives** : By the end of the lesson, the students will be able to:

 - Know how to recognize and write simple sentences

1. Knowledge:

*a.Grammar* : Types of simple sentences

*b. Vocabulary*: Vocabulary about health activities and health problems

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

 **3. Attitude:**

 Help Ss be responsible and hard working

**II. TEACHING AIDS:**

- Text book, teaching plan, a laptop connected TV.

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (3 minutes)****Aim:** To activate students’ prior knowledge and vocabulary related to the targeted grammar. |
| **GAME:JUMBLED SENTENCES**1. books / I / science / read /.2. games / children / love / outdoor /.3. their / every day / they / clean / house /.4. night / watched / I / T.V / last /.5. learn / words / every day / You / should / the / new ***Answer key:***1. I read science books.2. Children love outdoor games.3. They clean their house every day.4. I watched T.V last night.5. You should learn the new words every day. | Teacher gives instructions. In groups, Ss:- discuss to rearrange the words to make meaningful and completed sentences. The group which can finish all the sentences first and has all correct answers will be the winnerTeacher checks and corrects Ss’ answer. |
| **2.PRESENTATION : 7 minutes** **A. ACTIVITY 1 (7 minutes)****Aim :** To introduce students the form of simple sentences. |
| **SIMPLE SENTENCES** It rained. S V I read science books. S V O I watched T.V last night. S V O A | Teacher draws students’ attention to the sentences in the answers from the Warm-up and writes 1 more example, then underlines the main parts of each sentence.Ss look at the board and listen to the teacher’s questions to identify each part of a sentences. Ss answer the teacher’s questions, then read *REMEMBER* box in Ss’ book.Teacher tells Ss that a simple sentence has only one subject and one verb, some simple sentences also have an object, some simple sentences also have an adverb. |
| **3 . PRACTICE** **B. ACTIVITY 2 (7 minutes)****Aim:** To help students identify the correct form of simple sentences. |
| **1: TICK THE SIMPLE SENTENCES.** *(Ex 1, p. 21)*1 ***Answer key:***Simple sentences: 1, 2, 4 | Teacher asks students to do the exercise individually and then compare their answers with a classmate. Ss do the task individually.some Ss explain their choices.Teacher confirms the correct answers. |
| **C.ACTIVITY3 :** **Aim:** To activate students’ prior knowledge and vocabulary related to the targeted grammar. |
| **2: UNDERLINE AND WRITE S FOR THE SUBJECT AND V FOR THE VERB IN EACH SIMPLE SENTENCE BELOW. *(Ex 2, p. 21)*** | Teacher has students do this exercise individually by reading each sentence carefully to look for the two main parts. Ss do the task individually.Ss give and explain their answers.Teacher confirms the correct answers. |
| **D. ACTIVITY 4 : (3 minutes)****Aim:** To help student identify different parts of a simple sentence and put them in the correct order to form a simple sentence. |
| **3: REARRANGE THE WORDS AND PHRASES TO MAKE SIMPLE SENTENCES.** *(Ex 3, p. 21)****Answer key:***1. My sister never drinks soft drinks.2. Acne aﬀects 80% of young people.3. He has bread and eggs for breakfast.4. We don’t eat much fast food.5. Fruit and vegetables have a lot of vitamins. | Teacher asks Ss to work in pairs. Ss work in pairs to do the task.Teacher calls on Ss to read aloud the complete sentences. Teacher confirms the correct answers. |
|  **FURTHER PRACTICE** **E. ACTIVITY 1 (7 minutes)****Aim:** To give Ss further practice on writing out simple sentences from the prompts given.. |
| **4: WRITE COMPLETE SENTENCES FROM THE PROMPTS. YOU MAY HAVE TO CHANGE THE WORDS OR ADD SOME.** *(Ex 4, p. 21)****Answer key:***1. Tofu is healthy.2. Many Vietnamese drink green tea.3. She does not use suncream.4. My father does not exercise every morning.5. Most children have chapped lips and skin in winter. | Teacher asks Ss to look at the prompts of each sentence and decide the two main parts of the sentence. Ss do the task individually.Teacher Calls on some students to read out their answers.Teacher confirms the correct answers.- Choose some typical errors and correct as a whole write class without nominating the students’ names. |
| **4. PRODUCTION :** **F. ACTIVITY 6 (7 minutes)****Aim:** To allow Ss more advanced practice in forming a simple sentence from two separate ones. |
| **5: DISCUSS AND WRITE A SIMPLE SENTENCE FROM THE TWO GIVEN SENTENCES.** *(Ex 5, p. 21)****Answer key:***1. We avoid sweetened food and soft drinks.2. My dad and I love outdoor activities.3. You should wear a hat and suncream.4. My mother read and downloaded the health tips.  |  Teacher asks Ss to work in pairs to read the two separate sentences, discuss and determine the two main parts for the new sentence. Ss work in pairs. Ss to the sentences on the board.Teacher corrects the answers.- Choose some typical errors and correct as a whole class without nominating the students’ names. |
| **5. HOMEWORK :** **Aim:** To revise what they have learnt.. |
| **-**Learn simple sentence . -Redo exercise 3,4,5 .- Prepare Unit2 Communication  | Teacher guides Ss to prepare homework  |

* **Checking :**

Date of planning: 29 -9 -2024 UNIT 2: HEALTHY LIVING

**Date of teaching: 30-9-2024 Period 12 : Lesson 4 : COMMUNICATION**

**I. Objectives** : By the end of the lesson, the students will be able to:

- learn how to ask for and give health tips

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

**1. Knowledge**:

*a.Grammar* : You should/ shouldn’t … / - You can …

*b. Vocabulary*: Vocabulary about health problems

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

 **3. Attitude:**

 Teach Ss to be benevolent and responsible

**II. TEACHING AIDS:**

- Text book, teaching plan, a laptop connected TV, sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (3 minutes)****Aim:** To introduce the lesson. |
| **GAME: BRAINSTORMING*****Suggested answers:*** Asthma, a backache, a broken leg, a cold, a cough, an earache, a headache, a sore throat, a toothache, sunburn, etc. | 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 |
| **2.PRESENTATION : 7 minutes** **A. ACTIVITY 1 (7 minutes)****Aim :** To introduce two ways to give tips on health problems and to allow Ss some practice. |
| **1: LISTEN AND READ THE DIALOGUE.** *(Ex 1, p. 22)***Structure: to give advice:**- You should/ shouldn’t …- You can … | - SS to listen and read the conversation about health problem.eacher calls some pairs to read aloud.- Teacher corrects pronunciation if necessary­.Teacher asks Ss to pay attention to 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 |
| **3 . PRACTICE** **B. ACTIVITY 2 (7 minutes)****Aim:** To help students practise giving tips on health problems |
| **2: MAKE SIMILAR CONVERSATION.** *(Ex 2, p. 22**1. I’m tired.**2. I have acne.**3. My hands are chapped.****Suggested answers:****A: I am tired.**B: You can drink some milk.**A: Yes.**B: And you should have a nap.**A: Thank you.* | Teacher has Ss look at the situation in Ex 2 to make similar dialogue: 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. |
| **C.ACTIVITY3 :** **Aim:** To provide students with more knowledge about healthy living and help them practice the skill of reading for the main idea. |
| **3: READ THE PASSAGE AND CHOOSE THE CORRECT TITLE FOR IT.** *(Ex 3, p, 22)****Answer key***: A | -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. |
|  **FURTHER PRACTICE** **E. ACTIVITY 1 (7 minutes)****Aim:** To help students identify the main points in a reading and talk about them. |
|  **4: DISCUSS AND MAKE A LIST FOR THE TIPS WHICH HELP THE JAPANESE LIVE LONG LIVES.** *(Ex 4, p. 22)****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. | 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.- Ss 2-3 groups share their lists.-Teacher confirms and corrects if necessary­.  |
| **4. PRODUCTION :** **F. ACTIVITY 6 (7 minutes)****Aim:** To help students practise giving health tips on their own context. |
|  **5**: **DISCUSS AND MAKE A LIST FOR THE TIPS THAT THE VIETNAMESE CAN DO TO LIVE LONGER.** *(Ex 5, p. 22)****Suggested answers:***1. avoid overeating2. do more outdoor activities.3. drink enough water4. sleep before 10 p.m5. eat more nuts.6. do more exercises.7. … |  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. HOMEWORK :** **Aim:** To revise what they have learnt.. |
| - Practice the conversation again . -Do Exercises 4,5,6 ( work books ) - Prepare Unit2 skills1  | Teacher guides Ss to prepare homework . |

* **Checking :**

Date of planning: 1 -10 -2024 UNIT 2: HEALTHY LIVING

**Date of teaching: 2-10 -2024 Period 13 : Lesson 6: SKILLS 1**

**I. Objectives** : By the end of the lesson, the students will be able to:

 - read for specific information about acne

 - talk about how to deal with some health problems.

**1. Knowledge**:

*a.Grammar : Imperatives for tips*

*b. Vocabulary*: Vocabulary about health ptoblems

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities

 **3. Attitude:**

 Help Ss be responsible and know how to take care of their health .

**II. TEACHING AIDS:**

- Text book, teaching plan, a laptop connected TV,sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (3 minutes)****Aim:** To introduce the topic of reading.. |
| **GAME: FACE TO FACE** **HEALTH PROBLEMS** ***Suggested answers:*** Asthma, a backache, a broken leg, a cold, a cough, an earache, a headache, a sore throat, a toothache, sunburn, etc | Teacher gives instructions. In groups, Ss: give words about health problems \* which Ss give the most words is winner Teacher leads students into the lesson |
| **2.READING : 7 minutes** **A. ACTIVITY 1 – PRE- READING (7 minutes)****Aim :** To provide students with some lexical items before reading the text and introduce words related to skin conditions to Ss and help Ss have a general idea of what they are going to read. |
| Vocabularya. disease (n): bệnh tậtb. serious (a): nghiêm trọngc. take care of (phr v): chăm sóc = look after d. pop (v): nặn, bóp*Answer keys:*1. chapped skin2. acne3. sunburn | * Teacher : We are going to read a passage about one of the most common “Skin condition” among teenagers.
* 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.- check: Rub out and Remember.Teacher asks Ss to work in pairs to look at some pictures in Ex 1 and disscuss with partners “Which skin condition is the most common among teenagers”.- Ss work in pairs.- Teacher calls some Ss to check what they have discussed.Teacher corrects. |
| **3 . WHILE-READING****B. ACTIVITY 2 (7 minutes)****Aim:** To help Ss develop their reading skill for specific information (scanning) and help them focus on the problem of acne. |
| **1: READ THE PASSAGE AND MATCH THE BEGINNINGS IN A WITH THE ENDINGS IN B.** *(Ex 2, p. 23)****Answer key:***1. b2. d3. a4. c | Teacher has Ss read the text in detail to do the exercise and asks them how to do this kind of exercise. - Read the beginnings in A. They all start with ‘acne’ plus the verbs (is, affects, causes). - Locate the part of the text where they find the information. They all appear right in the first paragraph. - - Read that part and do the matching. -Ss do the task independently- Teacher tells Ss to compare their answers in pairs before calling some of them to check.-Teacher confirms the correct answer and explains if necessary. |
| **C.ACTIVITY 3 :** **Aim:** To help Ss further develop their reading skill for specific information (scanning). |
| **2: READ THE PASSAGE AGAIN AND CHOOSE THE CORRECT ANSWER A, B, OR C.** *(Ex 3, p. 23)****Answer key:***1. A 2. C 3. B 4. B 5. A | Teacher asks Ss: reading each question, locating where the information appears in the text, reading that part carefully and circling the correct answer. -Ss do the task independently. Teachers has Ss compare their answers in pairs and call some Ss to give their ideas.- Teacher checks and confirms the correct answers. |
| **4.** **POST-READING****D. ACTIVITY 4 : (3 minutes)****Aim:** To check students’ reading comprehension.. |
| **3: RETELLING.** | Teacher asks Ss to work in groups and take turn to say 1 sentence which they can remember from the passage they have read about “acne”.-Ss work in groups.- Teacher calls some groups to check.- Teacher corrects if necessary |
|  **5. PRE- SPEAKING :** **E. ACTIVITY 5 (7 minutes)****Aim:** To help Ss talk about how they apply the tips in the reading to themselves. |
| **4: READ THE PASSAGE AGAIN. PICK THE TIPS WHICH YOU CAN EASILY FOLLOW. SHARE YOUR IDEAS WITH YOUR PARTNER.** *(Ex 4, p. 23)* | Teacher asks Ss to work in pairs and tells them to focus on the tips for acne in the text to talk about which tip they can easily follow. - Ss work in pairs. Teacher goes around and listens and gives help if necessary. -Teacher calls on some Ss to share their answers with the class. If there is a tip they cannot follow, ask them to explain why not.- Teacher listens and gives comment.. |
| **6 . WHILE-SPEAKING :** **F. ACTIVITY 6 (7 minutes)****Aim:** To provide Ss an opportunity to practise giving tips for health problems. |
| **5: DISCUSS AND WRITE A SIMPLE SENTENCE FROM THE TWO GIVEN SENTENCES.** *(Ex 5, p. 21)****Suggested answers:***1. Use some lip balm.  Use coconut oil or body lotion.2. Eat less fast food, meat, and ice cream.  Eat more fruit and vegetable. 3. Get enough sleep, 7 - 8 hours a day.  Don't go to bed too late.4. Keep warm and stay in bed.  Drink plenty of water and eat light food. 5. Avoid washing your hair every day.  Take vitamins.  | Teacher has Ss work in groups and asks them to take turns to give tips for each health problem.- Ss work in groups to do the task. Teacher goes around, listens and gives help if necessary. -Teacher calls on some groups to share their answers with the class.-Teacher comments. |
| **7. POST-SPEAKING** **G . ACTIVITY 7** **Aim:** To help students improve next time |
|  | * Tteacher : Has students give comments on their friends and vote for the most interesting and informative presentation.

Teacher gives feedback and comments. |
| **5. HOMEWORK :** **Aim:** To revise what they have learnt.. |
| **-**Learn Vocabulary by heart -Redo exercise 5 . ( speaking ) - Prepare Unit2 Skills 2  | Teacher guides Ss to prepare homework . |

* **Checking :**

Date of planning: 1 -10 -2024 UNIT 2: HEALTHY LIVING

**Date of teaching: 2-10 -2024 Period 13 : Lesson 6: SKILLS 2**

**I. Objectives** : By the end of the lesson, the students will be able to:

 - listen for specific information about some advice about healthy habits

 - write some advice to avoid viruses.

**1. Knowledge**:

*a.Grammar : Imperatives for tips / simple sentence*

*b. Vocabulary*: Vocabulary about health ptoblems

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities

 **3. Attitude:** Help Ss be responsible and know how to take care of their health .

**II. TEACHING AIDS:**

- Text book, teaching plan, a laptop connected TV,sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (3 minutes)****Aim:** To activate students’ prior knowledge and vocabulary related to the lesson |
| **CHATTING:**What does this word mean?+ What do we do to have “healthy habits”?+ Can you name some “healthy habits?” | - Teacher writes on the board the word “Healthy habits” and asks Ss some questions:Ss think of these questions and discuss with their partners if needed.- Teacher calls some students to give their answers.- Teacher listens and give comments.Teacher introduces students the content of the lesson: *“In the lesson today, we are going to listen to the professor talking about healthy habits”.* |
| **2.** **PRE-LISTENING: 7 minutes** **A. ACTIVITY 1 : (7 minutes)****Aim : PRE-LISTENING:** To help Ss brainstorm the topic and prepare for the listening text and help Ss develop their skill of listening for specific information. |
| **1: DISCUSS AND TICK THE HABITS YOU THINK ARE GOOD FOR YOUR HEALTH.** *(Ex 1, p. 24)***Suggested answers:**Good for health: 2, 3 | -Teacher asks Ss to work in pairs to discuss if these sentences are good or bad for their health. - Ss work with their partner to do the task.-Teacher calls on some Ss to answer.- Teacher gives comments and leads Ss to task 2. |
| **3.** **WHILE-LISTENING****B. ACTIVITY 2 (7 minutes)****Aim:** To help Ss develop their skill of listening for specific information. |
| **2: LISTEN AND TICK THE HABITS MENTIONED.** *(Ex 2, p. 24)*Habits mentioned in the listening text: 1, 3, 4, 6 | Teacher has students guess if these habits are mentioned in the listening text. If they say yes for a habit, put a tick next to the word. Then, teacher plays the recording once for students to check their guesses.- Ss work independently to guess then listen to the recording once to check their guess.-Teacher calls on some students to give the answers the have listened. |
| **C.ACTIVITY3 :** **Aim:** To help Ss further develop their skill of listening for specific information. |
| **3: LISTEN AGAIN AND ANSWER THE QUESTIONS WITH NO MORE THAN THREE WORDS.** *(Ex 3, p. 25)****uggested answers:***1. disease 2. (lots of) vitamins 3. 8 / eight hours 4. tidy and clean | - Teacher plays the recording once or twice more for Ss to do the exercise. -Ss work independently to listen again and determine what information they need. After that, Ss can share their answers in pairs. -Teacher calls on some pairs to give answers.-Teacher confirms the correct ones and plays the recording again if needed, stopping at the places where students are having difficulties. |
| **4.** **POSP – LISTENING / PRE- WRITING :** **D. ACTIVITY 4 : (3 minutes)****Aim:** To help Ss make simple notes of what they have listened to. |
| **4: DISCUSS AND MAKE NOTES OF THE TIPS FROM THE LISTENING. THEN SHARE THEM WITH THE CLASS.** *(Ex 4, p. 25)****Suggested answers:*** “Covid-19”happened in 2019, it caused by virus, many people died of it, … | -Teacher tells Ss to work in groups to discuss and make notes of the tips and write in full sentences. e.g. Don’t eat too much meat and cheese. - Ss work in groups. Teacher moves around and offers help if needed. -Teacher invites some Ss to share their answers.-Teacher confirms the correct answers.**-**Teacher writes on the board “Covid-19”-Teacher asks SS to look at the pictures in TASK 5 and guess what disease is it ? -Ss think of it and can discuss with their partners-Teacher gives the suggest answers  |
|  **5. WHILE-WRITING:** **E. ACTIVITY 5 (7 minutes)****Aim:** To help Ss practise writing a passage to give advice on how to avoid viruses. |
| **6: WRITE A PASSAGE OF ABOUT 70 WORDS TO GIVE ADVICE ON HOW TO AVOID VIRUSES.** *(Ex 5, p. 25)* | - Teacher tells Ss that they are going to write a passage to give advice on how to avoid viruses -Ss work independently to do the task and try to add more tips if they can.Teacher goes around and help if necessary. |
| **6 . POST-WRITING****F. ACTIVITY 6 (7 minutes)****Aim:** To peer check, cross check and final check students’ writing. |
| ***CORRECT THE PASSAGE*** ***Suggested answers:***We can do a lot of things to avoid viruses. First, always keep your surroundings clean. Sweep your house, clean your furniture, and change your pillow covers and bedsheets often. Remember to take a bath daily. Wash your hands with soap regularly. Drink a lot of water and eat more fruit and vegetable. Exercise three times a day for at least 15 minutes each time. When you go out, wear a mask and avoid crowds. Take vitamins.  | -Teacher asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.- Teacher checks ideas, grammar, vocabulary and gives comments  |
| **5. HOMEWORK :** **Aim:** To allow students finalize their passage after being checked by friends and the teacher. |
| - Write a passage in the notebooks and hand in the teacher the next period -Prepare Unit 2 Looking back  | Teacher guides Ss to prepare homework  |

* **Checking :**

Date of planning: 5 -10 -2024 UNIT 2: HEALTHY LIVING

Date of teaching: 7-10 -2024 **Period 15: Lesson 7 : LOOKING BACK**

**I. Objectives** : By the end of the lesson, the students will be able to:

- review the vocabulary and grammar of Unit 2

- apply what they have learnt (vocabulary and grammar) into practice through a project.

**1. Knowledge**:

*a.Grammar* : Types of simple sentences

*b. Vocabulary*: Vocabulary about health activities and health problems

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

 - Actively join in class activities

 **3. Attitude:** Help Ss be responsible and hard working

**II. TEACHING AIDS:**

- Text book, teaching plan, a laptop connected TV.

**III. PROCEDURES:**

|  |  |
| --- | --- |
|  **Contents**  | **Teachers and Students ‘ activities**  |
| **1. WARM UP (3 minutes)****Aim:** - To help students revise the vocabulary items they have learnt in the unit.- To enhance students’ skills of cooperating with team mates. |
| **BRAINSTORMING** | Teacher asks Ss to think of what they have learnt already in Unit 2.- Ss work in pairs to do the task.- Teacher calls some students to retell.-Teacher confirms and leads them to do all the exercises in books. |
| **2.PRACTICE : 7 minutes** **A. ACTIVITY 1 (7 minutes)****Aim :** To help Ss revise the vocabulary items (verbs) they have learnt in the unit.. |
| **1: COMPLETE THE SENTENCES WITH THE VERBS BELOW.** *(Ex 1, p. 26)****Answer key:***1. keep 2. affects 3. avoid 4. are 5. exercise | -Teacher has Ss work individually read the verbs in the box and see if they still remember their meanings. - Ss do this activity individually, then compare their answers with their partners. - Teacher asks for Ss’ answers. - Teacher confirms the correct ones |
| **B. ACTIVITY 2 (7 minutes)****Aim:** To help Ss revise the vocabulary items (adjectives) they have learnt in the unit. |
|  **2: Write the words below next to their definitions (Ex 2, p. 26)*****Answer key:***1. active 2. healthy 3. tidy 4. fit 5. dirty | - Teacher has Ss work individually read the adjectives in the box and see if they still remember their meanings. -Ss do this activity individually, then compare their answers with their partners. -Teacher asks for Ss’ answers. - Teacher confirms the correct ones |
| **C.ACTIVITY3 :** **Aim:** To help Ss revise simple sentences. |
| **3: TICK THE SIMPLE SENTENCES.** *(Ex 3, p. 26)****Answer key:***Simple sentences: 2, 3, 5 | -Teacher asks Ss again *What is a simple sentence?* and tell them to do Ex 3 in the workbook.-Ss do the exercise individually and swap with their partners.-Teacher calls some Ss to check their answer.- Teacher confirms the correct answer. |
| **3. FURTHER PRACTICE****D. ACTIVITY 4 : (3 minutes)****Aim:** To help Ss revise simple sentences. |
| **4: CHANGE THE FOLLOWING SENTENCES INTO SIMPLE ONES.** *(Ex 4, p. 26)****Answer key:***1. Both you and your brother are active. 2. Your room looks dark and untidy. 3. The Japanese work hard and exercise regularly. 4. My mother eats a lot of fruit and vegetable | - Teacher asks Ss to write a simple sentence by identifying the main parts of the new sentence.- Ss work individually to do the task.- Teacher calls 1 - 2 Ss to write on the board.-Teacher checks and confirms their answer. |
| **PROJECT** **E. ACTIVITY 1 (7 minutes)****Aim:** To help Ss identify a bad habit for healthy living in their school and offer some tips to change that habit |
| **5: POSTERS EXHIBITION** | - Teacher Asks Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if neccessary.- T has groups show their posters and present the hobbies to the class. Remember to have the “show and tell” session and vote for the best poster.- Students vote for the best poster.- Teacher gives feedback. |
| **4. CONSOLIDATION :** **Aim :** To consolidate what students have learnt in the lesson. |
|   |  Teacher asks students to talk about what they have learnt in the lesson. |
| **5. HOMEWORK :** **Aim:** To revise what they have learnt.. |
| **-**Learn simple sentence . -Do Exercises in workbook .- Prepare Unit 3 getting started | Teacher guides Ss to prepare homework   |

\*Checking :