*Week 24 Preparing date:23/2/2025*

*Period 93 Teaching datte:24/2/2025*

**Unit 14: Staying healthy**

**Lesson 2 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about the frequency of an activity

- correctly say the phrases and use *How often does he / she \_\_\_\_? -\_\_\_\_.* to ask and answer questions about the frequency of an activity

- use *How does your \_\_\_\_ stay healthy? – He / She \_\_\_\_. and How often does your \_\_\_\_? – He / She \_\_\_\_.* in a freer context;

- ***Vocabulary:*** once a week, twice a week, three times a week and every day

- ***Structures***: *A: How often does he / she swim?*

*B: Every day.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about the frequency of an activity correctly and fluently.

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Self-control and independent learning: perform pronunciation and speaking tasks.

**3. Attitude/ Qualities:**

- Raise their knowledge of using healthy food and drink.

- Show their awareness of doing morning exercise regularly.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 227, 228, 229, 230, audio Tracks 35, 36, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 26, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)**  **2. Presentation (15’)**  **3.Practice: (7’)**  **4. Production: (6’)**  **5. Fun corner and wrap- up (4’)** | ***Game:***  ***Whisper game***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide the class into two groups. Each group chooses five ss.  - Ask the ss to form two lines.  - Whisper a sentence to the first student from each group. Then ask them to whisper the sentence into the ear of the student standing next to them. They continue whispering the sentence until the end of the line. The last student has to say it out loud.  - The student saying the correct sentence wins a point for their group. The group with more points will win the game.  - Say “Open your book page 26” and look at “*Unit 14, Lesson 2 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ eat vegetables: ăn rau*  *(picture)*  *+ once a week: một lần một tuần*  *(explain)*  *+ twice a week: hai lần một tuần*  *(explain)*  *+*  *three times a week: ba lần một tuần (translation)*  *+*  *every day: mỗi ngày (explain)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about the frequency of an activity.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters and predict who they are talking about.  *+ Who are they?*  *+ Where are they?*  *+ What are they talking about?*    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**  **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to* *correctly say the phrases and use How often does he / she \_\_\_\_? -\_\_\_\_. to ask and answer questions about the frequency of an activity.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture b* in activity 1 and helps Ss know the structure from the dialogue.  - T introduces new structures for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: How often does he / she swim?*  *B: Every day.*  ***\*Drill pictures***  - Have Ss look at the pictures and say what they can see in the pictures.    - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the question *How often does he / she \_\_\_\_? -\_\_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *use How does your \_\_ stay healthy? – He / She \_\_\_. and How often does your \_\_? – He / She \_\_\_\_. in a freer context.*  **\*Procedure:**  - Ask ss to look at the pictures and elicit the activities    - Point at the ﬁrst picture and elicit the question in the ﬁrst speech bubble *How does your \_\_ stay healthy?* and *How often does your \_\_?* and the answer in the second speech *– He/ she \_\_\_\_* as an example.  - Give Ss time to work in pairs and take turns pointing at each picture to ask and answer using bubble *How does your \_\_ stay healthy? – He / She \_\_\_. and How often does your \_\_? –\_\_\_\_.*  - Invite a few pairs to come to the front of the classroom and act out the exchanges.  Game: **Slap the board**  - Divide the class into two groups. Ask ss to stand in two lines.  - Stick the cards (*drink fresh juice, eat healthy food, play badminton, drink orange juice, eat vegetables*) on the board.  - Call out a word and have the first student from each group race to slap the correct card on the board and say it correctly.  - The first student to slap the correct card wins a point for their group.  - The group with the most points wins. Praise the winner. | - Ss listen to the teacher  - Ss play the game  *Ex.*  *Round 1: My mother does morning exercise every day.*  *Round 2: My father plays sports every day. Round 3: My grandmother drinks fresh juice every day.*  *Round 4: My grandfather eats healthy food every day.*  - Ss listen and open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and say.  + In picture a:  Ben: *Your brother’s a strong swimmer.*  Mai: *Yes, he is. He wants to join the swimming team at his school.*  + In picture b:  Ben: *That’s great! How often does he swim?*  Mai: *Every day. Even at the weekend.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss come to the front of the classroom to practice.  -Ss listen  - Ss look at the picture and answer.  -Ss listen  -Ss listen and repeat  -Ss repeat to the structures  - Ss look, listen and repeat  *+Picture a: a girl doing yoga*  *+ Picture b: a boy playing badminton*  *+ Picture c: a boy drinking orange juice*  *+ Picture d: a girl eating vegetables*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and say  *+*  *four pictures, each containing a character, an activity*  *and a timetable*  - Ss look at the first picture and elicit the missing words in speech bubbles and say the completed sentences.  - Ss role-play to practise asking and answering questions  - Ss practise asking and answering questions in front of the class.  - Ss listen  -Ss listen and play the game  -Ss praise the winner. |

**D. ADJUSTMENTS (if necessary):**

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*Week 24 Preparing date: 23/2/2025*

*Period 94 Teaching date: 24/2/2025*

**Unit 14: Staying healthy**

**Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- listen to and understand a conversation in which the speakers talk about someone’s healthy activities and circle the correct answers

- complete two gapped exchanges with the help of picture cues;

- review the target vocabulary related to the topic “Staying healthy” by playing *Frequency Game.*

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform listening and reading tasks.

**3. Attitude/ Qualities:**

- Raise their knowledge of using healthy food and drink.

- Show their awareness of doing morning exercise regularly.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 230, 231, 232; audio Tracks 37; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 27, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (25’)**  **3. Fun corner and wrap- up (5’)** | *Game:*  ***Pass the teddy bears***  *\*****Aims:*** *to* *revise the learned sentence structures.*  **\*Procedure:**  - Give two different coloured teddy bears to two ss, a black teddy bear (ask the question) and a white teddy bear (answer the question).  - Ask ss to listen to music and pass the teddy bears.  - Stop music suddenly. Have the student with a black teddy bear make a question. Have the student with a white teddy bear answer the question.  - Repeat the game several times.  - Say “Open your book page 27” and look at *“Unit 14, Lesson 2 (4,5,6)”.*  **Activity 1. Listen and circle:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand a conversation in which the speakers talk about someone’s healthy activities and circle the correct answers* **\*Procedure:**  - Ask ss to read the questions and the answer options  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again for pupils to do the task.  + Play the recording a third time for pupils to check their answers.  - Get Ss to swap books with their partner, then check answers as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for Ss to listen and repeat individually and in chorus.  *Key: 1. b 2. a 3. b 4. a*  **Activity 2.** **Read and complete.**  ***\*Aims:*** *Ss will be able**to* *complete two gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have ss look at the pictures and elicit    - Have Ss look at the two incomplete exchanges and elicits the missing words in the sentences.  - T models with the first gap  + Have Ss look at the picture and identify the needed information *(orange juice).*  - Have Ss work in groups and complete  - Get Ss to swap books with a partner and check their answers before checking as a class.  - Invite two pairs of Ss to act out the two completed exchanges in front of the class  *Key:*  *1. orange juice; three times*  *2 How often; week; vegetables*  **Activity 3. Let’s play**  ***\*Aims:*** *Ss will be able to* *revise the target vocabulary and structures related to the topic “Staying healthy”*  *by playing Frequency Game.*  **\*Procedure:**    - Invite two teams, A and B, to play the game.  +Team A asks a question using *How often \_\_\_\_\_?*  +Team B picks a piece of paper with a number on it, and uses the number to answer the question.  Ex: *the number one means once a week or once a month*. If the question is asked correctly, Team A gets one point. If the answer is correct, Team B gets one point. If Team A fails to ask the question correctly, Team A does not get a point, and the teacher then asks the question correctly to Team B so that they can still earn a point. Then the teams swap roles – Team B  asks and Team A answers.  - After two minutes, the team with the most points wins.  - The game continues with other teams.  **Game:**  **Quiz time**  - Tell s they are going to answer different kinds of questions.  - Show the questions for the class in turns.  - Ask ss to answer the questions individually.  - If they answer the questions correctly, they will get gifts.  - Praise ss if they play the game well. | - Ss listen  - Ss play the game  *Ex:*  *A: How often does he/ she swim?*  *B: Every day.*  - Continue playing the game.  - Ss open their books  -Ss read  -Ss guess the answers  - Ss listen to the tape  - Ss listen again and do the task.  - Ss listen and check their answers  - Ss swap books and check answers as a class  + Ss check the answer and the guessing  -Ss listen and repeat  -Ss look at the picture and say  -Ss look and follow the teacher demonstrating the exchange 1.  -Ss answer: *(He drink orange juice.)*  -Ss complete the sentences  -Ss swap books and check their answers before checking as a class.  -Ss read the completed exchanges aloud.  - Ss follow the teacher’s instructions  - Ss play the game  - Ss continue playing the game.  -Ss praise the winner  -Ss listen  -Ss play a game  -Ss praise the winner |

**D. ADJUSTMENTS (if necessary):**

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*Week 24 Preparing date:23/2/2025*

*Period 95 Teaching date:27/2/2025*

**Unit 14: Staying healthy**

**Lesson 3 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- stress the correct words in Yes / No questions *Does she 'eat 'healthy 'food?* and *Is your 'brother a 'strong 'swimmer?*

- identify and underline the missing stressed word in four questions, and to say the questions with the correct sentence stress while listening

- say the chant with the correct pronunciation, word stress and rhythm.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform pronunciation and listening tasks.

**3. Attitude/ Qualities:**

- Raise their knowledge of using healthy food and drink.

- Show their awareness of doing morning exercise regularly.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 232, 233, 234; audio Tracks 38, 39, 40; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 28, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2. Presentation (9’)**  **3.Practice: (17’)**  **3. Fun corner and wrap- up (4’)** | *Game:*  ***Whisper***  *\*****Aims:*** *to revise the learnt words and structures.*  **\*Procedure:**  - Divide the class into two groups.  - Ask ss in each group to stand closely in a straight line.  - Teacher says a sentence to the first student in each line, *ex: My sister eats vegetables every day.*  - Then, the first student whispers what she/ he hears to the second person in the line and so on until the last student.  - The last student will say the sentence out loud. If they say the sentence correctly, they will get points for their group.  - The group with more points wins the game.  - Say “Open your book page 28” and look at “*Unit 14, Lesson 3 (1,2,3)”.*  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *stress the correct words in Yes / No questions Does she 'eat 'healthy 'food? and Is your 'brother a 'strong 'swimmer?*  **\*Procedure:**  - T gives instruction the sentences *Does she 'eat 'healthy 'food? and Is your 'brother a 'strong 'swimmer?*  - Play the recording and encourage Ss to point at the stressed words (*eat, healthy food, brother, strong, swimmer*) in the sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Have Ss work in pairs or groups to do this several times until Ss feel confident.  - T invites some Ss to practice.  **Activity 2.** **Listen and underline one more stressed word. Then repeat**  ***\*Aims:*** *Ss will be able**to* *identify and underline the missing stressed word in four questions, and to say the questions with the correct sentence stress while listening.*  **\*Procedure:**  - Explain what ss have to do and tell ss that the two underlined words in each question are stressed but that one additional stress is missing.  - Play the recording for ss to listen.  - Play the recording again for ss to listen and underline one more stressed word in each sentence.  - Tell ss to swap books with a partner, then check the answers as a class.  - Write the correct answers on the board.  - Play the recording again for ss to listen and check their answers again.  - Get some ss to say the sentences aloud in front of the class. Praise them if they do a good job.  *Key: 1. once 2. week*  *3. have 4. chips*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct pronunciation, word stress and rhythm*  **\*Procedure:**  - Introduce the lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the chant and lyrics line by line.  + Ask Ss to attent the word stress in the sentences  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  **Game:**  **Pass the bag**  - Explain that ss are going to look at the picture and say the sentence about staying healthy and the frequency of an activity.  - Put some flash cards (*play sports, drink fresh juice, eat healthy food, do yoga, play badminton, drink orange juice*) in a bag.  - Have ss make two circles.  - Ask ss to pass the bag around the circle while music plays.  - When the music stops, have the student holding the bag take out a flash card in the bag and ask a question, *ex. How does your mother stay healthy? or How often does your mother eat vegetables?*  - Teacher invites another ss to answer the question.  - Praise ss to encourage their performance. Give gifts if they ask and answer the question correctly. | - Ss listen  -Ss listen the rules  - Ss play the game  - Ss open their books  - - Ss pay attention  - Ss listen and point  - Ss listen again and repeat  -Ss work in pairs and practice  -Ss say the language in front of the class  - Ss follow the teacher’s explanation.    -Ss listen  - Ss listen and underline one more stressed word in each sentence.  - Ss swap books and check their answers as a class.  - Ss write the answer into notebooks  - Ss listen to the recording and check the correct answers again.  - Ss say the sentences aloud  - Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  - Ss note the rhythm and pronunciation.  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss play the game  -Ss play the game  -Ss play the game  -Ss praise |

**D. ADJUSTMENTS (if necessary):**

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*Week 24 Preparing date:23/2/2025*

*Period 96 Teaching date:27/2/2025*

**Unit 14: Staying healthy**

**Lesson 3 (4, 5, 6)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- read and show understanding of the text by choosing the correct answer options to complete the sentences

- write a paragraph of about 40 words about healthy habits

- make a healthy circle and present their healthy lifestyles to the class.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform reading and writing tasks.

**3. Attitude/ Qualities:**

- Raise their knowledge of using healthy food and drink.

- Show their awareness of doing morning exercise regularly.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 234, 235, 236; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 29, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (8’)**  **3.Production: (18’)**  **4. Fun corner and wrap- up (4’)** | *Game:*  ***Discussion***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide the class into four groups.  - Have ss from each group discuss what activities they do to stay healthy.  - Give time for ss to do the task.  - Have the presenter of each group come to the front to present what they have discussed.  - Give comments and praise ss.  - Say “Open your book page 29” and look at *“Unit 14, Lesson 3 (4,5,6)”.*  **Activity 1. Read and circle:**  ***\*Aims:*** *Ss will be able**to* *read and show understanding of the text by choosing the correct answer options to complete the sentences.*  **\*Procedure:**  **-**  Draw ss’ attention to the text and read it as a class.  - Model sentence 1. First, have ss read the gapped sentence and find the information about the food Peter eats in the text. (*fish and vegetables*). Then, have ss find the information  + Ask ss to choose the correct option to complete Sentence 1.  - Ask Ss circle with Sentences 2, 3, 4.  - Tell Ss to swap books with a partner, then check answers as a class.  - Get Ss to look at the board and check their answers again.  + Have ss read the words / sentences in the reading text that help them find the information they need to circle  - Invite some Ss to say four or five sentences about *Peter’s healthy lifestyle*  *Ex:*  *Peter likes fish and vegetables. Peter drinks lots of water and fresh juice. He exercises every morning. He does judo on Tuesdays and Thursdays.*  *Key:*  *1. a 2. b 3. c 4. b*  **Activity 2.** **Let’s write**  ***\*Aims:*** *Ss will be able to write a paragraph of about 40 words about healthy habits.*  **\*Procedure:**  - Tell the class the goal of the activity and explain that they should read and complete the table before writing a paragraph about their healthy habits.  - Have ss read the first row and elicit some activities they usually do to stay healthy and the frequency of these activities. Have them read the healthy habit in the second row and complete the first gap with their own answers.  - Give s time to complete the table independently.  - Have ss use the information in the table to write about their healthy habits.  - Have some ss read their paragraphs aloud. Give feedback where necessary.  *Key: Pupil’s answer*  *Ex* *I have some healthy habits. I eat vegetables every day. My favourite vegetables are carrots and tomatoes. I like drinking fresh juice. I drink orange juice twice a week. I play basketball three times a week. I want to stay healthy.*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to* *make a healthy habit circle and present their healthy lifestyle to the class*  **\*Procedure:**    - Tell ss about the goal of the activity and explain that they have prepared a healthy habit circle. In the healthy habit circle, there is information about what they eat, drink and do to stay healthy. Ask them to show their healthy habit circle and share it to their friends.  - Have ss work in groups to practise their presentation.  - Invite a few ss to show their healthy habit circle and give presentations in front of the class. Praise good performances.  *Suggested presentation:*  *This is my healthy habit circle. I eat fruit every day. I like apples, grapes and mangoes. I drink lots of water and fresh juice. I like coconut water and apple juice. I do morning exercise with my parents every day. I play badminton with my sister three times a week. I want to stay healthy.*  **Game:**  **Lucky balloons**  - Tell ss they are going to look at the picture, then ask and answer the question about staying healthy or the frequency of an activity.  - Divide the class into two groups.  - Have two ss from each group choose a balloon in turn.  - Have them look at the pictures and ask and answer the questions suitable with the pictures.  - If they ask and answer correctly, they get corresponding points for their group.  - Continue playing the game with the other ss.  - The group that gets more points wins. Praise the winner. | - Ss listen  - Ss listen to the rules  -Ss play game  - Ss open their books  - S pay attention to the text and read it as a class.  - Ss follow the teacher’s instruction with sentence 1.  +Ss choose the correct option  - Ss do the task  - Ss swap books and check the answers  - Ss look at the board and check their answers again.  + Ss read the words / sentences in the reading text  - Ss say about Peter’s healthy lifestyle  - Ss listen to the teacher’s explanation.  - Ss read and elicit some activities  - Ss complete the table independently.  - Ss use the information in the table to write about their healthy habits.  - Some ss read their paragraphs aloud.  - Ss listen to the teacher’s explanation.  - Ss work in groups to practise their presentation.  - Ss show their healthy habit circle and give presentations in front of the class.  -Ss listen to the teacher  - Ss play the game  *Ex:*  *A: How does he stay healthy?*  *B: He eats vegetables.*  -Ss praise the winner |

**D. ADJUSTMENTS (if necessary):**

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