*Week 23 Preparing date: February 14th ,2025*

*Period 91 Teaching date: February 17th ,2025*

**Unit 14: Staying healthy**

**Lesson 1 (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 a family member’s lifestyle

- correctly say the phrases and use *How does he / she stay healthy? - He / She \_\_\_\_\_.* to ask and answer questions about someone’s lifestyle.

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

- ***Vocabulary:*** do morning exercise, play sports, drink fresh juice, eat healthy food

- ***Structures***: *A: How does he / she stay healthy?*

*B: He/ she does morning exercise every day.*

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

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about a family member’s lifestyle 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 drinks.

- Show their awareness of doing morning exercise regularly.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 222, 223, 224, 225 audio Tracks 31, 32, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 24, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **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’)** | *Sing a song:* ***Yes yes stay healthy***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Show the song on the screen.  <https://www.youtube.com/watch?v=WZJAIkmT3Rg&t=10s>  - Ask Ss to listen, sing and dance the song  - Say “Open your book page 24” and look at “*Unit 14, Lesson 1 (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  *+*  *do morning exercise: tập thể dục buổi sáng (situation)*  *+*  *play sports: chơi thể thao*  *(picture)*  *+*  *drink fresh juice: uống nước ép trái cây tươi (picture)*  *+*  *eat healthy food: ăn thức ăn có lợi cho sức khỏe (translation)*  *+* *stay healthy: giữ gìn sức khỏe*  *(situation)*  *+ regularly: thường xuyên*  *(translation)*  - 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 a family member’s lifestyle.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters and say what they can see in the pictures.  *+ 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 does he / she stay healthy? - He / She \_\_\_. to ask and answer questions about someone’s lifestyle.*  **\*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 does he / she stay healthy?*  *B: He/ she does morning exercise every day.*  ***\*Drill pictures***  - Have Ss look at the pictures and say what they can see in the pictures.    - Explain that in the answer we change in verb form  *+ do – does + play – plays*  *+ drink – drinks + eat - eats*  - 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 does he / she stay healthy? - 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 \_\_\_\_. in a freer context*  **\*Procedure:**  - Draw Ss’ attention to the picture    - Point at the ﬁrst picture and elicit the question in the ﬁrst speech bubble *How does your \_\_\_\_ stay healthy? Ex: sister, brother* 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\_\_\_.*  - Invite a few pairs to come to the front of the classroom and act out the exchanges.  Game: **Musical cards**  - Stick the cards on the board. Ask ss to say the words related to the cards.  - Hand out the cards to different ss around the class.  - Play the song and ask ss to pass the cards to the ss next to them while the music is playing.  - Stop the music suddenly. Invite a student to ask the question “*How does she stay healthy?”*. Ask a student who is holding the card to answer the question, *ex: She drink fresh juice.*  - Play the music again and repeat the activity.  - Ask ss to check their friends’ pronunciation. | - Sing and dance the song together.  - 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:  Nam: *I want to stay healthy, Lucy. I eat vegetables and drink a lot of water. Is that your brother over there?*  Lucy: *Yes, that’s my brother, Tom. He also wants to stay healthy.*  + In picture b:  Nam: *How does he stay healthy?* Lucy: *He does morning exercise every day.*  Nam: *Nam: Yeah, me too.*  -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 woman doing morning exercise*  *+ Picture b:* *a man playing sports*  *+ Picture c:*  *a woman holding a glass of fresh juice*  *+ Picture d:*  *a boy with a bowl of healthy food*  -Ss listen to the teacher’s instructions  -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  *+*  *activities people do to stay healthy and healthy food and*  *Drinks*  - 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 continue playing the game |

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

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..………………………………………………