*Week 24 Preparing date: February 22nd ,2025*

*Period 93 Teaching date: February 24th , 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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