**LESSON PLAN**

**ENGLISH 7 (GLOBAL SUCCESS)**

***Date of planning : 17/9/ 2024***

***Date of teaching : 25/9 / 2024***

Period 9 UNIT 2: HEALTHY LIVING

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

**I. OBJECTIVES:**

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

**1. Knowledge**

- 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

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Be ready to talk about *Healthy living*

- Know some daily activities whether good or bad for health

**II. TEACHING AIDS:**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 2, Getting started)

- A laptop connected with Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

**III. PROCEDURES : (STAGES)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: WARM-UP (5’)**  \* **Aim:** - To create an active atmosphere in the class before the lesson.  - To introduce the topic and To lead in the topic of *Healthy living*  \* **Content:**  **\* Products:** Work in groups and then write words relating to health on the board.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Warm up**: Team work  \* Teacher gives instructions.  - Teacher writes the word “HEALTH” on the board, divides the class into two teams.  \*\* 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.  \*\*\*\* Teacher checks and corrects if Ss spell or pronounce the words / phrases incorrectly.   * The team which has more points or more correct answers will be the winner. * - Then, teacher asks student a question * Students can have their own answers.   After that, teacher says: “*There are many ways to be stronger and the most important thing is that: we should have a healthy living. And it’s also our topic in this unit*”.  - T Introduces the topic of the lesson. | | | **\* Game: BRAINSTORMING**  weak  strong  ill  sick   * 🡪What should we do to be stronger?”   *we should have a healthy living (Eat, drink healthy, exercise regularly,relax,….)* |
| **Activity 2: PRESENTATION (5’)**  **\* Aim:** To prepare students with vocabulary related to the topic *Healthy living* *;*  \* **Content:** Learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < matching> | | **\* Vocabulary**  - popular (a): phổ biến  - fresh (a):tươi mát  - join (v): tham gia  - bring (v): mang , đem theo  - boat (v): chèo thuyền  - suncream (n): kem chống nắng  - sunburn (n): cháy nắng | |
| **Task 1**: **(5’)**  **Listen and read:** | | | |
| **\* Aims:** - To set the context for the listening and reading text.  -To introduce the topic of the unit.  \* **Content:** Listen and read the dialogue.  **\* Products:** Students read and understand the content of the dialogue.  Students know how to role play  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\* Set the sences: T-Ss**   * Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures.   *\* Now we are going to listen a conversation between Mark and Mi*  **Task 1: T-Ss**  \* Teacher plays the recording, asks students to underline the words related to the topic *Healthy living*. (Teacher may check the meaning of some words if necessary.)  - Teacher can play the recording more than once.  - Students listen and read.  \*\* Teacher can invite some pairs of students to read aloud.  \*\*\* Teacher refers to the questions previously asked.   * \*\*\*\* Then, teacher confirms the correct answer. | **\* Chatting**   1. Who are they in the picture? 2. What are they doing?   3. Are they healthy activities?  ***Suggested answers:***  1-🡪They are Mark and his dad  2->. They are doing boating,  3..(Students’answers)  **Task 1: Listen and read.** | | |
| **Activity 3: PRACTICE/ CONTROLLED PRACTICE (15’)** | | | |
| **\* Task 2**  **\* Aims:** To help students understand the main idea of the conversation.  \* **Content:** Tick the correct answers  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss, T-Ss**  \* Teacher asks students to answer without reading the conversation again.  \*\* Ss work out and answer questions in pairs.  \*\*\* Teacher asks some students to explain why they did not choose the other two options.  \*\*\*\* Teacher confirms the correct answer. | **Task 2: What are Mark and Mi talking about?**  ***\*Answer key:* B**   * *Because the dialogue mentions cycling and boating and they are good for our health.* ***So the answer is B. Healthy activities*.** | | |
| **Task 3:**  **\* Aims:** To help student learn some vocabulary from the conversation visually to ensure their understanding of the context.  \* **Content:** Write a word or phrase from the box under its picture  **\* Products:** Students write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***  \* Teacher asks students to work independently to read the words, look at the pictures and write the correct words / phrase under the pictures  \*\* Teacher allows students to share their answers before discussing as a class.  \*\*\* Teacher calls some students to check.  \*\*\*\* Teacher confirms the right answers and writes on the board. | **Task 3: Write a word or phrase from the box under its picture**  *\* Answer key:*  1. sunburn  2. suncream  3. lunch box  4. boating  5. cycling | | |
| **Task 4:**  **\* Aims:** To help student develop the vocabulary about the topic.  \* **Content:** Complete each sentence with a word from the conversation.  **\* Products:** Students’ answers on the posters .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***  \* 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. | **Task 4:** **Complete each sentence with a word from the conversation.**  ***\* Answer keys:***  1. boating  2. park  3. countryside  4. suncream  5. health | | |
| **Activity 4: PRODUCTION (5’)** | | | |
| **Task 5:**  **\* Aims:** To help student identify and talk about their daily activities and decide if they are good or bad for their health  \* **Content:** Take survey and report.  **\* Products:** Students take survey and present in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5:T-Ss, Ss-Ss***  \* 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.  \*\*\* By the end of the activity, one student from each group can stand up and report to the class.   * \*\*\*\* Teacher checks and gives the correct answers | Task 5: Survey : Good or bad for health  ***\* 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 | √ |  | | … | … | … | … | | | |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Vocab about school things and Read and understand content of the conversation  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - Vocab about *Healthy living*  - Read and understand content of the conversation | | |
| **\* Homework (2’)**  \* **Aim:** To review the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson ( A closer look 1)  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare the vocabulary for the next lesson: A closer look 1.  - Start preparing for the Project of the unit. | | |

**\*- Complements** …………………………………………………………………………………………………………………………………………………………………………………

**ENGLISH 7 (GLOBAL SUCCESS)**

***Date of planning : 23/9/ 2024***

***Date of teaching : 27/9/ 2024***

Week 4: Unit 2: : HEALTHY LIVING

Period 10: Lesson 2: A closer look 1

**I. OBJECTIVES:**

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

**1. Knowledge**

**- Vocabulary:**

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

+ use the words about healthy activities and health problems

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

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Be ready to know the words about healthy activities and health problems

- Develop self-study skills

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning ( Unit 2, A closer look 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity1: Warm-up (5’)**  **\* Aim**: -To activate students’ knowledge on the topic of the unit and vocabulary related to the topic, the targeted vocabulary and its pronunciation ;  - To lead in the lesson about vocabulary and pronunciation.  \* **Content:** Say words or phrases related to “Healthy activities”  **\* Products:** The team has more right answers will be the winner  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **T-Ss. Ss- Ss**  **\*** 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 topic  \*\*\* Students 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.   * **Lead - in:**   Teacher leads students into the lesson by telling them that “In today lesson, we are going to learn more words to talk about *Health problems* and two sounds /f/ and /v/.” | | | \*Warm-up Game: Face to face:  **Say words or phrases related to “Healthy activities”**  \* ***Suggested answer:***  - Going cycling/ swimming  - Walking  - Boating  - Eating breakfast  - Doing yoga/ aerobics  - Playing sports |
| **Activity 2a: PRESENTATION**  **\* Pre teach vocabulary (7’)**  **\* Aim:** To teach students with vocabulary related to the topic *Healthy living* *;*  \* **Content:** Some vocab in the lesson.  **\* Products:** Read and understand the meaning of the words.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **T-Ss, Ss- Ss**  \* Teacher introduces the vocabulary by:  + providing the synonym or antonym of the words  + providing the pictures of the words  - Teacher have students read the phrases aloud and correct their pronunciation if necessary.  - Teacher asks students for the Vietnamese meanings of these phrases.  **\* Checking vocab: < “Rub out and remember”>** | **\* Vocabulary**  1. dim light (n.phr.): ánh sáng lờ mờ  2. lip balm (n.phr.): son dưỡng môi  3. chapped lips (n.phr.): môi nứt nẻ  4. coloured vegetables (n.phr.): rau có màu sắc  5. red spots (n.phr.): đốm đỏ  **\* Checking vocab: < “Rub out and remember”>** | | | |
| **Activity 3a: PRACTICE (10’)** | | | | |
| **Task 1**:  **\* Aims:**  To revise the words or phrases they have learnt.  \* **Content:** Match the phrase on the left with the correct pictures on the right.  **\* Products:** Ss write the correct answers on the board.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 1: T-Ss**  \* 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. | | **Task 1: Match the phrase on the left with the correct pictures on the right.**  ***\* Answer keys:***  1. c  2. e  3. d  4. a  5. b | | |
| **Task2:** **(5’)**  **\* Aims:** To help student use the words/ phrases in specific contexts.  \* **Content:** Complete the sentences with the correct words and phrases.  **\* Products:** Ss say aloud correct answers in front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**  \* Teacher asks students to read the words and phrases provided aloud and give them their meaning if necessary.  \*\* Teacher asks Ss to work individually.  \*\*\* Then, teacher calls some students to check and asks them to explain their answers.  \*\*\*\* Teacher checks students ‘answers as a class. | | **Task 2: Complete the sentences with the correct words and phrases.**  ***\* Answer key:***  1. coloured vegetables  2. Soft drinks  3. fit  4. skin condition  5. sunburn. | | |
| **\* Task 3**  **\* Aims:** To help students talk about their daily activities and decide if each activity is healthy or unhealthy.  \* **Content:** Discuss and tick each activity in the table as H (Healthy) or U (Unhealthy).  **\* Products**: Ssgive the correct answers and explain their answers as a class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**  \* 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. | | **Task 3 : Discuss and tick each activity in the table as H (Healthy) or U (Unhealthy).**  ***\* Suggested answers:***  Healthy: 1, 3, 4  Unhealthy: 2, 5 | | |
| **PRONUNCIATION** **(5’)**  Activity 2b: Presentation (Pre-teach the sounds /f/ and /v/)  **\* Aims:** To help students identify how to pronounce the sounds /f/ and /v/ in words and sentences .  \* **Content:** pronounce the sounds /f/ and /v/ in words and sentences.  **\* Products:** know how to pronounce the sounds /f/ and /v/ ( repeat and repeat the words)  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **T - Ss**  \* 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.  \* After that, teacher says “In this lesson we are going to learn how to pronounce two sounds f and v”.  \*\* 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. | | **\* Pronunciation: /f/ and /v/**    *(link YouTube)*   |  |  | | --- | --- | | **/f/** | **/v/** | | **f**it  a**ff**ect  lea**f**  photogra**ph**  enou**gh** | **v**itamin  acti**v**ity  acti**ve**  **……** | | | |
| **Activity 3b: PRACTICE (10’)** | | | | |
| **Task 4:(5’)**  **\* Aims:** To help students practise pronouncing these sounds in words.  \* **Content:** Listen and write the words in the correct column.  **\* Products:** Students pronounce words exactly and write the words in the correct column.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| ***T-Ss, Ss-Ss***  \* Teacher has students read out the words first.  \*\* Ss practice saying the words independently  \*\*\* Teacher asks students to listen and try to repeat the words as a class, a group, and individually.   * \*\*\*\* Teacher may play the recording as many times as necessary and correct their pronunciation | | \* Task 4: Listen and repeat. Pay attention to the sounds /f/ and /v/.   |  |  | | --- | --- | | /f/ | /v/ | | - food /fuːd/  - breakfast /ˈbrek.fəst/  - affect /əˈfekt/  - fit /fɪt/ | -activity /ækˈtɪv.ə.ti/  -vitamin /ˈvɪt.ə.mɪn/  -avoid /əˈvɔɪd/  -active /ˈæk.tɪv/ | | | |
| **Task 5:(5’)**  **\* Aims:** To help students pronounce the sounds /f/ and /v/ correctly in context.  \* **Content:** : Listen and repeat. Pay attention to the underlined words.  **\* Products:** Students listen, read and underline exactly the sounds /f/ and /v/ in the words.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| ***Task 5:T-Ss, Ss-Ss***  - 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 words  \*\*\* Teacher 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. | | **Task 5: Listen and repeat. Pay attention to the underlined words.**  1. Coloured vegetables are good food.  2. My favourite outdoor activity is cycling.  3. We need vitamin A for our eyes.  4. Being active helps keep you *fit*.  5. Jack never eats fish. | | |
| **Activity 4: PRODUCTION (5’)**  \* **Aim:** To give students chance to apply what they have learnt.  \* **Content:** practice reading the sentences.  **\* Products:** Ss read and pronounce the sounds /f/ and /v/ correctly in the sentences.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | | **Content** | | |
| ***T-Ss, Ss-Ss***  \* 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. | | ***\* Game:* TONGUE TWISTER**  *1. Victoria fried some fresh fish.*  *2. Van fried the fish in half a vat of fat.*  *.* | | |
| **Activity 5:**  **Consolidation(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Summarize the main content.  **\* Products:** Some students volunteer ( summarize the lesson briefly).  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson | | - Vocabulary about related to the topic *Healthy living*  and house how to pronounce the sound /f/ and /v/. | | |
| **\* Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | | - Learn by heart all the new words. - Find 5 more words with the sound /f/ and 5 more words with the sound /v/.  - Prepare lesson 3 ( A closer look 2)*..* | | |

**\*- Complements** ……………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 24/9// 2024***

***Date of teaching : 1/10 / 2024***

Week 4: UNIT 2: HEALTHY LIVING

Period 11: Lesson 3: A closer look 2

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

**1. Knowledge**:

**\* Vocab:** + use the lexical items related to the topic *Healthy living*

**\* Grammar:** Know how to recognize and write simple sentences

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

Help Ss be responsible and hard working

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning ( Unit 2, A closer look 2)

- A laptop connected with Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: WARM - UP (5’)**  **\* Aim**: -To activate students’ prior knowledge and vocabulary related to the targeted grammar;  - To introduce the targeted grammar of the lesson.  \* **Content:** Game - **Jumbled sentences**  **\* Products:** Ssrearrange the words to make meaningful and completed sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  **T –Ss : Ss- Ss**  \* 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 winner  \*\*\*\* Teacher checks and corrects Ss’ answer.  **🡪 Lead in:** Teacher says: “This lesson today is going to tell you about “simple sentences”. | | | ***\**  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. |
| **Activity 2. PRESENTATION (5’)**  **\* Aim:** To introduce students the form of simple sentences.  **\* Content:** How to recognize and write simple sentences  **\* Products:** Ss understand and knowto identify each part of a sentences.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **T –Ss : Ss- Ss**  \* 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. | | **\*GRAMMAR: SIMPLE SENTENCES**  1. It rained.  S V  2. I read science books.  S V O  3. I watched T.V last night.  S V O A | |
| **Activity 3: PRACTICE (20’)** | | | |
| **Task 1**  **\* Aims:** To help students identify the correct form of simple sentences.  \* **Content:** Tick the simple sentence.  **\* Products: Ss** identify the simple sentences exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**  \* 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. | **Task 1: Tick the simple sentence.**  1. The Japanese eat a lot of tofu.  2. She drinks lemonade every morning.  3. I don’t eat fast food, and I don’t drink soft drinks.  4. I am fit.  5. I like fish, but my sister likes meat.  ***\* Answer key:***  Simple sentences: **1, 2, 4** | | |
| **Task 2**  **\* Aims:** To help students identify the subject and the verb in a simple sentence.  \* **Content:** Underline and write S for the subject and V for the verb in each simple sentence below.  **\* Products:** Ss identify the subject and the verb in a simple sentence exactly .  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss – Ss**  \* 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. | **Task 2:** Underline and write S for the subject and V for the verb in each simple sentence below.  **1.** Vegetarians eat a lot of vegetables and fruit.  S V  **2.** Acne causes black and white pimples on the face.  S V  **3.** On Saturdays, my brother often spends two hours S V  exercising at the sports center.  **4.** My mother didn’t buy my favourite cheesecake.  S V  **5.** We are not cleaning up our community library.  S V | | |
| **Task 3**  **\* Aims:** To help student identify different parts of a simple sentence and put them in the correct order to form a simple sentence.  \* **Content:** Rearrange the words and phrases to make simple sentences  **\* Products:** Ss read aloud the complete sentences.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**  \* 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. | **Task 3:** Rearrange the words and phrases to make simple sentences  ***\* 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. | | |
| **Activity 4. PRODUCTION(10’)** | | | |
| **Task 4**  **\* Aims:** To give Ss further practice on writing out simple sentences from the prompts given.  \* **Content:** Write complete sentences from the prompts  **\* Products:** Some students read out their answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss - Ss**  \* 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.  \*\*\* Call on some students to read out their answers.  \*\*\*\* Teacher confirms the correct answers.  - Choose some typical errors and correct as a whole class without nominating the students’ names. | **Task 4: Write complete sentences from the prompts. You may have to change the words or add some**  ***\* 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. | | |
| **\* Task 5**  **\* Aims:** To allow Ss more advanced practice in forming a simple sentence from two separate ones.  \* **Content**: Discuss and write a simple sentence from the two given sentences.  **\* Products:** Ss write the correct sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**  \* 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.  \*\*\* Call on some Ss to write the sentences on the board.  \*\*\*\* Teacher corrects the answers.  - Choose some typical errors and correct as a whole class without nominating the students’ names. | **Task 5: Discuss and write a simple sentence from the two given sentences.**  ***\* 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. | | |
| **Activity 5. CONSOLIDATION(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** Some students raise their hands and say what students have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - Know how to recognize and write simple sentences. | | |
| **IV. HOMEWORK (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

**\*- Complements** ………………………………………………………………………………………………………………………………………………………………………………………………………………

**LESSON PLAN: ENGLISH 7 (GLOBAL SUCCESS)**

***Date of planning : 27/9/ 2024***

***Date of teaching : 2/10 2024***

Week 4 : UNIT 2: HEALTHY LIVING

Period 12 : Lesson 4 : Communication

**I. OBJECTIVES:**

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

**1. Knowledge**

- learn how to ask for and give health tips

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

*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. Qualities**

- Be benevolent (nhân từ)and responsible

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning ( Unit 2, Communication)

- A laptop connected with Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

IV. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **Activity 1.Warm-up (5’)**  **\* Aim**: To introduce the lesson and to lead in the lesson.  \* **Content:** Game: Brainstorming. (Write words related to “health problems”  **\* Products:**  The team which has more correct words will be the winner.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| \* **Warm up**  **T –Ss : Ss- Ss**  \* 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 winner  🡪 **Lead - in:**  Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to give tips for health problems”. | | ***\**  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.  …. |
| **Activity 2. PRESENTATION (7’)**  **\* EVERYDAY ENGLISH**  **Giving tips for health problems** | | | |
| **Task 1**  **\* Aim:** To introduce two ways to give tips on health problems and to allow Ss some practice.  \* **Content:** Learn about two ways to give tips on health problems .  **\* Products:** Understand and know how to give tips on health problems.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**  **-**  Teacher plays the record for SS to listen and read the conversation about health problem.  - Ss listen and practice saying with their partners.  - Teacher calls some pairs to read aloud.  - Teacher corrects pronunciation if necessary­.  - Teacher asks Ss to pay attention to the highlighted parts and asks them some questions to elicit the new structure:  *- What do these sentences mean?*  *- When do we use these sentences?*  *- …*  - Ss answer teacher’s 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: | **TASK 1: LISTEN AND READ THE DIALOGUE. *(Ex 1, p. 22****)*    **\* Structure: to give advice:**  - You should/ shouldn’t + V  - You can + V | | |
| **Activity 3. PRACTICE (15’)** | | | |
| **Task 2**:  **\* Aims:** To help students practise giving tips on health problems.  \* **Content:** Make similar dialogues.  **\* Products:** Role play and practise in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss : Ss- Ss**  \* 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. | **TASK 2: MAKE SIMILAR CONVERSATION.**  *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.* | | |
| **TIPS FOR A HEALTHY LIFE** | | | |
| **Task 3:**  **\* Aims:** To provide students with more knowledge about healthy living and help them practice the skill of reading for the main idea  \* **Content:** Read the passage and choose the correct title for it.  **\* Products:** Ss give their answer and explain it exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss – Ss**  \* 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. | **TASK 3: READ THE PASSAGE AND CHOOSE THE CORRECT TITLE FOR IT.** *(Ex 3, p, 22)*  ***\* Answer key***: A  *In this passage, the author mentions to the way to live long including diet and outdoor activities.* | | |
| **Task 4**  **\* Aims:** To help students identify the main points in a reading and talk about them.  \* **Content:** Discuss and make a list for the tips which help the Japanese live long lives.  **\* Products:** prastice in groups and give the answers perfectly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss – Ss**  \* 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.  \*\*\* 2-3 groups share their lists.  \*\*\*\* Teacher confirms and corrects if necessary­. | **TASK 4: DISCUSS AND MAKE A LIST FOR THE TIPS WHICH HELP THE JAPANESE LIVE LONG LIVES.** *(Ex 4, p. 22)*  \* ***Suggested answers:***  + **List of tips:**  (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. | | |
| **Activity 4. PRODUCTION (5’)**  **\* Aims:** To help students practise giving health tips on their own context.  \* **Content:** Discuss and come up with some tips for how the Vietnamese can live longer.  **\* Products:** Students’ ideas on the group boards.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5: T - Ss, Ss - Ss**  \* 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. | **TASK 5**: **DISCUSS AND MAKE A LIST FOR THE TIPS THAT THE VIETNAMESE CAN DO TO LIVE LONGER.** *(*  ***\* Suggested answers:***  1. avoid overeating  2. do more outdoor activities.  3. drink enough water  4. sleep before 10 p.m  5. eat more nuts.  6. do more exercises.  7. … | | |
| **Activity 5. CONSOLIDATION (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content**: Summarize the content in the lesson .  **\* Products:** Some students say aloud what students have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - learn how to ask for and give health tips  - practise using some grammar points and vocabulary related to the topic. | | |
| **IV. HOMEWORK (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1. | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook  - Prepare lesson 5 ( skills 1) | | |

**\*- Complements** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 28/9/ 2024***

***Date of teaching: 4/10/ 2024***

Week 5 : UNIT 2: HEALTHY LIVING

Period 13: Lesson 5 : Skills 1

**I. OBJECTIVES:**

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

**1. Knowledge**

+ Reading:

- read for specific information about acne

+ Speaking:

- talk about how to deal with some health problems.

*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. Qualities**

Be benevolent and responsible

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning ( Unit 2, Skill 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To introduce the topic of reading; To lead in the lesson about Skills 1.  \* Content: GAME: HANGMAN  **\* Products:** The team which can find or guess the secret first will be the winner.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  \* Teacher divides class into 2 teams and asks them to think of the word which has 13 letters in it related the topic “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 guesses the letter in the secret word.  \*\*\*\* Teacher corrects their answers.  - The team which can find or guess the secret first will be the winner.  **🡪 Lead - in**  Teacher leads students into the lesson by telling what they are going to learn: “We are going to read a passage about one of the most common “Skin condition” among teenagers | | *\** Play a game : GAME: HANGMAN    **S K I N C O N D I T I O N** |
| Activity 2a: PRE-READING  PRE-TEACH VOCABULARY (10’)  **\* Aim:** To provide students with some lexical items before reading the text again.  \* **Content:** Learn some vocabrelated in the lesson.  **\* Products:** Read and understand the meaning of vocab.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| * **T - Ss** * 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 | | . \* vocabulary:  1. disease (n): [explanation]  2. serious (a): [explanation]  3. take care of (phr v): [symnonym]  4. pop (v): [visual + explanation]  \* Concept check: **Rub out and Remember.** |
| **Task 1**  **\* Aim:** To introduce words related to skin conditions to Ss and help Ss have a general idea of what they are going to read.  \* **Content: Discusss “***Which skin condition is the most common among teenagers?”*  **\* Products:** Ss discuss and give the answers exactly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  \* Teacher asks Ss to work in pairs to look at some pictures in Ex 1 on page 23 to write each word or phrase under the correct picture and discuss with their 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. | | **Task 1. Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?**  ***\* Answer keys:***  1. chapped skin  2. acne  3. sunburn |
| **Activity 3a.WHILE - READING (10’)** | | |
| **Task 2**  **\* Aims:** To help Ss develop their reading skill for specific information (scanning) and help them focus on the problem of acne.  \* **Content:** Read the passage and match the beginnings in A with the endings in B.  **\* Products:** Students say aloud the correct answers .  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss : Ss- Ss**  \* 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. | **Task 2: Read the passage and match the beginnings in A with the endings in B.**   |  |  | | --- | --- | | **A** | **B** | | 1. Acne i | a. young people the most | | 2. Acne causes | b. a skin condition | | 3. Acne affects | c. a serious disease | | 4. Acne is not | d. small, red spots |   **\* *Answer key:***  1. b  2. d  3. a  4. c | |
| **Task 3:**  **\* Aims:** To help students further develop their reading skill for specific information (scanning).  \* **Content:** Read the passage again and choose the correct answer A, B, or C. (Ex 3, p. 23)  **\* Products:** Ss give the correct answers.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  \* 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. | **Task 3: 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 | |
| **Activity 4a: POST – READING (5’)** | | |
| **Task 4:**  **\* Aims:** To check students’ reading comprehension  \* **Content:** Retelling the text.  **\* Products:** A student retells the text fluently.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T - Ss, Ss – Ss**  \* 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 | **\* Retelling**  - Acne is a skin condition,  - Here are some tips for taking care of skin with acne | |
| **Activity 2b: PRE-SPEAKING (5’)**  **\* Aims:** To help Ss talk about how they apply the tips in the reading to themselves.  \* **Content:** Read the passage again. Pick the tips which you can easily follow.  **\* Products:** Ss share their answers with the class .  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 4: T - Ss, Ss – Ss**  \* 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. | II. Speaking  **Task 4:** **Read the passage again. Pick the tips which you can easily follow. Share your ideas with your partner.**  **\* I can easily follow some tips:**  - Go to bed early.  - Eat more fruit and vegetables.  - Wash my face with special soap for acne.  - Go to bed early and get enough sleep.  - Eat more fruit and vegetables, and less fast food.  - Wash my face with special soap for acne, but no more than twice a day. | |
| **Activity 3b: WHILE - SPEAKING (6’)**  **\* Aims:** To provide Ss an opportunity to practise giving tips for health problems.  **\* Content:** Read about the health problems below. Discuss and make notes of some tips you can give each person.  **\* Products:**  Some groups share their answers with the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 5: T - Ss, Ss - Ss**  \* 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. | **Task 5:** **Read about the health problems below. Discuss and make notes of some tips you can give each person. Then share your ideas with the class.**  ***\* 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. | |
| **Activity 4b. POST – SPEAKING (3’)**  \* **Aim:-**  To help students improve next time.  \* **Content:** Give comments and vote the best tips about the health problems.  **\* Products:** Students comment and give opinions clearly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| **T - Ss, Ss - Ss**   * Have students give comments on their friends and vote for the most interesting and informative presentation.   - Teacher gives feedback and comments. | ***Ss’ comments.*** | |
| **Activity 5: Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content briefly.  **\* Products:** Some students say aloud what they have learnt in the lesson.  **\* Organization of implementation:** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Some new words  - Some tips for taking care of skin with acne and the common health problems. | |
| **IV. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. | | |
| - Teacher asks students to prepare the new lesson | - Do exercises in the workbook.  - Prepare for the next lesson: Unit 2-Skills 2. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

**LESSON PLAN:ENGLISH 7 (GLOBAL SUCCESS)**

***Date of planning : 30/9 / 2024***

***Date of teaching : 8 /10 / 2024***

Week :6 UNIT 2: HEALTHY LIVING

Period : 14 Lesson 6: Skills 2

**I. OBJECTIVES:**

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

**1. Knowledge**

**+ Listening**

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

- listen for specific information about some advice about healthy habits

**+ Writing:** write some advice to avoid viruses.

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

*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. Qualities**

Be benevolent and responsible

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning ( Unit 2 – Looking back)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm –up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the lesson .  To introduce the new lesson.  \* **Content:**  **\* Products:** **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up T - Ss**  \* 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.  **🡪 Lead – in:**  Teacher introduces students the content of the lesson: *“In the lesson today, we are going to listen to the professor talking about healthy habits* | | | \* Warm up: CHATTING:  *+ What does this word mean?*  *+ What do we do to have “healthy habits”?*  *+ Can you name some “healthy habits?”*  ***\* Suggest answer:***  ***- Eating and drinking healthy***  ***-*** ***Be active and exercise every day.***  ***- Get enough sleep, 7 - 8 hours a day.***  ***- Drink enough water,***  + Eat less fast food, meat, ….  + Eat more fruit and vegetable.  + Don't go to bed too late.  **+………………** |
| **Activity 2a. PRE- LISTENING (5’)** | | | |
| **Task 1:**  **\* Aim:** To help Ss brainstorm the topic and prepare for the listening text  \* **Content:** Discuss and tick the habits you think are good for your health.  **\* Products:** Ss give the correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1: T - Ss, Ss - Ss**  \* 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 | **Task 1: Discuss and tick the habits you think are good for your health.**  1. Eat a lot of meat and cheese.  2. Drink soft drinks every day.  3. Get ten hours of sleep daily.  4. Be active and exercise every day.  **\* Suggested answers:**  Good for health: **2, 3** | | |
| **Activity 3a: WHILE –LISTENING (10’)** | | | |
| **Task 2:**  **\* Aims:** To help Ss develop their skill of listening for specific information.  \* **Content:** Listen and tick the habits mentioned.  **\* Products:** students give the answers exactly.  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss - Ss**  \* 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.  \*\*\*\* Teacher plays the recording again and confirms the correct answers for their prediction. | | Task 2: Listen and tick the habits mentioned.  ***\* Answer key:***  Habits mentioned in the listening text: 1, 3, 4, 6  ***Audio script – Tracks 12 + 13:***  *“Healthy habits help us keep fit and avoid disease. Here is some advice. Eat more fruit and vegetable, especially coloured ones like carrots and tomatoes. They provide a lot of vitamins. Eat meat, eggs, and cheese, but not too much. You may put on weight. Drink enough water, but not soft drinks. Be active and exercise every day. Do outdoor activities like cycling, swimming, or playing sports. They keep you fit. Go to bed early and get about 8 hours of sleep daily, so you will not feel tired. Keep your room tidy and clean. Open windows to let in fresh air and sunshine on fine days.”* | |
| **Task 3:**  **\* Aims:** To help Ss further develop their skill of listening for specific information.  \* **Content:** Listen again and answer the questions with no more than THREE words  **\* Products: Ss write the correct answer on the board.**  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- T-Ss, Ss-Ss**  \* Teacher has Ss read the questions and determine what information they need for answering the questions. Remind them answer the questions with no more than THREE words. Then, 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. | | Task 3: Listen again and answer the questions with no more than THREE words.  1. What do healthy habits help you avoid?  2. What do fruit and vegetables provide you with?  3. How many hours do you need to sleep a day?  4. How should you keep your room?  **\*Suggested answers:**  ***1. disease***  ***2. (lots of) vitamins***  ***3. 8 / eight hours***  ***4. tidy and clean*** | |
| **Activity 2b: POST- LISTENING AND PRE – WRITING (7’)**  **\* Aims:** To help Ss make simple notes of what they have listened to.  \* **Content:**  Discuss and make notes of the tips from the listening. Then share them with the class.  **\* Products:** Ss share their answers as the class .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- T-Ss, Ss-Ss**  \* Teacher tells Ss to work in groups to discuss and make notes of the tips and write in full sentences.    \*\* 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. | | **Task 4: Discuss and make notes of the tips from the listening. Then share them with the class**.  **e.g.** Don’t eat too much meat and cheese.  \* **Suggested answers:**   * *Drink enough water, but not soft drinks.* * *Be active and exercise every day.* * *Do outdoor activities like cycling, swimming, or playing sports.* * *Go to bed early and get about 8 hours of sleep daily.* * *Keep your room tidy and clean.* | |
| **Task 5:**  \* **Aim:** To help Ss prepare ideas to write a passage.  \* **Content:** **Discuss and brainstorm ideas.**  **\* Products:** Students’ ideas in their notebooks.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- T-Ss, Ss-Ss**  **\*** Teacher writes on the board “Covid-19” and asks Ss to give ideas on what they have known about it and asks them to look at the pictures and explains if needed  **\*\*** Ss think of it and can discuss with their partners.  **\*\*\*** Teacher calls on some Ss to raise their ideas.  **\*\*\*\*** Teacher listens and confirms. | | Task 5: Discuss and brainstorm ideas.  ***Suggested answers:***  happened in 2019,  it caused by virus,  many people died of it, … | |
| **Activity 3b: WHILE –WRITING ( 7’)** | | | |
| **Task 6**  \* **Aim:** To help Ss practise writing a passage to give advice on how to avoid viruses.  \* **Content:** Write a passage of about 70 words to give advice on how to avoid viruses.  **\* Products:** Students’ writing in their noteboooks.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- T-Ss, Ss-Ss**  \* 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. | | **Task 6: Write a passage of about 70 words to give advice on how to avoid viruses.** | |
| **Activity 4: POST - WRITING (3’)**  \* **Aim:** To peer check, cross check and final check students’ writing.  \* **Content:** Ss’ writing about some advice to avoid viruses.  **\* Products:** Some Ss show their writing in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| **- T-Ss, Ss-Ss**  \*\*\* 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. | | **\* WRITE A PASSAGE OF ABOUT 70 WORDS TO GIVE ADVICE ON HOW TO AVOID VIRUSES**  ***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.* | |
| **Activity 5: Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize some main content in the lesson.  **\* Products:** Students say what they have just learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | | - listen for specific information about some advice about healthy habits  - write some advice to avoid viruses. | |
| **IV. Homework (2)**  **\* Aim:** To review the knowledge that students have gained in this lesson.  - To allow students finalize their versions after being checked by friends and teacher. | | | |
| * Teacher asks students to write down the email in their books.   - Teacher asks students to prepare the new lesson. | | * Rewrite the passage on the notebook.   - Prepare “ Looking back and project” | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning : 3/10/2024***

***Date of teaching : 9/10 / 2024***

Week 5: UNIT 2: HEALTHY LIVING

Period 15 : Lesson 7: Looking back and project

**I. OBJECTIVES:**

By the end of the lesson, 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:**

**\* Vocab:** Revise some words of unit 2.

**\* Grammar:**  Know how to recognize and write simple sentences

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Be benevolent and responsible

- Develop self-study skills

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning ( Unit 2 – Looking back and project)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To help students revise the vocabulary items they have learnt in the unit.  - To enhance students’ skills of cooperating with team mates.  \* Content: Retell the main content in the unit.  **\* Products:** Some students retell the main content in the unit.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  **T -Ss**  \* 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. | | | ***\****  **Game:** **BRAINSTORMING**  ***Healthy living***  - Some words related to the topic *Healthy living*  *-* Talk about *Healthy living*  *-* Know how to recognize and write simple sentences |
| **Activity 2: PRACTICE:**   1. **VOCABULARY ( 10’)** | | | |
| **Task 1**  **\* Aim:** To help Ss revise the vocabulary items (verbs) they have learnt in the unit.  \* **Content:** Complete the sentences with the verbs in the box.  **\* Products:** Students say aloud the correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - **T –Ss :**  \* 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 | **Task 1: Complete the sentences with the verbs below**.  ***\* Answer key:***  1. keep  2. affects  3. avoid  4. are  5. exercise | | |
| **Task 2**: | | | |
| **\* Aims:** To help Ss revise the vocabulary items (adjectives) they have learnt in the unit.  \* **Content:** Write the words below next to their definitions  **\* Products:** Some students write correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - **T –Ss ; Ss - Ss**  \* 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. | | **Task 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 | |
| **B. GRAMMAR ( 10’)** | | | |
| **Task 3.**  **\* Aims:** To help Ss revise simple sentences.  \* **Content:** Tick the simple sentences.  **\* Products:** Ss do the exercise individually and swap with their partners.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| **Task 3: T - Ss, Ss - Ss**  \* 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. | | Task 3:Tick the simple sentences  ***\* Answer key:***  Simple sentences: 2, 3, 5 | |
| **Task 4:**  **\* Aims:** To help Ss revise simple sentences.  \* **Content:** Change the following sentences into simple ones.  **\* Products:** Students write the sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| ***Task 4:T-Ss, Ss-Ss***  \* 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. | | **Task 4: Change the following sentences into simple ones.**  ***\* 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. | |
| **C. PROJECT(5’)**  **\* Aims:** To help Ss identify a bad habit for healthy living in their school and offer some tips to change that habit..  \* **Content:** Posters exhibition  \* **Products:** *Students’ posters*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Project: T - Ss, Ss – Ss** (group work)  \* Ask 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. | | **Task 5: Posters exhibition:**  1. Discuss and find a bad habit and some tips to change it.  2. Find or draw a picture to illustrate your idea.  3. Present your poster to the class.    **\* *Some groups’ posters***  **BUILD HEALTHY HABITS**  **+ Give some tips to change that habit.**  **Eg: A bad habit:** Eating unhealthy food  - Eat healthy food.  - Drink more water.  - Avoid drinking soft drinks  - Eat less fast food. | |
| **Activity 3. Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content.  **\* Products:** A student says what she/ he has just learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - revise vocabulary in unit 2  - revise Know how to recognize and write simple sentences | |
| **IV. Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in Unit2 and To prepare for the next lesson | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | | - Complete the project  - Prepare for the next lesson: Unit 3 –Lesson 1. Getting started. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….