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. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Be ready to talk about *Healthy living*

- Know some daily activities whether good or bad for health

**II. MATERIALS**

- Grade 7 textbook, Unit 2, Getting started

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

Language analysis

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. popular (a) | /ˈpɒpjələr/ | liked, enjoyed, or supported by many people | phổ biến |
| 2. fresh (a) | /freʃ/ | new or different | tươi, mới |
| 3. join (v) | /dʒɔɪn/ | to connect or fasten things together | tham gia |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some handouts. |
| 2. Students may not have sufficient listening, speaking and co-operating skills. | * Play the recording, the replay depends on student’s need. * Encourage students to work in pairs, in groups so that they can help one another. * Provide feedback and help if necessary. |

Board Plan

| *Date of teaching*  **Unit 2: Healthy living**  **Lesson 1: Getting started – Let’s go out!**  **\*Warm-up**  Brainstorming  **I. Vocabulary**  1. popular (a): phổ biến  2. fresh (a): tươi, mới  3. join (v): tham gia  **II. Practice**  Task 1: Tick the correct answers. (Ex 2, p. 19)  Task 2: Write a word or phrase from the box under its picture (Ex 3, p. 19)  Task 3: Complete each sentence with a word from the conversation. (Ex 4, p. 19)  **III. Production**  Task 4: Survey: Good or bad for health (Ex 5, p. 19)  **\*Homework** |
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**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To create an active atmosphere in the class before the lesson.  - To introduce the topic. | **BRAINSTORMING**  \* 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: “What should we do to be stronger?” * 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-Ss  Teamwork  Teamwork  T-Ss | 5 mins |
| LEAD-IN | To lead in the topic of *Healthy living.* | \* Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures.  1. Who are they?  2. What might they talk about?  3. What are the people in the picture on the wall doing?  4. Are they healthy activities?  ***Suggested answers:***  1. They are Mi and Mark.  2. They are looking at the picture on the wall and talking about it.  3. The people in the picture are doing (exercising, boating, etc.) and mention some things they need to avoid a health problem.  4. (Students’ answers)  \*\* Ss work out and answer questions in pairs.  \*\*\* Ss share their answers as a whole class.  \*\*\*\* T asks them to read and listen to the conversation to check their answers. | T-Ss  Pair work  Ss  T-Ss | 2 mins |
| PRESENTATION | To help students understand the text. | **VOCABULARY**  \* Teacher introduces the vocabulary by:  + showing the pictures illustrating the words  + providing the synonym or antonym of the words  + providing the definition of the words  1. popular (a): [antonym]  2. fresh (a): [definition + picture]    3. join (v): [synonym + picture]  **C:\Users\QUAN\Downloads\member.png**  \*\* Ss say the words.  \*\*\* Other Ss correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks Ss to repeat them. | T-Ss  Ss  Ss  T-Ss | 5 mins |
| To have students get to know the topic. | **LISTEN AND READ.** *(Ex 1, p. 18)*  \* 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. | T-Ss  Pair work  T-Ss  T-Ss |  |
| PRACTICE/ CONTROLLED PRACTICE | To help students understand the main idea of the conversation. | **TASK 1: CIRCLE THE CORRECT ANSWER.** *(Ex. 2, p. 19)*  \* 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.  ***Answer key:* B** | T-Ss  Pair work  T-Ss  T-Ss | 5 mins |
| To help student learn some vocabulary from the conversation visually to ensure their understanding of the context. | **TASK 2: WRITE A WORD OR PHRASE FROM THE BOX UNDER ITS PICTURE** *(Ex 3, p. 19)*  \* 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.  ***Answer key:***  1. sunburn  2. suncream  3. lunch box  4. boating  5. cycling | T-Ss  Ss-Ss  T-Ss  T-Ss | 6 mins |
| To help student develop the vocabulary about the topic. | **TASK 3: COMPLETE EACH SENTENCE WITH A WORD FROM THE CONVERSATION.** *(Ex 4, p. 19)*  \* 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.  ***Answer keys:***  1. boating  2. park  3. countryside  4. suncream  5. health | T-Ss  Ss  T-Ss  T-Ss |  |
| PRODUCTION/ LESS CONTROLLED PRACTICE | To help student identify and talk about their daily activities and decide if they are good or bad for their health. | TASK 4: SURVEY: GOOD OR BAD FOR HEALTH. *(Ex 5, p. 19)*  \* 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.  ***Suggested answers:***   | **Daily**  **activities** | **How often** | **Good** | **Bad** | | --- | --- | --- | --- | | Walking to school | Every day | √ |  | | Eating breakfast | Rarely |  | √ | | Going swimming | Twice a week | √ |  | | Sleeping | 12 hours per day |  | √ | | Doing yoga | Three times a week | √ |  | | … | … | … | … |   \*\*\*\* Teacher checks and gives the correct answers. | T-Ss  Group work  Ss  T-Ss | 10 mins |
| CONSOLIDATION | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare for the next lesson. | - Prepare the vocabulary for the next lesson: A closer look 1.  - Start preparing for the Project of the unit.  Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a bad habit that the students in your school often do and think about some tips to change that habit. They have to find suitable photos or draw pictures to creat a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.) | T-Ss | 1 min |

UNIT 2: HEALTHY LIVING

# **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. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

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

- Develop self-study skills

II. MATERIALS

* Grade 7 textbook, Unit 2, A closer look 1
* Computer connected to the Internet
* TV/ Projector/ Pictures/ Cards
* hoclieu.vn

Language analysis

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. dim light (n.phr.) | /dɪm lait/ | not giving or having much light | ánh sáng lờ mờ |
| 2. lip balm (n.phr.) | /ˈlɪp ˌbɑːm/ | a type of cream that is used to keep the lips soft or to help sore lips feel better | son dưỡng môi |
| 3. chapped lips (n.phr.) | /tʃæpt lɪps / | chapped skin is sore, rough, and broken, especially because of cold weather | môi nứt nẻ |
| 4. red spots (n.phr.) | /red spɒt/ | a small, usually round area of colour that is differently coloured or lighter or darker than the surface around it | đốm đỏ |
| 5. coloured vegetables (n.phr.) | / ˈkʌləd ˈvedʒtəbəl/ | a plant, root, seed, or pod that is used as food, especially in dishes that are not sweet and has colours such as: red, green, etc. | rau có màu sắc |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of some lexical items. |
| 2. Students may may not have sufficient listening, speaking and co-operating skills. | * Play the recording many times if necessary. Play the recording, the replay depends on the ss’ need. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | * Define expectation in explicit detail. * Have excessive talking student’s practise. * Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **Unit 2: Healthy living**  **Lesson 2: A closer look 1**  **\*Warm-up**  Game: Face to face  **I. Vocabulary: Health problems**  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  Task 1: Match the phrase on the left with the correct pictures on the right (Ex 1, p. 20)  Task 2: Complete the sentences with the correct words and phrases. (Ex 2, p. 20)  Task 3: Discuss and tick each activity in the table as H (Healthy) or U (Unhealthy). (Ex 3, p. 20)  **II. Pronunciation:** /f**/ and /v/**  Task 4: Listen and repeat. (Ex 4, p. 20)  Task 5: Listen and repeat. Pay attention to the underlined words. (Ex 5, p. 20)  **III. Production:**  Game: Tongue twister  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation. | **GAME: FACE TO FACE:**  **\*** 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.  ***Suggested answer:***  - Going cycling/ swimming  - Walking  - Boating  - Eating breakfast  - Doing yoga/ aerobics  - Playing sports  - …. | T - Ss  Ss-Ss  Ss  T-Ss | 5 mins |
| LEAD-IN | To lead in the lesson about vocabulary and pronunciation. | 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/.” | T-Ss | 1 min |
| VOCABULARY |  | **VOCABULARY**  \* 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.  1. dim light (n): [visual + explanation]    2. lip balm (n): [visual + explanation]    3. chapped lips (n): [visual + explanation]    4. coloured vegetables (n): [visual + explanation]    5. red spots (n): [visual + explanation]    \*\* Ss say the words.  \*\*\* Other Ss correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks Ss to repeat them  **Checking techniques:**  “Rub out and remember” | T-Ss  Ss  Ss-Ss  T-Ss | 21 mins |
| To revise the words or phrases they have learnt. | TASK 1: MATCH THE PHRASES ON THE LEFT WITH THE CORRECT PICTURES ON THE RIGHT. *(Ex 1, p. 20)*  \* 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.  ***Answer keys:***  1. c  2. e  3. d  4. a  5. b | T-Ss  Ss  Ss-Ss  T-Ss |
| To help student use the words/ phrases in specific contexts. | **TASK 2: COMPLETE THE SENTENCES WITH THE CORRECT WORDS AND PHRASES.** *(Ex 2, p. 20)*  \* 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.  ***Answer key:***  1. coloured vegetables  2. Soft drinks  3. fit  4. skin condition  5. sunburn | T-Ss  Ss  T-Ss  T-Ss |
| To help students talk about their daily activities and decide if each activity is healthy or unhealthy. | **TASK 3: DISCUSS AND TICK EACH ACTIVITY IN THE TABLE AS H (HEALTHY) OR U (UNHEALTHY).** *(Ex 3, p. 20)*  \* 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.  ***Suggested answers:***  Healthy: 1, 3, 4  Unhealthy: 2, 5 | T-Ss  Group work  T-Ss  T-Ss |
| PRONUNCIATION | To help students identify how to pronounce the final sounds /f/ and /v/ at the end of the words. | **PRONUNCIATION**  \* 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. | T-Ss  Ss  T-Ss  T-Ss  T-Ss  T-Ss  Ss  T-Ss | 10 mins |
| To help students practise pronouncing these sounds in words. | **TASK 4: LISTEN AND REPEAT. PAY ATTENTION TO THE SOUND /F/ AND /V/.** *(Ex 4, p. 20)*  \* 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 | T-Ss  Ss  T-Ss  T-Ss |
| To help students pronounce the final sounds /f/ and /v/ correctly in context. | **TASK 5: LISTEN AND REPEAT. PAY ATTENTION TO THE UNDERLINED WORDS.** *(Ex 5, p. 20)*  \* 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. | T-Ss  Ss  T-Ss  T-Ss |
| PRODUCTION/ LESS CONTROLLED PRACTICE | To give students chance to apply what they have learnt. | **GAME: TONGUE TWISTER**  *1. Victoria fried some fresh fish.*  *2. Van fried the fish in half a vat of fat.*  \* Teacher asks students to focus on 2 sentences on the board and try to say it.  - Teacher models, then call some students to read and correct pronunciation if necessary.  \*\* Ss practice saying the sentences.  \*\*\* Teacher has students try to read the whole sentence as quick as possible without making any mistakes.  \*\*\*\* Teacher corrects if necessary. | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
| CONSOLIDATION | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To revise what they have learnt. | Find 5 more words with the sound /f/ and 5 more words with the sound /v/. Write them down and practice pronouncing the words. | T-Ss | 1 min |

UNIT 2: HEALTHY LIVING

# **Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

Know how to recognize and write simple sentences

| Types of simple sentences | Examples |
| --- | --- |
| 1. Having a subject and a verb | I read. |
| 2. Having an object | I read science books. |
| 3. Having an adverb | I read science books every weekend. |

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

Be responsible and hard working

II. MATERIALS

* Grade 7 textbook, Unit 2, A closer look 2
* Computer connected to the internet
* TV/ Projector/Pictures, sets of word cards
* hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some hand-outs. |
| 2. Some students may excessively talk in the class. | * Define expectation in explicit detail. * Have excessive talking student’s practise. * Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **Unit 2: Healthy living**  **Lesson 3: A closer look 2**  **\*Warm-up**  **Game: Jumbled sentences**  **I. Grammar: Simple sentences**  1. Eg: I read  S V  2. Eg: I read science books.  S V O  3. Eg: I read science books every weekend.  S V O A  **II. Practice:**  Task 1: Tick the simple sentence. (Ex 1, p. 21)  Task 2: Underline and write S for the subject and V for the verb in each simple sentence below. (Ex 2, p. 21)  Task 3: Rearrange the words and phrases to make simple sentences. (Ex 3, p. 21)  Task 4: Write complete sentences from the prompts. You may have to change the words or add some. (Ex 4, p. 21)  Task 5: Discuss and write a simple sentence from the two given sentences. (Ex 5, p. 21)  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ prior knowledge and vocabulary related to the targeted grammar. | **GAME:JUMBLED SENTENCES**  1. books / I / science / read /.  2. games / children / love / outdoor /.  3. their / every day / they / clean / house /.  4. night / watched / I / T.V / last /.  5. learn / words / every day / You / should / the / new /.  \* 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.  ***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. | T-Ss  Group work  Group work  T-Ss | 5 mins |
| LEAD-IN | To introduce the targeted grammar of the lesson. | Teacher says: “This lesson today is going to tell you about “simple sentences”. | T-Ss | 1 min |
| PRESENTATION | To introduce students the form of simple sentences. | **SIMPLE SENTENCES**  \* 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.  It rained.  S V  I read science books.  S V O  I watched T.V last night.  S V O A  \*\* 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. | T-Ss  T-Ss  T-Ss  T-Ss | 9 mins |
| PRACTICE/ CONTROLLED PRACTICE | To help students identify the correct form of simple sentences.  To help students identify the subject and the verb in a simple sentence.  To help student identify different parts of a simple sentence and put them in the correct order to form a simple sentence. | **TASK 1: TICK THE SIMPLE SENTENCES.** *(Ex 1, p. 21)*  \* 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.  ***Answer key:***  Simple sentences: 1, 2, 4  **TASK 2: UNDERLINE AND WRITE S FOR THE SUBJECT AND V FOR THE VERB IN EACH SIMPLE SENTENCE BELOW.** *(Ex 2, p. 21)*  \* Teacher has students do this exercise individually by reading each sentence carefully to look for the two main parts.  \*\* Ss do the task individually.  \*\*\* Ss give and explain their answers.  \*\*\*\* Teacher confirms the correct answers.  ***Answer key:***    **TASK 3: REARRANGE THE WORDS AND PHRASES TO MAKE SIMPLE SENTENCES.** *(Ex 3, p. 21)*  \* 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.  ***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. | T-Ss  Ss  Ss  T-Ss  T-Ss  Ss  Ss  T-Ss  T-Ss  Pair work  T-Ss  T-Ss | 15 mins |
| PRODUCTION/ LESS CONTROLLED PRACTICE | To give Ss further practice on writing out simple sentences from the prompts given.  To allow Ss more advanced practice in forming a simple sentence from two separate ones. | **TASK 4: WRITE COMPLETE SENTENCES FROM THE PROMPTS. YOU MAY HAVE TO CHANGE THE WORDS OR ADD SOME.** *(Ex 4, p. 21)*  \* 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.  ***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: DISCUSS AND WRITE A SIMPLE SENTENCE FROM THE TWO GIVEN SENTENCES.** *(Ex 5, p. 21)*  \* 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.  ***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. | T-Ss  Ss  T-Ss  T-Ss  T-Ss  Pair work  T-Ss  T-Ss | 12 mins |
| CONSOLIDATION | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To revise what they have learnt. | Do exercises in the workbook. | T-Ss | 1 min |

UNIT 2: HEALTHY LIVING

# **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.

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

II. MATERIALS

* Grade 7 textbook, Unit 2, Communication
* Computer connected to the internet
* TV/ Pictures/ Projector
* hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about the topic. | Provide students with information about the knowledges they do not know. |
| 2. Students may not have sufficient reading, speaking and co-operating skills. | * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |
| 3. Some students may excessively talk in the class. | * Define expectation in explicit detail. * Have excessive talking students practise. * Continue to define expectations in small chunks (before every activity). |

**Board Plan**

| *Date of teaching*  **Unit 2: Healthy living**  **Lesson 4: Communication**  **\*Warm-up**  **BRAINSTORMING**  **I. Everyday English:**  1. Giving tips for health problems   * + **Structure: to give advice:**   - You should/ shouldn’t …  - You can …  Task 1: Listen and read the dialogue. (Ex 1, p. 22)  Task 2: Make similar conversation. (Ex 2, p. 22)  **II. Practice: Tips for a healthy life**  Task 3: Read the passage and choose the correct title for it. (Ex 3, p, 22)  Task 4: Discuss and make a list for the tips which help the Japanese live long lives. (Ex 4, p. 22)  Task 5: Discuss and make a list for the tips that the Vietnamese can do to live longer. (Ex 5, p. 22)  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To introduce the lesson. | **GAME: BRAINSTORMING**    \* 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  ***Suggested answers:***  Asthma, a backache, a broken leg, a cold, a cough, an earache, a headache, a sore throat, a toothache, sunburn, etc. | T-Ss  Ss-Ss  Ss  T-Ss | 5 mins |
| LEAD-IN | To lead in the lesson. | 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”. | T-Ss | 1 min |
| EVERYDAY ENGLISH | To introduce two ways to give tips on health problems and to allow Ss some practice. | **TASK 1: LISTEN AND READ THE DIALOGUE.** *(Ex 1, p. 22)*  \* 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:  **Structure: to give advice:**  - You should/ shouldn’t …  - You can … | T-Ss  Ss-Ss  T-Ss  T-Ss  T-Ss  Ss  T-Ss  T-Ss | 10 mins |
| To help students practise giving tips on health problems. | **TASK 2: MAKE SIMILAR CONVERSATION.** *(Ex 2, p. 22)*  \* Teacher has Ss look at the situation in Ex 2 to make similar dialogue:  *1. I’m tired.*  *2. I have acne.*  *3. My hands are chapped.*  \*\* 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.  ***Suggested answers:***  *A: I am tired.*  *B: You can drink some milk.*  *A: Yes.*  *B: And you should have a nap.*  *A: Thank you.* | T-Ss  Pair work  T-Ss  T-Ss | 7 mins |
| TIPS FOR A HEALTHY LIFE | To provide students  with more knowledge about healthy living and help them practice the skill of reading for the main idea. | **TASK 3: READ THE PASSAGE AND CHOOSE THE CORRECT TITLE FOR IT.** *(Ex 3, p, 22)*  \* 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.  ***Answer key***: A | T- Ss  Ss  T-Ss  T-Ss | 5 mins |
| To help students identify the main points in a reading and talk about them. | **TASK 4: DISCUSS AND MAKE A LIST FOR THE TIPS WHICH HELP THE JAPANESE LIVE LONG LIVES.** *(Ex 4, p. 22)*  \* 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.  ***Suggested answers:***  (1) They eat a lot of fish and vegetable.  (2) They cook fish with little cooking oil.  (3) They also eat a lot of tofu.  (4) The Japanese work hard and do a lot of outdoor activities. | T-Ss  Group work  Group work  T-Ss | 5 mins |
| To help students practise giving health tips on their own context. | **TASK 5**: **DISCUSS AND MAKE A LIST FOR THE TIPS THAT THE VIETNAMESE CAN DO TO LIVE LONGER.** *(Ex 5, p. 22)*  \* 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.  ***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. … | T-Ss  Group work  Group work  T-Ss | 6 mins |
| CONSOLIDATION | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 min |
| HOMEWORK | To prepare for the next lesson:  Skills 1. | Do exercises in the workbook. | T-Ss | 1 min |

UNIT 2: HEALTHY LIVING

# **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.

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

Be benevolent and responsible

II. MATERIALS

* Grade 7 textbook, Unit 2, Skills 1
* Computer connected to the internet
* TV/ Pictures, cards
* hoclieu.vn

Language analysis

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. disease (n) | /dɪˈziːz/ | (an) illness of people, animals, plants, etc., caused by infection or a failure of health rather than by an accident | bệnh tật |
| 2. serious (a) | /ˈsɪəriəs/ | severe in effect; bad | nghiêm trọng |
| 3. take care of (phr v) | /teik keər əv/ | to protect someone or something and provide the things that that person or thing needs | chăm sóc |
| 4. pop (v) | /pɒp/ | to (cause something to) make a short explosive sound, often by breaking something | nặn, bóp |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may not have sufficient reading, speaking and co-operating skills. | - Let students read the text again (if necessary).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students may excessively talk in the class. | - Define expectation in explicit detail. - Have excessive talking students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **Unit 2: Healthy living**  **Lesson 5: Skills 1**  **\*Warm-up**  **HANGMAN**  **I. Reading:**  1. Vocabulary  a. disease (n): bệnh tật  b. serious (a): nghiêm trọng  c. take care of (phr v): chăm sóc  d. pop (v): nặn, bóp  2. Discussion: (Ex 1, p. 23)  3. Practice  Task 1: Read the passage and match the beginnings in A with the endings in B. (Ex 2, p. 23)  Task 2: Read the passage again and choose the correct answer A, B, or C. (Ex 3, p. 23)  Task 3: Retelling  **II. Speaking:**  Task 4: Read the passage again. Pick the tips which you can easily follow. Share your ideas with your partner. (Ex 4, p. 23)  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. (Ex 5, p. 23)  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To introduce the topic of reading. | **GAME: HANGMAN**    **S K I N C O N D I T I O N**  \* 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. | T-Ss  Group work  Group work  T-Ss | 5 mins |
| LEAD-IN | To lead in the lesson about Skills 1. | 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. | T-Ss | 2 mins |
| PRE-READING (PRE-TEACH VOCABULARY) | To provide students with some lexical items before reading the text. | **VOCABULARY**   * 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.  1. disease (n): [explanation]  2. serious (a): [explanation]  3. take care of (phr v): [symnonym]  4. pop (v): [visual + explanation]  SOS:Pimple Removal Treatment In Hyderabad | Acne Removal Treatment  Concept check: Rub out and Remember. | T-Ss | 8 mins |
| To introduce words related to skin conditions to Ss and help Ss have a general idea of what they are going to read. | **DISCUSSION** *(Ex 1, p. 23)*  \* 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.  ***Answer keys:***  1. chapped skin  2. acne  3. sunburn | T-Ss  Pair work  T-Ss  T-Ss |  |
| WHILE-READING | To help Ss develop their reading skill for specific information (scanning) and help them focus on the problem of acne. | **TASK 1: READ THE PASSAGE AND MATCH THE BEGINNINGS IN A WITH THE ENDINGS IN B.** *(Ex 2, p. 23)*  \* 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.  ***Answer key:***  1. b  2. d  3. a  4. c | T-Ss  Ss  Pair work  T-Ss |  |
| To help Ss further develop their reading skill for specific information (scanning). | **TASK 2: READ THE PASSAGE AGAIN AND CHOOSE THE CORRECT ANSWER A, B, OR C.** *(Ex 3, p. 23)*  \* 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.  ***Answer key:***  1. A  2. C  3. B  4. B  5. A | T-Ss  Ss  Pair work  T-Ss | 9 mins |
| POST-READING | To check students’ reading comprehension. | **TASK 3: RETELLING.**  \* Teacher asks Ss to work in groups and take turn to say 1 sentence which they can remember from the passage they have read about “acne”.  \*\* Ss work in groups.  \*\*\* Teacher calls some groups to check.  \*\*\*\* Teacher corrects if necessary | T- Ss  Group works  T-Ss  T-Ss | 3 mins |
| PRE-SPEAKING | To help Ss talk about how they apply the tips in the reading to themselves. | **TASK 4: READ THE PASSAGE AGAIN. PICK THE TIPS WHICH YOU CAN EASILY FOLLOW. SHARE YOUR IDEAS WITH YOUR PARTNER.** *(Ex 4, p. 23)*  \* Teacher asks Ss to work in pairs and tells them to focus on the tips for acne in the text to talk about which tip they can easily follow.  \*\* Ss work in pairs. Teacher goes around and listens and gives help if necessary.  \*\*\* Teacher calls on some Ss to share their answers with the class. If there is a tip they cannot follow, ask them to explain why not.  \*\*\*\* Teacher listens and gives comment. | T-Ss  Pair works  T-Ss  T-Ss | 5 mins |
| WHILE-SPEAKING | To provide Ss an opportunity to practise giving tips for health problems. | **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.** *(Ex 5, p. 23)*  \* 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.  ***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. | T-Ss  Group works  T-Ss  T-Ss | 7 mins |
| POST-SPEAKING | To help students improve next time. | * Have students give comments on their friends and vote for the most interesting and informative presentation. * Teacher gives feedback and comments. | Ss-Ss  T-Ss | 3 mins |
| CONSOLIDATION | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare for the next lesson Skills 2. | Do exercises in the workbook. | T-Ss | 1 min |

UNIT 2: HEALTHY LIVING

# **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.

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

Be benevolent and responsible

II. MATERIALS

* Grade 7 textbook, Unit 2, Skills 2
* Computer connected to the internet
* Pictures
* hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some hand-outs. |
| 2. Students may not sufficient listening, writing and co-operating skills. | - Play the recording, replay depends on students’ need.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail. - Have excessive talking students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **Unit 2: Healthy living**  **Lesson 6: Skills 2**  **\*Warm-up**  **Chatting**  **I. Listening**  Task 1: Discuss and tick the habits you think are good for your health. (Ex 1, p. 24)  Task 2: Listen and tick the habits mentioned. (Ex 2, p. 24)  Task 3: Listen again and answer the questions with no more than THREE words. (Ex 3, p. 25)  Task 4: Discuss and make notes of the tips from the listening. Then share them with the class. (Ex 4, p. 25)  **II. Writing:**  Task 5: Discuss and brainstorm ideas.  Task 6: Write a passage of about 70 words to give advice on how to avoid viruses. (Ex 5, p. 25)  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ prior knowledge and vocabulary related to the lesson | **CHATTING:**  \* Teacher writes on the board the word “Healthy habits” and asks Ss some questions:  + What does this word mean?  + What do we do to have “healthy habits”?  + Can you name some “healthy habits?”  \*\* 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. | T-Ss  Group work  T-Ss  T-ss | 5 mins |
| LEAD-IN | To introduce the new lesson. | - Teacher introduces students the content of the lesson: *“In the lesson today, we are going to listen to the professor talking about healthy habits”.* | T-Ss | 1 min |
| PRE-LISTENING | To help Ss brainstorm the topic and prepare for the listening text. | **TASK 1: DISCUSS AND TICK THE HABITS YOU THINK ARE GOOD FOR YOUR HEALTH.** *(Ex 1, p. 24)*  \* Teacher asks Ss to work in pairs to discuss if these sentences are good or bad for their health.  \*\* Ss work with their partner to do the task.  \*\*\* Teacher calls on some Ss to answer.  \*\*\*\* Teacher gives comments and leads Ss to task 2.  **Suggested answers:**  Good for health: 2, 3 | T-Ss  Pair work  T-Ss  T-Ss | 3 mins |
| To help Ss develop their skill of listening for specific information. | **TASK 2: LISTEN AND TICK THE HABITS MENTIONED.** *(Ex 2, p. 24)*  \* 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. | T-Ss  Ss  T-Ss |  |
| WHILE-LISTENING | To help students develop their skill of listening for specific information. | **TASK 2: LISTEN AND TICK THE HABITS MENTIONED.** *(Ex 2, p. 24 - continue)*  \*\*\*\* Teacher plays the recording again and confirms the correct answers for their prediction.  ***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.” | T-Ss | 10 mins |
| To help Ss further develop their skill of listening for specific information. | **TASK 3: LISTEN AGAIN AND ANSWER THE QUESTIONS WITH NO MORE THAN THREE WORDS.** *(Ex 3, p. 25)*  \* 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.  ***Suggested answers:***  1. disease  2. (lots of) vitamins  3. 8 / eight hours  4. tidy and clean | T-Ss  Ss / Pair work  T-Ss  T-Ss |  |
| PRE-WRITING | To help Ss make simple notes of what they have listened to. | **TASK 4: DISCUSS AND MAKE NOTES OF THE TIPS FROM THE LISTENING. THEN SHARE THEM WITH THE CLASS.** *(Ex 4, p. 25)*  \* Teacher tells Ss to work in groups to discuss and make notes of the tips and write in full sentences.  e.g. Don’t eat too much meat and cheese.  \*\* Ss work in groups. Teacher moves around and offers help if needed.  \*\*\* Teacher invites some Ss to share their answers.  \*\*\*\* Teacher confirms the correct answers. | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| To help Ss prepare ideas to write a passage. | **TASK 5: DISCUSS AND BRAINSTORM IDEAS.**  **\*** 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.  ***Suggested answers:*** happened in 2019, it caused by virus, many people died of it, … | T-Ss  Ss-Ss  T-Ss  T-Ss | 5 mins |
| WHILE-WRITING | To help Ss practise writing a passage to give advice on how to avoid viruses. | **TASK 6: WRITE A PASSAGE OF ABOUT 70 WORDS TO GIVE ADVICE ON HOW TO AVOID VIRUSES.** *(Ex 5, p. 25)*  \* Teacher tells Ss that they are going to write a passage to give advice on how to avoid viruses  \*\* Ss work independently to do the task and try to add more tips if they can.  Teacher goes around and help if necessary. | T-Ss  Ss  T-Ss | 10 mins |
| POST-WRITING | To peer check, cross check and final check students’ writing. | **TASK 6: WRITE A PASSAGE OF ABOUT 70 WORDS TO GIVE ADVICE ON HOW TO AVOID VIRUSES.** *(Ex 5, p. 25 - continue)*  \*\*\* 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.  ***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. | Ss-Ss  T-Ss | 2 mins |
| CONSOLIDATION | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To allow students finalize their passage after being checked by friends and the teacher. | Rewrite the passage on the notebook. | T-Ss | 1 min |

UNIT 2: HEALTHY LIVING

# **Lesson 7: Looking back & Project**

**I. OBJECTIVES**

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

**1. Knowledge**

- review the vocabulary and grammar of Unit 2

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

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

- Develop self-study skills

II. MATERIALS

* Grade 7 textbook, Unit 2, Looking back & Project
* Computer connected to the internet
* TV/ Pictures, A0 paper
* hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may not have sufficient speaking, writing and co-operating skills when doing project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students may excessively talk in the class. | - Define expectation in explicit detail. - Have excessive talking students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **Unit 2: Healthy living**  **Lesson 7: Looking back & Project**  **\*Warm-up**  **Brainstorming**  **I. Looking back**  Task 1: Complete the sentences with the verbs below. (Ex. 1, p. 26)  Task 2: Make Write the words below next to their definitions (Ex. 2, p. 26)  Task 3: Tick the simple sentences (Ex. 3, p. 26)  Task 4: Change the following sentences into simple ones. (Ex 4, p. 26)  **II. Project**  Build healthy habits  Task 5: Posters exhibition  **\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To help students revise the vocabulary items they have learnt in the unit.  - To enhance students’ skills of cooperating with team mates. | **BRAINSTORMING**  \* Teacher asks Ss to think of what they have learnt already in Unit 2.  \*\* Ss work in pairs to do the task.  \*\*\* Teacher calls some students to retell.  \*\*\*\* Teacher confirms and leads them to do all the exercises in books. | T-Ss  Pair work  T-Ss  T-Ss | 3 mins |
| LOOKING BACK | To help Ss revise the vocabulary items (verbs) they have learnt in the unit. | **TASK 1: COMPLETE THE SENTENCES WITH THE VERBS BELOW.** *(Ex 1, p. 26)*  \* 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  ***Answer key:***  1. keep  2. affects  3. avoid  4. are  5. exercise | T-Ss  Ss  T-Ss  T-Ss | 16 mins |
| To help Ss revise the vocabulary items (adjectives) they have learnt in the unit. | **Task 2: Write the words below next to their definitions (Ex 2, p. 26)**  \* 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.  ***Answer key:***  1. active  2. healthy  3. tidy  4. fit  5. dirty | T-Ss  Ss  T-Ss  T-Ss |
| To help Ss revise simple sentences. | **TASK 3: TICK THE SIMPLE SENTENCES.** *(Ex 3, p. 26)*  \* 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.  ***Answer key:***  Simple sentences: 2, 3, 5 | T-Ss  Ss  T-Ss  T-Ss |
| To help Ss revise simple sentences. | **TASK 4: CHANGE THE FOLLOWING SENTENCES INTO SIMPLE ONES.** *(Ex 4, p. 26)*  \* 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.  ***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. | T-Ss  Ss  T-Ss  T-Ss |
| PROJECT | To help Ss identify a bad habit for healthy living in their school and offer some tips to change that habit. | **TASK 5: POSTERS EXHIBITION**  \* 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 necessary.  \*\* 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. | Group work  T-Ss  Ss-Ss  T-Ss | 22 mins |
| CONSOLIDATION | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| HOMEWORK | To prepare for the next lesson. | Prepare for the next lesson: Unit 3 – Getting started. | T-Ss | 1 min |

\* Pictures' source: From Internet