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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **Period .... : UNIT 2 : HEALTHY LIVING**  **Lesson 1: GETTING STARTED**  ***Let’s go out!*** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Healthy activities  - Health problems  **Pronunciation:**  - Sounds: /f/ and /v/  **Grammar**  - Simple sentences | **Skills:**  - Reading about acne.  - Talking about how to deal with some health problems.  - Listening to some advice about healthy habits.  - Writing a paragraph of some advice to avoid viruses.  **Everyday English**  - Asking for and giving health tips. |

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

- use the words about healthy activities and health problems;

- pronounce the sounds **/f/** and **/v/** correctly;

- recognise and write simple sentences;

- ask for and give health tips;

- read for general and information about acne;

- talk about how to deal with some health problems;

- listen for specific information about some advice about healthy habits;

- write a paragraph of some advice to avoid viruses.

**1. Knowledge:**

- To introduce topic of the lesson *Healthy living*. To practice listening and reading.

- 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.

**+ Vocabulary:** Use the words about healthy activities and health problems; Pronouncing the sounds **/f/** and **/v/** correctly;

**+ Grammar:** - Recognise and write simple sentences;

**2. Competence:** Students will be able to practice listening and reading the conversation between Mi and Mark about healthy activities and health problems; Knowing more new words. Understanding the main idea of the conversation.

- Develop communication skills and creativity.

- Actively join in class activities.

**3. Qualities:** The loveof living things; The awareness about importance of healthy living.

- Be ready to talk about Healthy living

- Know some daily activities whether good or bad for health

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn.

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **Aims:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To lead into the new unit**  **\* Content:** Tohave somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Introducing themselves to make more new friends.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision**  - Review the previous unit before Ss open their books.  - Organise a short vocabulary game to revise the words Ss learnt in Unit 1. For example, T can show pictures of different hobbies and Ss say the words, or T says a verb (e.g. build) and Ss say the nouns going with it (e.g. a dollhouse, a model, etc.).  - Lead to the new unit. Write the unit title *Healthy* *Living* on the board.  - Ask Ss to guess what they are going to learn about in this unit. Then write *healthy activities* *and health problems* and ask Ss to give any words or phrases they know related to them.  - Ask Ss to open their book to page 24 - 25 and introduce what they are going to study…. | **+ Greeting + Revision**  **- T\_Ss**  - Students **(Ss)** listen and learn how to introduce themselves.  - Introduce themselves  + Students **(Ss)** listen and learn how to do the tasks.  + build : a dollhouse, ...  + make : a model...  + collect: dolls, coins...  - Answer the teacher’s questions  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1:  **Aims:**  **- To set the context for the introductory conversation;**  **- To introduce the topic of the unit.**  **-** To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.  **\* Content:** Learn some new words . Read the conversation and find out new words.  **\* Outcome:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions..*.* | |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read:**  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Follow the seven steps of teaching vocab.  + Check vocabulary.  **+ Take note**  **\*\* Set the context**: Have Ss look at the conversation and the picture and answer some questions, e.g. What might Mi and Mark be talking about? Where are the people in the picture? What are they doing? Are they healthy activities? Encourage Ss to answer, but do not confirm their answers.  - Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked. Confirm the correct answers: *Mi and Mark are talking about the picture. They are at Yen So Park. They are boating, exercising, fishing, and walking*. *The activities are healthy*. They also mention some things (*hat, suncream*) they need to avoid a health problem (*sunburn*).  - Call on some groups of Ss **to read the conversation aloud.** | **1. Listen and read**  **- T\_Ss**  **\* Vocabulary**  **- health** (v): sức khỏe  **- healthy living** (n): sống khỏe mạnh.  **- healthy activities** (n):  **- problem** (n)vấn đề  **- boat** (v): đi thuyền.  **- popular** (adj):được nhiều người ưa thích; phổ biến,  **- fresh** (adj): tươi, mới  **- bring** (v) mang  **- suncream** (n) kem chống nắng  **- sunburn** (n) sự cháy nắng    - Listen carefully and read aloud. |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aim: To help Ss understand the main idea of the conversation.**  **\* Content:** Listen and read the conversation.True/ false activitiy, filling in the gaps.  **\* Outcome:** Knowing more new words. Understand the conversation; topic of the lesson,…  **\* Organisation :** Teacher’s instructions.….. | |
| **Teacher’s Student’s activities** | **Content** |
| **2. What are Mark and Mi talking about?**  - Ask Ss to answer without reading the conversation again.  - Ask them to explain why they did not choose the other two options. Then confirm the correct answer.  **- Key:** **B** | **2. What are Mark and Mi talking about?**  **- T\_Ss**  **- Work independently.**  - Give the answers  **- Key:** **B** |
| ACTIVITY 3:  **Aim: To help Ss learn some vocabulary from the conversation visually (in pictures) to ensure their understanding of the text.**  **\* Content: Write a word under the picture.** Understanding more the vocabulary.  **\* Outcome:** Ss know more some words and phrases about healthy activities and health problems;  **\* Organisation :** | |
| **3. Write a word or phrase from the box under its picture.**  Ask Ss to read the words / phrase (and find where they appear in the text if necessary) and look at the pictures. Ask them to write the correct words / phrase under the pictures. Then ask Ss to say the words / phrase aloud.  - Make sure they pronounce the words / phrase correctly.  - Check the answers as a class. | **3. Write a word or phrase from the box under its picture.**  **- T\_ Ss**  - Listen to the instructions clearly  - **Ss to work independently**  - Copy them  **Key:** **1.** sunburn **2.** suncream  **3**. outdoor lunch **4.** boating **5.** cycling |
| ACTIVITY 4:  **Aim: To help Ss develop the vocabulary about the topic.**  **\* Content:**To complete the sentences with a word in from the conversation.  **\* Outcome:** Ss know the use of words and phrases about healthy activities and health problems;  **\* Organisation :** | |
| **4. Complete each sentence with a word from the conversation.**  - Ask Ss to work independently to fill in each blank with a word from the conversation. Allow - Ss to refer to the conversation if needed.  - If needed, tell them where to find the words.  - Check the answers as a class. | **4. Complete each sentence with a word from the conversation.**  **- T\_ Ss.**  **- Ss do themselves**  **\* Key:**  **1.** boating **2.** park  **3.** countryside **4.** suncream  **5.** Health. |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5:  **Aim: To help Ss identify and talk about their daily activities and decide if they are good or bad for their health.**  **\* Content:** Playing game: Good or bad for health.  **\* Outcome:** Playing game. Talk about daily activities.  **\* Organisation :** Teacher’s instructions | |
| **Teacher’s Student’s activities** | **Content** |
| **5. GAME: Good / bad for health?**  **Work in groups. Each student names two daily activities. The class decides whether each activity is good / bad for health. Give a reason if possible.**  - Allow Ss one minute to think about their daily activities and write them down.  - Call on Ss in turn to say aloud one activity. Other Ss decide whether it is good or bad for their health.  - If T thinks an answer is not correct, T allows the class to discuss it before confirming the answer. | **5. GAME: Good / bad for health?**  - Do the task  *\** ***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 | √ |  | | … | … | … | … | |
| **5. WRAP-UP & HOME WORK (2’)** | |
| + Write healthy activities, health problems on the board.  Ask Ss to say aloud some words / phrases they remember from the lesson related to each category. Quickly write these words / phrases under the categories.  Ask if Ss can add some more under each category.  If there is a projector in the classroom, show the conversation and highlight the key words related to the topic.  **\* HOME WORK**  - 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 create 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.)  - Do more exercises in workbook.  - Prepare the vocabulary for the next lesson: A CLOSER LOOK 1.  **=========================** | |