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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 2: HEALTH**

**Lesson 1.1 - Vocabulary and Reading (Page 12)**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to:

**1.1. Language knowledge and skills**

- talk about a healthy and unhealthy lifestyle, using phrases: *get some sleep, eat fruits and vegetables, eat fast food, drink soda, healthy, unhealthy.*

- practice reading and understanding general and specific information about Toby and Lisa’s healthy living class survey.

- use indefinite quantifiers.

**1.2. Competences**

- improve communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- lead a healthy lifestyle and ditch bad ones.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides.

**2. Students’ aids:** Student’s book, workbook, notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Introduce some verb phrases and adjectives about life style.  **-** Match the words with the pictures in a.  - Listen and repeat.  - Discuss which things are healthy and unhealthy.  - Read Toby and Lisa’s class report and circle the correct answer.  - Read the questions and circle the correct answers. | **-** Ss’ answers in notebooks.  - Ss’ answers.  - Ss’ answers/ presentation.  - Ss’ answers.  - Ss’ answers. | - T’s feedback.  - T’s observation/ DCR.  - T’s observation.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Introducing some verb phrases and adjectives about life style.

**c) Expected outcomes:** Ss have general ideas about the topic of the new lesson: “health”.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Matching**   - Use the “New words” part a.– page 12 for the warm-up activity.  - Show pictures and words (using DCR), have Ss match the words and phrases with the pictures (in pairs).  - Call Ss to give answers.  - Give feedback and show correct answers (using DCR).  - Lead to the new lesson.  - Play the audio (CD1 – Track 13), have Ss listen and repeat.  - Correct Ss’ pronunciation if necessary.     * **Option 2: Game: CROSSWORD**   - Explain the rules of the game.  - Design the game “Crossword Puzzle” with words and pictures about food and drink.  - Let Ss play the game, encourage Ss to guess the key word.  - If any S can give the correct key word, T hasn’t confirmed yet, the game will be continued until the keyword is opened (to check whether his/her answer is correct or not and to let other Ss take part in the game eagerly).  - Give a small gift to the Ss who is the fastest to give the correct key word.  - Ask Ss an extra question: *Which food / drink is good / not good for your health?*  - Give feedback and lead to the new lesson. | - Work in pairs to match the words and phrases with the pictures.  - Give answers.  - Listen.  **Answer keys**    - Listen.  - Take part in the game by answering the questions in horizontal line (not in order) and try to guess keyword in the vertical column.    **Keyword:** ***HEALTH*** |

**B. New lesson (35’)**

* **Activity 1: Pre-Reading (Vocabulary) (12’)**

**a) Objective:** Ss know some verb phrases about life style.

**b) Content:**

**-** Vocabulary study (*get some sleep, eat fruits and vegetables, eat fast food, drink soda, healthy, unhealthy*).

**-** Speaking: Discuss which things are healthy and unhealthy.

**c) Expected outcomes:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Match the words and phrases with the pictures. Listen and repeat.**   * **Option 1** *(If the teacher hasn’t used this part for the Warm-up activity)*   - Demonstrate the activity, using the example (using DCR).  - Have Ss match the words and phrases with the pictures.  - Divide class into pairs and have them check their answers with their partners.  - Call Ss to give answers (read or write).  - Check answers as a whole class (using DCR).  - Play audio (CD1 – Track 13). Have Ss listen and repeat.  - Correct Ss’ pronunciation.   * **Option 2: Matching** *(If the teacher has used part a. for the Warm-up activity)*   - Have Ss review the words they have known in the warm-up activity by looking at the pictures and filling in the blanks, (T uses different pictures from those in the textbook).  - Call Ss to give answers (read or write).  - Check answers as a whole class.  - Call some Ss to read the words again.  - Correct Ss’ pronunciation if necessary.    **Task b. Discuss which things are healthy and unhealthy.**  - Have Ss discuss in pairs which things are healthy and unhealthy.  - Have Ss share their ideas in front of the class.  - Give feedback and evaluation.  - Have Ss give more activities related to lifestyle which are divided into 2 groups: healthy and unhealthy.  - Give feedback and evaluation. | - Look and listen.  - Work individually.  - Work in pairs.  - Give answers.  - Listen and repeat.  **Answer keys**    - Work in pairs.  - Give answers.  - Read.  **Answer keys**  *1. get some sleep*  *2. eat fast food*  *3. drink soda*  *4. eat vegetables*  *5. healthy food*  *6. unhealthy food*  - Work in pairs.  - Present.  **Suggested answers**  *Healthy: get some sleep, east fruit and vegetables*  *Unhealthy: eat fast food, drink soda* |

* **Activity 2: While - Reading (17’)**

**a) Objective:** Students can develop their reading skill.

**b) Content:**  Reading Toby and Lisa’s class report and choosing the correct answer, then reading Toby and Lisa’s Healthy Living Class Survey and circling the correct answer.

**c) Expected outcomes:** Students can read and understand general and specific information about a healthy living class survey.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read Toby and Lisa’s class report and circle the correct answer**  - Use DCR to show the task. Ask Ss to read two options and find out key words.  - Have Ss read the class report individually.  - Have Ss circle the correct answers.  - Have some Ss share their answers with the class (read), explain for their answers.  - Give feedback.  - Give feedback and correct Ss’ answers if necessary.  **Task b. Now, read and circle the correct answers.**  - Use DCR to show the task. Have Ss read the questions, underline key words and guess the answers.  - Have Ss read the text again and circle the correct answers – underline or highlight the supporting ideas.  - Have Ss check answers with their partners.  - Call Ss to give answers, explain.  - Give feedback and evaluation. | -Work individually.  - Circle the correct answers.  - Read answers, explain.  - Check answers.  **Answer keys**    - Read and underline.  - Do the task.  - Check answers.  **Answer keys** |

* **Activity 3: Post - Reading (6’)**

**a) Objective:** Students can use the vocabulary and ideas from the reading text to develop their speaking skill.

**b) Content:**  Speaking: Do you have a healthy lifestyle? Why / Why not?

**c) Expected outcomes:** Students can talk about their own lifestyle and try to lead a healthy lifestyle.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task c. In pairs: Do you have a healthy lifestyle? Why / Why not?**  - Have Students work in pairs to talk about their lifestyle and decide whether it is healthy or not.  - Call some Ss to share their ideas with the whole class.  - Give feedback and evaluation.  - For more practice, have Ss play a game with DHA. | - Discuss in pairs.  - Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**

**-** Verb phrases about lifestyle**:** *get some sleep, eat fruits and vegetables, eat fast food, drink soda.*

- Adjectives: *healthy* and *unhealthy.*

**\* Homework:**

- Learn the new words by heart.

- Practice talking about lifestyle.

- Do the exercises in WB: Unit 2 - Lesson 1 - New words + Reading (pages 8,9).

- Do the vocabulary exercise in Tiếng Anh 7 i-Learn Smart World Notebook (page 10).

- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 1.2 – Grammar (page 13 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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