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| ***Week 5***  ***Period* :13** | **UNIT 2: HEALTHY LIVING**  **Lesson 5: SKILLS 1** | **DP: 28 / 09 / 2023**  **DT: 02 / 10/ 2023** |

**A. OBJECTIVES:**

**I. Knowledge:**

- Read for general and specific information about ***acne -*** a typical skin condition. Students get acquainted with ***scanning*** reading skill.

- Practice speaking skill – talk about how to deal with some health problems.

**II. Competence:** By the end of the lesson Ss will be able to:

- Practise reading and speaking skills

- Practise giving tips for health problems.

**III. Qualities:**

- Love their bodies, be more confident after getting know some common knowledge about acne.

- Apply the health tips to themselves and improve their self-care skills

**B. TEACHING AIDS:**

- T: Text book, laptop, TV

- Ss : Text books, studying equipment….

**C. PROCEDURE:**

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| **I. WARM-UP: BRAINSTORMING**  **Aims**: to review/ introduces words related to skin conditions  Chapped skin |
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| **II.PRE STAGE:**  **Aims:**  - To know some vocabularies related to the lesson  - To help Ss have a general idea of what they are going to read |
| **1.Pre- teach vocabulary:** - acne  /'ækni/ (n ): mụn trứng cá ( picture)- serious /'siəriəs/ (adj): nghiêm trọng ( translation)- avoid /ə'vɔid/  + V-ing/ N (v): tránh cái gì đó ( giving example)- touch  /tʌt∫/  (v): chạm vào ( picture ) - **take care of** : ( synonym )  - **pop** (v): (mime)  - T uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  *+ Check vocabulary: What and Where*  - Ss take note the words  **2.** **Activity** **1: (page 23)**  - T asks Ss to look at the pictures first and ask if they know the skin condition shown in each picture.  - Ask them to read the words / phrase aloud and do the matching in pairs; then share their answers then T confirms the correct answers  ***Key:*** 1. Chapped skin 2. acne 3. sunburn  **Free-talking:** Which skin condition is the most common among teenagers?  - T gets Ss to make a guess and give reasons if they can.  - T may help Ss get some general knowledge before reading the passage. |
| **III. DURING STAGE - READING:**  **Aims:** -To help Ss develop their reading skill for specific information (scanning).  and read the text in detail to answer the questions. |
| **1. ACTIVITY 2: (page 23)**  **Aims:** -To develop Ss’s reading skills for specific information (scanning).  - To help them focus on the problem of acne |
| - T has Ss read the text in detail to do Act 2; then elicits answers from them and gives feedback  - Ss compare their answers in pairs before volunteering to present their answers  ***Key:*** 1.b 2.d 3.a 4c |
| **2. ACTIVITY 3: (page 23) – GAME (Lucky numbers/…)**  To help Ss further develop their reading skill for specific information (scanning). |
| - T asks Ss to scan the passage again and locate the information to choose the best answers.  - Ss follow the instructions, take notes where they find the information. When finishing, Ss can compare their answers before discussing them as a class.  - T tells ss to show the evidence to support their answers, then checks and confirms the correct answers. **\* Key:** 1.A 2.C 3.B 4.B 5.A |
| **IV. POST STAGE –SPEAKING:**  **Aims:**  - To practice speaking skill – talk about how to deal with some health problems. |
| **1. ACTIVITY 4: (page 24)**  **Aims:**  **-** To help Ss talk about how they apply the tips in the passage to themselves  - To helps prepare Ss for Act 5 |
| - Ss work in pairs and talk about some tips they can easily follow  - T goes around and helps if necessary  - Ss volunteer to share their answers with the class,{explain the reasons why they can’t apply some tips to themselves *(good Ss)}* |
| **2. ACTIVITY 5: (page 24)**  **Aims: -** To provide Ss an opportunity to practise giving tips for health problems. |
| **1. Activity 5**  - Ss work in groups of 5 and give tips for each health problem  - T goes around and gives help if needed  - T calls on some groups to share their ideas with the whole class |
| **V. WRAP-UP:**  **Aim:** To consolidate what students have learnt in the lesson. |
| Teacher asks students to list what they have learnt in the lesson. |
| **VI. HOME WORK**  - Learn by heart new words and memorize some useful health tips  - Do exercises D (page 13-14) in workbook.  - Prepare the new lesson. **Skills 2** |
| **\*Feedback:**  ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… |

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| ***Week  5***  ***Period* 14 :** | **UNIT 2: HEALTHY LIVING**  **Lesson 5: SKILLS 2** | **DP: 28 / 09/ 2023**  **DT: 02 / 10/ 2023** |

**A. OBJECTIVES:**

**I. Knowledge:**

- Listen for general and specific information about healthy habits. Ss get acquainted with scanning listening skill.

- Practice Writing skill – write a passage to give advice on how to avoid viruses.

**II. Competence:** By the end of the lesson Ss will be able to:

- Practice listening and writing skills

- Practice giving advice on how to avoid viruses.

**III. Character qualities:**

- Love their bodies, get knowledge about how to avoid viruses.

- Apply the health tips on how to avoid viruses for themselves

**B. TEACHING AIDS:** - T: Text book, laptop,TV

- Ss : Text books, studying equipment….

**C. PROCEDURE:**

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| **I. WARM-UP:** CHATTING:  **Aims**: to help students to brainstorm the topic and prepare for the listening text. |
| **Act 1**: to 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 eight hours of sleep daily. |  | | 4 | Be active and exercise every day. |  | |
| **II.PRE STAGE:**  **Aims:** - To know some vocabularies related to the lessonand help Ss have a general idea of what they are going to listen |
| **1.Pre- teach vocabulary:** - virus /'vaiərəs/  (n): ( using picture)- provide  /prə'vaid/ (v): ( giving example) **- wear a mask** : ( mime) /weə[r / /mɑ:sk /- avoid crowd : / ə'vɔid kraʊd/ (translation)- health habit : /helθ/'hæbit/   ( giving example) - T uses different techniques to teach vocabulary (pictures, explanation, translation .....)  + Follow the steps to teach vocabulary  - Ss repeat in chorus and individually  *+ Check vocabulary:*Slap the board*,* Ss take note the words |
| **III. DURING STAGE - LISTENING:**  **Aim:** To help Ss develop their skill of listening for specific information. |
| **2.** **Activity** **2: (page 24) Listen and tick the habits mentioned.**  - T has Ss read the categories of habits. This help them have some ideas of what they are going to listen and the information they need for answering the questions.  - T plays the recording twice for Ss listen and take note of the information for their answer, then share their answers in pairs  - Invite some pairs to answer and confirm the correct one.  *\* Answers:**1. eating 2 drinking 4. exercising 5. sleeping 7. cleaning*  **3. Activity 3 (P.25) Listen and answer the questions.**  - T has Ss read the questions and determine what information they need for answering the questions  - Remind Ss that the question ask for short answers with no more than three words.  -T plays the recording for Ss to do exercise, then share their answers in pairs.  - Invite some pairs to answer and confirm the correct one.  *\* Answers:**1. disease 2. vitamins 3. eight hours 4. tidy and clean*  *5 on fine days* |
| **IV. POST STAGE –WRITING:**  **Aim:** to help Ss make simple notes of what they have listened then practise writing a passage to give advice on how to avoid virus. |
| **4. Activity 4(P.25). Discuss and make notes**  - T tells Ss to work in groups to discuss and make notes of the tip they can remember from the listening.  - T moves around and offer help if needed  - T invites some Ss to share their answers. Encourage Ss to write in full sentences.  *Ex*: - *Don't eat too much meat and cheese.*  *- Eat more fruit and vegetables.*  *- Drink enough water, but not soft drinks.*  *- Keep your room tidy and clean.*  **5. Activity 5(P.25). Write a passage about 70 words.**  -T asks Ss to look at the pictures and read the advice, checks their understanding.  -T can write the words flu, COVID 19… on the board as examples of disease caused by viruses.  -T goes round and offer help if needed.  - Call on some Ss to read aloud their writing and check them.  *Example answer:*  *We can do a lot of things to avoid viruses. We should 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 vegetables. Do exercise three times a day for at least 15 minutes each time. When you go out, wear a mask and avoid crowds.* |
| **V. WRAP-UP:**  **Aim:** To consolidate what students have learnt in the lesson. |
| Teacher asks students to list what they have learnt in the lesson. |
| **VI. HOME WORK**  - Learn by heart new words and memorize some healthy habits and tips to avoid viruses.  - Do exercises E 2,3 (page 15) in workbook.  - Prepare the new lesson. **Looking Back + Project** |

\* Feedback :………………………………………………………………………

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| ***Week 5***  ***Period 15*** | **UNIT 2: HEALTHY LIVING**  **Lesson 7 : LOOKING BACK + PROJECT** | DP: 30 / 09 / 2023  DT: 03/ 10/ 2023 |

**A. OBJECTIVES:**

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

- Use vocabularies about healthy activities and health problems

- Identify simple sentences

**II. *Competences:*** Students will be able to make a poster about a bad habit that students in your school often do and give tips to change that habit.

**III. *Qualities*:** Ss will be able to be awareness of healthy living, collaborative and supportive in pair work and team work.

**B. TEACHING AIDS**:

Grade 7 textbook, laptop, TV, Ss’ Productions of project

**C. PROCEDURE:**

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| **I. WARM UP:  Crossword**(Act.1)  **\*Aim:** - To help Ss revise the vocabulary items (verbs) they have learnt. |
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| **II. PRE-STAGE:**  **\*Aim:** To help Ss revise the vocabulary items (adjectives) they have learnt in the unit. |
| **1. Activity 2: Write the words below next to their definitions:**  - T has Ss work individually read the adjectives in the box and see if they remember their meanings.  - Ss do this activity individually, then compare their answers with their partners.  - T asks for Ss’ answers.  - T confirms the correct ones.  ***Answer key:***   1. Active 2 healthy 3 tidy 4 fit 5 dirty   **2. Grammar:** Simple sentences  - T revises language notes related to simple sentences. |
| **III. DURING-STAGE:**  **\*Aim: -** To help Ss revise simple sentences. |
| **Activity 3: Tick the simple sentences: (p.26)**  - T asks to do Act.3 in the textbook.  - Ss do the exercise individually and swap with their partners.  - T asks for Ss’ answers.  - T confirms the correct answers.  ***Answer key:***  Simple sentences: 2, 3, 5  **Activity 4: Change the following sentences into simple ones: (p.26)**  - T asks Ss to write a simple sentence by identifying the main parts of the new sentence.  - Ss do the exercise individually.  - T calls 1-2 Ss to write on the board.  - T checks and confirms their answers.  ***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 fruits and vegetables. |
| **IV. POST STAGE: (Project)**  **\*Aim:** To help Ss identify a bad habit for healthy living in their school and improve speaking skills in offering some tips to change that habit. |
| **Activity 5: Posters exhibition: (Project, p. 27)**  - T has Ss discuss and make their posters for the bad habit  - T has groups show their posters and present the bad habit and give tips to the class.  - Ss vote for the best poster.T gives feedback. Ask Ss to do now I can…. |
| **V. WRAP-UP:**  **\*Aim:** To consolidate what students have learnt in the lesson. |
| Teacher asks students to list what they have learnt in the lesson. |
| **VI. HOMEWORK:** |
| - Do exercise E1 in workbook.  - Prepare for the next lesson: unit 3 getting started |
| **\*Feedback**  ………………………………………………………………………………….....  ……………………………………………………………………………………..  ……………………………………………………………………………………………… |