

Week 3 - Period 9

UNIT 2: HEALTH

Date of planning: 19.09.2022

Lesson 1: Getting started

A. Objectives

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

- extend vocabulary related to health issues.
- talk about health issues and give advice on healthy living.
- use “have a/ an; feel” to talk about health problems

1. Knowledge:

- Vocabulary: vocabulary related to health issues.
- Grammar: Present simple; Imperatives; Comparatives

2. Competence: Linguistic competence, cooperative learning and communicative competence.

3. Skills: 4 skills

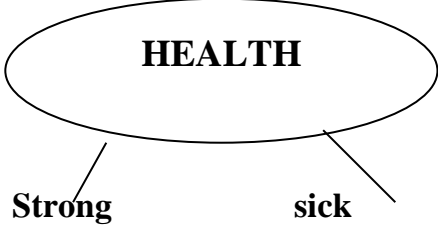
4. Behavior: Students know how to express their health conditions and interact with each other about health.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book, laptop, laptop...

2. Students: Textbooks, laptops, smartphones, notebooks...

C. Procedures:

Teacher’s & Students' activities	The main contents
<p>1. Warm up (3')</p> <p><i>a, Aim:</i> To provide Ss some words related to health. <i>b, Contents:</i> Ss work individually to call out the words related to health. <i>c, Outcome:</i> Ss can know some words related to health well. <i>d, Organization:</i></p>	
<p style="text-align: center;">Brainstorming</p> <ul style="list-style-type: none"> - T writes the word ‘HEALTH’ on the board. - T asks Ss to call out words related to health. - Ss work individually to brainstorm words related to list. - Ss share their words. - T checks and gives feedback. - T leads in new lesson. 	
<p>2. Presentation (10')</p> <p><i>a, Aim:</i> To help Ss recognize some vocabularies related to health and listen and identify the topic of the whole unit. <i>b, Contents:</i> + Ss work individually to study vocabulary. + Ss work in pairs to listen and read. <i>c, Outcome:</i> Ss can recognize some vocabularies related to health and listen and identify the topic of the whole unit well. <i>d, Organization:</i></p>	
<ul style="list-style-type: none"> - T elicits the words from students. 	<p>* Vocabulary - <i>boating(n) :chèo thuyền</i></p>

<ul style="list-style-type: none"> - T uses different techniques to teach vocabulary. - Ss listen, repeat and take notes in their notebooks. <p>=> Checking: Rub out and remember</p> <ul style="list-style-type: none"> - T uses the picture to set the scene: <ul style="list-style-type: none"> + <i>What can you see in the picture?</i> + <i>What time is it?</i> + <i>What do you think the people in the picture are talking about?</i> + <i>Who do you think is healthier?</i> - Ss answer the question as a class. - T plays the recording the 1st time for Ss to listen and check their guess. - Ss listen and check their guess. - T play the recording the 2nd time for Ss to listen and read. - Ss work in pairs to listen and read. 	<ul style="list-style-type: none"> - <i>a popular place(n): một nơi thú vị</i> - <i>suncream(n): kem chống nắng</i> - <i>sunburn (n) bị cháy nắng</i> - <i>spots (n) mụn nhọt</i> - <i>a lunch box(n) : cơm hộp</i> <p>* Presenting the dialogue:</p> <p>1. Listen and Read</p>
<p>3. Practice (22')</p> <p>a, Aim: To help Ss understand the conversation, know how to use the lexical items in context and use imperatives to give advices.</p> <p>b, Contents:</p> <ul style="list-style-type: none"> + Ss work individually to find a word or phrase that mean. + Ss work in pairs to find who wants to do the things. + Ss work individually to match the health issues in the box with the pictures. Then listen and repeat. + Ss work individually to rank the health issues from most common to least common. + Ss work individually to match the correct advice with each person. <p>c, Outcome: Ss can understand the conversation, know how to use the lexical items in context and use imperatives to give advices well.</p> <p>d, Organization:</p>	
<ul style="list-style-type: none"> - T asks Ss to complete the task individually. Ss do it. - T calls Ss to give the answers. Ss share their answers. - T checks and corrects. <ul style="list-style-type: none"> - T asks Ss to look at the pictures. As a class Ss can call out which word they think matches each picture. - T asks Ss to write the words below each picture individually. Ss do it. - T plays the recording and Ss repeat. - T corrects the exercise with the whole class. 	<p>2. What are Mark and Mi talking a bout?</p> <p>Key: B</p> <p>3. Write a word or phrase from the box under its picture.</p> <p>Key:</p> <p>1. <i>sunburn</i> 2. <i>suncream</i> 3. <i>lunch box</i> 4. <i>boating</i> 5. <i>cycling</i></p>

<ul style="list-style-type: none"> - T asks Ss to complete the sentences activity individually. Ss do it. - T calls Ss to give answers. Ss do it. - T corrects the activity as a class. 	<p>4. Complete the sentences</p> <p>Key:</p> <p>1.boating 2.park 3.countryside 4.suncream 5.health</p>
<p>4. Application (5')</p> <p><i>a, Aim:</i> To help Ss practise speaking about healthy in real context. <i>b, Contents:</i> Ss work in groups to play the game. <i>c, Outcome:</i> Ss can practise speaking about healthy in real context well. <i>d, Organization:</i></p>	
<ul style="list-style-type: none"> - T makes cards with problems and advice. - T divides the class in to two groups and gives one group “problem” cards and one group “advice ” cards. - T asks Ss to walk the class and read their cards to each other and stand next to the person who has the matching advice or problem card. - Ss work in groups to play the game. 	<p>5. Game</p> <p>Example:</p> <p><i>A: I walk to school.</i> <i>B: Oh, I think it's good for your health.</i></p>

3. Consolidation and guides for homework (2')

* **Consolidation:**

- Consolidates ss more about the main contents of the lesson

* **Homework:** Asks ss to:

- Learn by heart the new words related to heath

- Prepare **A closer look 1.**

Week 5 - Period 10*Date of planning: 25.09.2022***UNIT 2: HEALTH
Lesson 2: A closer look 1****A. Objectives**

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

- use lexical items related to health issues and advice on healthy living;
- pronounce the sounds /f/ and /v/ correctly.

1. Knowledge:

- Vocabulary: vocabulary related to health and key to health.
- Grammar: *have a/an + N, have + N, feel + adj* to talk about health problems.
- Pronunciation: sounds / f / and / v /

2. Competence: Linguistic competence, cooperative learning and communicative competence.**3. Skills :**4 skills**4. Behavior:** Students can think of more words related to health and words with the two sounds above.**B. Teaching aids:****1. Teacher:** Textbooks, teaching plan, teacher's book, laptop, laptop...**2. Students:** Textbooks, laptops, smartphones, notebooks...**C. Procedures:**

Teacher's & Students' activities	The main contents
1. Warm up (5') <i>a, Aim:</i> To help Ss review health issues and advice on health living. <i>b, Contents:</i> Ss work in groups to play the game. <i>c, Outcome:</i> Ss can review health issues and advice on health living well. <i>d, Organization:</i>	
<ul style="list-style-type: none"> - T divides the class into two groups and each group gives "problem" and other group gives "advice" - Ss work in groups to play the game. - T leads in new lesson. 	Game Example: <i>Group 1: I have spots.</i> <i>Group 2: Yes! My advice is "Wash your face regularly"</i>
2. Presentation (10') <i>a, Aim:</i> To help Ss recognize some lexical items related to the topic and know how to use "have a/ have/ feel". <i>b, Contents:</i> + Ss work individually to study new words. + Ss work individually to write the problem below the picture of each patient. + Ss work individually to study new grammar point. <i>c, Outcome:</i> Ss can realize some lexical items related to the topic and know how to use "have a/ have/ feel" well. <i>d, Organization:</i>	
- T elicits some new words.	Vocabulary:

<p>- Ss listen, repeat and copy in their notebooks.</p> <p>=> Checking: Matching. (Task 1)</p> <p>- T explains the noun 'patient' to make sure that Ss are familiar with it.</p> <p>- T asks Ss to do the exercise individually. Ss do it.</p> <p>- Ss give the answers.</p> <p>- T corrects the exercise as a class.</p>	<p>+ <i>dim light(n)</i>: ánh sáng mờ + <i>lip balm(n)</i>: kem bôi môi + <i>chapped lips(n)</i>: môi nứt nẻ + <i>skin condition(n)</i>: điều kiện da + <i>soft drink (n)</i>: nước ngọt</p> <p>1.Look at the pictures. Match.</p> <p>Key:</p> <p>1.c 2. e 3.d 4. a 5.b</p>
<p>3. Practice (20')</p>	
<p>a, Aims:</p> <p>+ To help Ss know how to use some lexical items related to the health + To help Ss pronounce the sounds / f / and /v/ isolation and in context.</p> <p>b, Contents:</p> <p>+ Ss work individually to read the doctor's notes about his patients and fill in the missing words. + Ss work in pairs to role-play the meeting with the doctor. + Ss work individually to listen and circle the words you hear. + Ss work individually to listen and circle the words with the /f/or /v/ sound. Then say the sentences.</p> <p>c, Outcome:</p> <p>+ Ss can know how to use some lexical items related to the health and do vocabulary exercises correctly. + Ss can pronounce the sounds / f / and /v/ isolation and in context correctly.</p> <p>d, Organization:</p> <p>- T asks Ss to do the exercise individually. Ss do it. - Ss give the answers. - T corrects the exercise as a class. - T asks one St to come to the front of the class. -T models the role- play in the book with the student. Ss tick carefully. - Ss come to the front of the class. - Ss practice their role-plays in pairs. Some pairs perform their role-plays for the class. - After each role-play T asks the class comprehension questions about what they just saw. Eg: <i>What was Mai's problem? What advice did Dr. Thao have?</i></p> <p>- T may want to start by drilling the sounds /f/ and /v/ and asking Ss to think</p> <p>2.Fill in the missing words.</p> <p>Key:</p> <p>1. <i>colourful vegetables</i> 2. <i>soft drink</i> 3. <i>fit</i> 4. <i>skin condition</i> 5. <i>sunburn</i></p> <p>3. Work in pairs</p> <p>Health: 1,3,4 Unhealth: 2,5</p>	

<p>of any words they know with these sounds in them.</p> <ul style="list-style-type: none"> - Ss can write ideas on the board. Then, T says the words in 5 and asks the Ss to repeat. Ss listen and repeat. - T asks ss to listen to the sentences once and repeat then asks ss to circle the words with /f/ or/v/ sounds. Ss work individually. - T has ss listen to the recording again and gives the correct answers to the entire class. Ss give the answers. - T checks and corrects. 	<p>4. Listen and repeat the words with the /f/or /v/ sound. Then say the words.</p> <p>5. Listen and repeat the words with the /f/or /v/ sound. Then say the sentences.</p>
<p>4. Application (5')</p> <p><i>a, Aim:</i> To help Ss give a problem and advice about health.</p> <p><i>b, Contents:</i> Ss work in groups to make conversation.</p> <p><i>c, Outcome:</i> Ss can make conversation about health issues and give advices fluently.</p> <p><i>d, Organization:</i></p>	
<ul style="list-style-type: none"> - T asks four Ss to model the example conversation. T may ask Ss to extend the conversation by trying to figure out what the most common health problem is in the group and then report back to the class. - Ss work in groups to do task 4. - Ss perform in the class. - T gives feedbacks and comments. 	<p>Work in groups. Tell your group about the last time you had that problem.</p> <p>Example:</p> <p><i>A: I had a red spots two weeks ago.</i></p> <p><i>B: Oh. You should wash your face often.</i></p> <p><i>C: I had toothache.</i></p> <p><i>D: I you shouldn't.....</i></p>

3. Consolidation and guides for homework (2')

- * **Consolidation:** Consolidates ss more about the main content of the lesson
- * **Homework:** Asks Ss to:
 - Practice the words with the two sounds above.
 - Do ex A1, B1, B2 and B3 (P.10 -11) in the workbook.
 - Prepare **A closer look 2.**

Week 5 - Period 11*Date of planning: 25.09.2022***UNIT 2: HEALTH
Lesson 3: A closer look 2****A. Objectives**

By the end of the lesson, ss will be able to give direct commands, orders or suggestions using imperatives and know how to use compounds sentences.

1. Knowledge:

- Vocabulary: vocabulary related to health
- Grammar: Imperatives; Compound sentences

2. Competence: Linguistic competence, cooperative learning and communicative competence.

3. Skills: 4 skills

4. Behavior: Students can be aware of protecting their health.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book, laptop, laptop...

2. Students: Textbooks, laptops, smartphones, notebooks...

C. Procedures:

Teacher's & Students' activities	The main contents
1. Warm up (3')	
<p><i>a, Aim:</i> To help Ss revise imperative sentence. <i>b, Contents:</i> Ss work individually to do some simple classroom commands. <i>c, Outcome:</i> Ss can revise imperative sentence. <i>d, Organization:</i></p>	
<p>-T asks students to do some simple classroom commands. - Ss do the command as the T says it.</p>	<p>Example: - Stand up, sit down, raise your hand, - Open your book, close your book...</p>
2. Prsentation (10')	
<p><i>a, Aim:</i> To help Ss know how to use imperatives with more and less and compound sentences. <i>b, Contents:</i> Ss work individually to study imperatives with more and less and compound sentences. <i>c, Outcome:</i> Ss can recognize how to use imperatives with more and less and compound sentences clearly. <i>d, Organization:</i></p>	
<p>- T gives some example and explains to children about the simple sentences. - T gives the usage. -T checks the Ss comprehension by asking some questions.</p>	<p>Grammar 1: Simple sentences -Some simple sentences have a subject and a verb. Ex: I read. Some simple sentences have a object Ex: I read science book.</p>

	Some simple sentences have an adverb. <i>Ex:</i> I read science book every weekend.
<ul style="list-style-type: none"> - T writes the word: CONJUNCTION on a big piece of paper. - T writes: AND, BUT, OR, SO on the board then asks ss : <i>What these words are called.</i> - T asks 2 ss to go to the front of the class. T brings out the paper with CONJUNCTION written on it and asks 2 ss each hold the paper with one hand. - T asks how a conjunction works and ss can answer. Ss do it. - T asks ss to read through the yellow box. Ss read the box. 	<p>Grammar 2: Compound sentences => Compound sentences: <i>When we want to join two ideas, we can link two simple sentences to form a compound sentences, we can use and (for addition), or (for choice), but (for a contrast), so (for a result).</i></p> <p><i>There is usually is comma (,) after the first independent clause</i></p> <p>=> Notes:</p> <ul style="list-style-type: none"> + compound(n): ghép + independent (adj): độc lập + coordinate (v): kết hợp + conjunction (n): liên từ + clause (n): mệnh đề + or (conj): hoặc là + so (conj): vì vậy + join (v): nối
<p>3. Practice (22')</p> <p>a, Aim: To help Ss apply the grammar points of imperatives with more and less and compound sentences to do exercises.</p> <p>b, Contents:</p> <ul style="list-style-type: none"> + Ss work individually to give advice to each person in the picture. + Ss work in groups to choose 6 pieces of advice are most important for teen. + Ss work individually to fill in the blanks to complete their top six health tips + Ss work individually to make compound sentences. + Ss work individually to match the beginnings of the sentences with the picture that complete them. <p>c, Outcome: Ss can apply the grammar points of imperatives with more and less and compound sentences to do exercises correctly.</p> <p>d, Organization:</p>	
<ul style="list-style-type: none"> - T asks Ss to look at the five sentences . Tick(v) the simple sentences. - Ss work individually, then give the answers. - T checks and corrects. - T asks ss to look at the yellow Grammar box again then work in groups. - T lets ss discuss their idea in their groups. Ss work in groups. - T asks some groups to represent their ideas. Ss do it. - T gives feedback. - Ss work individually, then give the answers. - T checks and corrects. 	<p>1. Tick(v) the simple sentences</p> <p>2.Underlind and write S for the Subject and V for the Verb in each the simple sentences.</p> <p>Ex: <u>Vegetarians</u> <u>eat</u> a lot of vegetables and S V fruit.</p> <p>3.Arrang the words and phrases to make simple sentences. Ex: My sister never drinks soft drink.</p>

<ul style="list-style-type: none"> - T asks Ss to complete the exercise individually. Ss complete sentences. - T asks Ss to write answers on the board. - Ss write answers on the board. - T corrects the exercise with the class. 	<p>4. Write complete the sentences from the prompts. Ex: The tofu is healthy.</p> <p>5. Make compound sentences Ex: We avoid sweetened food. we avoid soft drinks. We avoid sweetened food and soft drinks.</p>
<p>4. Application (5')</p> <p><i>a, Aim:</i> To help Ss make sentences in real situations. <i>b, Contents:</i> Ss work individually to make sentences in real situations. <i>c, Outcome:</i> Ss can make sentences in real situations well. <i>d, Organization:</i></p>	
<ul style="list-style-type: none"> - T asks ss to work individually. Ss do it. - T calls on some ss to read the complete sentences. Ss do it. - T checks and corrects ss' answers. 	<p>Complete the 2nd part of the compound sentences.</p> <p>Possible answer:</p> <ol style="list-style-type: none"> 1., <i>so he doesn't have a flu.</i> 2., <i>and he doesn't do exercises.</i> 3., <i>or she should try to relax more.</i> 4., <i>but she does exercises too</i>

3. Consolidation and guides for homework (2')

* **Consolidation:** Consolidates ss more about:

- Imperatives with "more/ less"
- Compound sentences (Conj: and, but, or, so)

* **Homework:** Asks Ss to:

- Learn by heart the new words.
- Prepare **Communication**.

Week 5 - Period 12

Date of planning: 2.10.2022

**UNIT 2: HEALTH
Lesson 4: Communication**

A. Objectives

By the end of the lesson, ss will be able to give opinion about some ideas which are true/ false for health.

1. Knowledge:

- Vocabulary: vocabulary related to health
- Grammar: Imperatives; Compound sentences

2. Competence: Linguistic competence, cooperative learning and communicative competence.

3. Skills: 4 skills.

4. Behavior: Students can be aware of protecting their health.

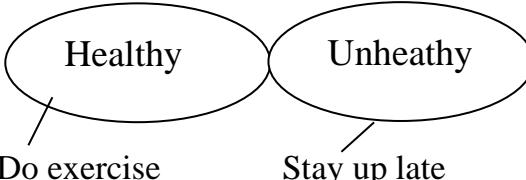
B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book, laptop, laptop...

2. Students: Textbooks, laptops, smartphones, notebooks...

C. Procedures:

2. New lesson:

Students’ and teacher’s activities	Contents
<p>1. Warm up (4’)</p> <p><i>a, Aim:</i> To help Ss review some imperatives.</p> <p><i>b, Contents:</i> Ss work individually to brainstorm about things that are healthy or unhealthy.</p> <p><i>c, Outcome:</i> Ss can review some imperatives well.</p> <p><i>d, Organization:</i></p>	
<ul style="list-style-type: none"> - T writes the words Healthy and Unhealthy on the board. - The class brainstorms about things that are healthy or unhealthy. - Ss work individually. - T leads in new lesson. 	<p>Brainstorming</p> 
<p>2. Presentation (4’)</p> <p><i>a, Aim:</i> To help Ss recognize some lexical items related to the topic.</p> <p><i>b, Contents:</i> Ss work individually to study vocabulary.</p>	

<p>c, Outcome: Ss can recognize some vocabularies related to the topic “Health” well.</p> <p>d, Organization:</p>	
<ul style="list-style-type: none"> - T elicits new words, using different techniques to teach vocabulary. - Ss listen, repeat and copy in their notebooks. <p>=> Checking: Matching.</p>	<p>* Vocabulary</p> <p>Eye drop(n): thuốc nhỏ mắt</p> <p>Dialogue:</p> <p>A: my eyes are tired. B: You can use eye drops. A: Yes B: And you shouldn't use read in dim light. A: Thank you.</p>
<p>3. Practice (20')</p>	
<p>a, Aim: To help Ss identify health facts and myths and give opinion about some ideas which are true/ false for health.</p> <p>b, Contents:</p> <ul style="list-style-type: none"> + Ss work in pairs to discuss the sentences. + Ss work individually to listen and check their answers. + Ss work in groups to discuss the questions. + Ss work in groups to think of some ideas about health that is true. <p>c, Outcome: Ss can identify health facts and myths and give opinion about some ideas which are true/ false for health well.</p> <p>d, Organization:</p>	
<ul style="list-style-type: none"> - T divides the class into pairs and asks them to complete the exercise by make similar conversation. Ss work in pairs. -T gives the Ss 2-3 minutes to complete the exercise. -T chooses a few groups to share their answers with the class. <p>- T asks Ss to close their books, listen, and take notes. Ss work individually.</p> <ul style="list-style-type: none"> - T plays the recording. - Ss then open their books and correct their answers using their notes (or from memory). <p>- T asks Ss to work in groups, as suggested in the student's book.</p> <ul style="list-style-type: none"> - T divides Ss into groups and has them complete the exercise. T sets a time limit. - Ss work in groups to discuss. 	<p>2. Make similar conversation.</p> <ol style="list-style-type: none"> 1. I'm tired. 2. I have a headache. 3. My hands are chapped. <p>3. Read the passage and choose the title for it.</p> <p>Key A</p> <p>4. Discuss the following in groups.</p> <p>Example:</p> <p><i>Eating more fresh fish like sushi, and you will be healthier. Because I think that eating the raw fish or meat is not for your health. It can make you have stomachache.....</i></p>

<ul style="list-style-type: none"> - T goes around to provide help if necessary. - T asks Ss to work in groups to do task 4. Ss work in groups. - T goes around to observe and provide help if necessary. 	
<p>4. Application (5')</p> <p><i>a, Aim:</i> To help Ss indentify the health facts that are true.</p> <p><i>b, Contents:</i> Ss work in groups to test another group to see how many of their health myths they can spot.</p> <p><i>c, Outcome:</i> Ss can identify the health facts that are true well.</p> <p><i>d, Organization:</i></p>	
<ul style="list-style-type: none"> - When the time limit for exercise 4 is finished, T puts groups together to quiz one another. - In order to keep things organized, each group chooses one spokesperson for the group. - The spokesperson can consult his/her group, but the spokesperson is the only one who can answer. - Ss present in the class. - T gives feedbacks and comments. 	<p>5. Test another group to see how many of your health myths they can spot.</p> <p>=> Possible answer:</p> <ul style="list-style-type: none"> + <i>You can avoid some disease by keeping yourself clean. (T)</i> + <i>You will turn orange when you eat a lot of oranges. (F)</i> + <i>You will be sick if you eat dirty vegetables. (F)</i> + <i>You hair will be longer when you eat the top of a sugar cane. (F)</i> + <i>We shouldn't quit our breakfast because it is very important. (T)</i> + <i>Women after bearing shouldn't take a bath for a long time. (F)</i>

3. Consolidation and guides for homework (2')

*** Consolidation:**

- Consolidates ss more about the main content of the lesson

*** Homework:** Asks Ss to:

- Learn new words.
- Do ex C1 (P.13) in the workbook.
- Prepare skills 1

Week 5 - Period 13*Date of planning: 2.10.2022***UNIT 2: HEALTH****Lesson 5: Skills 1****A. Objectives**

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

- Read for specific information about number of calory take-in.
- Talk about calories used for everyday activities.

1. Knowledge:

- Vocabulary: vocabulary related to health
- Grammar: Present simple.

2. Competence: Linguistic competence, cooperative learning and communicative competence.**3. Skills:** Reading and speaking.**4. Behavior:** Students can evaluate the benefits of eating on diet.**B. Teaching aids:****1. Teacher:** Textbooks, teaching plan, teacher's book, laptop, laptop...**2. Students:** Textbooks, laptops, smartphones, notebooks...**C. Procedures:****1. Checking:** During the lesson.**2. New lesson:**

Students' and teacher's activities	The main contents
1. Warm up (3')	

<p>a, Aim: To activate Ss with some background knowledge about the reading text.</p> <p>b, Contents: Ss work individually to brainstorm any words related to calorie.</p> <p>c, Outcome: Ss can brainstorm many words related to calorie.</p> <p>d, Organization:</p>	
<p>- T writes the word CALORIE on the board.</p> <p>- T brainstorms with the class any words that they associate with CALORIE. Ss work individually to add words they know.</p> <p>- T leads in new lesson.</p>	<p style="text-align: center;">Brainstorming</p> <p>- Food, drink...</p>
<p>2. Pre-reading (12')</p>	
<p>a, Aim:</p> <p>+ To help Ss know some vocabulary words related to the topic “Health”.</p> <p>+ To provide Ss some background knowledge about the reading text.</p> <p>b, Contents:</p> <p>+ Ss work individually to study vocabulary.</p> <p>+ Ss work individually to read the text quickly and match the correct headings with the paragraphs.</p> <p>+ Ss work in pairs to find the words/ phrases in the text, discuss the meaning of each word/ phrase, then check the meaning.</p> <p>c, Outcome: Ss can know some vocabulary words related to the topic and have some background knowledge about the reading text well.</p> <p>d, Organization:</p>	
<p>- T uses different techniques to teach vocabulary (situation, realia). T follows the seven steps of teaching vocabulary.</p> <p>- Ss listen to the teacher’s model twice. Then Ss repeat in chorus and then individually. After that, Ss copy all the words in their notebooks.</p> <p>Check: ROR</p> <p>* 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”.</p> <p>** Ss work in pairs.</p> <p>*** Teacher calls some Ss to check what they have discussed.</p> <p>**** Teacher corrects.</p>	<p>Vocabulary:</p> <p>disease (n) /dɪ'zi:z/:bệnh tật</p> <p>serious (a) /'sɪəriəs/:ngghiêm trọng</p> <p>take care of (phr v) /teɪk keə əv/:chăm sóc</p> <p>pop (v)/pop/ : nặn, bóp</p> <p>DISCUSSION (Ex 1, p. 23)</p> <p>Answer keys:</p> <ol style="list-style-type: none"> 1. chapped skin 2. acne 3. sunburn
<p>3. While – reading (8')</p>	
<p>a, Aim: To help Ss read for specific information about number of calory take-in.</p>	

<p>b, Contents: Ss work individually to answer the questions.</p> <p>c, Outcome: Ss can read for specific information about number of calory take-in and do reading exercises correctly.</p> <p>d, Organization:</p>	
<p>* Teacher has Ss read the text in detail to do the exercise and asks them how to do this kind of exercise.</p> <p>** Ss do the task independently</p> <p>*** Teacher tells Ss to compare their answers in pairs before calling some of them to check.</p> <p>**** Teacher confirms the correct answer and explains if necessary.</p> <p>* Teacher asks Ss: reading each question, locating where the information appears in the text, reading that part carefully and circling the correct answer.</p> <p>** Ss do the task independently.</p> <p>*** Teachers has Ss compare their answers in pairs and call some Ss to give their ideas.</p> <p>**** Teacher checks and confirms the correct answers.</p>	<p>TASK 1: READ THE PASSAGE AND MATCH THE BEGINNINGS IN A WITH THE ENDINGS IN B. (Ex 2, p. 23)</p> <p>Answer key:</p> <p>1. b 2. d</p> <p>3. a 4. c</p> <p>TASK 2: READ THE PASSAGE AGAIN AND CHOOSE THE CORRECT ANSWER A, B, OR C. (Ex 3, p. 23)</p> <p>1. A 2. C</p> <p>3. B 4. B 5. A</p>
<p>4. Post – reading (Speaking) (20’)</p>	
<p>a, Aim: To help Ss talk about calories used for everyday activities.</p> <p>b, Contents:</p> <p>+ Ss work in pairs to discuss the questions.</p> <p>+ Ss work individually to complete the table.</p> <p>+ Ss work individually to make presentation.</p> <p>c, Outcome: Ss can talk about calories used for everyday activities fluently.</p> <p>d, Organization:</p>	
<p>* 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”.</p> <p>** Ss work in groups.</p> <p>*** Teacher calls some groups to check.</p> <p>**** Teacher corrects if necessary</p> <p>* Teacher asks Ss to work in pairs and tells them to focus on the tips for</p>	<p>TASK 3: RETELLING.</p> <p>TASK 4: READ THE PASSAGE AGAIN. PICK THE TIPS WHICH</p>

<p>acne in the text to talk about which tip they can easily follow.</p> <p>** Ss work in pairs. Teacher goes around and listens and gives help if necessary.</p> <p>*** 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.</p> <p>****Teacher listens and gives comment.</p> <p>* Teacher has Ss work in groups and asks them to take turns to give tips for each health problem.</p> <p>** Ss work in groups to do the task. Teacher goes around, listens and gives help if necessary.</p> <p>*** Teacher calls on some groups to share their answers with the class.</p> <p>**** Teacher comments.</p> <p>- Have students give comments on their friends and vote for the most interesting and informative presentation.</p> <p>Teacher gives feedback and comments.</p>	<p>YOU CAN EASILY FOLLOW. SHARE YOUR IDEAS WITH YOUR PARTNER. (<i>Ex 4, p. 23</i>)</p> <p>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. (<i>Ex 5, p. 23</i>)</p> <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 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.
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3. Consolidation and guides for homework (2')

1. Consolidation:

- Consolidates ss more about the main content of the lesson

2. Homework: Asks Ss to:

- Learn new words.

- Do ex D1 and D2 (P. 13 – 14) in the workbook.
- Prepare **Skills 2**.

Week 5 - Period 14

Date of planning: 4.10.2022

A. Objectives

Teacher : Xuan Chanh
school

UNIT 2: HEALTH

Lesson 6: Skills 2

17

Hanh Tin Tay secondary

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

- Listen for specific information about health problems and advices.
- Write about health advices.

1. Knowledge:

- Vocabulary: vocabulary related to health
- Grammar: Imperative with more and less, compound sentences, should/shouldn't, present simple.

2. Competence: Linguistic competence, cooperative learning and communicative competence.

3. Skills : Listening and writing.

4. Behavior: Students can be aware of how to keep fit.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book, laptop, laptop...

2. Students: Textbooks, laptops, smartphones, notebooks...

C. Procedures:

1. Checking: T asks Ss to talk about calories they use every day (3').

2. New lesson:

Teacher's and Students' activities	The main contents
1. Warm up (3')	
<p><i>a, Aim:</i> To help Ss pay attention to the lesson.</p> <p><i>b, Contents:</i> Ss work individually to answer the questions.</p> <p><i>c, Outcome:</i> Ss can answer the question well.</p> <p><i>d, Organization:</i></p>	
<ul style="list-style-type: none"> - T asks Ss to answer the following questions + <i>Do you often play sports?</i> + <i>What sports do you like?</i> + <i>How important is playing sports regularly?</i> + <i>What should we do to keep fit?</i> - Ss work individually to answer. - T leads in new lesson. 	Chatting
2. Pre – Listening (8')	
<p><i>a, Aim:</i> To provide Ss some vocabulary and background knowledge about the listening text.</p> <p><i>b, Contents:</i></p> <ul style="list-style-type: none"> + Ss work individually to study new words. + Ss work individually to guess and complete the word web. + Ss work individually to listen and tick. <p><i>c, Outcome:</i> Ss can have some vocabulary and background knowledge about the listening text.</p> <p><i>d, Organization:</i></p>	
<p>To introduce the new lesson.</p> <ul style="list-style-type: none"> - Teacher introduces students the content of the lesson: <i>"In the lesson today, we are going to listen to the professor talking about healthy habits".</i> 	

<p>* Teacher asks Ss to work in pairs to discuss if these sentences are good or bad for their health.</p> <p>** Ss work with their partner to do the task.</p> <p>*** Teacher calls on some Ss to answer.</p> <p>**** Teacher gives comments and leads Ss to task 2.</p> <p>* 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.</p> <p>** Ss work independently to guess then listen to the recording once to check their guess.</p> <p>*** Teacher calls on some students to give the answers they have listened.</p>	<p>TASK 1: DISCUSS AND TICK THE HABITS YOU THINK ARE GOOD FOR YOUR HEALTH. (Ex 1, p. 24)</p> <p>TASK 2: LISTEN AND TICK THE HABITS MENTIONED. (Ex 2, p. 24)</p>
<p>3. While Listening (16')</p> <p>a, Aim: Listen for specific information about health problems and advices.</p> <p>b, Contents:</p> <p>+ Ss work individually to listen and tick the advice.</p> <p>+ Ss work individually to listen and choose True or False.</p> <p>+ Ss work in groups to discuss the questions.</p> <p>c, Outcome: Ss can listen for specific information about health problems and advices and do listening exercises correctly.</p> <p>d, Organization:</p>	
<ul style="list-style-type: none"> - T asks Ss to listen to the recording again and choose the right respond. - Ss work individually to do task 3. - Ss give the answers. - T corrects. - T has Ss complete the task individually. Ss work individually. - T can ask an early finisher to come up to the board and write his/her answers on the board and the class can check them. - T checks and corrects. 	<p>TASK 2: LISTEN AND TICK THE HABITS MENTIONED. (Ex 2, p. 24 - continue)</p> <p>Answer key: Habits mentioned in the listening text: 1, 3, 4, 6</p> <p>Audio script – Tracks 12 + 13:</p> <p>“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</p>

<ul style="list-style-type: none"> - T divides the class in to groups and give them a time limit for discussion and feedback as a class. Ss work in groups. - Ss read their answer. - T checks and gives feedback. 	<p>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.”</p>
<p>4. Post – Listening (Writing) (13’)</p> <p>a, Aim: To help Ss know how to write about health advices.</p> <p>b, Contents:</p> <ul style="list-style-type: none"> + Ss work individually to match the problems with the answers. + Ss work in pairs to write the problem and the reply.. <p>c, Outcome: Ss can write about health advices well.</p> <p>d, Organization:</p>	
<p>* 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.</p> <p>** Ss work independently to listen again and determine what information they need. After that, Ss can share their answers in pairs.</p> <p>*** Teacher calls on some pairs to give answers.</p> <p>**** Teacher confirms the correct ones and plays the recording again if needed, stopping at the places where students are having difficulties.</p> <p>WRITING:</p> <p>To help Ss make simple notes of what they have listened to.</p> <p>To help Ss prepare ideas to write a passage.</p> <p>Ss work independently to do the task and try to add more tips if they can.</p> <p>Teacher goes around and help if necessary.</p>	<p>TASK 3: LISTEN AGAIN AND ANSWER THE QUESTIONS WITH NO MORE THAN THREE WORDS. (Ex 3, p. 25)</p> <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. disease 2. (lots of) vitamins 3. 8 / eight hours 4. tidy and clean <p>TASK 4: DISCUSS AND MAKE NOTES OF THE TIPS FROM THE LISTENING. THEN SHARE THEM WITH THE CLASS. (Ex 4, p. 25)</p> <p>TASK 5: DISCUSS AND BRAINSTORM IDEAS.</p> <p>TASK 6: WRITE A PASSAGE OF ABOUT 70 WORDS TO GIVE ADVICE ON HOW TO AVOID VIRUSES. (Ex 5, p. 25)</p>

<p>Teacher asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.</p> <p>Teacher checks ideas, grammar, vocabulary and gives comments.</p>	<p>* Teacher tells Ss that they are going to write a passage to give advice on how to avoid viruses</p> <div data-bbox="826 264 1433 616" style="text-align: center;"> <p>The infographic consists of six circular icons arranged in two rows. The top row includes: a person wearing a blue surgical mask (caption: 'wear a mask'), a person jogging on a green field (caption: 'exercise every day'), and a crowd of people with a red 'X' over the image (caption: 'avoid crowds'). The bottom row includes: hands being washed with soap (caption: 'wash your hands often'), a doctor in a white coat with a stethoscope pointing upwards (caption: 'keep your surroundings clean'), and a close-up of a hand being washed in a sink (caption: 'keep your surroundings clean').</p> </div> <p>Suggested answers:</p> <p>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.</p>
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3. Consolidation and guides for homework (2')

* **Consolidation:**

- Consolidates ss more about the main contents of the lesson.

* **Homework:** Asks Ss to:

- Asks ss to:
- Learn new words.
- Do ex E1 (P.16) in the workbook.
- Prepare **Looking back and Project.**

Week 5 - Period 15*Date of planning: 5.10.2022***UNIT 2: HEALTH****Lesson 7: Looking back and Project****A. Objectives**

By the end of the lesson, ss will be able to master the main target items related to health in Unit 2.

1. Knowledge:

- Vocabulary: vocabulary related to the topic health.
- Grammar: Imperatives with “*more/ less*”; Compound sentences with Conjunctions.

2. Competence: Linguistic competence, cooperative learning and communicative competence.

3. Skills : 4 skills.

4. Behavior: Students can be aware of how to keep fit.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book, laptop, laptop...

2. Students: Textbooks, laptops, smartphones, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher’s and Students’ activities	The main contents
<p style="text-align: center;">1. Warm up (8’)</p> <p><i>a, Aim:</i> To help Ss revise vocabularies about health. <i>b, Contents:</i> Ss work in groups to write the health problems based on the student’s gestures. <i>c, Outcome:</i> Ss can revise vocabularies about health well. <i>d, Organization:</i></p>	
<ul style="list-style-type: none"> - T divides the students into two teams - T calls on one student to come to the front of the class and read sentence by sentence in 1 and use gesture to express in 5 minutes. - The members in two teams must go to the board and write the health problems. - Tells ss the team with more correct health problems is the winner. - Ss work in groups. - T leads ss to the new lesson. 	<p>1. What health problem? => Answer key:</p> <p><i>a. sunburn</i> <i>b. spots</i> <i>c. put on weight</i> <i>d. stomachache</i> <i>e. flu</i></p>
<p style="text-align: center;">2. Vocabulary (5’)</p> <p><i>a, Aim:</i> To help Ss revise vocabularies related to the topic “Health”. <i>b, Contents:</i> Ss work individually to write the health problem below each person. <i>c, Outcome:</i> Ss can revise vocabularies about health and do vocabulary exercise correctly. <i>d, Organization:</i></p>	

<p>* Teacher has Ss work individually read the verbs in the box and see if they still remember their meanings.</p> <p>** Ss do this activity individually, then compare their answers with their partners.</p> <p>*** Teacher asks for Ss' answers.</p> <p>**** Teacher confirms the correct ones</p>	<p>TASK 1: COMPLETE THE SENTENCES WITH THE VERBS BELOW. (Ex 1, p. 26)</p> <p>=> Answer key:</p> <p>1. keep 2. affects 3. avoid</p> <p>4. are 5. exercise</p>
<p>3. Grammar (10')</p> <p>a, Aim: To help Ss revise imperative with more and less and compound sentences.</p> <p>b, Contents:</p> <p>+ Ss work individually to complete the health tips.</p> <p>+ Ss work in pairs to draw a line to link a simple sentence, to a coordinator, to another simple sentence.</p> <p>c, Outcome: Ss can revise imperative with more and less and compound sentences and do grammar exercises correctly.</p> <p>d, Organization:</p>	
<ul style="list-style-type: none"> - T asks Ss to complete the exercise individually. - Ss can complete the exercise individually. - T calls some Ss read their answers. Ss read the answers. - T corrects. - T asks Ss work in pairs to do task 3. Ss work in pairs. - T calls some Ss read their answers. Ss read the answers. - T corrects. <p>* Teacher asks Ss to write a simple sentence by identifying the main parts of the new sentence.</p> <p>** Ss work individually to do the task.</p> <p>*** Teacher calls 1 - 2 Ss to write on the board.</p> <p>**** Teacher checks and confirms their answer.</p>	<p>Task 2: Write the words below next to their definitions (Ex 2, p. 26)</p> <p>Answer key:</p> <p>1. active 2. healthy 3. tidy</p> <p>4. fit 5. dirty</p> <p>TASK 3: TICK THE SIMPLE SENTENCES. (Ex 3, p. 26)</p> <p>Answer key:</p> <p>Simple sentences: 2, 3, 5</p> <p>TASK 4: CHANGE THE FOLLOWING SENTENCES INTO SIMPLE ONES. (Ex 4, p. 26)</p> <p>Answer key:</p> <p>1. Both you and your brother are active.</p> <p>2. Your room looks dark and untidy.</p> <p>3. The Japanese work hard and exercise regularly.</p>

	4. My mother eats a lot of fruit and vegetable.
5. Project (5')	
<p><i>a, Aim:</i> To help Ss know how to do the project.</p> <p><i>b, Contents:</i> Ss work in groups to do the project.</p> <p><i>c, Outcome:</i> Ss can know how to finish the project well.</p> <p><i>d, Organization:</i></p>	
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

3. Consolidation and guides for homework (2')*** Consolidation**

- Consolidates ss more about the main contents of the lesson

*** Homework:** Asks ss to:

- Revise all the lexical items related health.
- Finish the project.
- Prepare **Unit 3. Getting started.**
