**Week: 5**

**Period: 13**

**Date of teaching: 01/10/2024**

**UNIT 2: HEALTHY LIVING- Lesson 5: SKILLS 1**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1.Knowledge:** By the end of this unit students can:

**a.** Skills:

Reading:scan for specific information

Speaking: ask and answer about health problems and tips for a healthy life

**b.** Language:

Vocabulary: use some vocabulary about health problems and tips for a healthy life

Grammar: simple sentences to talk about health problems and tips for a healthy life

**2. Competence**

Students can tell everyone about health problems and tips for a healthy life

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, p.p.t file, pictures of hobbies

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

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| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **GAME: HANGMAN**  **S K I N C O N D I T I O N** |
| **Procedure** | - 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.  - 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. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  **S K I N C O N D I T I O N** |

**Activity 2: Teaching new words (5 minutes)**

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| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks. |
| **Input** | 1. acne (n): mụn  1. disease (n): bệnh tật  2. serious (a): nghiêm trọng  3. take care of (phr v): chăm sóc  4. pop (v): chấm  5. to cause: gây ra  6. to affect: ảnh hưởng  7. to touch: chạm |
| **Procedure** | – follow steps of teaching new vocabulary  - use “RUB OUT AND REMEMBER”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the reading and speaking tasks.  2. seven new words |

**Activity 2 : Activating Ss' knowledge of the topic (5 minutes)**

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| **Goal** | The activity aims at activating Ss' knowledge of the topic of the reading text. |
| **Input** | **Task 1. Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?**   |  | | --- | | sunburn                                  chapped skin                                acne |   https://img.loigiaihay.com/picture/2022/0314/task1-skills1-u2-ta7.png |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss express their thought about the topic hobbies  2. Expected answer**:**  1. chapped skin  2. acne  3. sunburn |

**Activity 3 : Guessing the meaning of new words in context. (5 minutes)**

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| **Goal** | The activity aims athelping Ss develop the skill of guessing the meaning of new words in context. |
| **Input** | Task 2. Read the passage and match the beginnings in A with the endings in B.   |  |  | | --- | --- | | **A** | **B** | | 1. Acne is | a. young people the most | | 2. Acne causes | b. a skin condition | | 3. Acne affects | c. a serious disease | | 4. Acne is not | d. small, red spots | |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss can guess the vocabulary in context.  2. Key: 1. b 2. d 3. a 4. c |

**Activity 4 : Reading ( 10 minutes)**

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| **Goal** | The activity aims at helping Ss develop the skill of reading for specific information (scanning). |
| **Input** | **Task 3. Read the passage again and choose the correct answer A, B, or C.**  **1.** ***The first paragraph is mainly about \_\_\_\_\_\_\_\_\_\_\_\_\_.***  A. what acne is  B. how to avoid acne  C. why people have acne  **2.** ***Which statement is NOT correct about acne?***  A. Acne is a skin condition. B. Acne may get serious.   C. Acne affects more boys than girls.  **3.** ***Most age group does acne affect the most?*** A. 12 – 20 B. 12 – 30 C. 70 – 80  **4*. How should you wash your face?***  A. 3 – 4 times a day.  B. With soap for acne.  C. With cold water.  **5.** ***What does the word “it” in the last sentence refer to?***  A. acne  B. disease C. spot |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss master the ways to read for specific information  2.-Key 1. A 2. C 3. B 4. B 5. A |

**Activity 5 : Retelling the tips for taking care of skin with acne. ( 5 minutes)**

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| **Goal** | The activity aims at helping Ss identify the benefits of some hobbies and talk about their benefits.. |
| **Input** | **Speaking**  **Task 4. Work in pairs. Read the passage again. Pick the tips which you can easily follow. Share your ideas with your partner.** |
| **Procedure** | - 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 |
| **Outcome** | 1. Ss identify the benefits of some hobbies and talk about their benefits..  2. Expected answer:  A: **I can easily follow some tips:**  - Go to bed early.  - Eat more fruit and vegetables.  - Wash my face with special **soap for acne.**  **B: I** can easily follow some tips:  - Go to bed early and get enough sleep.  - Eat more fruit and vegetables, and less fast food.  - Wash my face with special soap for acne, but no more than twice a day.  - Don’t touch or pop spots, especially when my hands are dirty. |

**Activity 6 : Discussing and making notes of some tips for a healthy life. ( 5 minutes)**

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| **Goal** | The activity aims at discussing and making notes of some tips for a healthy life |
| **Input** | **Task 5. Work in groups. 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.**  1. I have chapped lips. => \_\_\_\_\_\_\_\_\_\_\_ => \_\_\_\_\_\_\_\_\_\_\_  2. I'm putting on weight. => \_\_\_\_\_\_\_\_\_\_\_ => \_\_\_\_\_\_\_\_\_\_\_  3. I often feel sleepy during the day. => \_\_\_\_\_\_\_\_\_\_\_ => \_\_\_\_\_\_\_\_\_\_\_  4. I have the flu. => \_\_\_\_\_\_\_\_\_\_\_ => \_\_\_\_\_\_\_\_\_\_\_  5. My hair is dry. => \_\_\_\_\_\_\_\_\_\_\_ => \_\_\_\_\_\_\_\_\_\_ |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss master the ways to ask and answer about the benefits of hobbies  2. Expected answer:  **1. I have chapped lips.**=> Use lip balm. => Drink more water.   **2. I’m putting on weight.**=> Eat less fast food. => Do exercise.   **3. I often feel sleepy during the day.**=> Go to bed early and get enough sleep.   => Do exercise when feel sleepy.   **4. I have the flu.**=> Eat healthy foods.  => Stay home and get plenty of rest.   **5. My hair is dry.** => Use a conditioner. => Wash your hair less often. |

**Wrap-up: ( 5 minutes)**

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they can do.

- Prepare Skills 2 0n page 24.

**Week: 5**

**Period: 14**

**Date of teaching: 01/10/2024**

**UNIT 2: HEALTHY LIVING- Lesson 6: SKILLS 2**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1.Knowledge:** By the end of this unit students can:

**a.** Skills:

- *Main skills*

Listening: listen for specific information

Writing: write a paragraph about giving advice on how to avoid viruses

**b.** Language:

Vocabulary: use some vocabulary about healthy living

Grammar: the simple sentences about giving advice on how to avoid viruses

**2. Competence**

Students can write a paragraph about giving advice on how to avoid viruses

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, ppt file, pictures of hobbies

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **CHATTING:**  “Healthy habits”  + What does this word mean?  + What do we do to have “healthy habits”?  + Can you name some “healthy habits?” |
| **Procedure** | - Teacher writes on the board the word “Healthy habits” and asks Ss some questions:  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.  - Teacher introduces students the content of the lesson: *“In the lesson today, we are going to listen to the professor talking about healthy habits* |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  Eating vegetables; doing exercises; getting eight hours of sleep daily…….. |

**Activity 2: Teaching new words (5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and writing tasks. |
| **Input** | 1. wear a mask: mang khẩu trang  2. crowd (n): đám đông  3. to avoid: tránh  4. to wash your hand: rửa tay  5. healthy habits (n.phr.): thói quen khỏe mạnh |
| **Procedure** | – follow steps of teaching new vocabulary  - use “RUB OUT AND REMEMBER”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and writing tasks.  2. five new words |

**Activity 2 : Activating Ss' knowledge of the topic (5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at activating Ss' knowledge of the topic of the listening text. |
| **Input** | **Task 1. Work in pairs. 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 ten hours of sleep daily.  4. Be active and exercise every day. |
| **Procedure** | -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. |
| **Outcome** | **1.** Ss express their thought about the topic hobbies  **2.** Expected answer**:**  Good for health: 2, 3 |

**Activity 3 : Listening for specific information. (5 minutes)**

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| **Goal** | The activity aims athelping Ss develop the skill of listening for specific information. |
| **Input** | **Task 2. Listen and tick (✓) the habits mentioned.**  \_\_\_\_\_\_\_ 1. eating\_\_\_\_\_\_\_ 2. drinking  \_\_\_\_\_\_\_ 3. travelling  \_\_\_\_\_\_\_ 4. exercising\_\_\_\_\_\_\_ 5. sleeping\_\_\_\_\_\_\_ 6. Cooking \_\_\_\_\_\_\_ 7. cleaning |
| **Procedure** | - 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  - Teacher plays the recording again and confirms the correct answers for their prediction. |
| **Outcome** | **1.** Ss can guess the vocabulary in context.  **2. Key:** Habits mentioned in the listening text: 1, 3, 4, 6 |

**Activity 4 : Listening for specific information. (5 minutes)**

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| --- | --- |
| **Goal** | The activity aims athelping Ss develop the skill of listening for specific information. |
| **Input** | **Task 3. Listen again and give short answers to the questions.**  1. What do healthy habits help us avoid?  2. What do fruit and vegetables provide us?  3. How many hours do we need to sleep a day?  4. How should you keep your room?  5. When should we open the windows? |
| **Procedure** | - 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. |
| **Outcome** | **1.** Ss can guess the vocabulary in context.  **2. Key:** 1. disease 2. (lots of) vitamins  3. 8 / eight hours 4. tidy and clean |

**Activity 4 : Brainstorming ideas and making an outline for writing ( 5 minutes)**

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| **Goal** | The activity aims at helping Ss brainstorm ideas and make an outline for Ss' writing. |
| **Input** | **Writing**  **Task 4. Work in groups. Discuss and make notes of the tips from the listening. Then share them with the class.** |
| **Procedure** | - 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. |
| **Outcome** | **1.** Ss have ideas and an outline for Ss' writing  **2. - Key**  Ss’ answer |

**Activity 5 : Writing a paragraph about giving advice on how to avoid viruses. ( 10 minutes)**

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| --- | --- |
| **Goal** | The activity aims at helping Ss practise writing a paragraph about giving advice on how to avoid viruses. |
| **Input** | **Task 5. Write a passage of about 70 words to give advice on how to avoid viruses.**  *https://img.loigiaihay.com/picture/2022/0315/task5-skills2-u2-ta7.png* |
| **Procedure** | - 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.  - 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. |
| **Outcome** | 1. Ss can write a paragraph about hobby  2**. Expected answer:** 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 bed sheets 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. |

**Wrap-up: ( 5 minutes)**

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they can do.

- Prepare Project.

**Week: 5**

**Period: 15**

**Date of teaching: 4/10/2024**

**UNIT 2: HEALTHY LIVING- Lesson 7:PROJECT**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1.Knowledge:** By the end of this unit students can:

**a.** Skills:

Speaking**:** talk about building healthy habits

Write: write a paragraph about building healthy habits

**b.** Language:

Vocabulary: use some vocabulary about building healthy habits

Grammar: use the simple sentences to make sentences about building healthy habits

**2. Competence**

Students can write a paragraph about building healthy habits and present it in front of the class

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, ppt file, pictures of hobbies

**III. Procedure**

**Project presentation (40 minutes)**

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| --- | --- |
| **Goal** | The activity aims at presenting a project BUILD HEALTHY HABITS |
| **Input** | **PROJECT**  https://lh6.googleusercontent.com/e9iktEtrdlmtqRAbl1CWlm1s6Te7EjJCSxRyi4wZtHeJijSOcnDWjy97xFdUq9ols3RS_XJ8EqFygz3OfocJAvhvO0gDDJ1yNc72FS_PjFmsxnvzB2mbmAFxrijPWsTbiPrL56sNbOy9FFzMzw  **Your class is starting a campaign to make your school a healthier place.** In groups, make a poster about a bad habit that the students in your school often do and give some tips to change that habit.  - Discuss and find a bad habit and some tips to change it.  - Show your group’s poster about a bad habit that the students in your school often do and give some tips to change that habit.  - Present your poster to the class. |
| **Procedure** | - Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project. Ss may draw their own pictures to decorate their poster or find suitable photos for it.  - Remember to have the ‘show and tell’ session and vote for the best poster.  - If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster to the class. |
| **Outcome** | https://img.loigiaihay.com/picture/2022/0315/diet.jpg  There are many bad habits that the students in my school often do. However, eating unhealthy food is the most common. An unhealthy diet can make us more tired, reduce focus and cause long-term health effects. Here are some tips to change it:  - Eat healthy food  - Drink more water  - Eat a nutritious diet  - Avoid drinking soft drinks.  - Eat less fast food. |

**Wrap-up: ( 5 minutes)**

- Ask Ss to summarize what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they can do.

- Ask Ss to complete the self-assessment table.

- Identify any difficulties, weak areas, and provide further practice.

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

 

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng