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| **Tiết thứ 13****UNIT 2:** **HEALTHY LIVING****Lesson 5: Skills 1** |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

**I. OBJECTIVES:** By the end of this lesson, students will be able to gain the following things:

**1. Knowledge:**

- To develop Reading and Speaking skills.

- Reading for specific information about acne

- Talking about how to deal with some health problems.

**+ Vocabulary:** disease (n); serious (a); take care of (phr v): pop (v):

**+ Grammar:** Simple sentences.

**2. Competence:**

**a) General competencies:**

Students will be able to practice reading and speaking skills. Identify and talk about the daily activities and decide if they are good or bad for health; Develop communication skills and creativity; Develop presentation skill; Actively join in class activities.

**b) Specific competencies:**

 - Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

 - Ability of using Present Simple Tense, some popular verbs of liking.

 - Sts can introduce themselves or one another fluently.

**3. Qualities:** The loveof living things; The awareness about importance of healthy living; Be benevolent and responsible.

**II. PREPARATIONS**

 **Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn

 **Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| **Activity 1. WARM UP (5’-IW, GW)****\* Aim: Pre – reading** - To create an active atmosphere in the class before the lesson;- To lead into the new lesson.**\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.**\* Product:**Having a chance to speak English and focus on the topic of the lesson..**\* Implementation:**Teacher’s instructions… |
| **Teacher’s activities** | **Student’s activities** |
| **+ Greeting** **+ Playing GAME****GAME: HANGMAN****S K I N C O N D I T I O N**- 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.- Lead to the new lesson: Reading and Speaking lesson about hobbies and their benefits.- Introduce the objectives of the lesson. | **GAME: HANGMAN****S K I N C O N D I T I O N**- Open their book and write the tittle of the lesson . |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW) Pre- reading** **\* Aim:** To introduce words related to skin conditions to Ss and help Ss have a general idea of what they are going to read.**\* Content:** Look at the picture and discuss and write words.**\* Product:**Ss will be able to learn more some new words .**\* Implementation:**  |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?****\* Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Teacher may introduce the vocabulary by:* - providing explanations of the words;
* - showing picture illustrating the word.

+ Providing the synonym or antonym of the words.* + Providing the definition of the words

- Follow the steps to teach vocabulary- Repeat in chorus and individually+ Check vocabulary.\* 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.  | **1. Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?** (Ex 1, P. 23)**\* Vocabulary:**- disease (n): [explanation]- serious (a): [explanation]- take care of (phr v): [symnonym]- pop (v): [visual + explanation]- acne (n): [explanation] 1. chapped skin 2. acne 3. sunburn |
| **Activity 3. PRACTICE (15’-IW, PW, GW)** **\* Aim:** To help Ss develop their reading skill for specific information (scanning) and help them focus on the problem of acne.**\* Content:** Read the text and Do the matching .**\* Product:**Ss get some specific information about the text. Do the matching correctly.**\* Implementation:**  |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read the passage and match the beginnings in A with the endings in B.**\* 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. | **2. Read the passage and match the beginnings in A with the endings in B.**(Ex 2, P23)**\*** Key: 1. b 2.d 3. a 4.c |
| ACTIVITY 3 : **Aims:** To help Ss further develop their reading skill for specific information (scanning).**\* Content:** Read the passage again and choose the correct answers.**\* Product:**Improve reading skills. Ss get more information about acne.**\* Implementation:**  |
| Teacher’s & Student’s activities | Content |
| **3. Read the passage again and choose the correct answer A, B, or C.** - Ask Ss to apply the techniques they use for 2: reading each question, locating where the information appears in the text, reading that part carefully and circling the correct answer.- Have Ss compare their answers in pairs.- Check and confirm the correct answers.- Ask them to explain their answers.- Confirm the correct answers. | **3. Read the passage again and choose the correct answer A, B, or C.** **- T\_ Ss**- Listen to the teacher’s instructions carefully and follow them.- Give the answer . **\* Key:**  **1. A 2. C 3. B 4. B 5. A** |
| **Activity 4. APPLICATION (7’-IW, PW, GW) Speaking** **\* Aim:** To help Ss talk about how they apply the tips in the reading to themselves.**\* Content:** Read the passage. Pick the tips for acne which you can easily follow**\* Product:**Ss read and pick the tips for acne; which tip they can easily follow. **\* Implementation:**  |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Work in pairs. Read the passage again. Pick the tips which you can easily follow. Share your ideas with your partner.**  | **4. Work in pairs. Read the passage again. Pick the tips which you can easily follow. Share your ideas with your partner****- T\_ Ss**- Listen to the teacher’s instructions carefully and follow them.**- Work in pairs**- Practice speaking in front of the class. |
| **Aim: To provide Ss an opportunity to practise giving tips for health problems.****\* Content:** Read about the health problems. Discussing and making notes of some tips...**\* Product:**Ss can make notes of some tips they can give each person. **\* Implementation:**  |
| **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**- These health problems are common and Ss are expected to have some ideas about how to deal with them. Have Ss work in groups.- Ask them to take turns to give tips for each health problem.- Go around and listen. Give help if needed.Then call on some groups to share their answers with the class.- Encourage some Ss to speak in front of the class, the class comments on their classmate's content, pronunciation, fluency, language (grammar, use of words, etc.), body language. - T can help the class give feedback.- Comment on Ss' answers.- Have students give comments on their friends and vote for the most interesting and informative presentation.- Teacher gives feedback and comments.**\* Home assignment**- T assigns the homework.- Ss copy their homework.- T explains it carefully  | **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****- T\_ Ss**- Listen to the teacher’s instructions carefully and follow them.**- Practice speaking** in front of the class.***Suggested tips:*****1.** Use some lip balm.- Use coconut oil.**2.** Eat less fast food, beef, 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.**\* Home assignment**- Practice telling about your future houses. - Do more exercises in workbook.- Prepare new lesson. **Skills 2.** |

**V. FEEDBACK:**

 With 7A ……………………………………………………………………………..…

 With 7B …………………………...……………………………………..……………

 With 7C ………………………………………………………………………….……