|  |  |  |
| --- | --- | --- |
| **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

|  |  |
| --- | --- |
| **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 ………………………………………………………………………….……