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| **Date of planning**: …/……/2022  **Date of teaching:** ………..…  **WEEK:** | **Period .... : UNIT 2 : HEALTHY LIVING**  **Lesson 2 : A CLOSER LOOK 1** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Healthy activities  - Health problems  **Pronunciation:**  - Sounds: /f/ and /v/  **Grammar**  - Simple sentences | **Skills:**  - Reading about acne.  - Talking about how to deal with some health problems.  - Listening to some advice about healthy habits.  - Writing a paragraph of some advice to avoid viruses.  **Everyday English**  - Asking for and giving health tips. |

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

**1. Knowledge:**

- To teach some new words .

+ use the lexical items related to the topic *Healthy living.*

+ use the words about healthy activities and health problems

- Pronunciation: pronounce and recognize the sounds **/f/** and **/v/** in isolation and in context

**+ Vocabulary:** Use the words about healthy activities and health problems; Pronouncing the sounds **/f/** and **/v/** correctly;

**+ Grammar:** - Recognise and write simple sentences;

**2. Competence:** Students will be able to know more words and phrases about healthy activities and health problems

- Develop communication skills and creativity.

- Actively join in class activities.

**3. Qualities:** The loveof living things; The awareness about importance of healthy living.

- Be ready to know the words about healthy activities and health problems

- Develop self-study skills

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn.

**III. PROCEDURE:**

**Notes:**

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

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aim: Vocabulary**  **- To create an active atmosphere in the class before the lesson**  **- To lead into the new lesson.**  **\* Content:** Review the previous lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Asking questions:**  \* Some students are invited to answer.  \* Teacher and students discuss the answers.  \* Teacher introduces the lesson.  - Show some pictures of the hobbies Ss learnt in the previous lesson. Have some say the hobbies. Lead to this lesson which focuses on action verbs, verbs of liking and disliking and the sounds /ә/and /з:/.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Asking questions:**  \* Teacher asks students some questions about the hobbies:  *1. What is your favorite hobby?*  *2. When did you start your hobby?*  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **- Aim : To present some action verbs go with nouns to describe hobbies.**  **\* Content:** Teach some new words, some action verbs go with nouns.  **\* Outcome:** Ss learn how to use them . Put them in the columns correctly.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the phrases on the left with the correct pictures on the right.**  **\*) 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.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Teacher checks students’ understanding with the *“Rub out and remember”* technique.  **+ Take note**  - Have Ss read the phrases and do the matching. If it is difficult, ask Ss to match the phrases they can easily recognise first: *coloured vegetables, chapped lips, dim light*. Two left phrases in the list (*lip balm his way and red spots*) are different as one is singular and the other plural. In this way Ss can complete the task.  - Have Ss read the phrases aloud. Correct their pronunciation if needed.  - Check the answers as a class.  - T may ask Ss for the Vietnamese equivalents of these phrases. | **1. Match the phrases on the left with the correct pictures on the right.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Vocabulary**  **1.** **dim light** (n.phr.) ánh sáng lờ mờ  **2.** **lip balm** (n.phr.) son dưỡng môi  **3**. **chapped lips** (n.phr.) môi nứt nẻ  **4.** **red spots** (n.phr.) đốm đỏ  **5.** **coloured vegetables** (n.phr.)  rau có màu sắc  **\* Key:**  **1**. c  **2**. e **3**. d 4. a **5.**b |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  Aim:**To help Ss use the words / phrases in specific contexts.**  **\* Content:** Complete the sentences, using the words and phrases.  **\* Outcome:** Ss can learn how to use the words and phrases.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Complete the sentences with the correct words and phrases below.**  - Ask Ss to read the words and phrases provided. Remind Ss of their meanings if needed.  - Ask Ss to work individually. Then ask them to explain their answers.  - Check Ss' answers as a class. | **2. Complete the sentences with the correct words and phrases below.**  - Listen carefully and learn how to do.  - Give the answer  **\* Key*:***  **1.** coloured vegetables **2.** Soft drinks **3.** fit **4**. skin condition **5.** sunburn |
| ACTIVITY 3:  **Aim: To help Ss talk about their daily activities and decide if each activity is healthy or unhealthy.**  **\* Content:** Discussing and tick **(√)** each activity in the table.  **\* Outcome:** Ss discuss and tick **(√)** each activity in the table correctly.  **\* Organisation :** | |
| **3. Wok in pairs. Discuss and tick (√) each activity in the table as (H) Healthy or U (Unhealthy).**  - Ss should have no difficulty comprehending the meanings of the sentences since there is only one new word (tofu). Ask Ss to work in pairs.  - Allow them time to discuss and complete the task.  - Check the answers as a class.  - Ask Ss to add more activities. Say them aloud and the whole class decides if they are healthy or unhealthy.  - T and other Ss give comments. | **3. Wok in pairs. Discuss and tick (√) each activity in the table as (H) Healthy or U (Unhealthy).**  - Ss to **work in pairs**  - Ss do themselves.  **\* *Suggested answers***  - Healthy: 1,3,4 .  - Unhealthy: 2, 5. |
| **II. PRONUNCIATION: (10’)**  ACTIVITY 4 **/f/** and **/v/**  **Aim: To help Ss identify sounds /f/and /v/, and practise them in words.**  **\* Content:** Listen and repeat , pay attention to the sounds **/f/and /v/.**  **\* Outcome:** Ss can learn how to pronounce the sounds **/f/and /v/** correctly.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Listen and repeat. Pay attention to the sounds /ә/and /з:/**  - Have some Ss read out the words first.  - Then play the recording for them to listen and repeat the words as a class, a group, and individually.  - Play the recording as many times as necessary.  - Invite some Ss to say some words they know that include the two sounds.  \* Teacher asks Ss to watch Tiếng Anh 7 - Pronunciation video Unit 2 \_ ***( link YouTube)*** | **4. Listen and repeat. Pay attention to the sounds /ә/and /з:/**  - Listen carefully  - Listen and repeat  ***\* Audio script - Track 9:***  acti**v**ity **v**itamin a**v**oid **f**ood  acti**v**e break**f**ast a**ff**ect **f**it |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss pronounce sounds /f/ and /v/ correctly in sentences.**  **\* Content:** Pratice saying the words pay attention to the underlined parts  **\* Outcome:** Ss learn how to pronounce the words , the underlined parts correctly.  **\* Organisation :** | |
| **5. Listen and repeat. Paying attention to the underlined words.**  - Have Ss read the sentences. Tell them to pay attention to the underlined words with sounds /f/ and /v/.  - Play the recording for Ss to listen and repeat each sentence. Correct their pronunciation if needed.  - Call on some Ss to read the sentences individually.  - Invite some pairs to read the sentences aloud.  - Comment on their pronunciation of the sounds | **5. Listen and repeat. Paying attention to the underlined words.**  **- T\_ Ss**  **\* Key :**  \* **Audio script - Track 10:**  **1**. Coloured vegetables are good food.  **2.** My favourite outdoor activity is cycling.  **3**. We need vitamin A for our eyes.  **4.** Being active helps keep you fit.  **5.** Jack never eats fish. |
| **5. WRAP-UP & HOME WORK (2’)**  - 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  **\* HOME WORK**  - Do more exercises in workbook. Find 5 more words with the sound /f/ and 5 more words with the sound /v/. Write them down and practice pronouncing the words.  - Prepare new lesson. A CLOSER LOOK - 2/ P. 28-29  **=======================================** | |