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| **Date of planning**::…/…/ 2022**Date of teaching:** ………..… **WEEK:.....**  |  **Period ..... : UNIT 2 : HEALTHY LIVING** **Lesson 5 : SKILLS\_1/ Reading and Speaking** |

**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:** - Use the lexical items related to the topic *Healthy living.*

**+ Grammar:** Simple sentences .

**2. Competence:** 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.

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

- Be ready to talk about Healthy living. Be benevolent and responsible.

**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( 3’- 5’)** |
| **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.**\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..**\* Organisation :**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. | **+ Greeting****+ Playing GAME****- T\_ Ss****GAME: HANGMAN****S K I N C O N D I T I O N**- Playing game in 2 teams.- Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (12’)** |
| ACTIVITY 1: **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.**\* Outcome:** Ss will be able to learn more some new words .**\* Organisation :**  |
| **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.- Ask Ss to look at the pictures first and ask if they know the skin condition shown in each picture. This does not cause difficulty since these problems are popular for teenagers.- Then ask them to read the words / phrase and do the matching. Ask Ss to share their answers. Confirm the correct answers. | **1. Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?****- T\_ Ss**+ Students(Ss)listen to the instructions carefully and learn how to do the tasks.**\* Vocabulary**1. **acne** (n): [explanation] mụn trứng cá2. **disease** (n): [explanation] bệnh tật3. **serious** (a): [explanation] nghiêm trọng4. **take care of** (phr v): [symnonym] chăm sóc 5. **pop** (v): [visual + explanation] nặn, bóp**\* Key:** **1**. chapped skin **2**. acne **3**. sunburn |
| **3. While- reading (18’)** |
| ACTIVITY 2 : **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 .**\* Outcome:** Ss get some specific information about the text. Do the matching correctly.**\* Organisation :**  |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read the passage and match the beginnings in A with the endings in B.**- Have Ss read the text in detail to do the exercise.- Elicit answers from Ss. If needed, tell them to follow these steps:+ 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.- Tell Ss to compare their answers in pairs before giving the answers to **T**.- Invite some Ss to share their answers. Confirm the correct answers. | **2. Read the passage and match the beginnings in A with the endings in B.****- T\_ Ss**- Listen to the teacher’s instructions carefully and learn how to do.- **Ss work individually first.** - Compare the answers with partners- Give the answers **\* 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.**\* Outcome:** Improve reading skills. Ss get more information about acne.**\* Organisation :**  |
| **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** |
|  **4. FURTHER PRACTICE/ APPLICATION (8’)** |
| ACTIVITY 4: ***( Follow up activity )***  **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**\* Outcome:** Ss read and pick the tips for acne; which tip they can easily follow. **\* Organisation :**  |
| **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.** - Ask Ss to work in pairs. Tell them to focus on the tips for acne in the text.- Allow them some time to talk about which tip they can easily follow.- Go around and listen. Give help if needed.- Then call on some Ss to share their answers with the class.- If there is a tip they cannot follow, ask them to explain why not.- This activity helps prepare Ss for **5.** | **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. |
| ACTIVITY 5: **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...**\* Outcome:** Ss can make notes of some tips they can give each person. **\* Organisation :**  |
| **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. | **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. |
| **5. WRAP-UP & HOME WORK (2’)**+ Have Ss summarise what they have learnt in the lesson with the two skills.- 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.**- Practice telling about your future houses. - Do more exercises in workbook.- Prepare new lesson. **Skills 2.****===============================** |