**TUẦN 4**

***Pre: 23/9/2023***

***Teaching: 25/09/23***

**PERIOD 10. UNIT 2. HEALTH**

 **Lesson 1. New words + Reading ( p. 12 )**

**I. Objectives**

By the end of the lesson, Ss will be able to:

**1. Knowledge**

- talk about a healthy and unhealthy lifestyle, using phrases: *get some sleep, eat fruits and vegetables, eat fast food, drink soda, healthy, unhealthy.*

- practice reading and understanding general and specific information about Toby and Lisa’s healthy living class survey.

- use indefinite quantifiers.

**2. Ability**

- improve communication, collaboration, analytical and critical thinking skills.

**3. Qualities**

- lead a healthy lifestyle and ditch bad ones.

**II. Teaching equipment and materials**

- Materials: books, hand out, worksheet, flashcards.

- Equipment: Projector, computer, loudspeaker.

**III. Teaching procedure**

**+ Class organization**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | Attendance | Absence |
|  | **7A** |  |  |
|  | **7B** |  |  |

**Activity 1: Start**

**a. Aims:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b. Content:** Introducing some verb phrases and adjectives about lifestyle.

**c. Output:** Ss have general ideas about the topic of the new lesson: “health”.

**d. Form:**

|  |  |
| --- | --- |
| **Teacher's and Students’ activities** | **Main contents** |
| **+ Game: CROSSWORD*****1. Transferring the learning task:***- Explain the rules of the game.- Design the game “Crossword Puzzle” with words and pictures about food and drink.***2. Doing the task:***- Let Ss play the game, encourage Ss to guess the key word.- If any S can give the correct key word, T hasn’t confirmed yet, the game will be continued until the keyword is opened (to check whether his/her answer is correct or not and to let other Ss take part in the game eagerly).***3. Reporting the task result and discuss:*** - Give a small gift to the Ss who is the fastest to give the correct key word.- Ask Ss an extra question: *Which food / drink is good / not good for your health?****4. Giving the remarks to their doing the task:***- Give feedback and lead to the new lesson. | **Keyword:** ***HEALTH*** |
| **Activity 2: Form the new knowledge:** **+ Pre-Reading****a. Aims:** Ss know some verb phrases about lifestyle.**b. Content:** **-** Vocabulary study (*get some sleep, eat fruits and vegetables, eat fast food, drink soda, healthy, unhealthy*).**-** Speaking: Discuss which things are healthy and unhealthy.**c. Output:** Ss know how to pronounce the new words correctly and use them in appropriate situations.**d. Form:** |
| **Task a. Match the words and phrases with the pictures. Listen and repeat.** **+ Matching** *(If the teacher has used part a. for the Warm-up activity)****1. Transfering the learning task:***- Have Ss review the words they have learned in the warm-up activity by looking at the pictures and filling in the blanks, (T uses different pictures from those in the textbook).***2. Doing the task:***- Call Ss to give answers (read or write).- Check answers as a whole class.***3. Reporting the task result and discuss:*** - Call some Ss to read the words again.***4. Giving the remarks to their doing the task:***- Correct Ss’ pronunciation if necessary.**Task b. Discuss which things are healthy and unhealthy.*****1. Transfering the learning task:***- Have Ss discuss in pairs which things are healthy and unhealthy.***2. Doing the task:***- Have Ss share their ideas in front of the class.- Give feedback and evaluation.***3. Reporting the task result and discuss:*** - Have Ss give more activities related to lifestyle which are divided into 2 groups: healthy and unhealthy.***4. Giving the remarks to their doing the task:***- Give feedback and evaluation. | **Answer keys***1. get some sleep**2. eat fast food**3. drink soda**4. eat vegetables**5. healthy food**6. unhealthy food***Suggested answers***Healthy: get some sleep, east fruit and vegetables**Unhealthy: eat fast food, drink soda* |
| **Activity 3. Practice****+ While - Reading** **a. Aims:** Students can develop their reading skill.**b. Content:** Reading Toby and Lisa’s class report and choosing the correct answer, then reading Toby and Lisa’s Healthy Living Class Survey and circling the correct answer.**c. Output:** Students can read and understand general and specific information about a healthy living class survey.**d. Form:** |
| **Task a. Read Toby and Lisa’s class report and circle the correct answer*****1.Transfering the learning task:***- Use DCR to show the task. Ask Ss to read two options and find out keywords.***2. Doing the task:***- Have Ss read the class report individually.- Have Ss circle the correct answers.***3. Reporting the task result and discuss:*** - Have some Ss share their answers with the class (read), explain their answers.***4. Giving the remarks to their doing the task:***- Give feedback and correct Ss’ answers if necessary.**Task b. Now, read and circle the correct answers.*****1. Transfering the learning task:***- Use DCR to show the task. Have Ss read the questions, underline key words and guess the answers.***2. Doing the task:***- Have Ss read the text again and circle the correct answers – underline or highlight the supporting ideas.***3. Reporting the task result and discuss:*** - Have Ss check answers with their partners. - Call Ss to give answers, explain.***4. Giving the remarks to their doing the task:***- Give feedback and evaluation. | **Answer keys****Answer keys** |
| **Activity 4. Application** **+ Post - Reading** **a. Aims:** Students can use the vocabulary and ideas from the reading text to develop their speaking skill.**b. Content:** Speaking: Do you have a healthy lifestyle? Why / Why not?**c. Output:** Students can talk about their own lifestyle and try to lead a healthy lifestyle.**d. Form:** |
| **Task c. In pairs: Do you have a healthy lifestyle? Why / Why not?*****1. Transfering the learning task:***- Have Students work in pairs to talk about their lifestyle and decide whether it is healthy or not.***2. Doing the task:***- Call some Ss to share their ideas with the whole class.***3. Reporting the task result and discuss:*** - Give feedback and evaluation.***4. Giving the remarks to their doing the task:***- For more practice, have Ss play a game with DHA.**\* Consolidation:****-** Verb phrases about lifestyle**:** *get some sleep, eat fruits and vegetables, eat fast food, drink soda.*- Adjectives: *healthy* and *unhealthy.***\* Homework:**- Learn the new words by heart.- Practice talking about lifestyle.- Do the exercises in WB: Unit 2 - Lesson 1 - New words + Reading (pages 8,9).- Do the vocabulary exercise in Tiếng Anh 7 i-Learn Smart World Notebook (page 10).- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)- Prepare: Lesson 1.2 – Grammar (page 13 – SB). | Ss’ discussion about their lifestyles. |

**CHUYÊN MÔN TỔ CM GV SOẠN**

**Trần Văn Dung Mai Thị Hương Mai Thị Hương**