**PERIOD 9**

**UNIT 2. HEALTH**

**LESSON 1: GETTING STARTED**

Date of teaching: 4/9/2017

**I. Objectives**

By the end of lesson, ss will be able to extend and practice vocabulary and some structures related to health problems and health tips

- Knowledge: use “have a/an; feel” to talk about health problems and vocabulary about the topic

- Skill: Listen and read a conversation about health problems in details

- Attitude: Be confident to express their own health problems and health tips

**II. Teaching aids**

Ss’ books, text books, posters, tape and radio

**III. Procedures**

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| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5' | **I. Warm up: Brainstorming**  - T writes the words **health** on the board and divides the class into two groups. The two groups use the different chalk  - Ask students in each groups take turn to write their hobbies  - The group with more and correct words is the winner  - Introduce the new lesson | Strong |
| 15’ | **II. Presentation**  **1. New words**  - spot / spɒt / (n): dấu, đốm, vết  - (put on) weight / ˈpʊt ɒn weɪt / (v): tăng cân  - allergy / ˈælədʒi / (n): sự bị ngứa, sự dị ứng  - sunburn / ˈsʌnbɜːn /(v) : cháy nắng  - flu / fluː / (n): bệnh cúm  - sickness / ˈsɪknəs / (n): sự đau yếu; bệnh  - junk food / dʒʌŋk fuːd / (n): đồ ăn vặt  - Teacher elicits the words from students.  - Read and ask Ss to repeat  - Call some Ss to check  - Correct Ss’ pronunciation mistakes  \* Checking: Rub out and remember  **2. Listen and read**  **\* Set the scene**  - T asks ss to look at the picture on page 16 and answer these questions:  • Can you guess who they are ?  • What time is it?  • What do you think the people in the picture are talking about?  • Who do you think is healthier?  - T writes the answer quickly on the board .  - T plays the recording  **1a. Can you find a word or phrase that mean:**  - T asks Ss to complete the task individually or in pairs.  - T can check answers and ask Ss to use each item in a sentence.  **1b. Answer the questions**  - T asks Ss to read the conversation again and complete the table.  - T may write the table on the board while Ss are working individually, then correct the exercise as a class by asking .  - Give feedback | - Try to guess the meaning of the new words  - Listen to the T and repeat  - Write down  - Do as directed  - Answer the questions by guessing  - Listen and read then check the guessing  **Key:**  - They are Nick, Phong  - it’s at ten o’clock  - They are phoning  **-**Listen to the coversasion  -Complete the task individually or in pairs  **Key:**  1. Zooniverse  2. I don’t feel like it.  3. sound down  4. putting on weight  5. won’t take no for an answer  -Read the conversation again and complete the table.  **Key:**  1. Phong  2. Phong  3. Nick  4. Nick  5. Phong |
| 15’ | **III. Practice**  **2. Match the health issuses in the box with the pictures. Then listen and repeat.**  -T asks Ss to look at the pictures.  -T plays the recording and Ss repeat.  -T corrects the exercise with the whole class.  a. In groups or pairs T asks Ss to brainstorm more health issues and add them to the box. Then, Ss share ideas as a class.  b. T asks Ss to write a numbered list in their notebooks from 6 to 1. T should encourage Ss to give rasons for their rankings.  **3: The people have the wrong advice. Can you matchthe correct advice with each person.**  - T asks one S to read though the list of advice aloud.  - T asks Ss to complete the matching activity individually and corrects the activity as a class. | - Ss can call out which word they think matches each picture.  - Ss to write the words below each picture.  **Key:**  1. e 2. f 3. d  4. c 5.b 6.a  - Ss to write a numbered list in their notebooks from 6 to 1  - Ss to rank the health issues from most common to least common and share with a partner.  -Read and complte the matching  **Key:**  1. c 2. d 3. e  4.b 5.a |
| 5’ | **IV. Production**  **4. Game :**  - Before class T can make cards with problems and advice.  - T divides the class into two groups and gives one group ‘problem’ cards, and one goup ‘advice’ cards  - T instructs Ss to walk around the room and read their cards to each other and stand next to the person who has the matching advice or problem card.  - T can call on some pairs to read their cards aloud. | - Take part in the game |
| 3' | **V. Consolidation**  Recall about health problems and health tips | - Listen and remember |
| 2' | **VI. Homework**  - Explain the tasks for ss  - Learn by heart all the new words and structures.  - Guide ss how to do Ex B2,3 P17  - Prepare: **A closer look 1**. | - Write down and take notes |

Assessment:

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