

Date of planning: 04/ 9 / 2025



ENGLISH 10

## Period 1: **INTRODUCTION**

### INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS

**I. OBJECTIVES:** By the end of the lesson students will be able to gain the following things:

**1. Knowledge:**

- To introduce new Tiếng Anh 11 textbooks. Student's book and Workbook
- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.
- \*Vocabulary: Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.
- \* Grammar : to be; present simple tense; present continuous...

**2. Competence:** Students will be able to know how to study English effectively and how to use new Tiếng Anh 11 textbooks and know the methods to study new Tiếng Anh 11 textbooks.

- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities

**3. Qualities:** To teach Ss the love of English; The awareness about importance of learning English. Developing self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 11 textbook, laptop, projector / TV/ pictures and cards.....
- Students : Text books, studying equipment....
- Computer connected to the Internet.
- Sach mem.vn

**III. PROCEDURE:**

### 1. WARM UP & INTRODUCTION ( 3'- 5')

**Aims:**

- To create a friendly and atmosphere in the class before the lesson;
- To give T and Ss a chance to introduce themselves;
- To lead into the unit

\* **Content:** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.

\* **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 + Chatting	+ Greeting + Chatting. T_Ss

<ul style="list-style-type: none"> <li>- Teacher (T) introduces himself/ herself</li> <li>- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class...</li> <li>- Have Ss to introduce themselves.</li> <li>- T encourages Ss to talk in English as much as possible</li> <li>+ Lead to the first unit of the new school year.</li> <li>- Write the unit title on the board and ask Ss guess what they are going to learn this unit ...</li> <li>- Ask Ss to open their book and introduce what they are going to study....</li> </ul>	<ul style="list-style-type: none"> <li>- Students (Ss) listen and learn how to introduce themselves.</li> <li>- Introduce themselves (name; age; address; likes; dislikes ....friends... )</li> <li>+ Students (Ss) listen and learn how to do the tasks.</li> <li>- Answer the teacher's questions</li> <li>- Open their book and write .</li> </ul>
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## 2. NEW LESSON (12'-15')

**Aims: - To set the context for the introductory;**

**- To introduce the topic of the unit, the vocabulary, and the grammar points to be learned.**

\* **Content:** Some brief notes; Something about England, English. Introduce New ENGLISH 11

\* **Outcome:** Ss learn something about England, English; Learn how to use New ENGLISH 11

\* **Organisation:** Teacher's instructions....

Teacher's & Student's activities	Content
<p><b>1.</b> T. asks sts some questions about England.</p> <ul style="list-style-type: none"> <li>- What do you know about England?</li> <li>- T. gives sts something about England and English.</li> <li>- It located in North-west coast of Europe with very mild weather not too hot but not too cold.</li> <li>- It consists of four parts: England, Wales, Scotland and Ireland.</li> <li>- It's official name is the UK</li> <li>- Each part has its own flag of UK.</li> </ul> <p><b>2. English:</b></p> <ul style="list-style-type: none"> <li>- How many people speak English as their mother tongue?</li> <li>- How many people speak English as their first language?</li> <li>- How many people speak English as their second language or first foreign language?</li> <li>- Why do you learn English?</li> <li>- Is it important? Difficult? Useful? Interesting?</li> </ul> <p>=&gt; It's very important, useful, interesting. It is the means of communication to one another.</p> <p>3/ New English 11 text book:</p> <ul style="list-style-type: none"> <li>- How many units are there in English 11 text book?</li> <li>- What are they about?</li> </ul> <p>There are 10 main units in the Student's Book. Each unit has 8 sections and provides language input for seven classroom lessons of 45 minutes each...At the beginning of each unit, there are explicit learning</p>	<ul style="list-style-type: none"> <li>- T_Ss</li> <li>- Listen carefully and read aloud.</li> <li>- Fulfill teacher's requirements</li> <li>- Give the answers</li> <li>- Ss answer if possible</li> <li>- Listen carefully and read aloud.</li> <li>- Find out the words related to the topic.</li> <li>- There are many interesting things of England and you'll gradually know about them in the progress of learning English.</li> </ul> <p><b>2/ Introduction:</b> English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world's computers use program in English. 3/4 of all international correspondence is in English.</p> <p>3/ English 11 has 10 Units.</p> <ul style="list-style-type: none"> <li>- T_Ss</li> <li>- Each unit has 8 lessons.</li> </ul> <p><b>- SECTION 5: LISTENING</b></p> <p>The listening activity follows the oral practice in the Speaking section. It provides students with an opportunity to listen to the language that they</p>

objectives that clearly state the main language points and skills to be taught in the unit.

**- Section 1 : GETTING STARTED.**

It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learned and practised through the skills and activities of the unit.

**- Section 2: LANGUAGE FOCUS .**

This section deals with the main grammar point(s) of the unit. The new language point(s) taught in this section is / are already introduced in Getting Started. The exercises are well illustrated to help students remember and use the grammar items effectively. The Remember! boxes appear wherever necessary to give the rules or explanations and help students avoid common errors.

This section presents and practises the grammar, vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two sounds, which appear frequently in the unit, are given and practised in isolation and in context. Stress pattern of two-syllable words, three-syllable words, and rising and falling intonation for questions are also dealt with in the last units of the book. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

**- SECTION 3: READING.**

This section is designed to help students improve reading skill, use vocabulary in the situations, Reading and this section aims to develop students' reading abilities. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activity achievable. Speaking

**- SECTION 4: SPEAKING**

This section is designed to help students use functional language in real life contexts and consolidate what they have learnt in the previous sections.

have practised orally, and trains them to listen for general and specific information

This section aims to provide further practice to support students in their spoken English....

**- SECTION 6: WRITING.**

Writing

This section focuses on developing students' writing skills. It normally involves one of the text types required for students' skill development.

**SECTION 7: COMMUNICATION AND CULTURE**

It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives and provides cultural information about Viet Nam and other countries.

Everyday English in this section gives students the skills to communicate effectively in various everyday situations...

**- SECTION 8: LOOKING BACK**

Looking Back recycles the language from the previous sections and links it with the unit topic. Its activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Teachers can use this section to evaluate their students' performance and provide further practice if necessary.

The Project activity helps students improve their ability to work independently and in a team. It extends their imagination in a field related to the unit topic.

*\* English is not too difficult but it requires you hard working.*

- Ss need learn by heart all vocabulary and their usage.

- Review the lesson everyday.

- Learn English everyday.

**3. PRACTICE (15')**

**Aims: To help Ss understand the lesson. Class room language**

**\* Content:** Some brief notes; Something about England, English. Classroom language...

**\* Outcome:** Ss learn something about England, English; Classroom languages...

**\* Organisation:** Teacher's instructions....

Teacher's & Student's activities	Content
3. How to learn English best?	

<ul style="list-style-type: none"> <li>- Tell us how you learn best?</li> <li>- Tell us how you can learn English best?</li> <li>* Some useful classroom languages:</li> <li>- Who is the monitor?</li> <li>- Who is absent today?</li> <li>- Who is on duty today?</li> <li>- May I go out?</li> <li>- May I come in?.....</li> <li>- How to improve your English:</li> <li>- Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading everyday. ...</li> <li>- Ss should work hard everyday to improve their English.</li> </ul> <p>“ Hard work is the key to success”</p>	<ul style="list-style-type: none"> <li>- T_Ss</li> <li>- Listen carefully</li> <li>- Practice saying classroom languages.</li> <li>- Work in groups; in pairs; present the projects....</li> </ul>
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#### 4. PRODUCTION/ FURTHER PRACTICE (8')

##### **Aims: To revise / teach classroom languages.**

- \* Content: Some brief notes; Something about England, English . Classroom languages...
- \* Outcome: Ss know something about England, English; Classroom languages...
- \* Organisation: Teacher's instructions.....

Teacher's & Student's activities	Content
<ul style="list-style-type: none"> <li>- T_Ss</li> <li>- T gives some questions to introduce the class expressions.</li> <li>- Have Ss listen and repeat.</li> <li>- Teacher says “ go out, please” □ Go out</li> <li>- Teacher says “No” □ Don't go out</li> <li>- Call on some pairs to practice in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- The greetings : - Goodmorning</li> <li>- Good afternoon</li> <li>- Good morning</li> <li>- Good bye ....</li> <li>- We can say “May I go out”</li> <li>- You can say “Stand up, please.</li> <li>- Listen, please</li> <li>- Read after me</li> <li>- Repeat please.....</li> </ul>

#### 5. WRAP-UP & HOME WORK (2')

- \* Instruct/ guide students to do their homework.
- Prepare textbook, workbook, exercise book,

##### **\* HOME WORK**

- Learn classroom languages.
- Prepare new lesson Unit one

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**Date of planning: 04/ 9 / 2025**

**PERIOD 2**

## UNIT 1: A LONG AND HEALTHY LIFE

## Lesson 1: Getting started – A healthy lifestyle

### I. OBJECTIVES

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

#### 1. Knowledge

- Gain an overview about the topic *A long and healthy life*;
- Gain vocabulary to talk about a healthy lifestyle;
- Get to know the language aspects: Past simple vs. Present perfect.

#### 2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

#### 3. Personal qualities

- Familiarize with the ways to keep fit and stay healthy;
- Develop self-study skills.

### II. MATERIALS

- Grade 11 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. (to) work out	/wɜ:k aʊt/	to exercise in order to improve the strength or appearance of your body	Tập luyện
2. (be) full of	/fʊl əv/	containing a lot of something	Đầy
3. diet (n)	/'daɪ.ət/	the food and drink usually eaten or drunk by a person or group	Chế độ ăn uống
4. balanced (adj)	/'bælənst/	a balanced diet is a combination of the correct types and amounts of food.	Cân bằng
5. fit (adj)	/fɪt/	healthy and strong, especially as a result of exercise	Cân đối

### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## III. PROCEDURES

### 1. WARM-UP (5 mins)

#### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of healthy lifestyle;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

#### b. Content:

- Categorizing game: Classify healthy and unhealthy activities

#### c. Expected outcomes:

- Students can distinguish healthy and unhealthy activities

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Categorizing game</b> <ul style="list-style-type: none"> <li>- Ss work in groups. Each group is given small pieces of paper on which activities of healthy and unhealthy lifestyle are written.</li> <li>- Each group has to classify them into correct categories.</li> <li>- The first team to complete the task correctly is the winner.</li> <li>- Teacher asks the winner to go to the board and show the correct answers.</li> </ul>	<b>Lists of activities:</b> <ul style="list-style-type: none"> <li>- <b>Healthy lifestyle</b> <ul style="list-style-type: none"> <li>+ <i>Eat fruits and vegetables</i></li> <li>+ <i>Drink enough water</i></li> <li>+ <i>Have a balanced diet</i></li> <li>+ <i>Get regular exercise</i></li> <li>+ <i>Avoid tobacco and drugs</i></li> <li>+ <i>Get enough good sleep</i></li> </ul> </li> <li>- <b>Unhealthy lifestyle</b> <ul style="list-style-type: none"> <li>+ <i>Stay up late</i></li> <li>+ <i>Eat late in the evening</i></li> <li>+ <i>Eat too much sodium</i></li> <li>+ <i>Have excessive screen time</i></li> <li>+ <i>Overuse painkillers and sedatives</i></li> <li>+ <i>Eat fast food</i></li> </ul> </li> </ul>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRESENTATION (7 mins)**
**a. Objectives:**

- To get students to learn vocabulary related to the topic.

**b. Content:**

- Pre-teach vocabulary related to the content of the dialogue.

**c. Expected outcomes:**

- Students can use key language more appropriately before they read.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. (to) work out</li> <li>2. (be) full of</li> <li>3. diet (n)</li> <li>4. balanced (adj)</li> <li>5. fit (adj)</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

**3. ACTIVITY 2: PRACTICE (20 mins)**
**a. Objectives:**

- To help students get to know the topic.
- To introduce words and phrases related to healthy lifestyles.
- To help Ss identify the Past Simple and Present Perfect.

**b. Content:**

- Task 1: Listen and read. (p.8)
- Task 2: Read the conversation again and decide whether the following statements are true (T) or false (F). (p.9)
- Task 3: Fill in the blanks to make phrases from Task 1 with the following meanings. (p.9)
- Task 4: Complete the text based on the conversation in Task 1. Use the correct form of the verbs in brackets. (p.9)


**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<b>Task 1. Listen and read. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	 <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see in each picture?</li> <li>- Who are the speakers?</li> <li>- What do you think they are discussing?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- Water, vegetables, tape measure</li> <li>- Nam and his friend Mark are the speakers.</li> <li>- They are discussing a healthy lifestyle.</li> </ul>
<b>Task 2. Read the conversation again and decide whether the following statements are true (T) or false (F). (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements.</li> <li>- Ss work independently to find the answers.</li> <li>- Teacher has Ss compare the answers in pairs before checking with the whole class.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F (Nam used to eat a lot of fast food and have bad habits.)</li> <li>2. T</li> <li>3. T</li> </ol>
<b>Task 3. Fill in the blanks to make phrases from Task 1 with the following meanings. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss look at the box 1-4. Explain that these words are part of phrases related to healthy lifestyles and they are all in the conversation in Task 1.</li> <li>- Teacher asks Ss to read the definitions and the words in the boxes so that the phrases on the left match the definitions on the right. Underline the phrases in the conversation.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. energy</li> <li>2. habits</li> <li>3. regular</li> <li>4. balanced</li> </ol>
<b>Task 4. Complete the text based on the conversation in Task 1. Use the correct forms of the verbs in brackets. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to read the summary. Focus attention on the verbs in brackets.</li> <li>- Teacher asks Ss to complete the sentences, using the correct verb form. In weaker class, teacher may have Ss refer to the conversation in Task 1.</li> <li>- Check answers as a class.</li> <li>- Elicit the verb tenses, i.e. Past Simple and Present Perfect</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. ate</li> <li>2. has started</li> <li>3. (has) given</li> <li>4. visited</li> <li>5. has just celebrated</li> </ol>

#### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.



#### 4. ACTIVITY 3: PRODUCTION (10 mins)

##### a. Objectives:

- To help Ss memorize the basic knowledge on how to stay healthy;
- To get Ss to speak about how to be strong and healthy.

##### b. Content:

- Role play

##### c. Expected outcomes:

- Students can give a short talk about good habits to stay healthy.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 5. Role-play</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups.</li> <li>- In each group, one student plays the role of grandpa who is in his 90s and still very strong and healthy. Others are grandchildren.</li> <li>- Grandpa is giving advice on how to be healthy.</li> <li>- Ss have 3 minutes to prepare for the role-play.</li> <li>- Teacher invites 1 or 2 groups to come to the stage and do the role-play.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and gives marks to the best group.</li> </ul>	<i>Students' own creativity</i>

##### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

#### 4. CONSOLIDATION (3 mins)

##### a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

##### b. Homework

- Write a short paragraph about how to keep fit and stay healthy.
- Prepare for the project in Lesson 8

#### Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 1: A long and healthy life</b></p> <p style="text-align: center;"><b>Lesson 1: Getting started</b></p>	
<b>*Warm-up</b>	
<b>* Vocabulary</b>	
1. (to) work out	
2. (be) full of	
3. diet (n)	
4. balanced (adj)	
5. fit (adj)	

- Task 1: Listen and read.
- Task 2. Read the conversation again and write T (True) or F (False).
- Task 3. Fill in the blanks to make phrases from Task 1 with the following meanings.
- Task 4. Complete the text based on the conversation in Task 1.
- Task 5: Role-play

**\*Homework**

Date of planning: 04/ 9 / 2025  
**PERIOD 3**

## UNIT 1: A LONG AND HEALTHY LIFE

### Lesson 2: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use the lexical items related to the topic *A long and healthy life*;
- Recognise and practise strong and weak forms of auxiliary verbs;
- Review the use of *Present perfect* and *Past simple tenses*.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

##### 3. Personal qualities

- Be ready to have a healthy lifestyle;
- Develop self-study skills.

#### II. MATERIALS

- Grade 11 textbook, Unit 1, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

#### Language analysis

Past simple tense	Present perfect tense
1. Describe something started and finished in the past <i>E.g. You <b>did</b> a great job yesterday.</i>	1. Describe something that started in the past, and is still happening now (often used with <i>since, for, so far</i> ) <i>E.g: You <b>have done</b> a great job so far.</i>
2. Describe something that was completed in the past (often used with a time phrase) <i>E.g. We <b>lived</b> in Hai Phong when I was little.</i>	2. Describe something that was completed in the very recent past (used with <i>just</i> and <i>recently</i> ) <i>E.g. We <b>have just moved</b> to Hai Phong.</i>

#### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
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### III. PROCEDURES

#### 1. WARM-UP (5 mins)

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of healthy lifestyle;
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Watch a video and answer the question: **What do humans need to do to stay healthy?**

##### c. Expected outcomes:

- Students can listen and find out some ways to stay healthy from the video clip.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>VIDEO WATCHING</b> <a href="https://www.youtube.com/watch?v=UxnEuj1c0sw">https://www.youtube.com/watch?v=UxnEuj1c0sw</a> <ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.</li> <li>- Ss watch the video once and list out good habits to stay healthy mentioned in the video.</li> <li>- All teams stick the paper on the boards.</li> <li>- Teacher checks the answers of each group.</li> <li>- The group that has the most correct answers is the winner.</li> </ul>	<b>Suggested answers:</b> <ul style="list-style-type: none"> <li>- <i>Eat a good balance of all kinds of food</i></li> <li>- <i>Drink lots of water</i></li> <li>- <i>Do lots of exercises</i></li> <li>- <i>Keep clean and wash off germs</i></li> <li>- <i>Have enough sleep</i></li> </ul>

##### e. Assessment

- Teacher observes the groups and gives feedback.

#### 2. ACTIVITY 1: PRONUNCIATION (12 mins)

##### a. Objectives:

- To help Ss recognise and practise strong and weak forms of auxiliary verbs.
- To help Ss practise strong and weak forms of auxiliary verbs.

##### b. Content:

- **Task 1:** Listen and repeat. Pay attention to the strong and weak forms of the auxiliary verbs. Then practice saying them. (p.9)
- **Task 2:** Read the sentences out loud. Pay attention to the strong and weak forms of the auxiliary verbs. Then listen and check. (p.9)

##### c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Match each word (1-5) with its meaning (a-e). (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that the words / phrases in the activity are related to health.</li> <li>- Teacher has Ss match each word with its meaning. Encourage Ss to look at the pictures and explain what they see. This way, they will develop a better understanding of the words / phrases.</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Check the answers as a class.</li> </ul>	<b>Answer key:</b> 1. B 2. C 3. A 4. D 5. E
<b>Task 2. Complete the following sentences using the correct forms of the words in Task 1. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary.</li> <li>- Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first.</li> <li>- Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1.</li> <li>- Teacher asks some Ss to read the complete sentences.</li> <li>- <b>Extension:</b> Invite individual Ss to add other topic-related words they have learnt from Getting started or Task 1. Make sure there are about 15 words. Teacher writes all the words on the board. Have Ss study them for half a minute, then the teacher asks Ss to cover/close their eyes. Erase one word from the board. Have Ss open their eyes and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.</li> </ul>	<b>Answer key:</b> 1. examined 2. treatment 3. strength 4. muscles 5. suffering from

#### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

#### 4. ACTIVITY 3: GRAMMAR (13 mins)

##### a. Objectives:

- To help Ss recognise the difference between the Past Simple and the Present Perfect.
- To help Ss practise the Past Simple and the Present Perfect.

##### b. Content:

- **Task 1.** Put the verbs in brackets in either the past simple or the present perfect. (p.11)
- **Task 2.** Talk about your healthy activities, using the past simple or the present perfect. (p.11)

##### c. Expected outcomes:

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Put the verbs in brackets in either the past simple or the present perfect. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the notes in the Remember box to review the differences between the Past Simple and the Present Perfect. Give more explanation and examples if necessary.</li> </ul>	<b>Answer key:</b> 1. saw 2. suffered

<ul style="list-style-type: none"> <li>- Teacher asks Ss to pay attention to the meaning of each sentence and underline the key words (such as <i>ago, yesterday</i> with Past Simple, and <i>yet, already, for, since</i> with Present Perfect).</li> <li>- Teacher asks Ss to pay attention to the active voice or passive voice of the verbs.</li> <li>- Teacher gives Ss time to complete the task.</li> <li>- Teacher checks answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. <i>1. We use Past simple here because it is an action that started and finished in the past, and the grammatical clue here is "yesterday"</i>.</li> <li>- <b>Extension:</b> Ask Ss to add 2-3 more sentences to each item, using the Past simple and/or Present perfect where appropriate, e.g. <i>He saw the doctor yesterday. The doctor <u>examined</u> him carefully. He <u>has felt</u> better since then.</i></li> </ul>	3. have been improved 4. has just examined
<b>Task 2. Work in pairs. Talk about what you do to keep fit and healthy. Use the past simple or the present perfect. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher lets Ss work in pairs.</li> <li>- Teacher asks Ss to talk to their partner and share about healthy habits/activities that they have done. It can be a conversation between two people or two separate talks from the pair.</li> <li>- Teacher requires Ss to use the correct past simple and present perfect tense.</li> <li>- Teacher encourages Ss to apply the vocabulary they have learnt in the lesson as well as the rules of pronouncing strong and weak forms of auxiliary verbs (if there are Yes-No questions in their dialogue).</li> <li>- <b>Extension:</b> <i>In stronger class, teacher may ask one student to report what his/her partner has shared and vice versa.</i></li> </ul>	<b>Suggested answer:</b> <ul style="list-style-type: none"> <li>- I have exercised regularly for a year.</li> <li>- I went swimming last weekend.</li> <li>- I went to the gym and did weigh-lifting yesterday. I wanted to build up my muscles and increase my strength.</li> <li>- The last time I had a medical treatment was 2 weeks ago.</li> </ul>

#### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

### 4. CONSOLIDATION (3 mins)

#### a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

#### b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

### Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 1: A long and healthy life</b></p> <p style="text-align: center;"><b>Lesson 2: Language</b></p> <p><b>*Warm-up</b> Video watching</p> <p><b>* Pronunciation</b> - Task 1. Listen and repeat.</p>
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- Task 2. Read the sentences out loud. Listen and check.

**\* Vocabulary**

- Task 1. Match each word with its meaning.

- Task 2. Complete the sentences using the correct forms of the words.

**\* Grammar**

- Task 1. Put the verbs in brackets in either the past simple or the present perfect.

- Task 2. Talk about your healthy activities, using the past simple or the present perfect.

**\* Homework**

