

Date of planning: 08/ 9 / 2025

PERIOD 4:

UNIT 1: A LONG AND HEALTHY LIFE

Lesson 3: Reading – How to live a long and healthy life

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about healthy lifestyle habits.

2. Competences

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

3. Personal qualities

- Acknowledge and be able to apply the tips on how to develop healthy lifestyle habits in their own life;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. life expectancy (n)	/'laɪf ɪkspektənsi/	the number of years that a person is likely to live	tuổi thọ
2. ingredient (n)	/ɪn'ɡri:diənt/	one of the things from which something is made, especially ones that are used together to make a particular dish	nguyên liệu

3. nutrient (n)	/ˈnju:triənt/	a substance that is needed to keep a living thing alive and to help it to grow	chất dinh dưỡng
4. (to) give off	/gɪv ɒf/	to produce something such as a smell, heat, light, etc.	phát ra, tỏa ra
5. repetitive (adj)	/rɪˈpetətɪv/	repeated many time	lặp đi lặp lại

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

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 reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Crossword

c. Expected outcomes:

- Students can find out all the words as well as the key word based on the definitions given by the teacher.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Crossword - Ss work in groups and take turns to choose a word. If they get the correct answer, they will have 1 point.	<u>Clues:</u> KEY WORD: A way of living that helps you enjoy more aspects of your life. 1. Eating too much fat can cause _____ diseases.

If the answer is wrong or the group cannot find out the answer, the chance is for other groups.

- After 6 words, if a group can guess the key word, they can answer it. 5 points for the key word.
- If the keyword is incorrect, that group will be out of the game.

- Go on a _____ means to begin a specific nutritional plan in an attempt to lose weight or achieve some other health benefits.
- A clear liquid that has no color or taste when it is pure.
- A disease or period of sickness affecting the body or mind.
- The noun of 'strong'
- What is it? (Picture)
- The subject P.E stands for _____ Education.
- Doing exercises can burn out many _____.
- To look at or consider a person or thing carefully to discover something about them.
- Do you _____ from any allergies?
- Eating enough _____ and fruits is good for your digestive system.

1					H	E	A	R	T		
2			D	I	E	T					
3				W	A	T	E	R			
4			I	L	L	N	E	S	S		
5				S	T	R	E	N	G	T	H
6				C	H	I	P	S			
7			P	H	Y	S	I	C	A	L	
8			C	A	L	O	R	I	E	S	
9	E	X	A	M	I	N	E				
10		S	U	F	F	E	R				
11		V	E	G	E	T	A	B	L	E	

e. Assessment

- Teacher observes the groups, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:


- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs. Look at the photos and discuss the questions. (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and look at the pictures. They should discuss whether each picture shows a healthy or unhealthy habit, and give reasons for their answers. - Teacher has some Ss share their answers with the whole class. - Teacher introduces the topic of the reading text. 	<p>Questions:</p> <p><i>Which photos show healthy habits?</i></p> <p><i>Which ones show unhealthy habits?</i></p> <p>Suggested answers:</p> <p><i>A. Picture A shows a healthy habit, because vegetables are good for our health. They help us to lose weight and have a healthy heart and skin.</i></p>

	<p><i>B. Picture B shows an unhealthy habit, because sleeping late when you are sleeping, or having your laptop on while sleeping all have bad effects on the quality of your sleep, which in turn damages your health in the long run.</i></p> <p><i>C. Exercising is a healthy habit. Working out regularly helps you to keep fit, lose weight, develop muscles etc.</i></p> <p><i>D. Eating fast food and eating too much are unhealthy habits. These habits are not good for our hearts and digestive system. They can lead to obesity/being overweight, or heart diseases.</i></p>
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Vocabulary pre-teaching (5 mins)

- Teacher introduces the vocabulary.
- Teacher explains the meaning of the new vocabulary by pictures.
- Teacher checks students' understanding with the "Rub out and remember" technique.
- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.

New words:

1. life expectancy (n)
2. ingredient (n)
3. nutrient (n)
4. (to) give off
5. repetitive (adj)

e. Assessment

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

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

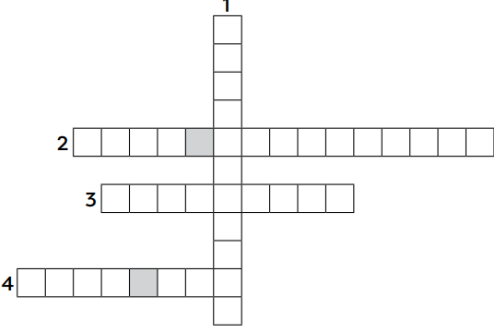
- Task 2. Read the article. Solve the crossword with words and phrases from it. (p.11)
- Task 3. Read the article again. Match the sections (A-C) with the headings (1-5) below (p.12)
- Task 4. Read the article again. Complete the diagrams with information from the text. Use no more than two words for each gap (p.12)

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
Task 2. Read the article. Solve the crossword with words and phrases from it. (6 mins)	

<ul style="list-style-type: none"> - Teacher asks Ss to read the article. - Teacher asks Ss to work in pairs to solve the crossword using words from the text. Walk round the class and provide help if necessary. Point out the part of speech (v, n, adj) as well the text where they can find the words. - In weaker classes, give the first and / or last letter of each word to help them work out the answers faster. - Check the answers as a class. Have individual Ss write the words on the board. In weaker classes, check understanding of the words by asking Ss to make sentences with them. 	 <p>Answer key:</p> <ol style="list-style-type: none"> 1. ingredients 2. life expectancy 3. nutrients 4. work out
<p>Task 3. Read the article again. Match the sections (A-C) with the headings (1-5) below. There are TWO extra headings. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the five headings and make sure they understand their meaning. - Teacher asks Ss to read the text quickly, then match each of the three paragraphs with a heading. Remind them that there are TWO extra headings they will not need. - Teacher reminds Ss that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only). - Check answers as a class. - Teacher has Ss explain why certain headings are not needed, e.g. <i>Heading 3 only focuses on part of Paragraph B so does not represent the main idea of the whole paragraph. Heading 4 is too general and should be the main idea of the whole text rather than a single paragraph.</i> 	<p>Answer key:</p> <p>A-1 B-2 C-5</p>
<p>Task 4. Read the article again. Complete the diagrams with information from the text. Use no more than TWO words for each gap (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to study the diagram. Make sure they understand that each branch is a summary of a main paragraph of the text, and follows a logical sequence. In weaker classes, give Ss an example, e.g. <i>Branch A shows what to do if we want to have a long and healthy life by eating better. The information is from paragraph A in the text. As we can see, the first thing to do is to look at food labels. Then we should avoid too much salt or sugar ...</i> - Teacher draws Ss’ attention to the gaps. Tell them that they are going to fill in each blank with no more than TWO words. These words should be taken from the text. - Teacher encourages Ss to guess the type of information they need for each gap. E.g. For Blank (1) we need a noun. For Blank (2) it is an adjective. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. breakfast 2. suitable 3. regularly 4. energy drinks/ exercising 5. electronic devices <p>Suggested answers (for extension activity):</p> <ol style="list-style-type: none"> 1. We should avoid food with too much fat (Not given/Stand up). 2. We should work out hard from the start (False/left hand). 3. Blue light from electric devices makes it hard to sleep. (True/right hand)

<ul style="list-style-type: none"> - Teacher asks Ss to scan through each paragraph, locate the information for each gap, check if the answers have no more than TWO words and fit the blanks in terms of both meaning and the type of information they have guessed earlier. - Check answers as a class. <p>Extension: Play a game: Make some statements based on the text and have Ss decide whether they are True, False or Not Given by doing some actions. If the statement is True according to the text, they should raise their right hand. They should raise their left hand for a false statement, and stand up if it is Not given (No information is provided).</p>	<p>4. <i>You should turn off electronic devices and go to bed immediately. (False/left hand)</i></p> <p>5. <i>If you find it hard to sleep, you may try to count the sheep. (Not given/Stand up)</i></p>
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e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Discussion: *Do you find the advice in the article useful? Have you tried following any of the suggestions above?*

c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own lifestyle.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Work in pairs. Discuss the following questions.	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. Have them discuss if they find any advice in the text useful for them and if they have followed these suggestions themselves. Encourage them to explain why they find the advice useful and how they actually try or will try to incorporate these healthy habits into their daily routine. - Teacher invites some pairs to share their answers with the whole class. - Teacher asks other students to listen and give comments. - Teacher gives feedback and gives marks to Ss' performance. 	<p>Questions:</p> <ul style="list-style-type: none"> - <i>Do you find the advice in the article useful?</i> - <i>Have you tried following any of the suggestions above?</i> <p>Answers:</p> <p><i>Students' own ideas.</i></p>

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 effective methods to live healthily and increase life expectancy.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board Plan

Date of teaching

Unit 1: A long and healthy life**Lesson 3: Reading – How to live a long and healthy life*****Warm-up***** Lead-in***** Vocabulary**

1. life expectancy (n)
2. ingredient (n)
3. nutrient (n)
4. (to) give off
5. repetitive (adj)

- Task 2. Read the article. Solve the crossword with words and phrases from it.
- Task 3. Match the sections (A-C) with the headings (1-5).
- Task 4. Complete the diagrams with information from the text.
- Task 5: Discussion.

***Homework**

Date of planning: 08/ 9 / 2025

PERIOD 5:

UNIT 1: A LONG AND HEALTHY LIFE

Lesson 4: Speaking – Giving instructions for an exercise routine

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to give instructions for an exercise routine;
- Memorise vocabulary to talk about an exercise routine.

2. Competences

- Gain some language expressions to talk about an exercise routine;
- Talk about the steps to give instructions for an exercise routine;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to give instructions for an exercise routine;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. slightly (adv)	/ 'slaitli/	a little
2. star jump (n)	/stɑ:(r) dʒʌmp/	an exercise in which you stand with your legs together and your arms at your sides and jump to a position with your legs apart and your arms spread out
3. press-up (n)	/ 'pres ʌp/	an exercise in which you lie on your stomach and raise your body off the ground by pressing down on your hands until your arms are straight

4. (to) squat	/skwɒt/	to sit on your heels with your knees bent up close to your body
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Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on an exercise routine;
- To set the context for the speaking part;
- To help Ss warm up and get ready for the lesson by some authentic physical practice.

b. Content:

- Watch a video and practice the exercise by following the instructions in the video.

c. Expected outcomes:

- Students can follow the instructions and memorize some of the steps.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - Teacher plays the video and asks the whole class to stand up. - Ss watch the video and follow the instructions. - After the physical exercise, teacher asks Ss if they can remember any instructions in the video (<i>E.g: turn around, clap your hands, stretch it out, jump, shake, stomp your feet</i>) - In pairs, Ss discuss to recall the instructions mentioned in the video. - Teacher invites some students to say out loud the actions. 	Link: https://www.youtube.com/watch?v=3XGNP_SzcI8&t=29s

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Pre-teach vocabulary related to the content of the lesson;
- Introducing tips to give instructions.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to give instructions for an exercise routine.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Look at the diagram. Match the two parts of each sentence to complete the instruction (4 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss if they know what a star jump is or looks like. Do some star jumps for Ss to have a clearer idea. - Teacher asks Ss to match parts of the sentences to complete the instructions for doing star jumps. - Check the answers as a class. <p>Tips to give instructions:</p> <ul style="list-style-type: none"> - Teacher designs a brief note in which tips to give instructions are summarized. Teacher asks students to try to guess the answers in each blank without looking at the textbook. - Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases. - Teacher asks Ss to give an example from the matching exercise for each tip. Ask them to underline the linking words or phrases. 	<div data-bbox="874 638 1484 1008"> </div> <p>Answer key: 1. B 2. D 3. C 4. A</p> <p>Tips to give instructions:</p> <ol style="list-style-type: none"> 1. Start by _____ the process. 2. Sequencing the steps, using _____ words or phrases (i.g: first, second, next, finally ...) 3. give _____ direction at a time. <p>Key:</p> <ol style="list-style-type: none"> 1. <i>introducing</i> 2. <i>linking</i> 3. <i>one</i>
<p>Vocabulary pre-teaching (5 mins)</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	<p>New words:</p> <ol style="list-style-type: none"> 1. slightly (adv) 2. star jump (n) 3. press-up (n) 4. (to) squat

e. Assessment

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

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (20 mins)

a. Objectives:

- To help Ss practise linking words and phrases in giving instructions;
- To give Ss an opportunity to practise giving instructions for an exercise routine;
- To provide Ss with some basic information about *How to burn fat*.

b. Content:

- Task 2. Fill in the blanks with one word to complete the first part of the instructions. (p.13)
- Task 3. Practise giving the instructions for the rest of the exercise routine. (p.13)
- Task 4. Take turns demonstrating the exercise routine and giving instructions to the rest of the class. (p.13)

c. Expected outcomes:

- Students know how to give instructions for the full exercise routine *How to burn fat* with suitable linking words and phrases.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Look at the 'How to burn fat' exercise. Fill in each blank with ONE word to complete the first part of the instructions (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to study the 'How to burn fat' diagram. Tell them that this is an exercise routine that helps people to reduce fat in the body. - Teacher makes sure Ss understand the words in the diagram. Have Ss study the pictures or use body language to demonstrate each move. . - Teacher asks Ss to use the words in the Remember box to complete the first part of the instructions. - Check answers as a class. 	Suggested answers: 1. <i>First...</i> 2. <i>Second...</i> 3. <i>Next/Then ...</i>
Task 3. Work in pairs. Practise giving the instructions for the rest of the exercise routine in Task 2. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. They should give the full instructions for the "How to burn fat" routine. - Teacher reminds Ss to refer to the tips and phrases in the <i>Tips</i> box. - For weaker classes, give them more examples and guidance by asking them to study the next picture in the sequence first (i.e., the third picture). Then ask them to make a sentence with this picture, using the proper linking words and phrases (e.g. Then repeat on the opposite side for 10 seconds). Correct them if necessary and encourage the Ss to continue with other pictures. - Teacher walks around to provide help if necessary. <p>Extension: Have Ss play a guessing game in groups. Each student gives instructions for a type of exercise while the rest of the group try to guess it, e.g. Stand with your legs together and your arms at your sides. Then jump to a position with your legs apart and your arms spread out. (star jumps) In stronger classes, encourage Ss to come up with their own ideas for exercise, e.g. Move along fast by taking quick steps. Make sure you lift each foot before the next one touches the ground. (running)</p>	Suggested answers: <i>You can burn fat by doing this simple exercise routine. First, do star jumps for 20 seconds. Second, take a one-minute rest. Next, stand on one leg for 10 seconds. Then, repeat on the opposite side for 10 seconds. After another one-minute rest, do squats for 30 seconds. Finally, rest for another minute and run on the spot for 20 seconds.</i>

Task 4. Work in groups. Take turns demonstrating the exercise routine and giving instructions to the rest of your group so that they can do the exercise with you. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in groups. They should take turns demonstrating and giving instructions for the exercise routine while the rest of the group follow. - Teacher has some groups come to the front and give the instructions while the rest of the class perform the routine together. - Teacher praises groups for good effort, teamwork and clear instructions. 	<i>Students' practice</i>

e. Assessment

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

4. ACTIVITY 3: FREE PRACTICE (8 mins)

a. Objectives:

- To check students' understanding about the language use in giving instructions for an exercise routine;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Further practice: Students give instructions for another exercise routine.

c. Expected outcomes:

- Students can use the language and ideas from the unit to be more active and healthy.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Further practice <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and come up with instructions for another exercise routine. (for example: Warm-up exercise in the P.E lesson) - Teacher invites some pairs to demonstrate their routine in front of the class and give instructions. - Teacher encourages the rest of the class to follow their instructions and do the exercises. - Teacher gives feedback and give marks to Ss' performance. 	<i>Students' practice</i>

e. Assessment

- Teacher 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 the next lesson – Listening.

Board Plan

Date of teaching

Unit 1: A long and healthy life

Lesson 4: Speaking – Giving instructions for an exercise routine

***Warm-up**

*** Vocabulary**

1. slightly (adv)
2. star jump (n)
3. press-up (n)
4. (to) squat

- Task 1: Match the two parts of each sentence to complete the instruction.
- Task 2: Fill in the blanks with one word to complete the first part of the instructions.
- Task 3: Practice giving instructions for the rest of the exercise routine.
- Task 4: Take turns demonstrating the exercise routine and giving instructions to the rest of the class.
- Task 5: Further practice

***Homework**

Date of planning: 08/ 9 / 2025

PERIOD 6:

UNIT 1: A LONG AND HEALTHY LIFE

Lesson 5: Listening – Food and health

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about food and health;
- Memorize vocabulary to talk about food and health.

2. Competences

- Develop listening skills: listening for the main idea and listening for specific details;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

3. Personal qualities

- Be aware of good food for health and how to build up a healthy meal;
- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning
1. cut down on	/kʌt daʊn ɒn /	to reduce the size, amount or number of something
2. acne (n)	/'ækni/	a skin condition, common among young people, that produces many pimples (= spots), especially on the face and neck
3. skincare (n)	/'skɪnkeə(r)/	the use of creams and special products to look after your skin
4. fitness (n)	/'fɪtnəs/	the state of being physically healthy and strong

5. brown rice (n)	/ˌbraʊn 'raɪs/	rice that is light brown because it has not had all of its outside part removed
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Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on health and fitness;
- To set the context for the listening part;

b. Content:

- Do a quiz about health and fitness.

c. Expected outcomes:

- Students can join the quiz and gain knowledge on the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Quizizz - Ss use their electronic devices to access the link on quizizz and join the game. - Teacher shows the questions one by one, the whole class completes the quiz to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	Link: https://quizizz.com/quiz/creator/6358dea9023bb3001d2b0f40/edit

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

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

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Pre-teach vocabulary related to the content of the lesson;

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Choose the correct meanings of the underlined word and phrase. (4 mins)	
<ul style="list-style-type: none"> - Teacher writes the phrase “balanced diet” on the board. Help Ss to recall what a “balanced diet” is. (<i>i.e. A diet that contains different kinds of foods in appropriate amounts to give our body the nutrients it needs</i>). Ask Ss if they have a balanced diet. - Teacher asks Ss to do the activity by choosing the word or phrase with the closest meaning to the underlined ones. - Check answers as a class. Make sure Ss understand their meaning. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students’ understanding with the “Rub out and remember” technique. - Teacher asks Ss to take notes on their notebooks. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. (to) cut down on 2. acne (n) 3. skincare (n) 4. fitness (n) 5. brown rice (n)

e. Assessment

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

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about food and health.

b. Content:

- Task 2. Listen to a TV chat show about teen health. Circle the topic of the show. (p.13)
- Task 3. Listen again. Tick the food which is recommended in the talk. (p.13)
- Task 4. Listen again and complete the sentences. Use ONE word for each answer. (p.14)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Listen to a TV chat show about teen health. Circle the topic of the show. (6 mins)	

<ul style="list-style-type: none"> - Teacher tells Ss that they are going to listen to a TV chat show. - Teacher has them read the four topics and checks understanding. - Teacher plays the recording and has Ss choose the topic of the talk. - Teacher reminds Ss that incorrect choices are often “irrelevant” (i.e., not mentioned in the talk), “too narrow” (i.e., only representing part of the talk) or “too general” (i.e., too broad or too vague) - Check answers as a class. Explain why C is the correct answer (i.e., the talk is about different kinds of healthy foods for teenagers) and why other answers are incorrect (i.e., A, D are not mentioned, and B is not the main idea of the whole talk). 	Answer key: <i>C. Healthy food for young people</i>												
Task 3. Listen again and tick the food which is recommended in the talk. (7 mins)													
<ul style="list-style-type: none"> - Ss work in pairs. - Teacher has Ss read the list of foods in the table, and guess which ones are good for skin and brain, and which ones are good for bones and muscles. - Teacher plays the recording. Ask Ss to put a tick ✓ next to the food which is mentioned and recommended in the talk. Emphasise that they should tick words that are not only mentioned in the talk, but also recommended by the speaker as being good. - Check answers as a class. - Teacher may ask some additional questions to check Ss’ comprehension of other details in the listening text, e.g. <i>Who is Katherine Jones? (A food expert) What do many people think of when they want to improve their health? (Expensive health products and fitness programmes).</i> 	Answer key: <table border="1"> <thead> <tr> <th><i>Good for skin & brain</i></th><th><i>Good for bones & muscles</i></th></tr> </thead> <tbody> <tr> <td><i>food with sugar</i></td><td>✓ <i>eggs</i></td></tr> <tr> <td><i>white rice</i></td><td>✓ <i>fish</i></td></tr> <tr> <td>✓ <i>yoghurt</i></td><td>✓ <i>butter</i></td></tr> <tr> <td><i>lemons</i></td><td>✓ <i>carrots</i></td></tr> <tr> <td>✓ <i>green vegetables</i></td><td><i>potato chips</i></td></tr> </tbody> </table>	<i>Good for skin & brain</i>	<i>Good for bones & muscles</i>	<i>food with sugar</i>	✓ <i>eggs</i>	<i>white rice</i>	✓ <i>fish</i>	✓ <i>yoghurt</i>	✓ <i>butter</i>	<i>lemons</i>	✓ <i>carrots</i>	✓ <i>green vegetables</i>	<i>potato chips</i>
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✓ <i>green vegetables</i>	<i>potato chips</i>												
Task 4. Listen again and complete the sentences. Use ONE word for each answer. (7 mins)													
<ul style="list-style-type: none"> - Teacher asks Ss to listen again and complete each sentence with only one word. - Teacher instructs Ss to read the question carefully, underline the key words and identify the word form of the blank. Ss should also try to guess the word in the blank. - Teacher plays the recording again. - Teacher asks Ss to go to the board and write the answers. - Check the answers as a class. If Ss don’t get the correct word, teacher lets them listen to that part again. 	Answer key: <i>1. sugar</i> <i>2. concentrate</i> <i>3. stronger</i> <i>4. exercise</i>												

e. Assessment

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

Tapescript:

TV host: *Good evening! I’m Oliver and you’re watching “Teen Life”, where we answer questions from young people. This week we have received a lot of health questions, so today we have Katherine Jones, a food expert, to talk about healthy eating for teenagers and how food can affect their health. Welcome and thank you for joining us, Katherine.*

Katherine Jones: *Good evening, and thank you for inviting me. Well, when people want to improve their health and fitness, they often think of expensive health products and fitness programmes. But in fact, we can solve many health problems if we just eat healthily. For example, a lot of teenagers suffer from acne, pimples or other skin issues, and often look for expensive skincare products. This is not necessary because they can simply change their diets for better skin. Food with a lot of sugar is not very good for your skin, so you should cut down on it. By contrast, brown rice, yoghurt, watermelons, and green vegetables are great for healthy skin. Moreover, green vegetables can improve brain health and memory, and help teens concentrate. Teenagers are still growing so they also need food for building strong bones and muscles. Research shows that eggs, fish, butter, carrots and sweet potatoes can help make them taller and stronger. Although food can't replace exercise, eating a balanced diet with all the nutrients you need, will definitely help improve your muscle strength.*

TV host: *I guess "you are what you eat" after all. Thank you, Katherine.*

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Students make a healthy meal plan for one day and explain why they have selected the foods.

c. Expected outcomes:

- Students can use the language and ideas from the unit to eat more healthily.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher puts Ss in groups and has each group make a healthy meal plan for one day, including three main meals plus some morning and afternoon snacks. They should also think of the reasons why they would like to include certain foods in the plan. - Teacher reminds Ss to refer to the foods they have ticked in the table in Activity 3. Encourage them to brainstorm other healthy ingredients and think about what meals they can prepare using them. In weaker classes, do the brainstorming with all Ss and write the best ideas on the board. - Teacher gives each group a big-sized piece of paper and colors so that they can also decorate their paper. - Teacher invites some groups to share their meal plans in front of the class. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Breakfast <ul style="list-style-type: none"> - A bowl of beef noodles - Orange juice 2. Morning snacks <ul style="list-style-type: none"> - Sugar-free cookies and milk 3. Lunch <ul style="list-style-type: none"> - Brown rice - Grilled chicken breast - Green salad: lettuce, tomato, cucumber, bell pepper, boiled eggs - Dessert: Watermelon 4. Afternoon snack <ul style="list-style-type: none"> - Yogurt, banana and granola 5. Dinner <ul style="list-style-type: none"> - Whole grain bread - Fish and sweet potatoes - Broccoli and carrot - Dessert: Grapefruit

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- 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 the next lesson – Writing.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 1: A long and healthy life</p> <p style="text-align: center;">Lesson 5: Listening – Food and health</p> <p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none">1. (to) cut down on2. acne (n)3. skincare (n)4. fitness (n)5. brown rice (n) <p>Task 1. Choose the correct meaning of the underlined word and phrase.</p> <p>Task 2. Listen to a TV chat show and circle the topic of the show</p> <p>Task 3. Tick the food which is recommended in the talk.</p> <p>Task 4. Complete the sentences with ONE word.</p> <p>Task 5: Make a meal plan for one day.</p> <p>*Homework</p>
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