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 TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN
 TỔ: NGOẠI NGỮ
 Giáo viên soạn: PHẠM THỊ THU TUYẾT
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 Lớp dạy: 11/4, 11/9

UNIT 1: A LONG AND HEALTHY LIFE

Period 4

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.

4. Digital Competences

- **1.1NC1a:** Identify information needs; search for data, information, and content in digital environments to meet information needs regarding health tips.
- **3.1NC1a:** Apply methods to create and edit digital content in various formats to express personal ideas about a healthy lifestyle.

II. MATERIALS

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

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
- **1.1NC1a:** Ss use digital tools to identify and retrieve information to solve the puzzle.

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
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Crossword

- T asks Ss to play a game
- Ss work in groups and take turns to choose a word. If they get the correct answer, they will have 1 point. 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.
- Ss answer the question
- T checks the answers

Clues:

KEY WORD: A way of living that helps you enjoy more aspects of your life.

1. Eating too much fat can cause _____ diseases.
2. Go on a _____ means to begin a specific nutritional plan in an attempt to lose weight or achieve some other health benefits.
3. A clear liquid that has no color or taste when it is pure.
4. A disease or period of sickness affecting the body or mind.
5. The noun of 'strong'
6. What is it? (Picture)
7. The subject P.E stands for _____ Education.
8. Doing exercises can burn out many _____.
9. To look at or consider a person or thing carefully to discover something about them.
10. Do you _____ from any allergies?
11. 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	

2. 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
Task 1. Work in pairs. Look at the photos and discuss the questions. (4 mins)	
- 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. - Ss work in pairs and discuss	Questions: Which photos show healthy habits? Which ones show unhealthy habits? Suggested answers:

- Ss share their answers with the whole class.
 - Teacher checks the answers
- T introduces the topic of the reading text.



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.

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.

C. Exercising is a healthy habit. Working out regularly helps you to keep fit, lose weight, develop muscles etc.

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.

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)

3. 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)	

- Teacher asks Ss to read the article. - Ss work in pairs to solve the crossword using words from the text. (T walks 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). - Ss read the answers individually + In weaker classes, give the first and / or last letter of each word to help them work out the answers faster. - T 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.	Answer key: <i>ingredients</i> <i>life expectancy</i> <i>nutrients</i> <i>work out</i>
Task 3. Read the article again. Match the sections (A-C) with the headings (1-5) below. There are TWO extra headings. (7 mins)	
- Teacher asks Ss to read the five headings and make sure they understand their meaning. - Ss 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). - Ss match each of the three paragraphs with a heading in front of the class. (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>	Answer key: A-1 B-2 C-5
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)	
- 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,	Answer key: <i>breakfast</i> <i>suitable</i> <i>regularly</i>

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> - Ss fill in each blank with no more than TWO words. These words should be taken from the text. - Ss 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 and present in front of class. (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. * 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).	4. <i>energy drinks/ exercising</i> 5. <i>electronic devices</i> Suggested answers (for extension activity): 1. <i>We should avoid food with too much fat (Not given/Stand up).</i> 2. <i>We should work out hard from the start (False/left hand).</i> 3. <i>Blue light from electric devices makes it hard to sleep. (True/right hand)</i> 4. <i>You should turn off electronic devices and go to bed immediately. (False/left hand)</i> 5. <i>If you find it hard to sleep, you may try to count the sheep. (Not given/Stand up)</i>
4. 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: <i>Do you find the advice in the article useful? Have you tried following any of the suggestions above?</i> - 3.1NC1a: Ss create simple digital content (posts/comments) to express their personal views. 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.	
- Teacher asks Ss to work in pairs. Have them discuss if they find any advice in the text useful	Questions:

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. - Ss work in pairs and discuss - Some pairs share their answers with the whole class and Teacher asks other students to listen and give comments. - Teacher gives feedback and gives marks to Ss' performance.	- <i>Do you find the advice in the article useful?</i> - <i>Have you tried following any of the suggestions above?</i> Answers: <i>Students' own ideas.</i>
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5. 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.

Note:.....
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UNIT 1: A LONG AND HEALTHY LIFE

Period 5 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.

4. Digital Competences

- **2.1NC1a:** Interact through various digital technologies (watching instructional videos and using online learning platforms).
- **1.1NC1a:** Meet information needs by identifying and searching for data/content in a digital environment (finding specific exercise steps from digital sources).

II. MATERIALS

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

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.

Digital Competence (2.1NC1a): Students interact with digital content (video) to perform physical actions.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching - 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>) - 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_Szcl8&t=29s

2. PRE SPEAKING (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:

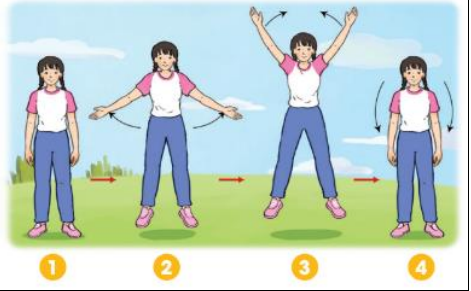
- Pre-teach vocabulary related to the content of the lesson;
- Introducing tips to give instructions.
 - **Digital Competence (1.1NC1a):** Identify information needs through digital diagrams or instructional content.

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
Task 1. Look at the diagram. Match the two parts of each sentence to complete the instruction (4 mins)	

- 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. - Ss work individually and do some star jumps. - Ss match parts of the sentences to complete the instructions for doing star jumps. - Check the answers as a class. Tips to give instructions: - 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.	 Answer key: 1. B 2. D 3. C 4. A Tips to give instructions: 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. Key: 1. <i>introducing</i> 2. <i>linking</i> 3. <i>one</i>
Vocabulary pre-teaching (5 mins) - 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.	
3. WHILE SPEAKING (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 <i>How to burn fat</i>. 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 <i>How to burn fat</i> 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)	

- 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. First... 2. Second... 3. Next/Then ...
Task 3. Work in pairs. Practise giving the instructions for the rest of the exercise routine in Task 2. (7 mins)	
- Teacher asks Ss to work in pairs. They should give the full instructions for the “How to burn fat” routine. - Ss 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. - Ss make a sentence with this picture, using the proper linking words and phrases - Teacher checks Ss’s answers. * 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)	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 test, 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)	
- 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. - Ss work in groups and give the instructions for exercises - Some groups come to the front and give the instructions while the rest of the class perform the routine together.	<i>Students’ practice</i>

- Teacher praises groups for good effort, teamwork and clear instructions.	
4. POST SPEAKING (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 - 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) - Ss work in pairs and come up with instructions for another exercise routine. - Some pairs demonstrate their routine in front of the class and give instructions. - Teacher gives feedback and give marks to Ss' performance.	<i>Students' practice</i>

5. 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.

Note:.....
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UNIT 1: A LONG AND HEALTHY LIFE

Period 6

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.

4. Digital Competences (NLS):

- **1.1NC1a:** Browsing, searching and filtering data, information and digital content (Identify information needs; find data, information and content in digital environments to meet information needs).
- **2.1NC1a:** Interacting through digital technologies (Interact through different digital technologies and identify appropriate digital communication means to use multiple digital technologies for interaction).

II. MATERIALS

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

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. Digital Competence: 2.1NC1a (Students use personal devices/tablets to interact with the teacher and classmates through a digital game platform) c. Expected outcomes: - Students can join the quiz and gain knowledge on the topic. d. Organisation	
TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Quizizz - T asks Ss to play a game - 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). - Ss read the answers - T checks the answers Teacher leads in the lesson.	Link: https://quizizz.com/quiz/creator/6358dea9023bb3001d2b0f40/edit
2. 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)		
- 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. - Ss to do the activity by choosing the word or phrase with the closest meaning to the underlined ones. - Ss present in front of class - Check answers as a class. Make sure Ss understand their meaning.		Answer key: 1. A 2. B
Vocabulary pre-teaching (5 mins)		
- 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.		Vocabulary: 1. (to) cut down on 2. acne (n) 3. skincare (n) 4. fitness (n) 5. brown rice (n)
3. 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)		
- Teacher tells Ss that they are going to listen to a TV chat show and has them read the four topics and checks understanding. (Teacher plays the recording and has Ss choose the topic of the talk and 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) - Ss listen to a TV chat show - Ss read the four topics and checks understanding. - 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)		Answer key: <i>C. Healthy food for young people</i>

are not mentioned, and B is not the main idea of the whole talk).													
Task 3. Listen again and tick the food which is recommended in the talk. (7 mins)													
- T asks Ss to work in pairs and listen, tick the food which is recommended - Ss work in pairs. - 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)													
- Teacher asks Ss to listen again and complete each sentence with only one word. - Ss 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). - Ss 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>sugar</i> <i>concentrate</i> <i>stronger</i> <i>exercise</i>												

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 acnes, 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. 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.

Digital Competence: 1.1NC1a (Students are encouraged to use their devices to quickly search for nutritional facts of different ingredients to justify their meal plan).

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
- 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. - Ss 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. (Each group has a big-sized piece of paper and colors so that they can also decorate their paper). - Some groups to share their meal plans in front of the class. - T checks their answers	Suggested answers: 1. Breakfast - A bowl of beef noodles - Orange juice 2. Morning snacks - Sugar-free cookies and milk 3. Lunch - Brown rice - Grilled chicken breast - Green salad: lettuce, tomato, cucumber, bell pepper, boiled eggs - Dessert: Watermelon 4. Afternoon snack - Yogurt, banana and granola 5. Dinner - Whole grain bread - Fish and sweet potatoes - Broccoli and carrot - Dessert: Grapefruit

5. 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.

Note:.....

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