

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

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

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
Vocabulary pre-teaching <ul style="list-style-type: none">- 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: <ol style="list-style-type: none">1. (to) work out2. (be) full of3. diet (n)4. balanced (adj)5. fit (adj)

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
Task 1. Listen and read. (5 mins)	

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

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

- Prepare for the project in Lesson 8

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: A long and healthy life</p> <p>Lesson 1: Getting started</p> <p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. (to) work out 2. (be) full of 3. diet (n) 4. balanced (adj) 5. fit (adj) <ul style="list-style-type: none"> - 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
