

		<p><u>*Homework:</u></p> <ul style="list-style-type: none">- Learn vocabulary by heart.- Practice the sounds /f/ and /v/ more.- Prepare next lesson <p>(A closer look 2)</p>	
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Week: 04
Period: 12

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 2: HEALTH

Lesson 3: A Closer Look 2

I. Objectives:

By the end of this lesson, students can use Imperatives with more and less and compound sentences correctly and appropriately.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic health issues.
2. *Structures*:
 - Imperatives with *more* and *less*
 - Compound sentences

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, pictures.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Give Ss simple classroom commands. Eg: <i>stand up, sit down, open your book...</i> - Write the word IMPERATIVE on the board and explain to Ss that the imperative can be use for direct commands, orders or suggestions. - Ask Ss to red the yellow box. Check their comprehension by asking some comprehension questions. - Ask Ss to look at the four pictures and call on Ss to tell the class what they see. Divide Ss into pairs and ask pairs to give advice to each person in the picture. 	<ul style="list-style-type: none"> - T-Whole class - Answer the questions. - Pair-work 	<p>* Presentation: Grammar Imperatives with more and less.</p> <p>Questions</p> <ul style="list-style-type: none"> • When I feel tired, should I sleep more or less? • What should I do if I am doing poorly in school? • What should I do if I want to lose weight? Put on weight? <p><i>1. Look at the pictures. Which health tips from the box above would you give each of these people?(page 19)</i> (Students' answers)</p>	
<ul style="list-style-type: none"> - Ask Ss to look at the yellow box again. 	<ul style="list-style-type: none"> - Group-work 	<p>* Practice: <i>2. Top health tips for teens</i> Look at the health tips in the yellow box. Which six do you think are the</p>	

<p>- Ask Ss to think about which six health tips are the most important to teens. - Have Ss discuss their ideas in pairs or groups of three.</p> <p>- Ask Ss to read through the Teen Health website individually and complete the headings. - Ask Ss if the ideas from the class and the ideas from the website are the same. - Encourage class discuss here about why some pieces of advice are more important than others.</p> <p>- Ask Ss to read the first paragraph of the yellow box and ask a question. - Ask Ss to read the second paragraph of the yellow box and ask a question again. - Divide class up into 3 large groups. The 1st group is "Independent Clause 1", the 2nd group is "Conjunction", and the 3rd group is "Independent Clause 2". The whole class reads the table aloud. Each group chorally chants their part of the sentence when T calls out the name of their group.</p> <p>- Ask Ss to complete the exercise individually. - Correct the exercise as class.</p>	<p>- Individual work</p> <p>- T whole class</p> <p>- Answer</p> <p>- Individual work</p>	<p>most important to you and your classmates? Explain why?</p> <p>3. Look at the article on the Teen Health website. Fill in the blanks to complete their top six health tips. <u>Key:</u></p> <ol style="list-style-type: none"> 1. Do more exercise! 2. Sleep more 3. Eat less junk food 4. Wash your hands more 5. Watch less TV 6. Spend less time playing computer games. <p>Compound sentences</p> <p>- What do we call a sentence made by linking two simple sentences? => A compound sentence</p> <p>- What does a coordinating conjunction do? => It joins two simple sentences.</p> <p>4. Make compound sentences by joining the two simple sentences. Use the conjunction given. Remember to add comma. <u>Key:</u></p> <ol style="list-style-type: none"> 1. I want to eat some food, but I have a sore throat. 2. The Japanese eat healthily, so they live for a long time. 3. I feel tired, and I feel weak.
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<p>- Ask Ss to complete the exercise individually. - Correct the exercise as class.</p>	<p>- Individual work</p>	<p>4. You can go and see the doctor, or you can go to bed now and rest.</p> <p>5. Match the beginnings of the sentences with the picture that completes them.</p> <p><u>Key:</u></p> <ol style="list-style-type: none">1. d2. c3. a4. b	
<p>- Ask Ss to complete the exercise individually. - Call on some Ss to read the complete sentences.</p>	<p>- Individual work</p>	<p>* Production:</p> <p>6. Now, complete the second part of the compound sentences.</p> <ol style="list-style-type: none">1. Hung washes his hands a lot, so...2. David eats lots of junk food, and...3. The doctor told Elena she should sleep more, or...4. My sister plays computer games, but...	
		<p>* Homework:</p> <p>- Prepare next lesson (Communication)</p>	

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Week: 05
Period: 13

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 2: HEALTH

Lesson 4: Communication

I. Objectives:

By the end of this lesson, students can talk about health issues.



II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic health issues.
2. *Structures*:
 - Imperatives with *more* and *less*
 - Compound sentences

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Have Ss look at extra vocabulary. Ask Ss to look up the words in their dictionaries.</p> <p>- Write the words Healthy and Unhealthy on the board. Ask Ss brainstorm about things that are healthy or unhealthy.</p>	<p>- T Whole class</p>	<p>* <u>Presentation:</u> Extra vocabulary:</p> <ul style="list-style-type: none"> ○ Myth ○ Sushi ○ Vitamins ○ Sleeping in ○ Vegetarians <p style="text-align: center;">   </p>	
<p>- Divide the class into pairs and ask them to complete the exercise.</p> <p>- Choose a few groups to share their answers their answers with the class.</p> <p>- Encourage Ss to explain their choices.</p>	<p>- Pair-work</p>	<p>* <u>Practice:</u></p> <p>1. <i>Work in pairs. Discuss and write F or M for each statement.</i></p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. F 2. M 3. F 4. F 5. M 6. M 	