**LESSON PLAN**

**THE SIDE-EFFECTS OF LOSING WEIGHT QUICKLY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (7 minutes)** | To let students get to know each other and their teacher | Teacher:  - Reveal some personal information. - Ask all students to introduce themselves based on the information on the slide | *Welcome class! My name is... I’m … years old and I’m your teacher for this class. Now I would like you guys to take turn and introduce yourselves using the following information.  Name: Age: Job:*  *Address: Hobby:*  What do you do to stay healthy?  I try to eat healthy food and do regular exercises... *Also*, I think it's very important to develop a healthy lifestyle and stick to it... *For example*, I try to avoid eating **junk food**.  Do you have any unhealthy habits?  *Well*, *actually* I do... When I'm stressed, I **bite my lips** and **pick my nails**. *Moreover*, I used to smoke cigarettes a few years ago, but *hopefully* I managed to **break this habit**.  Have you ever tried to slim down   wanna talk about losing weight. I suppose many people agree that this is such an important topic for girls   they know that if they are not in good shape, they’ll be considered ugly or in general not attractive at al | **40 seconds** | Introduce yourself using the following information.  Name:  Age: Job:  Address:  Hobby: | **1 minute/student** |
| To introduce the lesson | - Teacher introduces the lesson | *The topic for the discussion today is:* **The side-effects of losing weight quickly** *and I hope after today’s lesson you will be able to express your ideas related to the topic fluently.* | **20 seconds** |  |  |
| **Class rule (30 seconds)** | To let students understand the class rules | - Teacher reads three rules and makes sure the students understand all those rules. | *Before starting today's lesson, here are three rules I want you guys to follow:  - Use English only - Practice speaking about a topic under the guidance of the teacher - Don’t do personal things in the class* | **30 seconds** | Listen and follow the class rules |  |
| **Teacher - Student (16 minutes)** | To let students review the previous lesson and express their ideas about the topic with their teacher. | **Question 1:** Teacher explains the game, extends to the students some sentences using these words. | **Vocabulary game: Complete the table:**  **Suggestions:**   * **Sources of protein: eggs, meat, milk, yogurt, soy, pork, chicken, turkey, spinach, broccoli** * **Sources of carbohydrates: bread, beans, milk, popcorn, potatoes, cookies, spaghetti, soft drinks, corn, and cherry pie** * **Sources of fats and lipids:** **Milk, cheese, meat, palm oil, cocoa butter, coconut oil, butter, margarine** | **1 minute** | List words and phrases | **1 minute/student** |
| **Question 2:**  Teacher explains the given question(s) to the students  Teacher can cut in politely students if they go off the topic. | **What are the most efficient ways to lose weight?**  => If students do not have any experiences in the situation, the teacher can give some suggestions:  Fresh/seasonal food  **1. Listen to your body**  **2. Choose an exercise you love**  **. Skip the diet foods**  **4. Don’t make anything off-limits**   * **Eat a high-protein breakfast.** * **Avoid sugary drinks and fruit juice.** * **Drink water a half hour before meals.** * **Choose weight loss-friendly foods.** * **Eat soluble fiber.** * **Drink coffee or tea.** * **Eat mostly whole, unprocessed foods.** * **Eat your food slowly.** | **1 minute** | Students apply the vocabulary, structures they have learned to answer the question(s)  (from 3 to 5 sentences) | **1 minute/student** |
| Teacher corrects students’ mistakes. | You will correct mistakes (grammar, vocabulary, pronunciation) which are related to the topic. | **2 minutes** | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas related to the topic | **Question 3**: Teacher:  - Let students work in pairs  - Stop students politely when they speak more than the allowed amount of time. - Give suggestions if necessary (write in chat box). | *Ok let's start with question 3: you guys will work in pairs.* Is there a difference between being thin and being healthy? Which one is better? Energised? In shape?wellness [**health**](https://dictionary.cambridge.org/vi/dictionary/english/health) It’s easy to believe weight loss is the key to wellness. ****But slim does not mean happy - healthy does.**** Reduce body fat  Torch/burn calories  Lose weight  Work out /exercise/physical activity  Boost your mood  Strenghth your heart  Reduce the risk of cancer  And diabetes  Ward off viruses  Detoxify your body  If your focus is on slimness, you may not be doing what’s best for your body  => If students do not have any experiences in the situation, the teacher can give them some suggestions:   * **Healthy means body sculpting** * **Healthy is about habits. Being healthy isn’t about following one fad diet and workout today and one fad diet and workout tomorrow.** * **Skinny can promote unhealthy views** * **It feels great to nurture our bodies with healthy foods and exercising. It helps us live longer.** * **Healthy is empowering.** | **45 seconds** | Have a short conversation with a partner. | **1 minute 30 seconds /student** |
| - Correct the most common mistakes |  | **45 seconds** | Listen and take note of teacher’s comments. |  |
| **Question 4:** Role-play: students will apply the knowledge they have learned and act in the context. Teacher:  - Explain the situation. - Let students practice with their partner/classmate. - Give suggestions if necessary - Correct the most common mistakes | *In the last question, you guys will also work in pairs. Let’s choose one role and act it out with your partner in 3 minutes.* - Read the situation for students  Vegetables are low in calories and fat, I think I will lose weight if I eat only vegetables everyday   * **Eating only vegetables to lose weight, causing a variety of nutrition and health problems.**   **It can lead to deficiency in certain nutrients. Nutrient deficiencies can lead to health problems such as dehydration(**a [drop](https://dictionary.cambridge.org/vi/dictionary/english/drop) below [normal](https://dictionary.cambridge.org/vi/dictionary/english/normal) [levels](https://dictionary.cambridge.org/vi/dictionary/english/level) of [water](https://dictionary.cambridge.org/vi/dictionary/english/water) in the [body](https://dictionary.cambridge.org/vi/dictionary/english/body)), **anemia (**a [**medical**](https://dictionary.cambridge.org/vi/dictionary/english/medical) [**condition**](https://dictionary.cambridge.org/vi/dictionary/english/condition) in which there are not enough [**red**](https://dictionary.cambridge.org/vi/dictionary/english/red) [**blood**](https://dictionary.cambridge.org/vi/dictionary/english/blood) [**cells**](https://dictionary.cambridge.org/vi/dictionary/english/cell) in the [**blood**](https://dictionary.cambridge.org/vi/dictionary/english/blood)**)**, **lethargy (the**[**feeling**](https://dictionary.cambridge.org/vi/dictionary/english/feeling)**of having little**[**energy**](https://dictionary.cambridge.org/vi/dictionary/english/energy)**or of being**[**unable**](https://dictionary.cambridge.org/vi/dictionary/english/unable)**or**[**unwilling**](https://dictionary.cambridge.org/vi/dictionary/english/unwilling)**to do anything), muscle loss and poor bone health.**   * **Vegetables are poor sources of fat, a nutrient that your body needs for vital functions such as making cell membranes, regulating temperature, producing energy and reducing inflammation.** * a red, painful, and often swollen area in or on a part of your body: | **1 minute 30 seconds** | Do the requirements of the lesson.  Listen and take note of the teacher’s comments | **1 minute 30 seconds /student** |
| **Wrap-up**  **(30 seconds)** | Put things together | Let students have an overview of the aspects related to the topic they have discussed. | *- So, in today’s lesson, we have discussed…*  *- Finally, I kindly request you guys to open the Outline and click on the link on page 5 to practice more at home.*  *Link:*  [*https://lmsvo.topicanative.edu.vn/activities/lesson/by-resource/5a16e8651ce6856ef2cfcdb5/*](https://lmsvo.topicanative.edu.vn/activities/lesson/by-resource/5a16e8651ce6856ef2cfcdb5/)  maintain a healthy weight: duy trì cân nặng khoẻ mạnh 2) go on a diet: ăn kiêng 3) keep the weight off: giữ không cho tăng cân 4) eating habits: những thói quen ăn uống 5) weight loss: việc giảm cân 6) boost sb's confidence/self-esteem: tăng sự tự tin 7) a crash/fad diet: chế độ ăn kiêng để xuống cân nhanh chóng thường là nhịn ăn và tập thể dục ở cường độ cao (có hại cho sức khoẻ)  8) increase health risks: tăng nguy cơ bị bệnh 9) fatigue: sự mệt mỏi 10) gallstones: bệnh sỏi mật 11) malnutrition: thiếu chất dinh dưỡng 12) reduce chances of having diabetes: giảm nguy cơ mắc bệnh tiểu đường 13) high blood pressure: huyết áp cao 14) metabolism: quá trình trao đổi chất --> metabolic system: hệ trao đổi chất 15) heart disease: bệnh tim mạch 16) a balanced diet: ăn uống đầy đủ chất | **30 seconds** | Listen to the teacher. |  |