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| **Tiết thứ 11****UNIT 2:** **HEALTHY LIVING****Lesson 3: A closer look 2** |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to gain the following things:

**1. Knowledge:**

- To recognize and teach Simple sentences.

+ use the lexical items related to the topic *Healthy living.*

+ Know how to recognize and write simple sentences.

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| **Types of simple sentences** | **Examples** |
| 1. Having a subject and a verb | I read. |
| 2. Having an object | I read science books. |
| 3. Having an adverb | I read science books every weekend. |

**+ Vocabulary:** Use the words about healthy activities and health problems.

**+ Pronounciation:** the sounds **/f/** and **/v/** correctly;

**+ Grammar:** - Simple sentences;

**2. Competence:**

**a) General competencies:**

 Students will be able to know more words and phrases about healthy activities and health problems; Develop communication skills and creativity; Actively join in class activities.

**b) Specific competencies:**

 - Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

 - Ability of using Present Simple Tense, some popular verbs of liking.

 - Sts can introduce themselves or one another fluently.

**3. Qualities:** The loveof living things; The awareness about importance of healthy living; Be ready to talk about Healthy living; Know some daily activities whether good or bad for health.

**II. PREPARATIONS**

 **Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn

 **Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| **Activity 1. WARM UP (5’-IW, GW)** **\* Aims:**- To activate students’ prior knowledge and vocabulary related to the targeted grammar.- To lead into the new lesson.**\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.**\* Product:**Having a chance to speak English and focus on the topic of the lesson..**\* Implementation:**Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **\* JUMBLED SENTENCES**\* Teacher gives instructions.\*\* In groups, Ss:- discuss to rearrange the words to make meaningful and completed sentences.\*\*\* The group which can finish all the sentences first and has all correct answers will be the winner\*\*\*\*Teacher checks and corrects Ss’ answer. | **\* JUMBLED SENTENCES**1. books / I / science / read /.2. games / children / love / outdoor /.3. their / every day / they / clean / house /.4. night / watched / I / T.V / last /.5. learn / words / every day / You / should / the / new /. |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)** **\* Aim:** To help Ss identify simple sentences.**\* Content:** Identify simple sentences.**\* Product:**Ss learn how to use the use of simple sentences . |
| **Teacher’s & Student’s activities** | **Content** |
| **Grammar**\* Teacher draws students’ attention to the sentences in the answers from the Warm-up and writes 1 more example, then underlines the main parts of each sentence.\*\* Ss look at the board and listen to the teacher’s questions to identify each part of a sentences.\*\*\* Ss answer the teacher’s questions, then read *REMEMBER* box in Ss’ book.\*\*\*\*Teacher tells Ss that a simple sentence has only one subject and one verb, some simple sentences also have an object, some simple sentences also have an adverb. | **Simple sentences**a) I read. S Vb) I science books. S V Oc) I read science books every weekend. S V O A**\* Simple sentences**- Some simple sentences have a subject and a verb. Example: I read. - Some simple sentences also have an object. Example: I read science books. - Some simple sentences also have an adverb. - I read science books every weekend. |
| **Activity 3. PRACTICE (20’-IW, PW, GW)** **\* Aim:** To help students identify the correct form of simple sentences; To help students identify the subject and the verb in a simple sentence; To help student identify different parts of a simple sentence and put them in the correct order to form a simple sentence; To give Ss further practice on writing out simple sentences from the prompts given; To allow Ss more advanced practice in forming a simple sentence from two separate ones.**\* Content:** Write S if subject is missing. V if the verb is. **\* Product:**Ss understand more using simple sentences correctly; Ss can do exercises correctly. Further practice with the present simple.**\* Implementation:**  |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Tick (√) the simple sentences.** *(Ex 1, P21)*\* Teacher asks students to do the exercise individually and then compare their answers with a classmate.\*\* Ss do the task individually.\*\*\* Some Ss explain their choices.\*\*\*\*Teacher confirms the correct answers. | **1. Tick (√) the simple sentences.**- Simple sentences: 1,2,4 |
| **2. Write S if the subject is missing from the sentence and V if the verb is.** \* Teacher has students do this exercise individually by reading each sentence carefully to look for the two main parts.\*\* Ss do the task individually.\*\*\* Ss give and explain their answers.\*\*\*\* Teacher confirms the correct answers. | **2. Write S if the subject is missing from the sentence and V if the verb is.** *(Ex 2, P21)* |
| **3. Rearrange the words and phrases to make simple sentences.** *(Ex 3, P21)*\* Teacher asks Ss to work in pairs.\*\* Ss work in pairs to do the task.\*\*\* Teacher calls on Ss to read aloud the complete sentences.\*\*\*\* Teacher confirms the correct answers. | **3. Rearrange the words and phrases to make simple sentences.** 1. My sister never drinks soft drinks.2. Acne affects 80% of young people.3. He has bread and eggs for breakfast.4. We don't eat much fast food.5. Fruit and vegetables have a lot of vitamins. |
| **4. Write complete sentences from the prompts. You may have to change the words or add some.** *(Ex 4, P21)*\* Teacher asks Ss to look at the prompts of each sentence and decide the two main parts of the sentence.\*\* Ss do the task individually.\*\*\* Call on some students to read out their answers.\*\*\*\* Teacher confirms the correct answers.- Choose some typical errors and correct as a whole class without nominating the students’ names. | **4. Write complete sentences from the prompts. You may have to change the words or add some.** **1**. Tofu is healthy.2. Many Vietnamese drink green tea.3. She does not use suncream.4. My father does not exercise every morning.5. Most children have chapped lips and skin in winter. |
| **5. Work in pairs. Discuss and write a simple sentence from the two given sentences.** *(Ex 5, P21)*\* Teacher asks Ss to work in pairs to read the two separate sentences, discuss and determine the two main parts for the new sentence.\*\* Ss work in pairs.\*\*\* Call on some Ss to write the sentences on the board.\*\*\*\* Teacher corrects the answers.- Choose some typical errors and correct as a whole class without nominating the students’ names. | **5. Work in pairs. Discuss and write a simple sentence from the two given sentences.** *(Ex 5, P21)*1. We avoid sweetened food and soft drinks.2. My dad and I love outdoor activities.3. You should wear a hat and suncream.4. My mother read and downloaded the health tips. |
| **Activity 4. APPLICATION (5’-IW, PW, GW)****\* Aim:** To help Ss pronounce sounds /f/ and /v/ correctly in sentences.**\* Content:** Pratice saying the words pay attention to the underlined parts; Home assigment.**\* Product:**Ss learn how to pronounce the words , the underlined parts correctly; Take note Home assigment.**\* Implementation:** Teacher’s instructions |
| **\* Home assignment**- T assigns the homework.- Ss copy their homework.- T explains it carefully | Make more simple sentences. - Do more exercises in workbook.- Prepare new lesson. Communication |

**V. FEEDBACK:**

 With 7A ……………………………………………………………………………..…

 With 7B …………………………...……………………………………..……………

 With 7C ………………………………………………………………………….……