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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: .....** | **Period ..... : UNIT 2 : HEALTHY LIVING**  **Lesson 7 : LOOKING BACK & PROJECT** |

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

**1. Knowledge:**

- To revise and Practice simple sentences.

- Review the vocabulary and grammar of Unit 2

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**+ Vocabulary:** - Use the lexical items related to the topic *Healthy living.*

**+ Grammar:** Simple sentences .

**2. Competence:** Students will be able to identify and talk about the daily activities and decide if they are good or bad for health.

- Develop communication skills and creativity. Be supportive in pair work and team work

- Actively join in class activities.

**3. Qualities:**- The awareness about importance of Healthy living.

- Be ready to talk about Healthy living. Be benevolent and responsible.

- Develop self-study skills

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn.

**III. PROCEDURE:**

**Notes:**

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

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

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| **1. WARM UP & INTRODUCTION(3’)** | |
| **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **\*** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  **\* 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.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **BRAINSTORMING**  - Teacher asks Ss to think of what they have learnt already in Unit 2.  - Ss work in pairs to do the task.  - Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books  - Ss give answer.  - T monitors and gives feedback.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **BRAINSTORMING**  **- T\_ Ss; S\_S**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 25’)** | |
| **PRACTICE EXERCISES**  ACTIVITY 1: **Vocabulary**  **Aim: To help Ss revise the vocabulary items (verbs) they have learnt in the unit.**  **\* Content:** Revision on the words about hobbies. Complete the sentences with verbs below.  **\* Outcome:** Review the words/ phrases. Complete the sentences correctly.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Complete the sentences with the verbs below.**  *(Ex 1, p. 26 )*  - Have Ss read the verbs in the box and see if they still remember their meanings.  - Let Ss do this activity individually, then compare their answers with their partners.  - Ask for Ss' answers.  - Confirm the correct answers | **1. Complete the sentences with the verbs below.** *(Ex 1, p. 26 )*  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* *Answer key:***  **1**. keep **2**. affects  **3.** avoid  **4**. are  **5**. exercise |
| ACTIVITY 2:  **Aim: To help Ss revise the vocabulary items (adjectives) they have learnt in the unit.**  **\* Content:** Write words next to their definitions.  **\* Outcome:** Ss can write words next to their definitions correctly.  **\* Organisation :** | |
| **2. Write the words below next to their definitions.**  - Have Ss read the adjectives in the box and see if they still remember their meanings.  - Ask them to read each definition and write the word next to it.  - Let Ss do this activity individually, then compare their answers with their partners.  - Ask for Ss' answers.  - Confirm the correct ones.  - Check the answers as a class. | **2. Write the words below next to their definitions.**  **- Ss work individually.**  - Do the tasks freely.  **Key:**  1. active 2.healthy 3.Tidy  4. Fit **5.** dirty |
| ACTIVITY 3 : **Grammar**  **Aim: To help Ss revise simple sentences.**  **\* Content**: Revision on Simple sentences.  **\* Outcome:** Ss can tick the Simple sentences correctly  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Tick (**✓**) the simple sentences.**  - Remind Ss of simple sentences first by writing two sentences (one simple and one compound) on the board and ask them which one is the simple sentence.  - Allow them 1 - 2 minutes to read the **Remember!** box in **A CLOSER LOOK 2** if needed.  - Have Ss do the exercise individually, and then exchange their answers with a classmate.  - Confirm the correct answers.  - Go round and offer help if needed. | **3. Tick (**✓**) the simple sentences.**  **- T\_ Ss**  - Listen to the instructions clearly  - Do exercise individually and then compare their answers.  - Copy  **\* Key:**  **+ Simple sentences: 2, 3, 5** |
| ACTIVITY 4:  **Aim: To help Ss revise simple sentences.**  **\* Content:** Change the sentences into simple ones  **\* Outcome:** Ss understand more simple sentence. Change the sentences correctly.  **\* Organisation :** | |
| **4. Change the following sentences into simple ones.**  - Ask Ss to read each original sentence and decide how to write a simple sentence from it by identifying the main parts of the new sentence.  - Have Ss do this exercise individually.  - T may call 1 - 2 Ss to write the sentences on the board. Then check Ss' answers.  - Explain if needed.  - T and other Ss listen and make comments.  - Check and confirm the correct answers. | **4. Change the following sentences into simple ones.**  **- T\_ Ss**  **\*Key :**  **1.** Both you and your brother are active.  **2**. Your room looks dark and untidy.  **3**. The Japanese work hard and exercise regularly.  **4**. My mother eats a lot of fruit and vegetables. |
| **3. PRODUCTION/ APPLICATION (12’-15’)** | |
| **Aim: To helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic if possible.**  **- To help Ss identify a bad habit for healthy living in their school and offer some tips to change that habit.**  **\* Content:** Prepare the projects and then Present them in front of the class.  **\* Outcome:** Ss identify a bad habit for healthy living in their school and offer some tips to change that habit.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **\* PROJECT:**  - Ss work in groups.  - Discuss and list some of bad habits Ss do to their school environment.  - Choose one, then work out some tips to reduce or get rid of it.  - Find or draw a picture to illustrate the bad habit and write the tips on a large piece of paper.  - Present it to the class.  - If time is limited, T can assign the project in earlier lessons such as in GETTING STARTED.  - Make sure you guide them carefully and check their progress after each lesson.  - In the last lesson (LOOKING BACK), ask Ss to present their poster.  - Get them to share their posters in pairs or groups.  - Select some Ss to show their posters in front of the class and tell what the appliances will do in their future houses.  - The class gives comments.  - Don't focus on or correct Ss language mistakes. This is an opportunity for them to experiment with the language  - T comments. | **- T\_ Ss**  **\*\* Ss should prepare the project as assign groups in the previous lessons beforehand.**  - Listen to the teacher’s instructions carefully.  - Do the tasks . Prepare the at home beforehand.  - Ss should finish the project in class, assign groups in the previous lessons. |
| **4. WRAP-UP & HOME WORK(2’)**  \* Ask Ss to complete the self-assessment table.  - Identify any difficulties, weak areas, and provide further practice.  **\* HOME WORK**  - Do more exercises in workbook.  - Make more Simple sentences . Prepare UNIT 3: COMMUNITY SERVICE  **=======================** | |