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| **Date of planning**: …/……/2022**Date of teaching:** ………..… **WEEK:**  |  **Period .... : UNIT 2 : HEALTHY LIVING** **Lesson 3 : A CLOSER LOOK 2**  |

**THIS UNIT INCLUDES:**

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| **Vocabulary**- Healthy activities - Health problems **Pronunciation:**- Sounds: /f/ and /v/ **Grammar**- Simple sentences  | **Skills:**- Reading about acne. - Talking about how to deal with some health problems. - Listening to some advice about healthy habits. - Writing a paragraph of some advice to avoid viruses. **Everyday English** - Asking for and giving health tips. |

**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; Pronouncing the sounds **/f/** and **/v/** correctly;

**+ Grammar:** - Simple sentences;

**2. Competence:** 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.

**3. Qualities:** The awareness about importance of healthy living.

- Be responsible and hard working.

**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 (5’)** |
| **Aims:****- To create an active atmosphere in the class before the lesson;****- 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.**\* 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** **+ Game: Guessing game**- T divides the class into 4 teams.- T calls on a S from each team to go to the board in turn. That S thinks of a hobby and says the keywords out loud.The other teams try to guess What the hobby is. They will get 1 point for each correct answer. The team with the most points is the winner.- Teacher and students discuss as a class.- Teacher asks students to say the words aloud and makes sure they pronounce the words correctly. - Teacher can ask for translation to check their understanding.- Invite some Ss to answer the questions.- Introduce the three objectives of the lesson. Write the objectives in the left corner of the board.- Ask Ss to open their book and introduce what they are going to study….  | **+ Greeting** **+ Game: Guessing game****- T\_ Ss**- Students **(Ss)** listen and learn how to do. ***Example:***A: water, grow, flowers, vegetable.B: Is it gardening?A: Yes, it is.- Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** |
| ACTIVITY 1: **Aim: To help Ss identify simple sentences.****\* Content:** Identify simple sentences.**\* Outcome:** Ss learn how to use the use of simple sentences .**Grammar: Simple sentences**\* Have Ss read the **Remember**! box about simple sentences.- Explain to them by writing the first example on the board. Underline the two main parts (I read.). - Write the next example under it. Underline the three parts ( I read science books.).- Do the same with the lastexample. Tell Ss that a simple sentence has only one subject and one verb. - Ask them to determine the subject (S), the verb (V), the object (O) and the adverb (A) of the sentences. - Write the letters under the underlined parts like this. a) I read. S V b) I science books. S V O c) I read science books every weekend. S V O A**\*\*** REMEMBER!**\* 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. Example: I read science books every weekend. |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Tick (√) the simple sentences.**- Ask Ss to do the exercise individually and then compare their answers with a classmate.- Call on some Ss to explain their choice.- Ss to explain why sentences 3 and 5 are not simple sentences. Write sentences 3 and 5 on the board. Underline the two subjects and predicates. Circle the words ‘and’ and ‘but’.- Confirm the correct answers as a class. | **1. Tick (√) the simple sentences.****- T\_ Ss**+ Students(Ss)listen to the instructions carefully and learn how to do the tasks.**\* Key*:*** - Simple sentences: 1,2,4 |
| **3. PRACTICE (18’)** |
| ACTIVITY 2: **Aim: To help Ss identify the missing part in a simple sentence.****\* Content:** Write S if subject is missing. V if the verb is. **\* Outcome:** Ss understand more using simple sentences correctly.**\* Organisation :**  |
| **Teacher’s Student’s activities** | **Content** |
| **2. Write S if the subject is missing from the sentence and V if the verb is.** - Have Ss do this exercise individually.- Ask them to read each sentence carefully and look for the two main parts. This helps them decide which part is missing in each sentence.- Call on some Ss to give and explain their answers. - Confirm the correct answers.- If time allows, ask Ss to complete the sentences, adding the missing parts.- Checks Ss' answers as a class.  | **2. Write S if the subject is missing from the sentence and V if the verb is.** **- T\_ Ss**- Listen carefully and learn how to do.- **Ss work individually**- Give the answers**\* Key*:***  **1.** V **2**. S **3**. V **4.** S **5**. V |
| ACTIVITY 3: **Aim: To help Ss identify different parts of a simple sentence and put them in the correct order to form a simple sentence.****\* Content:** Do the filling with the correct form of the verbs in brackets. **\* Outcome:** Ss can do exercises correctly. Further practice with the **present simple.****\* Organisation :**  |
| **3. Rearrange the words and phrases to make simple sentences.** - Allow Ss to work in pairs or individually.- Call on 2 - 3 Ss to read aloud the complete sentences. - Confirm the correct answers. | **3. Rearrange the words and phrases to make simple sentences.** **- Ss to work in pairs**- Ss do the tasks **Keys:****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. |
| ACTIVITY 4: **Aim: To give Ss further practice on writing out simple sentences from the prompts given.****\* Content:** Rearrange the words and phrases to make simple sentences, using the words given.**\* Outcome:** Ss can make sentences correctly.**\* Organisation :**  |
| **Teacher’s Student’s activities** | **Content** |
| **4. Write complete sentences from the prompts. You may have to change the words or add some.** - Have Ss look at the prompts of each sentence and decide the two main parts of the sentence.- Have Ss do this exercise individually before they share their answers with a partner.- Ask some Ss to read out their answers. - Comment and confirm the correct answers.- Check the answers as a class. | **4. Write complete sentences from the prompts. You may have to change the words or add some.** **- T\_ Ss**- Do the tasks and share the answers.**Key:****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. |
| **4. FURTHER PRACTICE ( 8’)** |
| ACTIVITY 5:**Aim: To allow Ss more advanced practice in forming a simple sentence from two separate ones.****\* Content:** Discuss and write a simple sentence.**\* Outcome:** Further practice using a simple sentence.**\* Organisation :**  |
| **5. Work in pairs. Discuss and write a simple sentence from the two given sentences.** - Have Ss work in pairs.- Guide them to read the two separate sentences, discuss and determine the two main parts for the new sentence.- Then allow them some time to write the sentences.- Check the answers as a class. | **5. Work in pairs. Discuss and write a simple sentence from the two given sentences.** **- T\_ Ss.** **- Pair works****Key:****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. |
| **5. WRAP-UP & HOME WORK (2’)**- Summarise the main points of the lesson.- Call on some Ss to make simple sentences if time allows.**\*HOME WORK**- Make more simple sentences. - Do more exercises in workbook.- Prepare new lesson. COMMUNICATION.**======================** |