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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.  **======================** | |