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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 3: MUSIC AND ARTS**

**Lesson 1.2 - Grammar (Page 21)**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to:

**1.1. Language knowledge and skills**

- listen to 2 people asking and answering about types of music.

- use present simple for facts.

- use correct spelling of “s” and “es” endings.

- talk about their favorite types of music.

**1.2. Competences**

- improve speaking, listening skills.

- improve the use of English.

**1.3. Attributes**

- love music.

- relax with music.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

**2. Students’ aids:** Student’s book, workbook, notebook, handouts.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen and repeat.  **-** Circle the correct words.  - Write sentences using the pictures.  - Ask your partner about favorite kinds of music. | **-** Ss’ performance.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s observation, T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Review types of music / Review present simple tense.

**c) Expected outcomes:** Ss review old vocabularies / grammar points which are very useful for them in the new lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Game “JUMBLED WORD”**   - Have Ss rearrange letters to make a meaningful word.  - Call Ss to give answers.  - Check Ss’ answers, give feedback and lead to the new lesson.  *1. lislascac 2. okrc 3. opp*  *4. ipophh 5. zajz 6.trouncy*  - Have Ss make sentences, using the words they have just made.  à Lead to the new lesson.   * **Option 2: Error Identification**   - Give Ss a small exercise: Choose a word / phrase in each sentence that does not follow the English standard. (or Choose a word / phrase in each sentence that needs correcting) and correct it.  - Have Ss work in pairs.  - Call Ss to give answers, explain for their choice and correct the false sentences.  - Check Ss’ answers, give feedback.    - Ask Ss an extra question: *What are these sentences about? (habit or fact?)*  à Lead to the new lesson: Present Simple for facts. | - Take part in the game.  - Give answers (write on the board).  **Answers keys**  *1. classical 2. rock 3. pop*  *4. hip hop 5. Jazz 6. country*  - Read sentences.    - Work in pairs.  - Read answers, explain, correct the mistakes.  **Answers keys**  *1. B: don’t à doesn’t*  *2. B: begin à begins*  *3. B: has à have*  *4. A: know à knows*  **Answers keys**  *These sentences are about fact.* |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Introduce Present Simple for facts.

**b) Content:**

**-** Listen and repeat.

**-** Go through the grammar point.

**c) Expected outcomes:** Ss know about indefinite quantifiers and use it in some exercises that follow.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Listen and repeat**  - Have Ss look at the picture (using DCR).  - Play audio (CD1 – Track 25) and have Ss listen and read the speech bubbles.  - Play the audio again and have Ss listen and repeat.  **Grammar box**   * **Option 1:**   - Have Ss look at the grammar explanation and read.    - Have Ss look at the box and read examples of different forms.    - Remind Ss the spelling of “s” / “es” endings.    - Ask Ss to make more sentences using Present Simple for facts.   * **Option 2:**   - Have Ss close books.  - Show some model sentences, ask Ss to read the sentences, paying attention to the bold verbs in these sentences.    - Have Ss think and answer the questions:  *1.What tense is being used in these sentences?*  *2.What are these sentences about?*  - Then, lead to the grammar box, briefly explain the way to use the Present Simple for facts.  - Have Ss read the grammar box again.    - Ask Ss to make more examples using the Present Simple for facts.  - Give feedback and evaluation.  - Remind Ss the spelling of “s” / “es” endings. | - Look.  - Listen, then read.  - Listen and repeat.  - Look and read.  - Read examples of different forms.  - Listen.  - Give more examples.  - Close all books.  - Look and read.  **-** Give answers.  **Suggested answers**  *1.The present simple tense.*  *2.These sentences are about things that we consider as facts (likes / dislikes).*  - Look and read.  - Give more examples.  - Listen. |

* **Activity 2: Practice (19’)**

**a) Objective:** Students can use the Present Simple for facts to do the given exercises.

**b) Content:**

- Circle the correct words.

- Write sentences using the pictures.

**c) Expected outcomes:** Students can get used to the form and usage of the Present Simple for facts and use them correctly.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task b. Circle the correct words**  - Demonstrate the activity on DCR, using the example.  - Have Ss read the sentences and circle the correct words.  - Have Ss work in pairs to check each other’s work.  - Have some Ss share their answers with the whole class.  - Give feedback, correct Ss’ answers if necessary.  **Task c. Write sentences, using the pictures.**  - Demonstrate the activity on DCR, using the example.  - Have Ss look at the pictures and write sentences.  - Have Ss check answers with their partners.  - Call Ss to write answers on the board.  - Check Ss’ answers, give feedback and evaluation. | - Look and listen.  - Work individually.  - Work in pairs.  - Read answers.  **Answer keys**    - Look and listen.  - Work individually.  - Work in pairs.  - Write answers.  **Answer keys** |

* **Activity 3: Production (6’)**

**a) Objective:** Students master the grammar point they study in the lesson.

**b) Content:**  Speaking: Ask and answer about favorite kind of music.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use the Present Simple for facts in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task d. In pairs: Ask and answer with your partner about his / her favorite music type.**  - Divide class into pairs.  - Have Ss take turns asking their partner about his / her favorite music type.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation. | - Have conversation in pairs.  - Present.  - Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**



**\* Homework:**

- Make 3 sentences using the Present Simple for facts.

- Do the exercises in WB: Lesson 1 – Grammar & writing (page 15).

- Complete the grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 17).

- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 1.3 – Pronunciation and Speaking (page 22 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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