|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | Period | Date of preparation | Date of teaching | Class/ Number | Absent |
| 5 | 14 | 01/10/2024 |  | 7A:38 |  |
|  | 7B:38 |  |
|  | 7C:39 |  |
|  | 7D:37 |  |
|  | 7E:39 |  |

**UNIT 2: HEALTH**

**Lesson 2.2 - Grammar (Page 16)**

**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 a health problem and advice.

- use “should” and “shouldn’t” to ask for and give advice.

**1.2. Competences**

- improve speaking, listening and writing skills.

- improve the use of English.

**1.3. Attributes**

- know how to ask for advice and give advice.

- lead a healthy life.

**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.

**III. 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 vocabulary about health problems / Introduce “should”.

**c) Expected outcomes:** Ss review words about health problems and Ss have general ideas about the grammar point they are going to study in the new lesson.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Health problems**   - Have Ss look at the pictures and give names of health problems.  - Call Ss to give answers.  - Check Ss’ answers, give feedback and lead to the new lesson.    - Have Ss make sentences, using the vocabularies above.  - Lead to the new lesson.   * **Option 2: Game: Letter Lingo**   - Have Ss close all books and notebooks.  - Show some pictures, have Ss choose number at random and then give names of the pictures.  - Have Ss use the red letter of their answers (the red letter is shown on the screen) to form a new word.  - The first student to give the correct key word in the shortest time will be the winner.  - Give praise or a small present to the winner.  **\*Illustration:**    - Tell Ss about the grammar point they are going to study in the new lesson: “should” and “shouldn’t”.  - Lead to the new lesson. | - Work in pairs.  - Give answers.  **Answers keys**  *1. headache*  *2. stomachache*  *3. fever*  *4. sore eye*  *5. earache*  *6. cough*  - Read sentences.    - Close books and notebooks.  - Choose number and answer.  **Answers keys**  **Keyword:** ***SHOULD***  - Listen. |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Introduce “should” and “shouldn’t”.

**b) Content:**

**-** Listen and repeat.

**-** Introduce “should” and “shouldn’t” (affirmative, negative and interrogative form).

**c) Expected outcomes:** Ss know how to use “should” and “shouldn’t” to do some following exercises.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Listen and repeat**  - Have Ss look at the picture (using DCR).  - Play audio (CD1 – Track 20) 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 (using DCR).    - Have Ss look at the box and read examples of different forms.    - Explain more about the form and the usage of “should” and “shouldn’t”, have Ss pay attention to the negative and the question form.  ***Form:***  *(+) S + should + VB.I …*  *(-)S + shouldn’t + VB.I …*  *(?)Should + S+ VB.I …*  ***Usage:*** *to ask for and to give advice.*  \*Note: *VB.I* = verb in bare infinitive form  - Have some Ss read aloud the sentences in the Grammar Box.  - Ask Ss to give more examples using “should” and “shouldn’t”.   * **Option 2:**   - Have Ss close books.  - Show sample sentences in the grammar box (using DCR).    - Have Ss read the sentences aloud  - Have Ss make comment on the way they use “should” and “shouldn’t” by asking Ss some questions:  **\*Suggested questions:**  *1.What type of verb is used after “should” and “shouldn’t”?*  *2.In each sentence, what so they use “should” and “shouldn’t” for?*  *3. How do we answer question with “should”?*  - Call Ss to give answers, comment on Ss’ answers  - Then have Ss open the books and read the grammar box  - Have Ss give more examples of “should” and “shouldn’t”, encourage them to make sentences with their own ideas.  - Give feedback and evaluation | - Look.  - Listen, then read.  - Listen and repeat.  - Look and read.  - Look and read.  - Listen and take notes.  - Read.  **-** Give examples.  - Close all books.  - Look and answer.  - Read.  **-** Answer the questions.  - Open the books and read the grammar box.  - Give examples. |

* **Activity 2: Practice (19’)**

**a) Objective:** Students can use “should” and “shouldn’t” to ask for and give advice.

**b) Content:**

- Use the prompts to give advice for each problem.

- Fill in the blanks using “should” and “shouldn’t”.

**c) Expected outcomes:** Students can apply “should” and “shouldn’t” to ask for and give advice in their speaking.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task b. Use the prompts to give advice for each problem.**  - Demonstrate the activity, using the example (using DCR).  - Have Ss use the prompts to give advice for each problem (in individual).  - 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. Fill in the blanks using “should” and “shouldn’t”**  - Demonstrate the activity, using the example (using DCR).  - Have Ss fill in the blanks using “should” and “shouldn’t”.  - Have Ss check answers with their partners.  - Call Ss to read answers.  - Check Ss’ answers, give feedback. | - Look and listen.  - Work individually.  - Work in pairs.  - Write answers on the board.  **Answer keys**    - Look and listen.  - Work individually.  - Work in pairs.  - Read answers.  **Answer keys** |

* **Activity 3: Production (6’)**

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

**b) Content:**  Speaking: Ask for and give your partner advice using the prompts.

**c) Expected outcomes:** Ss produce the new language successfully, and they can apply “should” and “shouldn’t” in speaking and writing.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task d. In pairs: Ask for and give your partner advice using the prompts.**  - Use DCR to show the task.  - Divide class into pairs.  - Have Ss ask for and give their partner advice using the prompts.  - Encourage Ss to use more words about health problems and give advice with their own ideas.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation. | - Listen and take notes.  - Have conversation in pairs.  - Present.  - Listen. |

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

**\*Consolidation**

**- “should” and “shouldn’t”**

***Form:***

***Form:***

*(+) S + should + VB.I …*

*(-)S + shouldn’t + VB.I …*

*(?)Should + S+ VB.I …*

***Usage:***to ask for / give advice

**\* Homework:**

- Make 2 sentences, use **“should” and “shouldn’t** to ask for / give advice.

- Do the exercises in WB: Grammar (page 11).

- Complete the grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 13).

- 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 2 – Pronunciation and Speaking (page 17 – SB).