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| --- | --- | --- | --- | --- | --- |
| 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).