

Week1

Date of preparation: Sept 1st , 2023

Period 1:

PRESENTING TIENG ANH 7

I. Objectives: By the end of the lesson, students will be able to:

1. **Knowledge:** - Know about Tieng Anh 7 textbook and workbook
2. **Competences:** Know how to learn English
3. **Character qualities:** working hard, love their English Subject

II. Teaching aids: Grade 7 textbook, Workbook, sachmem.vn

III. Procedures:

1/ Pre- Stage:

* **Aim:** - To introduce Tieng Anh 7

a)Tieng Anh textbook:

+ 12 units, 6 units in each term

+ Each unit contains 7 parts

- | | |
|------------------------------------|-----------------------------|
| -Lesson 1: Getting Started | - Lesson 2: A closer look 1 |
| - Lesson 3: A closer look 2 | - Lesson 4: Communication |
| - Lesson 5: Skills 1 | - Lesson 6: Skills 2 |
| - Lesson 7: Looking Back & Project | |

+ There is a review after 3 Units and a middle- test after the first// third review; a test for exam after the second // fourth review.

b) Tieng Anh workbook:

- There are many kinds of exercises for 12 Units
- After 3 Unit, there is a test yourself

2/ During- Stage:

* **Aim:** - To review some points of grammar have learnt in grade 6

1. Present Simple Tense

+ **Use:** chỉ thói quen, lập đi - lập lại, sự thật chân lí

+ **Structure:** (+) S + V¹ - S/ ES

(-) S + don't/ doesn't + V₁

(?) Do/ Does + S + V₁ ?

+ **Adv:** - adverbs of frequency (always, usually, often, sometimes, never) -; every + (time)

2. Present Continuous Tense

+ **Use:** - đang xảy ra ở thời điểm nói

+ **Structure:**

(+) S + am / is / are + Ving.

(-) S + am / is / are + not + Ving.

(?) Am / is / are + S + Ving?

+ **Adv:** - now, right now, at the moment; - Look!/ Listen!...

3. Future Simple Tense

+ **Use:** - chỉ sự việc sẽ xảy ra trong tương lai có thời gian xác định

+ Structure: (+) S + will + V₁
(-) S + won't + V₁
(?) Will + S + V₁

+ Adv: - tomorrow; next +(time); in a few +(time); - soon, later, ...

4. Past Simple Tense

+ Use: - chỉ sự việc đã xảy ra trong quá khứ có thời gian xác định

+ Structure:

(+) S + Ved/ V (BQT)
(-) S + didn't + V
(?) Did + S + V ?

+ Adv: - yesterday ; last +(time); ago; time in the past (Ex: in 1998)*

3. Post- Stage:

Choose the correct words in brackets to fill in the gaps:

- 1) He often travels.....car.....my father . (by....for/ by.....with/ with.....by)
- 2) HeEnglish and Math on Monday . (is/ has/ have).....
- 3) Whatshe do? (does, is, do)
- 4) Do you want to go.....? (swim/ swimming/ swimming)
- 5) What..... the matter with you yesterday morning? (is/ was/ were)
- 6) He do his homework today. (isn't, doesn't, didn't)
- 7) People's healthbetter if the air is cleaner. (is, will be, are)
- 8) Jamie passed the exam because he.....very hard. (study, studied, studies)

4. Wrap-up:

* **Aim:** - *To revise what have learn in the lesson*

- Ask Ss to say what they have learnt in the lesson

5. Homework:

- Prepare all things for learning English such as: textbook, workbook...

- *Be ready for Unit 1: LESSON 1: GETTING STARTED*

Week 1
Period 2

Date of preparation: Sept 1st, 2023

UNIT 1: HOBBIES

LESSON 1: GETTING STARTED

I. OBJECTIVES: By the end of this lesson, Ss will be able to:

1. Knowledge: Gain an overview about the topic *Hobbies* and vocabulary to talk about hobbies

2. Competences:

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities

3. Personal qualities

- Love talking about their hobbies

II. TEACHING AIDS: : - Grade 7 textbook, planning, picture, laptop, projector

III. PROCEDURES:

1. WARM UP: chatting (T -Ss)

- * *Aims: To activate Ss' knowledge on the topic of the unit, set the context for the listening and reading part and enhance Ss' skills of cooperating with team mates.*
- Ask Ss about what they like doing for pleasure in their free time.

Question - *What do you like doing in your free time?*

- *Do you like collecting dolls?*

- Do you like collecting glass bottles?

- Ask Ss answer the question individually.
- Ask Ss to set the context for the listening and reading text: Write the title on the board

My favorite hobby.

- Ask Ss to guess what the conversation might be about.

2. PRE – STAGE

Aims:- To provide Ss with vocabulary and help Ss well-prepared for the listening and reading tasks.

* Vocabulary

- Introduces the vocabulary.

1. *unusual (adj) ≠ usual (opposite)*
2. *creativity (n) : sáng tạo (translation)*
3. *collect (v): sưu tầm (explanation)*
4. *making models (exp): làm mô hình (đồ chơi) (translation)*

* **Checking vocab:** < what and where>

Task 1: Listen and read. . (Ex 1, p. 8)

- Ask Ss Ss to look at the pictures in the book and answer the questions:



+ *What can you see in each picture?*

+ *What may the hobby be?*

- Play the recording twice. Ss listen and read.
- Check Ss' prediction. T calls 3 Ss to read the conversation aloud.
- Check students' pronunciation give feedback.

3. DURING STAGE:

* **Aims: -To have Ss get specific information of the text.**

- To introduce some vocabulary items related to hobbies.

- To give Ss a chance to cooperate with others to memorize the spelling of hobbies.

Task 2: Read the conversation again and write T (True) or F (False). (Ex 2, p.9)

- Tell Ss to read the conversation again and work independently to find the answers.
- Remind Ss to underline the information and correct the false statements.
- Ask Ss work independently to find the answers.
- Have Ss compare the answers in pairs, check the answers as a class and give feedback.

* **Answer:** 1. F (She made it herself.) 2. T 3. T

4. T 5. F (Her lesson starts at 8 a.m.)

Task 3: Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat. (Ex 3, p. 9)

- Ask Ss to name the pictures, has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with a partner.
- Ask Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers and give feedback.

* **Answer keys:**

1. making models 2. riding a horse 3. collecting coins
4. gardening 5. building dollhouses 6. collecting teddy bears

Task 4: Work in pairs. Write the hobbies from 3 in the suitable columns.

- Have Ss work in pairs and complete the table.
- Allow students to share answers before discussing as a class.

* **Answer key:**

- + **doing things:** riding a horse, gardening, travelling, skiing, doing yoga, etc.
+ **making things:** making models, building dollhouses, painting, making pottery, etc.
+ **collecting things:** collecting coins, collecting teddy bears, collecting toys, collecting etc.

***Language Notes:**

Talk about hobbies: *S like/love/ enjoy/hate + Ving....*

4. POST – STAGE:

- * **Aim:** *To help Ss practise using the vocabulary items related to hobbies.*

Task 5 - GAME: FIND SOMEONE WHO...

Work in groups. Ask as your classmates which hobbies they like.

Use the question ‘Do you like...?’.

In the table below, write your classmates’ names beside the activities they like.

- * **Find someone who likes...**

horse riding	
building dollhouses	
collecting teddy bears	
collecting coins	
gardening	

* **Give example:**

Nam: Do you like horse riding?

Minh: Yes, I do

Nam: Do you like building dollhouses?

Linh: Yes, I do

5. WRAP-UP:

- * **Aim:** *To consolidate what Ss have learnt in the lesson.*

- Ask Ss to talk about what they have learnt in the lesson.
- Have an overview about the topic *Hobbies* and vocabulary to talk about hobbies

6. HOMEWORK:

- Name a list of cheap hobbies, expensive hobbies, easy and difficult hobbies.
- Do exercises in the workbook.
- Prepare lesson 2 (A closer look 1)

Feedback:.....

Week 1
Period 3

Date of preparation: Sept 1st , 2023

UNIT 1: HOBBIES

LESSON 2: A CLOSER LOOK 1

I. OBJECTIVES: By the end of this lesson, students will be able to gain:

1. Knowledge:

- Vocabulary: + The lexical items related to hobbies
+ Verbs of liking and disliking
- Pronunciation: Correctly pronounce words that contain the sounds /ə/ and /ɜ:/

2. Competences: Develop communication skills and creativity; Be collaborative and supportive in pair work and teamwork; Actively join in class activities

3. Personal qualities: Love talking about their hobbies.

II. TEACHING AIDS:

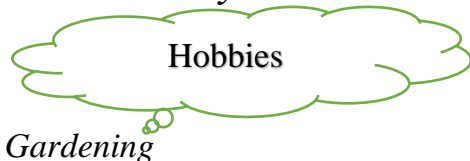
1. Teacher: Grade 7 textbook (Unit 1, A closer look 2), smart TV, visual aids, sachmem.vn

2. Students: Text books, notebooks.

III. PROCEDURES:

1. WARM UP: (brainstorming)

** Aim: To help Ss list the vocabulary items related to hobbies*



- Ask Ss to give some hobbies they have learnt
 - + **doing things:** riding a horse, gardening, travelling, skiing, doing yoga ...
 - + **making things:** making models, building dollhouses, painting, making pottery ...
 - + **collecting things:** collecting coins, collecting teddy bears, collecting toys, ...

2. PRE- STAGE:

** Aim:- To introduce visually some verbs related to the topic*

- To help students identify how to pronounce the sounds /ə/ and /ɜ:/ and help students practise pronouncing these sounds in words.

*** VOCABULARY:**

- Introduce the vocabulary by explanation and using realia:
 - + . jogging (n): môn chạy bộ (explanation)

+ . coin (n) : tiền xu (realia)

➤ Checking: Writing some sentences containing words.

• **PRONUNCIATION:**

- Help Ss identify and classify the sounds
- Give students authentic practice in using pronouncing sounds in common words.

Task 4: Listen and repeat. Pay attention to the sounds /ə/ and /ɜ:/

/ə/	/ɜ:/
amazing	learn
yoga	surf
collect	work
column	thirteen

3. DURING- STAGE

***Aim:** - *To practise more how to use the words related to the topic*

- *To practise more about the sounds /ə/ and /ɜ:/ and in words.*

Task.1: Complete the word webs below with the words from the box.(Ex 1, p. 10)

- Have Ss read the action verbs and match them with suitable words the box.
Remind them that a verb can go with more than one word.
- Ask Ss to work in pairs and quickly do the task.T gives feedback and corrects.

* **Answer key:**

- + **go:** jogging, swimming (others: go camping, go fishing, go cycling, etc.)
- + **do:** judo, yoga (others: do karate, do exercise, do sit-ups, etc.)
- + **collect:** dolls, coins (others: collect books, collect watches, collect pencils, etc.)

Task 2: Complete the sentences, using the -ing form of the verbs from the box. (Ex 2)

- Remind students about the form of verbs of liking / disliking.
- Have students do this activity individually. Have students read all the sentences carefully to make sure they understand the sentences. Let them share their answers in pairs.
- Invite some students to give the answers. Write the correct answers on the board.

***Answer key:**

1. collecting 2. going 3. playing 4. making 5. Doing

Task 3: Look at the pictures and say the sentences. Use suitable verbs of liking or disliking and the -ing form.

*** Answer key:**

1. He hates / doesn't like doing judo.
2. They like / love / enjoy playing football.
3. They love / like / enjoy gardening.

4. They enjoy / like / love collecting stamps.

5. She hates / doesn't like riding a horse / horse riding.

Task 5: Listen to the sentences and pay attention to the underlined parts. Tick the appropriate sounds. Practise the sentences.

Play the recording for students to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sounds.

	/ə/	/ɜ:/
1. My hobby is <u>collecting</u> dolls.	√	
2. I go jogging every <u>Thursday</u> .		√
3. My cousin likes getting up <u>early</u> .		√
4. My best friend has <u>thirty</u> pens.		√
5. Nam enjoys playing the <u>violin</u> .	√	

4. POST-STAGE:

**Aim: - To help students practise the sounds /ə/ and /ɜ:/ correctly in sentences.*

- write sentences including: hobby(s) and one of the sounds /ə/ and /ɜ:/.

* GAME: WHO IS FASTER?

- Teacher divides students into groups of four, gives each group a piece of paper, asks them to write sentences including: hobby(s) and one of the sounds /ə/ and /ɜ:/.

- Students play the game.

- Teacher asks each group to hand in their papers and checks, the group with the most correct sentences is the winner. Teacher invites the winner to read aloud their sentences.

- Teacher gives feedback.

5. WRAP-UP:

-Ask students to talk about what they have learnt in the lesson

6. HOMEWORK

– Learn the new words by heart and practice pronouncing again & find 3 more words relating to hobbies that have the sounds /ə/ and /ɜ:/.

– Prepare the lesson: Unit 1: A closer look 2

Feedback:

<i>Week 2</i> <i>Period 4</i>	UNIT 1: HOBBIES Lesson 3: A CLOSER LOOK 2	Date of preparing: 5/ 9/ 2023
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge: To review the knowledge on present simple tense

2. Competences: Develop communication skills; Be collaborative and supportive in pair work and team work; Actively join in class activities

3. Personal qualities: Be encouraged to know more about their classmate's hobbies; Develop self-study skills

II. TEACHING AIDS: Textbook, Projector/ TV/ pictures and cards, sachmem.vn.

III. PROCEDURES:

1. Warm – up:

* **Aims:** - To create an active atmosphere in the class before the lesson.

- To lead into the new lesson.

Chatting: - What time do you get up?

- What time do you go to school?

- What time do you go back home?

T asks ss if they know the verb tense used in the questions and in their answers.

2. Pre – stage

* **Aims:** - To review the present simple tense.

- To help Ss identify and remember the uses of the present simple.

a. GRAMMAR: THE PRESENT SIMPLE: REVIEW

- T has the Ss review the forms and use of present simple before doing the exercises.

- Ss retell the form and the uses of the tense: The present simple.

- T comments and explains again.

(+) **S + V/ V-s/es** (-) **S + don't/ doesn't + V-inf** (?) **Do/ Does + S + V- inf**

- T shows each of the examples in the Remember box on the slide or have Ss read the examples in the book. T highlights the present simple form. Explain each use.

- T has Ss read the orange box in the book again to help them understand better the uses of the present simple.

- T asks Ss what signal words help them identify the verb tense. Elicit answers from Ss. (Signal words are adverbs of frequency and verbs such as start, etc.)

- Teacher checks their answers as a class.

b. TASK 1: MATCH THE SENTENCES (1 – 5) TO THE CORRECT USES (A – C).

- T asks Ss to do the exercise individually and then check their answers in pairs.

- Ss do the exercise individually.

- T invites some Ss to share their answers.

- Confirm the correct answers.

Answer key: 1. b 2. a 3. c 4. a 5. b

3. During- Stage:

***Aims:-** To help Ss practise the correct form of the present simple.

- To give further practice with the present simple

a. TASK 2: COMPLETE THE SENTENCES. USE THE PRESENT SIMPLE FORM OF THE VERBS. (*Ex 2, p. 12*)

- T has Ss do this exercise individually and then compare their answers with a partner.

- T asks some Ss to write their answers on the board.

- T checks the answers with the whole class. Ask Ss to explain the use of the tense in each sentence.

- T confirms the correct answers.

Answer key: 1. make 2. does ... do 3. have 4. doesn't like 5. Does ... start

b. TASK 3: FILL IN EACH BLANK WITH THE CORRECT FORM OF THE VERB IN BRACKETS. (*Ex 3, p. 12*)

- T has Ss do this exercise in pairs and then compare the answers with another pairs.

- T asks some Ss to write their answers on the board.

- T checks the answers with the whole class. T asks Ss to explain the use of the tense in each sentence.

- T confirms the correct answers.

Answer keys:

- | | | |
|-----------|-----------|------------------------------|
| 1. enjoys | 2. spends | 3. don't like/ do not like |
| 4. go | 5. begins | 6. don't enjoy/ do not enjoy |

c. TASK 4: WRITE COMPLETE SENTENCES, USING THE GIVEN WORDS AND PHRASES. YOU MAY HAVE TO CHANGE THE WORDS OR ADD SOME. (Ex 4, p. 12)

- T has Ss work in groups to write the sentences. Give each group a large-size sheet of paper to write.
- Ss work in groups to write the sentences.
- T has groups cross-check.
- T sticks some sheets on the board. Comment and confirm the correct answers.

Answer key:

1. The sun sets in the west every evening.
2. Do Trang and Minh play basketball every day after school?
3. The flight from Ho Chi Minh City doesn't arrive at 10:30.
4. Our science teacher starts our lessons at 1 p.m on Fridays.
5. Do you make models at the weekend/ at weekends?

4. Post – stage: PRODUCTION:

- *Aims:** - To help Ss make sentences with the present simple
 - To improve cooperative skills.

TASK 5: GAME: SENTENCE RACE (Ex 5, p. 12)

- + T divides Ss into groups. Assign a group leader.
- + T writes a verb on the board and have Ss make a sentence with the verb, using the present simple form.

E.g: T: Go

Ss: I go to the park every weekend.

- + T invites group leaders to read aloud the sentences.
- + T comments and announces the winners.

5. Wrap-up:

- * Aim:** To consolidate what Ss have learnt in the lesson.
- Ask Ss to summarise what they have learnt in the lesson.
 - + The form and the uses of the tense: The present simple.
 - (+) **S + V/ V-s/es** (-) **S + don't/ doesn't + V-inf** (?) **Do/ Does + S + V- inf**
 - + Types of exercises

6. Homework

- Make 3 sentences in the present simple tense.
- Do exercises in the workbook.
 - Prepare for lesson 4 (Communication): Talk about likes and dislikes; Ask and answer about hobbies.

***Feedback:**

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<i>Week 2</i> <i>Period 5</i>	UNIT 1: HOBBIES LESSON 4: COMMUNICATION	Date of preparing: 5/ 9/ 2023
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I. OBJECTIVES: By the end of this lesson, Ss will be able to describe and give opinions about hobbies.

1. Knowledge

- Use the lexical items related to the topic Hobbies
- Talk about likes and dislikes
- Ask and answer about hobbies.

2. Competences

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities

- Be ready to describe and give opinions about hobbies.
- Be interested more about new hobbies.

II. TEACHING AIDS: Textbook, Projector/ TV/ pictures and cards, sachmem.vn.

III. PROCEDURES:

1. Warm – up:

* **Aims:** - To create an active atmosphere in the class before the lesson; To lead into the new lesson.

Making sentences from pictures

- Show some pictures of the hobbies that Ss have learnt in the previous lessons. Ask some Ss to make sentences about themselves, using the verbs of liking/ disliking.



E.g: *I hate doing judo*

- Introduce the objectives of the lesson: learning how to talk about likes/ dislikes and about their hobbies.

2. Pre – stage

- * **Aims:** - To introduce the use of verbs of liking.
- To help Ss practise talking about likes and dislikes.

a. Mini Grammar: We often use the – ing form after verbs of liking and not liking.

□ **Example:** *I like going to the cinema.*

She hates cleaning the floors.

b. Task 1+2: LISTEN AND READ THE DIALOGUE BELOW. PAY ATTENTION TO THE QUESTIONS AND ANSWERS. WORK IN PAIRS. ASK AND ANSWER QUESTIONS ABOUT WHAT YOU LIKE AND DON'T LIKE DOING. (Ex 1, 2, p. 13)

- Play the recording for Ss to listen and read the dialogue between Mi and Ann at the same time.
- Ask Ss to pay attention to the questions and answers.
- Have Ss practise the dialogue in pairs.
- T calls on some Ss to give examples
- Teacher and students discuss the answers.
- Teacher confirms the answers and gives feedback.

3. During- Stage:

- ***Aims:** - To provide practice with answering about Ss' hobbies.
- To let students further practise asking and answering about hobbies.

a. TASK 3: ANSWER THE QUESTIONS. FILL IN COLUMN A WITH YOUR ANSWERS.

- T asks Ss to work individually and fill in column A
- Ss work individually to do the task.
- T invites some Ss to share their answers before checking with the whole class.
- T gives feedback and comments.

Answer key:

Student's opinions.

A (Me)	
Amount of free time per day:	_____
Thing(s) I like doing every day:	_____
Thing(s) I don't like doing:	_____
Thing(s) I love doing in the summer:	_____
Thing(s) I love doing in the winter:	_____

b. TASK 4: NOW INTERVIEW YOUR FRIEND, USING THE QUESTIONS IN 3. WRITE HIS/ HER ANSWERS IN COLUMN B. (Ex 4,p.13)

B (My friend)	
Amount of free time per day:	_____
Thing(s) he / she likes doing every day:	_____
Thing(s) he / she doesn't like doing:	_____
Thing(s) he / she loves doing in the summer:	_____
Thing(s) he / she loves doing in the winter:	_____

- T asks Ss to take turns being the person who asks the questions. This S has to note down his/ her partner's answers to report to the class later.
- Ss work in pairs to do the task.
- T calls on some Ss to report the answers to the class.
- T and other Ss give comments.

4. Post – stage: FURTHER PRACTICE

**Aims: To provide practice with comparing answers and giving a presentation about hobbies.*

TASK 5: COMPARE YOUR ANSWERS WITH YOUR FRIEND'S. THEN PRESENT THEM TO THE CLASS. (Ex 5, p. 13)

Example: I have one hour of free time a day, but my friend Lan has only about 30 minutes.

I like listening to music every day, and Lan likes it too. I don't like exercising, but Lan does.

- T asks Ss to read the example to understand how to report the answers.
- Ss work in pairs again to compare the answers and prepare a short presentation.
- T invites some Ss to present their work.
- T and other Ss give comments.

5. Wrap-up: * Aim: To consolidate what Ss have learnt in the lesson.

- T asks Ss to talk about what they have learnt and ticked the objectives they can do in the lesson. (like and not like)

6. Homework

- Brainstorm some interesting and easy-to-do hobbies.
- Do exercises in the workbook.

- Prepare for lesson 5 (Skills 1): Read for general and specific information about Gardening. And Talk about their hobbies and the benefits of them.

***Feedback:**

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<i>Week 2</i> <i>Period: 6</i>	UNIT 1: HOBBIES Lesson 5: Skills 1	Date of preparing: 5/ 9/ 2023
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I. Objectives: By the end of this lesson, Ss will be able to:

1. Knowledge

- Develop reading skill for general and specific information about Gardening.
- Talk about their hobbies and the benefits of them.

2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

3. Personal qualities

- Understand more about their preference of different types of hobbies

- Develop self-study skills

II. Teaching aids: Lesson plan, text book, laptop, cards, pictures, projector,

III. Procedure:

1. Warm- up:

* **Aims:** To create an active atmosphere in the class before the lesson and lead into the new lesson.

Brainstorming: Hobbies

- T introduces the objectives of the lesson and asks Ss to list out as many hobbies as possible within 1 minute.
- Ss work in groups to brainstorm hobbies. Which teams can list out more correct answers wins.
- T confirms answers as a class.

2. Pre-stage:

Aims: To lead in the reading skills; To introduce some new words

a. Task 1: WORK IN PAIRS. LOOK AT THE PICTURE AND DISCUSS THE QUESTIONS BELOW.

- T has Ss look at the picture in the book or show the picture in the book on a slide.
- Ask Ss who they see in the picture and what they are doing.
- T has Ss work in pairs to discuss the two questions. T invites some Ss to share their answers.



T asks Ss to predict if gardening is good as they told. Tell Ss that they are going to read a text about gardening

b. Vocab:

- outdoor (adj) >< indoor : ngoài trời (antonym)
- patient (adj) >< impatient: kiên nhẫn (antonym)
- responsibility (n): trách nhiệm (translation)
- maturity (n) : sự trưởng thành (translation)
- valuable (adj): very useful/ important : quý giá, quan trọng, hữu ích (explanation)

3. During-stage:

* **Aims:-** To help students read to find some words in context, and their meaning.

- To develop reading skill for specific information.

T asks Ss to read the text and check their predictions:

Answer key: Gardening is good because:

- It teaches children about flowers, fruits and
- It helps children learn about insects and bugs, be patient and take on responsibility.

a. TASK 2: READ THE TEXT ABOUT GARDENING. MATCH EACH WORD IN COLUMN A WITH ITS DEFINITION IN COLUMN B. (Ex 2, p. 14)

* T tells Ss what they are going to do.

- T asks Ss how to do the exercise. Elicit answers from Ss.
- Ss do the exercise individually and then check answers in pairs.
- T invites some Ss to share their answers.
- Confirm the correct answers.

Answer key: 1. b 2. e 3. c 4. a 5. d

b. TASK 3: READ THE TEXT AGAIN. COMPLETE EACH SENTENCE WITH NO MORE THAN THREE WORDS.

- T asks Ss what they are going to do.
- T has Ss share how to do this exercise.
- T briefly tells them the steps: read the sentences, underline the key words in the sentences, locate the key words in the text and find the words to complete the sentences.
- T asks Ss to do the exercise individually and then check their answers in pairs.
- T invites some Ss to share their answers. Have them explain their answers.
- Confirm the correct answers.
- T asks Ss to tell the class the benefits of gardening as mentioned in the text.

Answer key:

1. doing things 2. insects and bugs 3. patient 4. join in 5. an hour

4. Post –stage

***Aims:** - To help Ss form the ideas for their speaking.

-To help Ss use what they have learnt so far to talk about hobbies.

a. TASK 4: WORK IN PAIRS. MATCH EACH HOBBY WITH ITS BENEFIT(S). ONE HOBBY MAY HAVE MORE THAN ONE BENEFIT. (Ex 4, p. 14)

- T introduces some structures to talk about the benefits of hobbies:
 - + to develop sth
 - + to make sb + adj
 - + to reduce sth
 - + to help sb / sth do sth
- Give some examples.
- Ss work in pairs to match the hobby with its benefit(s). Check as the whole class.
- T asks Ss to name other benefits of these hobbies.
- Invite some Ss to share their answers.
- Confirm the answers.

Answer key: 1. c, d 2. b, c 3. a, c, d, e

b. TASK 5: WORK IN GROUPS. ASK ONE ANOTHER THE FOLLOWING QUESTIONS. THEN PRESENT YOUR PARTNERS' ANSWERS TO THE CLASS. (Ex 5, p. 14)

* Have Ss work in groups to ask and answer the two questions.

+ **What is your favorite hobby?**

+ **What are its benefits?**

– Model the answers to the two questions if needed.

Example: My friend Mi's favorite hobby is collecting stamps. It helps her be more patient.

-Ss work in groups to ask and answer the two questions.

-Invite some Ss to share their partner's answers to the questions.

- Invite other Ss to comment on the answers.

-Comment on Ss' answers.

5. Wrap-up:

* **Aim:** *To consolidate what students have learnt in the lesson.*

T asks Ss to summarise what they have learnt in the lesson

Reading

_Vocabulary: *outdoor, patient.....*

-Read a passage and complete sentences

Speaking

-Match each hobby with its benefits
then present someone's answers to class

6. Homework:

- Learn vocabulary by heart.

- Do exercises in the workbook.

- Prepare for the next lesson: Unit 1- Skills 2

***Feedback:**

Week: 3 Period: 7	UNIT 1: HOBBIES Lesson 6: Skills 2	Date of preparing: 14/ 9/ 2023
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I. Objectives: By the end of this lesson, Ss will be able to:

1. Knowledge

- Use the lexical items related to the topic *Hobbies*
- Listen for specific information about Trang's hobby
- Write a passage about her hobbies

2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities

- Learn more about their own hobby
- Be encouraged to take up a new hobby if they haven't had one

II. Teaching aids: Lesson plan, text book, laptop, cards, pictures, projector,

III. Procedure:

1. Warm- up: Guessing games

* **Aims:** - To prepare Ss for the listening text; - To lead in the listening tasks.

What will you mention when you talk about someone's hobby?

Name of the hobby

The time he / she started the hobby

His/ Her feeling about the hobby

His/ Her future plan about the hobby

- T sets the scene: You are going to listen to an interview about Trang's hobby and complete the word web.

2. Pre-stage:

Aims: - To provide students with some lexical items before listening the text.

-To help Ss understand and activate their knowledge of the topic.

a. VOCABULARY

- decorate (v) : trang trí (tran)
- benefit (n) = advantage : lợi ích (synonym)
- furniture (n) : table, chair, bed..... : nội thất (explanation)

* **Checking vocab:** R.O.R

b. TASK 1: LOOK AT THE PICTURE. WHAT HOBBY IS IT? DO YOU THINK IT IS A GOOD HOBBY? WHY OR WHY NOT? (Ex 1, p. 15)

* T asks Ss to work in pairs to answer the questions.

+ *What hobby is it?*

+ *Do you think it is a good hobby? Why/ Why not?*



** Ss work in pairs to answer.

*** Ss share their answers. T monitors and accepts all answers if they make sense.

*** T explains the way to listen to Trang's hobby and asks them to guess and complete the mind map.. T collects Ss' answers.

+ What is Trang's hobby? (name of the hobby)

+ When did she start the hobby?

+ Who shares the hobby with Trang?

+ To do this hobby what does Trang have to ?

+ How does she feel about the hobby?

+ Does she intend to continue her hobby in the future ?

**** Ss share their answer.

3. During-stage:

* **Aims:-** To help Ss develop the skill of listening for specific information.

TASK 2: LISTEN AND COMPLETE THE MIND MAP. (Ex 2, p. 15)

- T asks Ss to work individually to listen and check their predictions and complete the word web.

- Ss work individually to listen and complete the word web.

- Ss work in pairs to compare their answers with each other and with the word / phrase on the board.

- T plays the recording a second time for pairs to check their answers.

- T asks Ss to write the answers on the board.

- T checks and corrects.

Suggested answers:

1. dollhouses 2. three / 3 3. cousin

4. a) house b) cloth 5. creative

4. Post –stage

***Aims:** - To brainstorm ideas and make an outline for Ss' writing.

- To help Ss take notes and make outline for the next writing passage.
- To let Ss write about their hobby.

a. TASK 3: WHAT IS YOUR HOBBY? FILL IN THE BLANKS BELOW. (Ex 3, p. 15)

- T tells Ss that they are going to write about his / her hobby.
- T models with a S (Ex: *Lan*)
- Ss work individually to do Task 3.
- T checks the answer.
- T give more comments and feedback.

b. TASK 4: WRITE A PARAGRAPH ABOUT YOUR HOBBY. (Ex 4, p.15)

- Ask students to work in groups of four, and asks them to write the full paragraph on large sheets of paper in 6 minutes.
- Organize a class gallery for students to display their writings on the board.
- Let ss go around to see their friends' work, give and receive comments.

5. Wrap-up:

*** Aim:** *To consolidate what students have learnt in the lesson.*

T asks Ss to summarise what they have learnt in the lesson

_Vocabulary: *decorate, benefit.....*

- Listen to an interview about Trang's

**Write a paragraph about your
hobby**

6. Homework:

- Write about one of your family members' hobby in about 60 words.
- Do exercises in the workbook.
- Prepare for the next lesson: Unit 1- Looking back & Project

***Feedback:**

Week:3 Period: 8	UNIT 1: HOBBIES Lesson 7: Looking back & Project	Date of preparing: 14/ 9/ 2023
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I. Objectives: By the end of this lesson, Ss will be able to:

1. Knowledge

- Review the vocabulary and grammar of *Unit 1*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Core competence

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities

- Be more creative when doing the project; - Develop self-study skills

II. Teaching aids: - Grade 7 textbook, Pictures, A0 paper, Projector / TV

III. Procedure:

1. Warm- up: Lucky Apple: (a. TASK 1: COMPLETE THE SENTENCES WITH APPROPRIATE HOBBIES. (Ex 1, p. 16))

- * **Aims:** - To revise the vocabulary related to the topic and lead in the next part of the lesson.
 - To enhance Ss' skills of cooperating with team mates.

* T divides the class into two big groups.

- T runs through the sentences given

*Answer key:

- | | | |
|---------------------|---------------------|------------------|
| 1. collecting coins | 2. doing judo | 3. making models |
| 4. gardening | 5. playing football | |

2. Pre-stage:

- * **Aims:** - To help Ss revise the vocabulary items they have learnt in the unit 1
 - To help Ss revise vocabulary relating to hobbies and the present simple.

a. Revision:

*** VOCABULARY**

- Have Ss revise vocabulary relating to hobbies,
- Ss answer individually.
- Confirm the correct answers.

*** GRAMMAR: THE PRESENT SIMPLE FORM AND USES**

- T asks Ss to tell the usages and form of the present simple tense. Ss answer.

b. TASK 2: WRITE TRUE SENTENCES ABOUT YOU AND YOUR FAMILY MEMBERS.

- T has Ss write true sentences about them and their family members.
- T asks them to share their answers with a classmate.
- T invites some Ss to write their sentences on the board. T and other Ss comment
- + I like.....
- + My dad enjoys.....
- + My mom doesn't like.....
- + My grandmother loves.....
- + My grandfather hates.....

3. During-stage:

* **Aims:** - To help Ss revise the present simple in questions and negative sentences.

* **GRAMMAR:**

a. TASK 3: USE THE PRESENT SIMPLE FORM OF EACH VERB TO COMPLETE THE PASSAGE. (Ex 3, p. 16)

- Ask Ss about the uses of the present simple that they have learnt in the unit.
- Have Ss do this exercise individually.
- Have compare their answers with a partner. Call on some Ss to give the answers.
- Confirm the correct answers and write them on the board.

Answer key: 1. loves 2. has 3. enjoys 4. don't like
5. is 6. is 7. go 8. begins

b. TASK 4: CHANGE THE FOLLOWING SENTENCES INTO QUESTIONS AND NEGATIVE ONES. (Ex 4, p. 16) Who is faster?

- T and WC do the first sentence. T divides the class into two big groups.(Group 1: sent 2,3/ Group B: sent 4,5). - Have Ss do this exercise in pairs, write on the extra board .
- Ss do this exercise in pairs. Which pairs finish first and go to the board to stick.
- T chooses the two pairs from each team.
- Invite some Ss to read their answers aloud. - Give feedback.

Answer key:

1. Does this river run through your home town?
This river doesn't / does not run through my home town.
2. Does your drawing class start at 8 a.m. every Sunday?
My drawing class doesn't / does not start at 8 a.m. every Sunday.
3. Do they enjoy collecting stamps?
They don't / do not enjoy collecting stamps.
4. Do you do judo every Tuesday?
I don't / do not do judo every Tuesday.
5. Does your brother love making model cars?

My brother doesn't / does not love making model cars.

4. Post –stage

PROJECT: HOBBY POSTER (Prepared at home)

***Aims:** To allow Ss to apply what they have learnt (vocabulary and grammar) into practice through a project.

- Ask Ss to read the instructions again (T has already assigned the project since the third lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.
- T has groups show their posters and present the hobbies to the class. Remember to have the “show and tell” session and vote for the best poster.
- Students vote for the best poster. - Teacher gives feedback.

5.Wrap –up:

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary	Grammar	Project
Words related to hobby.	The present simple.	Present the hobby to the class

* Now I can:

Ask Ss to complete the self- assessment table

Now I can....	✓	✓✓	✓✓✓
<ul style="list-style-type: none">• use the words related to hobbies and verbs of liking / disliking to talk about different hobbies.• pronounce the sounds /ə/ and /ɜ:/ correctly.• use the present simple tense.• talk about likes and dislikes.• read about a hobby.• talk about the benefits of hobbies.• listen about one's hobby.• write a paragraph about my hobby.			

Identify any difficulties, weak areas, and provide further practice.

6. Homework:

- Do exercises in the workbook.
- Prepare for the next lesson: Unit 2 – Lesson 1: Getting started.

***Feedback:**

Week: 3	UNIT 2: HEALTHY LIVING	Date of preparing: 14/ 9 /2023
Period: 9	Lesson 1: GETTING STARTED	

I. OBJECTIVES: By the end of the lesson, students will be able to:

1. **Knowledge:** - Use the lexical items related to the topic *Healthy living*
 - Identify and talk about the daily activities and decide if they are good or bad for health
2. **Competences:**
 - Develop communication skills and creativity
 - Be collaborative and supportive in pair work and teamwork
 - Actively join in class activities
3. **Character qualities:**
 - Be ready to talk about *Healthy living*
 - Know some daily activities whether good or bad for health

II. TEACHING AIDS: Textbook, Projector/ TV/ pictures and cards, sachmem.vn, extra boards

III. PROCEDURES:

1. Warm – up: What is the clip about?

* **Aim:** To create an active atmosphere in the class before the lesson and introduce the topic

- Let Ss watch a video about tips for a healthier lifestyle and answer the question **What is the clip about?**
- Ss answer “**Clip is about the way we do to have a healthier lifestyle**”

After that, teacher says: “*There are many ways to be stronger and the most important thing is that: we should have a healthy living. And it’s also our topic in this unit*”.

2. Pre – stage

* **Aim:** To present Ss necessary lexical items related to the Topic: *Healthy living* and have students get to know the topic.

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- popular (adj): phổ biến
- fresh (adj): trong lành, tươi
- join (v): = take part in: tham gia
- sunburn (n): sự cháy nắng
- sunburnt (adj): rám nắng

* **Checking vocab:** R.O.R

* Lead in: Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures.

1. What might they talk about?
2. What are the people in the picture on the wall doing?
3. Are they healthy activities?

Suggested answers:

1. They are looking at the picture on the wall and talking about it.
2. The people in the picture are doing (exercising, boating, etc.) and mention some things they need to avoid a health problem.

3. (Students' answers)

- Ss work out and answer questions in pairs.
- Ss share their answers as a whole class.
- T asks them to read and listen to the conversation to check their answers. To help students get the main idea of the text.

b. Task 1/p.18: *Listen and read*

- T plays the recording, asks students to underline the words related to the topic *Healthy living*. (T may check the meaning of some words if necessary.)
- T can play the recording more than once.
- Ss listen and read.
- T can invite some pairs of students to read aloud.
- T refers to the questions previously asked.
- Then, teacher confirms the correct answer

3. During- Stage:

**Aims: To help students understand the main idea of the conversation, learn some vocabulary from the conversation visually to ensure their understanding of the context and develop the vocabulary about the topic.*

a. Task 2/p.19: *Circle the correct answer.*

- T asks students to answer without reading the conversation again.
- Ss work out and answer questions in pairs.
- T asks some students to explain why they did not choose the other two options.
- T confirms the correct answer.

**Answer key: B*

b. Task 3/p.19: *Write a word or phrase from the box under its picture.*

- T asks students to work independently to read the words, look at the pictures and write the correct words / phrase under the pictures
- T allows students to share their answers before discussing as a class.
- T calls some students to check.
- T confirms the right answers and writes on the board.

**Answer key:*

1. sunburn	2. suncream	3. lunch box	4. boating	5. cycling
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c. Task 4 /p.19: *Complete each sentence with a word from the conversation.*

- T asks students to play game: My Farm : to fill in each blank with a word from the conversation.
- Ss do exercise 3 in Groups.
- T asks them to tell where to find the words.
- T checks the answers as a class.

**Answer keys:*

1. boating	2. park	3. countryside	4. suncream	5. health
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*** Language Note:** Simple sentences

+ I see. + I also see a lot of people exercising there.

4. Post – stage: Task 5/p.19 GAME: Good/ bad for health?

***Aims:** To help student identify and talk about their daily activities and decide if they are good or bad for their health.

- T asks students to work in groups of 4 or 6 to take turns to ask and answer about their daily activities, how often they do these activities and discuss if they are good or bad for their health.
- Ss work in groups to ask and answer
- T moves around to observe and offer help when needed.
- By the end of the activity, one student from each group can stand up and report to the class.

Suggested answers:

Daily Activities	How often	Good	Bad
Walking to school	Every day	√	
Eating breakfast	Rarely		√
Going swimming	Twice a week	√	
Sleeping	12 hours per day		√
Doing yoga	Three times a week	√	
...

- T checks and gives the correct answers

5. Wrap-up: * Aim: To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Listen and read

Language Note

Popular, fresh, join...

- Practice
- Complete the pictures/ sentences

Simple sentences

6. Homework

- Learn by heart all the new words.
- Do Exercises 1,2 in Section B in Workbook / page 10,11 (Unit 2)
- Prepare for the next lesson: Unit 2: A Closer look 1

***Feedback:**

Week: 4 Period 10	UNIT 2: HEALTHY LIVING Lesson 2: A CLOSER LOOK 1	Date of preparing: 20/ 9/ 2023
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge:

- Vocabulary: Students learn some new words/ phrases related to the topic “Healthy living” and will be able to use the words about healthy activities and health problems.
- Pronunciation: Students know how to pronounce correctly and recognise the sounds /f/ and /v/ in isolation and in context.

2. Competences:

- Develop communication skills.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities

3. Personal qualities:

- Be ready to know the words about healthy activities and health problems.
- Identify healthy and unhealthy activities.
- Develop self-study skills.

II. TEACHING AIDS: Grade 7 textbook, Computer, Projector/ TV/ Pictures and cards...

III. PROCEDURE:

1. Warm up: GAME: “Face to face”

**Aim: To activate students’ prior knowledge and some vocabulary related to the topic “Healthy living”*

- T divides class into 2 teams: Cats and Dogs.
- T asks Ss to think of words or phrases related to “Healthy activities” which they have learnt in the previous lesson or words they may know already.
- Ss have 3 minutes to think of the topic.

- Ss in each team turn by turn stand up and say 1 word or phrase related to the topic.
- In 90 seconds, the team has more right answers will be the winner, and the team repeat the word which is mentioned already or cannot give a word will be the loser.

Suggested answer:

- Going cycling/ swimming, walking, boating, eating breakfast, doing yoga/ aerobics, playing sports,

2. Pre-stage:

***Aim:** *To teach Ss some words related to healthy activities and health problems.*

a.Vocabulary: (Follow all the seven steps of teaching vocabulary)

- + dim light (n.phr) : ánh sáng mờ
- + lip balm (n.phr) : son dưỡng môi
- + chapped lips (n.phr) : môi nứt nẻ
- + coloured vegetables (n.phr) : rau có màu sắc
- + red spots (n.phr) : đốm (mụn/ nốt) đỏ

- T uses different techniques to teach vocab (**Using Pictures to teach Vocab.**)

* Checking vocabulary: (**Task 1/p.20**) Match the phrases with the pictures

***Answer keys:** 1- c, 2- e, 3- d, 4- a, 5- b.

3. During- stage:

***Aims:** *To use the words/ phrases they have just learned in specific contexts, talk about their daily activities and decide if each activity is healthy or unhealthy.*

a) Task 2/p.20: Complete the sentences with the correct words and phrases below.

- T asks Ss to read the words and phrases provided aloud and give them their meaning if necessary.
- T asks Ss to work individually.
- Then, T calls some Ss to check and asks them to explain their answers.
- T checks Ss' answers as a class.

***Answer keys:**

1. coloured vegetables 2. Soft drinks 3. fit 4. skin condition 5. sunburn

b) Task 3/p.20: Discuss and tick each activity in the table as H (healthy) or U (unhealthy)

- T has Ss work in pairs to discuss whether each activity is healthy or unhealthy.
- T calls out some pairs to give and explain their answers as a class.
- T listens and corrects their answers.

***Answer keys:**

Healthy activities: 1, 3, 4

Unhealthy activities: 2, 5

4. Pronunciation:

***Aim:** To help students identify how to pronounce the sounds /f/ and /v/ and practise them in words and sentences.

a) Task 4/p.20: Listen and repeat. Pay attention to the sounds /f/ and /v/.

- T has Ss read out the words first.
- Ss practice saying the words independently.
- T asks Ss to listen and try to repeat the words as a class, a group, and individually.
- T may play the recording as many times as necessary and correct their pronunciation.

b) Task 5/p.20: Listen to the sentences and pay attention to the underlined word.

- T has Ss read the sentences and tell them to pay attention to the underlined words with sounds /f/ and /v/.
- T plays the recording for Ss to listen and repeat each sentence.
- T corrects their pronunciation if necessary.
- T calls on some students to read the sentences individually.

5. Post-stage: GAME: TONGUE TWISTER

***Aim:** To give students chance to apply what they have learnt.

1. Victoria fried some fresh fish.

2. Van fried the fish in half a vat of fat.

- T asks Ss to focus on 2 sentences on the board and try to say it.
- T models, then calls some Ss to read and corrects pronunciation if necessary.
- Ss practice saying the sentences.
- T has students try to read the whole sentence as quick as possible without making any mistakes.
- T corrects if necessary.

6. Wrap-up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

- dim light, lip balm, chapped lips,...

- Matching the phrases with the pictures

Pronunciation

sounds /f/ and /v/.

7. Homework:

- Learn by heart all the new words.
- Find 5 more words with the sound /f/ and 5 more words with the sound /v/. Write them down and practice pronouncing the words.
- Prepare for the next lesson: Unit 2: A closer look 2. (recognize and write simple sentences and

Use simple sentences to talk about healthy living)

- Project preparations:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a bad habit that the students in your school often do and think about some tips to change that habit. They have to find suitable photos or draw pictures to create a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparations after each lesson.)

Feedback:

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Week: 4 Period 11	UNIT 2: HEALTHY LIVING Lesson 3: A closer look 2	Date of preparing: 20/ 9/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. **Knowledge:** - Know how to recognize and write simple sentences
2. **Competences:** - Use simple sentences to talk about healthy living.
 - Be collaborative and supportive in pair work and team work
 - Actively join in class activities
3. **Character qualities:** - Be more aware of be responsible and hard working

II. TEACHING AIDS: Text book, laptop, TV, subboard.

III. PROCEDURES:

1. Warm up: * Game: Jumbled sentences

** Aims: To activate students' prior knowledge and vocabulary related to the targeted grammar.*

1. books / I / science / read /.
 2. games / children / love / outdoor /.
 3. their / every day / they / clean / house /.
 4. night / watched / I / T.V / last /.
 5. learn / words / every day / You / should / the / new /.
- T gives instructions.
 - T ask Ss to work in groups of 4, discussing to rearrange the words to make meaningful and completed sentences.
 - The group which can finish all the sentences first and has all correct answers will be the winner
 - T checks and corrects Ss' answer.

**Answer key:* 1. I read science books.

2. Children love outdoor games.

3. They clean their house every day.

4. I watched T.V last night.

5. You should learn the new words every day.

- T says: "This lesson today is going to tell you about "simple sentences".

2. Pre-stage:

** Aim: To introduce students some vocabulary and the form of simple sentences.*

*** Pre teach vocabulary:** - acne (n) mụn trứng cá

- pimple(n) mụn nhọt - vegetarian(n) người ăn chay

- cheesecake (n) bánh kem - affect (v) ảnh hưởng - avoid (v) tránh (+V-ing)

1. Vocabulary:

- Acne (n): mụn trứng cá
- pimple (n): mụn nhọt
- vegetarian(n) người ăn chay
- cheesecake (n) bánh kem
- affect (v) ảnh hưởng



What do you call a person who doesn't eat meat, fish, shrimp, crab, squid?



* Check vocabulary: ROR

* GRAMMAR: SIMPLE SENTENCES

- T draws students' attention to the sentences in the answers from the Warm-up and writes 1 more example, then underlines the main parts of each sentence.

- T writes some simple sentences on the board.

It rained.

S V

I read science books.

S V O

I watched T.V last night.

S V O A

- T asks Ss to look at the board and listen to the teacher's questions to identify each part of a sentences.

- Ss answer the teacher's questions, then read *REMEMBER* box in Ss' book.

- T tells Ss that a simple sentence has only one subject and one verb, some simple sentences also have an object, some simple sentences also have an adverb.

3. During-stage:

* **Aims:** - To help students identify the correct form of simple sentences, the subject and the verb in a simple sentence, and different parts of a simple sentence.

- To give Ss further practice on writing out simple sentences from the prompts given, and allow Ss more advanced practice in forming a simple sentence from two separate ones.

a. Task 1/p21: Tick (✓) the simple sentences.

- T asks students to do the exercise individually and then compare their answers with a classmate.

- T calls some Ss to explain their choices.

- T confirms the correct answers.

***Answer key:** Simple sentences: 1, 2, 4

b. Task 2/p21: Underlined and write S for the subject and V for the verb in each simple sentence below.

- T has students do this exercise individually by reading each sentence carefully to look for the two main parts.

- Ss give and explain their answers.

- T confirms the correct answers.

Key:

1. Vegetarians eat a lot of vegetables and fruit.

S V

2. Acne causes black and white pimples on the face.

S V

3. On Saturdays, my brother often spends two hours exercising at the sports centre.

S V

4. My mother didn't buy my favourite cheesecake.

S V

5. We are not cleaning up our community library.

S V

c. Task 3/p21: Rearrange the words and phrases to make simple sentences.

- T asks Ss to work in pairs.
- Ss work in pairs to do the task.
- T calls on Ss to read aloud the complete sentences.
- T confirms the correct answers.

***Answer key:** 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.

d. Task 4/p21: Write complete sentences from the prompts. You may have to change the words or add some.

- T asks Ss to look at the prompts of each sentence and decide the two main parts of the sentence.
- Ss do the task individually then share their answers with a partner.
- T calls on some students to read out their answers.
- T confirms the correct answers.
- T chooses some typical errors and correct as a whole class without nominating the students' names.

***Answer key:** 1. Tofu is healthy. 2. Many Vietnamese drink green tea.

3. She does not use sunscreen. 4. My father does not exercise every morning.

5. Most children have chapped lips and skin in winter

4. Post-stage:

***Aims:** - To enable students to ask and answer questions related to past activities.

- To help Ss be aware of some community activities that students in other countries do.

***Task 5/p22: Work in pairs. Discuss and write a simple sentence from the two given sentences.**

- Teacher asks Ss to work in pairs to read the two separate sentences, discuss and determine the two main parts for the new sentence.
- Ss work in pairs, write their sentences on the poster
- T calls on some pairs of Ss to show the sentences.
- T checks the answers as a class.

***Answer key:** 1. We avoid sweetened food and soft drinks.

2. My dad and I love outdoor activities. 3. You should wear a hat and sunscreen.

4. My mother read and downloaded the health tips.

5. Wrap-up: * *Aims:* To consolidate what students have learnt in the lesson.

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
Vocabulary: acne(n) pimple(n),vegetarian(n) cheesecake(n) affect (v)	- Tick (✓) - Underline and write S and V	Write a simple sentence from the two given sentences

6. Homework: - Review simple sentences. - Do exercises in the textbook again.

- Be ready for Lesson 4: Communication: ask for and give health tips and practise using some grammar points and vocabulary related to the topic.

- Continue to prepare the project.

* **Feedback:**.....

Week: 4 Period 12	UNIT 2: HEALTHY LIVING LESSON 4: COMMUNICATION	Date of preparing: 20/ 9/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. **Knowledge:** Ss learn how to ask for and give health tips and practise using some grammar points and vocabulary related to the topic.

2. **Competences:** Ss will be able to

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. **Character qualities:** Ss will be able to be benevolent and responsible.

II. TEACHING AIDS:

textbook, lesson plan, projector, audio file, gift, sachmem.vn

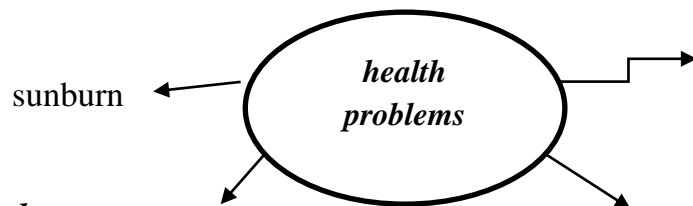
III. PROCEDURES

1. Warm-up: Game: **Brainstorming**

* *Aim:* To activate students some vocabulary relating to health problems.

- T divides the class into 2 teams and asks students from each team to write as many words as possible.

- T monitors and collects.



Suggested answer:

red spots chapped lips skin condition toothache sunburn
 headache sore-eyes cancer sore throat

=> To lead in the lesson: Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to give tips for health problems”.

2. Pre-stage

* **Aims:** To teach some vocabulary and introduce two ways to give tips on health problems and to allow Ss some practice.

* **Pre teach vocabulary:**

- eye drops (n) thuốc nhỏ mắt
- live long lives: sống thọ, sống lâu
- diet (n) chế độ ăn uống, chế độ ăn kiêng -> go on a diet: ăn uống theo chế độ, ăn kiêng
- soybeans (n) đậu nành

Check vocabulary: ROR

* **Task 1/p22: Listen and read the conversation. Pay attention to the highlighted parts.**

- T plays the record for Ss to listen and read the conversation about health problems.
- Ss listen and practice saying with their partners.
- T asks Ss to pay attention to the highlighted sentences and asks them some questions to elicit the new structure:
 - + *What do these sentences mean?*
 - + *When do we use these sentences?*
- Ss answer teacher's questions to find out new structure to give tips for health problems.
- Some students give the new structures to the teacher.
- Teacher corrects and writes on the board:

* **Structure: to give advice:**

- **You should/ shouldn't ...**

- **You can ...**

- Ex : - You should use sunscreen.
 - You shouldn't eat fast food.
 - You can use lip balm

3. During-stage

* **Aims:** - To help students practise giving tips on health problems.

- To provide students with more knowledge about healthy living and help them practice the skill of reading for the main idea.

a) Task 2/p22: Work in pairs. Make similar conversations.

- Teacher has Ss look at the situation in Ex 2 to make similar dialogue:

1. I'm tired.
 2. I have acne.
 3. My hands are chapped.
- T asks Ss to work in pairs
 - T moves around to observe and provide help.
 - T calls some pairs to practise in front of the class, then give comments on their performance

***Suggested answers :**

1. A: I am tired.
B: You can drink some milk.
A: Yes.
B: And you should have a nap.
A: Thank you.
2. A: I have acne
B: You should keep your face clean.
A: What else?
B: You shouldn't stay up late.
A: I'll do that. Thanks.
3. A: My hands are chapped.
B: You can drink much water and eat many fresh vegetables.
A: Thanks.
B: You should wear gloves when doing the washing-up.
A: Thanks for your advice..

b) Task 3/p22: Read the passage and choose the correct title for it.

- Teacher asks Ss to read the passage independently and choose the correct answer of the main idea.
- Ss do the task individually.
- Teacher calls some Ss to give their answers and explain them.
- Teacher confirms the correct answers.

***Answer key:** A - Ss take notes

4. Post-stage

***Aims:** - To help students identify the main points in a reading and talk about them.
- To help students practise giving health tips on their own context.

a) Task 4/p22: Discuss and make a list for the tips which help the Japanese live long lives.

- T has students work in groups to discuss and takes notes of the tips for a long life that they find in the text.
- Ss work in groups.
- T calls 2-3 groups to share their lists.
- Teacher confirms and corrects if necessary.

*** Suggested answers:**

1. They eat a lot of fish and vegetables.

2. They cook fish with little cooking oil.
3. They also eat a lot of tofu.
4. The Japanese work hard and do a lot of outdoor activities.

b) Task 5/p22: Work in groups. Discuss and make a list for the tips that the Vietnamese can do to live longer. Present it to the class. Does the class agree with you?

- Teacher asks students to work in groups of 4- 5.
- Ss work in group of 4- 5 to discuss and come up with some tips for how the Vietnamese can live longer.
- Some groups share ideas with the whole class and other groups listen and add more their ideas.
- Teacher listens and corrects if necessary.

***Suggested answers:** 1. avoid overeating

2. do more outdoor activities.
3. drink enough water
4. sleep before 10 p.m
5. eat more fruit and vegetables.
6. do more exercises.
7. eat less fast food

5. Wrap-up:

*** Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English	Tips for a healthy life	Production
- Give advice: + You should/ shouldn't ... + You can ...	- do more exercises - drink enough water	-Discuss and make a list of tips which help the Japanese live long lives

6. Homework:

- Learn structures by heart, further practice similar conversations for the health problems.
- Prepare for new lesson: Skills 1: Read for general and specific information about **acne** - a typical skin condition. Practice giving tips for health problems.
- Continue to prepare the project.

***Feedback:**

Week:5 Period 13	UNIT 2: HEALTHY LIVING Lesson 5: SKILLS 1	Date of preparing: 26/ 9/ 2023
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I. Objectives: By the end of the lesson, students will be able to:

- 1. Knowledge:** - Read for general and specific information about **acne** - a typical skin condition. Ss get acquainted with **scanning** reading skill.
- 2. Competences:** - Practice reading and speaking skills

3. **Character Qualities:**
- Practice giving tips for health problems.
 - Love their bodies, gain confidence again after getting know some common knowledge about acne.
 - Apply the health tips to themselves and improve their self-care skills

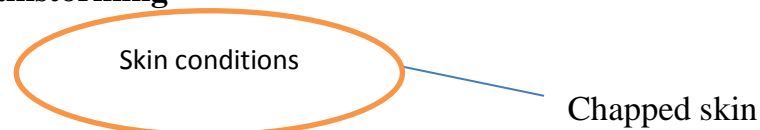
II. Teaching aids: Lesson plan, text book, laptop, cards, pictures, projector,

III. Procedure:

1. Warm- up:

**Aims:* - to review/ introduces words related to skin conditions

GAME: Brainstorming



2. Pre-stage:

**Aims:* - To know some vocabularies related to the lesson
- To help Ss have a general idea of what they are going to read

a) Vocabulary.

-T uses different techniques to teach vocab:

- disease (n): bệnh tật
- serious (adj): nghiêm trọng
- avoid + V-ing/ N (v): tránh
- touch (v): chạm vào
- take care of : chăm sóc, quan tâm
- pop (v): nặn (mụn)

** Checking Voc:* What and where

b) Task 1/p23: Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?

- T asks Ss to look at the pictures first and ask if they know the skin condition shown in each picture.
- Ss read the words / phrase aloud and do the matching in pairs; then share their answers
- T confirms the correct answers

**Answer key:* 1. Chapped skin 2. acne 3. Sunburn

Free-talking: Which skin condition is the most common among teenagers?

- T gets Ss to make a guess and give reasons if they can.
- T may help Ss get some general knowledge before reading the passage.

c) Prediction: Matching (Task 2/p23)

- T shows the table and runs through:

A	B
1. Acne is	a. young people the most.
2. Acne causes	b. a skin condition.
3. Acne affects	c. a serious disease.
4. Acne is not	d. small, red spots.

- T asks Ss to predict matching the beginning in A with the endings in B.

a) Checking the prediction: Task 2/p23: Read the passage and match the beginnings in A with the endings in B.

- T asks students to work individually to read the passage and compare their prediction in pairs.

- T and Ss check

***Answer key:** 1.b 2.d 3.a 4c

b) Task 3/p23: Read the passage again and choose the correct answer A, B, or C..

- T asks Ss: reading each question, locating where the information appears in the text, reading that part carefully and circling the correct answer.

- Ss do the task independently.

- T has Ss compare their answers in pairs and call some Ss to give their ideas.

- T checks and confirms the correct answers.

***Answer key:**

1. A 2. C 3. B 4. B 5. A

4. Post –stage

***Aims:** - To help Ss talk about how they apply the tips in the reading to themselves

- To provide Ss an opportunity to practise giving tips for health problems.

a) Task 4/p24: Read the passage again. pick the tips which you can easily follow. Share your ideas with your partner.

- T asks Ss to work in pairs and tells them to focus on the tips for acne in the text to talk about which tip they can easily follow.

- Ss work in pairs. Teacher goes around and listens and gives help if necessary.

- T calls on some Ss to share their answers with the class. If there is a tip they cannot follow, ask them to explain why not.

- T listens and gives comment.

b) Task 5/p24: Read about the health problems below. Discuss and make notes of some tips you can give each person. Then share your ideas with the class.

- T has Ss work in groups and asks them to take turns to give tips for each health problem.

- Ss work in groups to do the task. Teacher goes around, listens and gives help if necessary.

- T calls on some groups to share their answers with the class.

- T comments.

***Suggested answers:**

1. Use some lip balm.
Use coconut oil or body lotion.
2. Eat less fast food, meat, and ice cream.
Eat more fruit and vegetables.
3. Get enough sleep, 7 - 8 hours a day.
Don't go to bed too late.
4. Keep warm and stay in bed.
Drink plenty of water and eat light food.
5. Avoid washing your hair every day.
Take vitamins.

5. Wrap-up:

***Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: *acne, serious, avoid.....*
- Read a passage and match/choose A,

Speaking

Make notes of some tips you can give each person and share your ideas with the class

6. Homework:

- Learn by heart new words and memorize some useful health tips
- Continue to prepare the project.
- Prepare the new lesson: **Skills 2:** Listen for general and specific information about Healthy Habits and write a passage to give advice on how to avoid viruses.

***Feedback:**

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Week:5 Period 14	UNIT 2: HEALTHY LIVING Lesson 6: SKILLS 2	Date of preparing: 26/ 9/ 2023
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I. OBJECTIVES: By the end of the lesson, Ss will be able to:

- 1. Knowledge:** - Listen for general and specific information about Healthy Habits. Ss get acquainted with scanning listening skill.
- Practice Writing skill – write a passage to give advice on how to avoid viruses.
- 2. Competences:** - Practice listening and writing skills
- Practice giving advice on how to avoid viruses.
- 3. Personal qualities:** - Love their bodies, get knowledge about how to avoid viruses.
- Apply the health tips on how to avoid viruses for themselves

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up:

***Aim:** - To activate students' prior knowledge and vocabulary related to the lesson

CHATTING:

- T writes on the board the word “Healthy habits” and asks Ss some questions:
- + What does this word mean?
- + What do we do to have “healthy habits”?
- + Can you name some “healthy habits”?
- Ss think of these questions and discuss with their partners if needed.
- T calls some students to give their answers.
- T listens and give comments.

2. Pre-stage:

- *Aims:** - To know some vocabularies related to the lesson and help Ss have a general idea of what they are going to listen
- To help Ss brainstorm the topic and prepare for the listening text.

a) Vocabulary:

- **virus (v): vi rút**
- **provide (v): cung cấp**
- **wear a mask : đeo khẩu trang**
- **avoid crowds : tránh xa đám đông**
- **health habits : thói quen lành mạnh**
- **T uses different techniques to teach vocabulary (pictures, explanation, translation)**
- + **Follow the steps to teach vocabulary**
- **Ss repeat in chorus and individually**

+ **Check vocabulary:** Slap the board

- Ss take note the words

b) Task 1/ p24: *Discuss and tick the habits you think are good for your health.*

- T asks Ss to work in pairs to discuss if these sentences are good or bad for their health.

- Ss work with their partner to do the task.

- T calls on some Ss to answer.

- Tr gives comments and leads Ss to task 2.

***Suggested answers: Good for health: 2, 3**

b) **Prediction:**

- T has students guess if these habits are mentioned in the listening text. If they say yes for a habit, put a tick next to the word. (Task 2/p24)

3. During stage:

***Aims:** - To help students develop their skill of listening for specific information.

a) **Checking the prediction: Task 2/p24: *Listen and tick (✓) the habits mentioned.***

- T plays the recording once for students to listen and check their guesses.

- Asks Ss to work in pairs and compare the answers with other.

- Teacher confirms the answers and gives feedback.

***Answer key: 1. eating 3. exercising 4. sleeping 6. cleaning**

c) Task 3/p25: **Listen again and answer the questions with no more than three words.**

- T has Ss read the questions and determine what information they need for answering the questions. Remind them answer the questions with no more than THREE words. Then, teacher plays the recording once or twice more for Ss to do the exercise.

- Ss work independently to listen again and determine what information they need. After that, Ss can share their answers in pairs.

- T calls on some pairs to give answers.

- T confirms the correct ones and plays the recording again if needed, stopping at the places where students are having difficulties.

Suggested answers:

1. disease 2. (lots of) vitamins 3. 8 / eight hours 4. tidy and clean

4. Post –stage:

***Aim:** - To help Ss make simple notes of what they have listened then practise writing a passage to give advice on how to avoid virus.

a) Task 4/p25: **Discuss and make notes of the tips from the listening. Then share them with the class.**

- T tells Ss to work in groups to discuss and make notes of the tip they can remember from the listening.

- T moves around and offer help if needed

- T invites some Ss to share their answers. Encourage Ss to write in full sentences.

Ex: - Don't eat too much meat and cheese.

- Eat more fruit and vegetables.

- Drink enough water, but not soft drinks.

- Keep your room tidy and clean.

b) Task 5/p25: **Write a passage of about 70 words to give advice on how to avoid viruses.**

-T asks Ss to look at the pictures and read the advice, checks their understanding.

-T can write the words flu, COVID 19... on the board as examples of disease caused by viruses.

- T goes round and offer help if needed.
- Call on some Ss to read aloud their writing and check them.

Example answer:

We can do a lot of things to avoid viruses. We should always keep your surroundings clean. Sweep your house, clean your furniture and change your pillow covers and bed sheets often. Remember to take a bath daily. Wash your hands with soap regularly. Drink a lot of water and eat more fruit and vegetables. Do exercise three times a day for at least 15 minutes each time. When you go out, wear a mask and avoid crowds.

5. Wrap- up: * **Aim:** *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about healthy habits

Writing

Write a passage to give advice on how to avoid viruses.

6. Homework:

- Learn by heart new words and memorize some healthy habits and tips to avoid viruses.
- Prepare the new lesson. **Looking Back + Project:** Review the vocabulary and grammar of Unit 2; Apply what they have learnt (vocabulary and grammar) into practice through a project

***Feedback**

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Week:5 Period 15	UNIT 2: HEALTHY LIVING Lesson 7: LOOKING BACK & PROJECT	Date of preparing: 26/ 9/ 2023
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I. OBJECTIVES: By the end of this lesson, Ss will be able to:

- 1. Knowledge:** - Review the vocabulary and grammar of Unit 2
- Apply what they have learnt (vocabulary and grammar) into practice through a project.
- 2. Competences:** - Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities
- 3. Personal qualities:** - Be benevolent and responsible
- Develop self-study skills

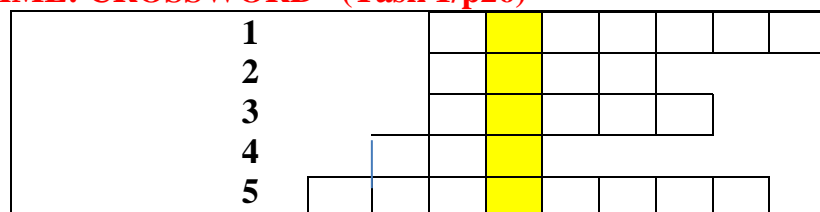
II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up:

* **Aims:** To help Ss revise the vocabulary items (verbs) they have learnt.

GAME: CROSSWORD (Task 1/p26)



- T divides the whole class into 2 teams to play the game, then gives the rule of the game.
- T gives the cue of the key word: “ *It is a health problem when the body temperature increases* ”.
- + Row 1: (sentence 2)
- + Row 2: (sentence 1)
- + Row 3: (sentence 3)
- + Row 4: (sentence 4)
- + Row 5: (sentence 5)
- T decides the winner.

* **Answer key:**

		A	F	F	E	C	T	S
		K	E	E	P			
		A	V	O	I	D		
	A	R	E					
E	X	E	R	C	I	S	E	

2. Pre- stage:

- * **Aims:** - To help Ss revise the vocabulary items (verbs) they have learnt in the unit.
 - To help Ss revise the vocabulary items (adjectives) they have learnt in the unit.

LOOKING BACK:

* VOCABULARY

Task 2/p26: Write the words below next to their definitions.

- T has Ss work individually read the adjectives in the box and see if they remember their meanings.
- Ss do this activity individually, then compare their answers with their partners.
- T asks for Ss' answers.
- T confirms the correct ones.

***Answer key:**

1. active
2. healthy
3. tidy
4. fit
5. dirty

3. During – stage:

- * **Aims:** To help Ss revise simple sentences.

* GRAMMAR:

a) Task 3/p26: Tick (✓) the simple sentences.

- T asks to do Act.3 in the textbook.
- Ss do the exercise individually and swap with their partners.
- T asks for Ss' answers.
- T confirms the correct answers.

***Answer key:** Simple sentences: 2, 3, 5

b) Task 4/p26: Change the following sentences into simple ones.

- T asks Ss to write a simple sentence by identifying the main parts of the new sentence.
- Ss do the exercise individually.
- T calls 1-2 Ss to write on the board.
- T checks and confirms their answers.

***Answer key:**

1. Both you and your brother are active.
2. Your room looks dark and untidy.
3. The Japanese work hard and exercise regularly.

My mother eats a lot of fruits and vegetables.

4. Post- stage:

* **Aims:** To help Ss identify a bad habit for healthy living in their school and offer some tips to change that habit.

PROJECT: BUILD HEALTHY HABITS (POSTERS EXHIBITION: Prepared at home)

a) Task 1: *Discuss and find a bad habit and some tips to change it.*

- T has students work in groups and gives instructions to students as follow.

b) Task 2: *Find or draw a picture to illustrate your idea.*

- T has Ss find or draw the pictures about building healthy habits in groups.

c) Task 3: *Present your poster to the class:*

- Ss discuss in groups then show their posters and present the bad habit and give tips to the class.

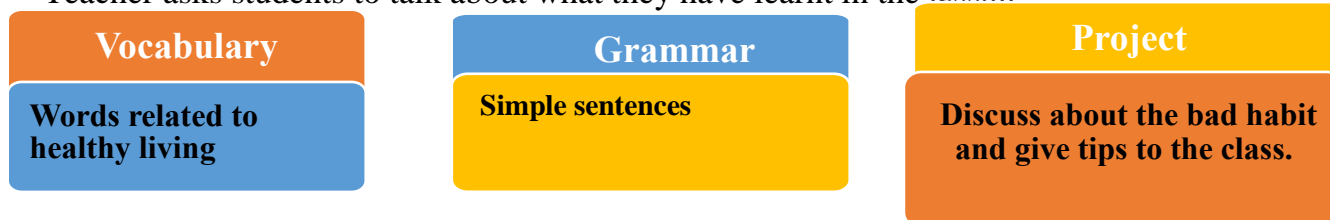
- Ss vote for the best performance.

- T gives feedback.

5. Wrap –up:

***Aim:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson



• Now I can:

- Ask Ss to complete the self- assessment table

Now I can....	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the words about healthy activities and health problems. • pronounce the sounds /f/ and /v/ correctly. • recognise and write simple sentences. • ask for and give health tips. • read about acne. • talk about how to deal with some health problems. • listen to some advice about healthy habits. • write a paragraph of some advice to avoid viruses. 			

- Identify any difficulties, weak areas, and provide further practice.

6. Homework:

- To revise UNIT 2
- Do exercises again.
- Prepare next lesson: Unit 3: *Getting Started*: Have an overview about the topic

“Community service” and Use the vocabulary to talk about community activities.

***Feedback**.....

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Week:6 Period 16	UNIT 3: COMMUNITY SERVICE Lesson 1: GETTING STARTED	Date of preparing: 03/ 10/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

- 1. Knowledge:** - Have an overview about the topic “Community service”
- Use the vocabulary to talk about community activities.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

- 2. Competences:** - Know how to use some words of community activities topic
- Recognize the past simple tense.

- 3. Character qualities:** - Develop self-study skills.
- Raise Ss’ awareness of the need to keep their neighbourhood green.





II. TEACHING AIDS: Textbook, Projector/ TV/ pictures and cards, sachmem.vn, extra boards

III. PROCEDURES:

1. Warm – up:

* *Aim: To introduce the topic and lead in the lesson*

Matching

			
A.	B.	C.	D.
<div>1. donating clothes to poor children</div>	<div>2. planting trees in the park</div>	<div>3. watering vegetables in the school garden</div>	<div>4. giving gifts to old people</div>

Answer key: A + 3 ; B + 2; C + 1; D + 4

-Teacher asks: What are these activities about? and explains the term “Community service” (work that people do without payment to help other people).

2. Pre – stage

* *Aim: To teach Ss some words related to the topic Community service; To help students well-prepared for the listening and reading tasks.*

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- board game (n): trò chơi trên bàn cờ (example)
- community service (n.phr.): dịch vụ cộng đồng (translation)
- community activity (n.phr.): hoạt động cộng đồng (picture)
- donate (v): quyên góp, ủng hộ (explanation)
- nursing home (n.phr.): viện dưỡng lão (picture)
- homeless (adj): vô gia cư (explanation)

* **Checking vocab:** R.O.R

b. Task 1/ 28: Listen and read

-T asks students to pay attention to the pictures in the textbook and asks them some questions about the pictures: What are the boys doing?

+ What can you see in the bubble ? (**Tom is donating books to homeless children**)

(**Minh is donating vegetables to a nursing home; He is planting vegetables**)

+ What might they be talking about ? (**They might be talking about community activities**)

- T confirms the answers and indicates that they are doing “community activities”.

- T leads in the new lesson - T. plays the recording twice.- Ss listen.

- T can invite some pairs of students to read aloud, check students’ pronunciation and give feedback.

3. During- Stage:

**Aims: To help students read for specific information about Minh and Tom’s community activities and use the vocabulary related to community activities in the right contexts.*

a. Task 2/p29 : Read the conversation again and tick (✓) the appropriate box.

T runs through the information in the box and asks Ss to read the conversation again and work in pairs to find the answers.

T allows students to share their answers before discussing as a class and encourages them to pronounce the words / phrases correctly.

T checks the answers as a class and gives feedback.

**Answer key:*

Community activity	Minh's club	Tom's club
1. picking up litter	✓	
2. planting vegetables	✓	
3. donating books		✓
4. donating vegetables	✓	
5. teaching English		✓

b.Task 3/ 29: *Complete the phrases under the pictures with the verbs below.*

- T asks Ss to complete the phrases under the pictures with the given verbs.
- T allows students to share answers before discussing as a class.
- T asks students to say the phrases aloud and makes sure they pronounce the words and phrases correctly. T can ask for translation to check their understanding.

**Answer key: 1. pick up 2. help 3. recycle 4. donate 5. clean*

c. **Task 4 /p 29: Complete the sentences with the correct words or phrases below:**

- T runs through the words or phrases and the sentences.
- T asks students to complete each sentence with a word or phrase from the box.
- T allows students to share answers before discussing as a class.
- T can ask students to read aloud the full sentences and correct their pronunciation if needed.

**Answer key: 1. homeless children 2. Litter 3. old people 4. taught 5. planted*

*** Language Notes:** The Simple Past

T asks Ss to read the dialogue again and answer the question: When did Tom come back Ha Noi?
And What did he buy for Minh?

Ss answer

He **came** back yesterday.

He **bought** a board game for Minh.

T asks Ss: Which tense is used in these answers?

Ss answer: The simple past

T asks Ss to remind the use and the form of the simple past.

4. Post – stage: Task 5/p29 GAME Vocabulary Ping-pong

**Aims: To help Ss review and reuse the learnt vocabulary; To create a fun atmosphere in the class.*

- T instructs students to play the *Vocabulary Ping-Pong* game:
- T asks Ss to think of the topic Community Service.
- One student from team A shouts out a word or phrase related to the topic. Then one student from

team B makes a sentence with that word or phrase. Then switch roles.

Example: Team A: Litter

Team B: We often pick up litter in the park. Trees.

Team A: We plan trees in our school every year. Book.

- The team that cannot give a phrase or make a correct sentence loses and the other team gets a point.

- Students play the game. -T goes around to help weaker students.

-T stops the game when time is up. The team that makes the most correct sentences wins.

5. Wrap-up: * Aim: To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Listen and read

Language Note

**Community service;
homeless...**

**- Practice
- Complete the pictures/ sentences**

Simple past tense

6. Homework

- Learn by heart all the new words.

- Think about community activities that students can do (at least 3 activities).

- Prepare for the next lesson: Unit 1: A Closer look 1: Learn more words related to community activities and know how to Pronounce the sounds: /t/, /d/, /ɪd/ in isolation and in context

***Feedback:**

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**Week:6
Period 17**

**UNIT 3: COMMUNITY SERVICE
Lesson 2: A CLOSER LOOK 1**

**Date of preparing:
03/ 10/ 2023**

I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge: - Use words related to community activities.

- Pronounce the sounds: /t/, /d/, /ɪd/ in isolation and in context

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with

teacher and friends.

2. **Competences:** - Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. **Personal qualities:** - Develop self-study skills
- Raise Ss' awareness of the need to keep the neighbourhood green.

II. TEACHING AIDS- Grade 7 textbook, Computer, Projector/ TV/ Pictures and cards...

III. PROCEDURE:

1. Warm up:

**Aim : To recall students' vocabulary on community activities*

MATCHING GAME:

Set of word cards:

recycle	help	plant
trees	vegetables	small children
books	bottles	cans
		old people
		homeless children

2. Pre-stage:

**Aim : To introduce some vocabulary related to the topic "Community service"*

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- exchange (v): /ɪks'tʃeɪndʒ/ trao đổi (explanation)
- pick up (phr.v) /pɪk ʌp/ nhặt lên (Mining) - tutor (v) /'tju:tə/ dạy kèm (explanation)
- rural area (n): vùng nông thôn

** Checking vocab:* R.O.R

3. During- stage:

**Aims: To introduce some verbs and verb phrases that are often used to describe community activities; To allow students to use the learnt words/ phrases in contexts; To have students practise producing full sentences using the learnt words / phrases.*

a) Task 1/ p30: Match the verb in A with a word or phrase in B.

- Students work in pairs to match the verbs in A with words/ phrases in B.
- T asks them to share their answers in pairs before checking the answers as a class.
- T invites Ss to take turns to read their answers and corrects their pronunciation if needed.

**Answer key: 1. e 2. a 3. d 4. c 5. b*

b) Task 2/ p30: Complete each of the sentences with a suitable word or phrase from the box.

- Teacher asks students to work individually to complete each of the sentences with a suitable word/ phrase from the box. All of these words/ phrases have been learnt in task 1
- Teacher allows students to swap their textbooks to peer check first.
- Teacher asks some students to read aloud the complete sentences

**Answer key: 1. litter 2. used paper for notebooks 3. water 4. donate 5. tutor*

c) **Task 3/ p30:** Use *the phrase from the box to write full sentences under the correct picture.*

- Teacher asks students to work individually to write full sentences, using the given phrases.
- Students read aloud the six phrases and match with the appropriate pictures.
- Teacher asks students to work in pairs to swap their answers and peer check.
- Teacher checks their answers as a class.

* **Answer key:** 1. *She's reading books to the elderly.*
2. *They're giving gifts to old people.*
3. *They're exchanging used paper for notebooks.*
4. *They're donating clothes to poor children.*
5. *She's planting trees in the park.*

4. Pronunciation:

***Aim:** To help Ss identify how to pronounce the sounds /t/, /d/ and /ɪd/ and practise them in words and sentences.

a) **Task 4/ p 30:** Listen and repeat. Pay attention to the sounds /t/, /d/ and /ɪd/.

- Teacher has students listen to the recording once first.
- T plays the recording for them to listen and repeat each word as a class, then as individuals.

b) **Task 5/ p 31:** Listen to the sentences and pay attention to the underlined part. Tick the appropriate sounds. Practise the sentences

- Teacher has some students read the sentences first and asks them to pay attention to the underlined parts.
- Teacher plays the recording for Ss to listen then have them tick the appropriate sounds.
- Teacher invites some Ss to share their answers. Confirm the correct ones.
- Teacher plays the recording again and ask students to repeat each sentence after the recording. Teacher confirms the answers.

* **Answer keys:** /t/: 1 /d/: 2,5 /ɪd/: 3,4

5. Post-stage: GAME: BROKEN TELEPHONE

***Aim :** To test students' quick reaction to the targeted sounds

T divides the class into 2 teams and asks them to stand in 2 lines. The first student from each line will be told some words with the /t/, /d/ and /ɪd/ sounds. Team members have to whisper one by one till the last. The last student from each line runs to the board and write down the words in the correct columns. The faster one with correct answers will be the winner.

Students play the game.

Teacher helps students in the game. - Teacher gives feedback

Suggested key:

/t/	/d/	/ɪd/
picked, booked, helped	tutored, watered, exchanged	donated, planted

6. Wrap up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- exchange; pick up; tutor

- Matching a verb to phrases

Pronunciation

sounds /t/, /d/ and /ɪd/.

7. Homework:

- Learn by heart all the new words.
- Write at least 3 activities which you can make your neighborhood to be a greener place
- Prepare for the next lesson: Unit 3: A closer look 2.(Simple past tense: talk about past activities).

- Project preparation:

- + Teacher informs student of the final project of the Unit's project.
- + Explain the requirements of the project: Think about some environmental problems in your neighbourhood and the solutions to those problems. Students will present their ideas in Lesson 7 – Looking back and Project.
- + Teacher explains to students how they can get the information.
- + Put students into groups and ask them to discuss to assign tasks for each member. Help them set a deadline for each task.

(Teacher should check the progress of students' preparation after each lesson.)

- **Feedback:**

Week:6 Period 18	UNIT 3: COMMUNITY SERVICE Lesson 3: A closer look 2	Date of preparing: 03/ 10/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. **Knowledge:** - Understand the use of the past simple tense

- Practice using the past simple to talk about past activities

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. **Competences:** - Use the past simple to talk about past activities.

- Be collaborative and supportive in pair work and teamwork

3. **Character qualities:-** Develop self-study skills.

- Raise Ss' awareness of the need to keep their neighbourhood green.

II. TEACHING AIDS: Text book, laptop, TV, subboard.

III. PROCEDURES:

1. Warm up:

* **Aims:** To activate students' prior knowledge related to the targeted grammar of past simple tense and to increase students' interest.

* **Game:** Sentence puzzlings

** Suggested answers:*

1. We	picked up	litter	around	our school	yesterday.
2. Our club	donated	clothes	to	homeless children	last winter.
3. They	helped	old people	in	the nursing home	last week.
4. Last summer,	she	taught	English	to	poor children.

2. Pre-stage:

* **Aim:** To teach some vocabulary and review students' knowledge of the past simple tense.

Vocabulary: - orphanage (n): trại mồ côi

- gloves (n): găng tay

- volunteer (v): tình nguyện, xung phong

- flooded (adj) bị ngập lụt

- lonely adj: cô đơn

- support (v): ủng hộ

* **Check vocab: ROR**

Grammar: The simple past

- T sets the scene by asking some questions: *What did you do last night? Did you review your lesson last night?*

- Teacher asks students to study the Grammar box. The past simple

Positive	S+ V-ed (played)/ V2 ...
Negative	S+ did not/ didn't+ V (inf) (play) ...
Questions and short answers	Did+ S+ V (inf) (play) ... ? - Yes, S + did.// No, S + didn't.

- Teacher draws students' attention to the meaning and use of the past simple.
- Teacher then asks some more able students to give some more examples.
- Teacher confirms the answers and gives feedback.

3. During-stage:

*** Aims:** - *To review Ss' knowledge of the past simple tense and raise Ss' awareness of the past simple tense and the past form of some verbs.*

- *To help Ss distinguish between the present simple, present continuous, and past simple in specific context and write full sentence using the correct form of the verbs.*

a. Task 1/p31: Circle the correct answer A, B or C to complete each sentence

- Ask Ss to work individually to circle the correct answers.
- Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).
- Teacher confirms the answers and gives feedback.
- Ask several Ss to read aloud full sentences with the correct answers. Correct their pronunciation if necessary.

***Answer key:** 1. B 2. C 3. B 4. A 5. C

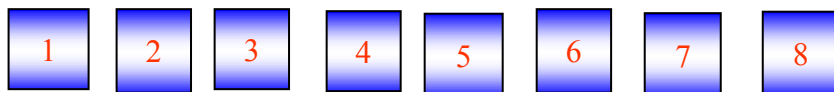
b. Task 2/p31: Complete the sentences with the past simple form of the given verbs.

- Have Ss work individually to complete the sentences with the past simple form of the given verbs.
- Have Ss read out their sentences. Correct grammar and pronunciation mistakes if necessary.
- Check the answer as a class.

***Answer key:** 1. took 2. Did ... join 3. helped 4. sent 5. volunteered

c. Task 3/p31: Complete the sentences with the correct forms of the verbs from the box.

- Teacher has students work by playing game : **Lucky number. (2 teams)**



- Teacher prepares 8 numbers which includes 5 questions in the textbook, and 3 lucky numbers..

***Answer key:** 1. cook 2. Did ... plant 3. are picking up 4. recycled 5. Read

d. Task 4/ p32: Write complete sentences from the prompts.

- Have Ss work individually to write complete sentences from the prompts.
- Teacher lets students work in pairs and exchange the answers before checking with the whole

class (explain each sentence if necessary).

- Teacher confirms the answers and gives feedback.

***Answer key:** 1. Last year, our club donated books to children in rural areas.

2. Children sent thank-you cards to us a week ago.

3. I taught two children in grade 2 last summer.

4. Last spring, we helped the elderly in a nursing home.

5. We helped people in flooded areas last year.

4. Post-stage:

*** Aims:**

- To enable students to ask and answer questions related to past activities.

- To help Ss be aware of some community activities that students in other countries do.

***Task 5/ p32: Work in pairs. Tom is from the Red Cross. Look at the fact sheet and ask Tom about his projects in 2016 and 2020**

- Introduce the Red Cross projects and activities in 2016 and 2020.

- Have Ss work in pairs for 5 mins to practise asking and answering questions based on the fact sheet.

- Ss use the past simple when they ask and answer questions about the past activities.

- Invite some pairs to make short conversations as an example.

- Corrects any grammar and pronunciation mistakes if necessary.

Example: Tom: I'm from the Red Cross. I worked on the Help Lonely People project in 2016.

Lan: What did you do?

Tom: We helped 200 lonely people...

5. Wrap-up: * Aims: To consolidate what students have learnt in the lesson.

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
Simple past tense	-Choose A ,B or C -Put the correct form	Ask Tom about his projects

6. Homework:

- Revise the form and use of the past simple tense

- Prepare Communication: Learn some new words and phrases about giving compliments; learn how to give compliments and discuss and present the benefits of the volunteer activities.

- Continue to prepare the project.

*** Feedback:**.....

Week:7 Period 19	UNIT 3: COMMUNITY SERVICE LESSON 4: COMMUNICATION	Date of preparing: 10/ 10/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge: Learn some new words and phrases about giving compliments; Know how to give compliments and discuss and present the benefits of the volunteer activities.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences: To give and respond compliments.

3. Character qualities: Develop self-study skills and raise students' awareness of the need to keep their neighbourhood green and have good behaviors to community.

II. TEACHING AIDS: textbook, lesson plan, projector, audio file, gift.....

III. PROCEDURES

Warm-up: * **Aim:** To create a friendly and active atmosphere in the class to motivate students

Game: **Guessing word:** *Community service*



* **Suggested key:** A. Teaching street children B. Collecting litter... C. Singing and dancing with the old people D. Planting trees E. Donating clothes

2. Pre-stage

* **Aims:** - To teach useful vocabulary and phrases related to the topic
- To introduce two ways to give compliments.

a. Vocabulary: (Using different techniques to teach Vocab)

- decorate (v) : trang trí

- rubbish = litter// trash

-raise money : (v.phr): ủng hộ tiền

-mountainous area (n.phr): miền núi

* **Checking vocabulary:** What and Where

b. Structures:

*** Task 1/p32: Listen and read the dialogue between Lan and Mark. Pay attention to highlighted parts.**

- T asks Ss to listen to the dialogue between Lan and Mark.
 - T asks Ss to work in pairs and read the dialogue, pay attention to the highlighted parts.
 - T emphasizes the use of the compliments
- * Giving compliments: Sounds like great/ good words!**
- T calls some pairs of students to role play the dialogue again. (open pairs- Closed pairs)
- T confirms the answers and gives feedback, corrections (if necessary).

How to give compliments:

→ Sounds like great work!

Wonderful!! Great!! Fantastic!

3. During-stage

*** Aims:** To help students practise giving compliments and learn more about some benefits of community activities and practise reading for specific ideas.

a) Task 2/p32: Work in pairs. Make similar conversations.

- Teacher has students work in pairs to make similar dialogues, using the contexts given and the sample compliments.
- Teacher asks some pairs to practice the dialogue so that the whole class can give comments.
- Teacher gives feedback as a class.

*** Answer key:** **Mi:** What did you do to help your community last summer, Tom?

Tom: My friends and I cleaned and decorated parts of their neighbourhood.

Mi: *Sounds like great work!* I helped lonely elderly people in the area.

Tom: *Wonderful!*

b) Task 3/ p33: Work in pairs. Read the poster about the volunteer activities for teenagers at Lending Hand. Write the project number (1-3) next to its benefit (A - E) -Teacher has

students work in pairs to read the poster and asks them questions like:

+How many projects does Lending Hand offer?

+What activities can you do/ join in Projects 1, 2 and 3?

- Students work in pairs to write the number of the projects (1 - 3) next to the benefits (A - E).
- Teacher asks some pairs to read out their answers and gives feedback

***Suggested answer:** 1- **B.** making the neighbourhood greener./ **E.** making the neighbourhood cleaner.

2 - C. helping feed children. / **- D.** helping children have a better future.

3 - A. making the elderly less lonely.

4. Post-stage

*** Aims:** - To help students practise asking and answering questions about which activities they want to join and why.

- To help students practice giving reasons.

- To help students practise asking and answering questions about which activities they

choose to join and the benefits of those activities.

a) **Task 4/p34: Work in pairs. Ask and answer which activities in 3 you want to join. Give reasons.**

- T asks Ss to work in pairs and ask and answer which activities in 3 they want to join, give reasons. (tasks 3,4)
- T asks Ss to work in pairs to ask and answer questions about which activities they want to join and why. They can use the example in the Student's book
- Teacher invites some pairs to role-play, asking and answering questions in front of the class.
- Teacher corrects any grammar or pronunciation mistakes if necessary.

***Example exchange:**

Minh: Which activity do you want to join?
Lan: I want to join some clean-up activities.
Minh: Why do you want to join these activities?
Lan: Because they make the neighbourhood cleaner.

b) **Task 5/ p34: Work in groups. Discuss which activity each member of your group chooses and the benefit(s) of the activity. Present your group's answers to the class.**

- Teacher lets students work in groups discuss which activity each member of their group chooses and the benefits of each activity.
- Teacher invites group representatives to report their group's answers.
- Teacher gives feedback on their reports.

Example:

Mai wants to donate food to street children because this helps feed them.

Lan wants to join clean-up activities because these activities make our neighbourhood cleaner.

5. Wrap-up:

*** Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English	Changing our neighbourhood	Production
-Vocab: <i>decorate; rubbish...</i> -Make dialogues, using compliments	-Write the benefits of projects	-Ask and answer which activities you want to join and give reasons

6. Homework:

- Practice the dialogue and structure
- Think about some environmental problems in your neighbourhood and the activities you want to do to solve those problems.
- Prepare for lesson 5 (Skills 1) and project: reading for specific information about community activities at school; Talking about the reasons why students join different community activities

***Feedback:**

Week:7 Period 20	UNIT 3: COMMUNITY SERVICE LESSON 5: SKILLS 1	Date of preparing: 10/ 10/ 2023
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I. Objectives: By the end of the lesson, students will be able to:

1. Knowledge: - Develop reading skill for specific information about community activities at school.

- Develop speaking skill: Talking about the reasons why students join different community activities

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2.Competences: - Read for general and specific information about community activities.

- Develop communication skills, presentation skill.- and creativity

- Actively join in class activities

3.Character Qualities:- Develop self-study skills.

Raise students' awareness of the need to keep their neighbourhood green.

II. Teaching aids: Lesson plan, text book, laptop, cards, pictures, projector,

III. Procedure:

1. Warm- up:

**Aims:- To introduce the topic of reading and remind students of some community activities.*

- To enhance students' skills of cooperating with team mates

GAME: WHO IS FASTER?

- The class is divided into 2 teams. - Teacher prepares 6 pictures and 6 phrases.

- Each team will have to choose a number and match the correct description with each picture.

- The team with more correct answers will be the winner.

1.

*collecting rubbish*

2.

*donating clothes*

3.

*planting trees*

4.

*tutoring homeless children*

5.

*helping old people*

6.

*cleaning the street***2. Pre-stage:**

- *Aims:** - To provide students with some lexical items before reading the text.
 - To help Ss brainstorm some more community activities.

a) Vocabulary.

-T uses different techniques to teach vocab:

+ monthly (adv) hằng tháng + develop (v) phát triển + proud (adj) tự hào (explanation)

*** Checking Vocab:** What and where

b) Task1/p34: Work in pairs. Circle the activities you would like to do at your school.

A. growing vegetables in the school garden

B. tutoring other students

C. collecting books for the school library

- Students work individually to circle the activities they would like to do at their school.

- Ss can name some more activities they would like to do at their school if the class is more fluent.

c) Prediction: Matching (Task 2/p34)

- T gives some words or phrases and asks Ss to predict matching them with the same meaning

1. give 2. give and receive 3. every month 4. pleased 5. teach

A. tutor B. monthly C. donate D. exchange E. proud

3. During-stage:

*** Aims:-** To improve students' knowledge of vocabulary related to community activities.

- To improve students' skill of reading for details.

a) Checking the prediction: Task 2/p 34: Read the passage and match the highlighted words with their meanings.

- T asks students to work individually to read the passage and find the highlighted words

- T tells Ss to read the text quickly and check their ideas in .

- T and Ss check

***Answer key:** 1. + C. donate 2.+ D. exchange 3.+ B. monthly 4.+ E. proud 5.+

A.Tutor

b) Task 3/p34: Read the passage again and tick True or False.

- T asks some students to read out loud the sentences in the table and tick True/ False
- T allows students to share their answers before discussing as a class and encourages them to give evidence.
- T calls a student to write his/her answer on the board, then check sentence by sentence with class.

***Answer key:** 1. T 2. F 3. T 4. F 5. T

4. Post –stage

- *Aims:** - *To enable students to review and reuse the name of some community activities;*
 - *To give students an opportunity to practise explaining their reasons*

a) Task 4/ p34: Read about these students. Write the names of the projects you think they should join in the Projects column.

- Teacher asks students work in pairs to read the sentences in the table. Ask some Ss to stand up to answer the questions: ***What did you learn about Nick/ Ann/ Minh/ Mark/ Tom?***
- Ss work in pairs to discuss and decide which Ss should join which project in the reading.
- Students should give some reasons for their choice.
- Teacher confirms the answers and gives feedback if necessary.

***Answer key:** 1. C 2. A 3. B 4. D 5. E

b) Task 5/ p34: Discuss which project in Task 4 you would like to join, and why. Report your group's answers to the class.

- Teacher has students work in groups to discuss which project each of them would like to join.
- Ss work in groups to discuss which project that each of them would like to join and give reasons.
- Teacher goes around to help students.
- After finishing, teacher can call some groups to give presentations in front of the class.

Example:

Hoa will join the Tutoring project because she is good at Maths and English. She also loves children.

5. Wrap-up:

*** Aim:** *To consolidate what students have learnt in the lesson.*

T asks Ss to summarise what they have learnt in the lesson

Reading
_Vocabulary: monthly; develop.....
-Read a passage and match// tick T/F

Speaking
Name the projects and report the project you would like to join

6. Homework:

- Learn vocabulary by heart.
- Prepare for the next lesson: Unit 3- Skills 2 and project: Listen for specific information about

some community activities and their benefits; - Write an email about community activities one did last summer.

***Feedback:**

<i>Week: 7</i> <i>Period 21</i>	UNIT 3: COMMUNITY SERVICE LESSON 6: SKILLS 2	Date of preparing: 10/ 10/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Listen for specific information about some community activities and their benefits
- Write an email about community activities one did last summer.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character qualities

- Develop self-study skills
- Raise students' awareness of the need to keep their neighbourhood green.

II. TEACHING AIDS: Text books, pictures, lesson plan, ...

III. PROCEDURE :

1. WARM UP

- * **Aim:** - Check students' knowledge related the previous lesson.
- To introduce the topic of listening.

+ Game: Network

- T guides students to play a game about “community service ” in two groups

- Ss take turns to write words on the board.

Helping homeless children



T gives feedback

* **Suggested answers:** read books to the elderly; water vegetables in the school garden; donate clothes to poor children; exchange used paper for notebooks; clean the playground;

- Teacher chooses some useful and feasible and leads in the topic of the lesson: **school activities in summer.**

2. PRE- STAGE

* **Aim:** - *To teach students some vocabulary and how to listen for specific information about community activities*

- *To help students practice describing pictures, using vocabulary related to community activities.*

a. Vocabulary:

- awesome (adj): tuyệt vời
- grow up (phr.v): phát triển, lớn lên

Ex: It was enjoyable to watch the trees grow up.

- Fabulous! Thật xuất sắc!

Checking vocab: Rub Out and Remember

Activity 1:

T gets Ss to discuss with a question “ What community activities are the children doing in the picture?”



- T asks Ss to work in pairs to describe the pictures or discuss what the teenagers are doing in the pictures.
- Asks Ss to work in pairs to describe the pictures or discuss what the children are doing in the pictures.
- Ss re-describe the pictures to the class.
- Students compare their answer with the partner and check with the class.

*Answer key:

- reading books to the elderly
- picking up litter

c. planting trees

- T asks Ss to predict whether Tom and Linda talk about these community activities in their below conversation.
- T collects Ss' predictions.
- Teacher asks students to listen to a talk between Tom and Linda about the community activities once and check their predictions.

Answer key: b. picking up litter (paper and bottles) and c. planting trees

3. DURING- STAGE

**Aim: To improve Ss' skill of listening for details.*

To improve Ss' listening comprehension and note-taking skills.

Activity 2:

- Asks ss to work individually to read through questions 1 to 4 and underline the key words.
- Plays the recording once for Ss to listen and circle the correct answers.
- Asks ss to work in pairs and compare the answers with each other.
- Plays the recording one more time for Ss to check their answers. Then T gives feedback.

**Answer key:*

1C 2. B 3. C 4. A

Activity3:

- Teacher asks students to work independently to read through the table.
- Plays the recording one more time for Ss to listen and Teacher encourages students to write in full sentences. (reminds Ss that they should write no more than two words for each blank.

- Teacher asks students to pair compare their answers.

** Key:* 1. fun 2. good time 3. skills

- T Plays the recording again for Ss to check if necessary.

4. POST- STAGE:

** Aims: To provide Ss with a sample of an email and to prepare Ss for the writing activity .*

To improve Ss' writing skills .

Activity 4: Read Tom's email to Nam about his school activities last summer.

- Teacher asks students to work individually to read the email.
- Teacher asks students questions that elicit the format of an email:

Who is writing to whom?

What is the subject of the email?

How did Tom start/ end his email?

What is the purpose of the first/ second/third paragraph of the email?

- Asks Ss to underline the main activities that Tom and his friends did. Then asks them to underline the words that show their feelings/ benefits of their activities.

Activity 5:

- Asks Ss to work in pairs to list the activities they did and how they felt about doing them.

- Teacher asks students to work individually to write the email.
- Ss write the email on the board and Teacher comments on the email on the board.
- Ss correct and copy the email in their notebooks

5. Wrap- up: * **Aim:** *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about some community activities and their benefits

Writing

Write an email about community activities one did last summer.

*** Homework:**

- Write emails in your notebooks. (cont)
- Prepare the next lesson: Unit 3: Looking back and project. (Vocabulary and grammar exercises)
- + Think about some environmental problems in your neighbourhood.

*** Feedback:**

.....

.....

Week: 8 Period 22	UNIT 3: COMMUNITY SERVICE LESSON 7: LOOKING BACK & PROJECT	Date of preparing: 18/ 10/ 2023
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I. OBJECTIVES: By the end of this lesson, Ss will be able to:

1. Knowledge: Review the vocabulary and grammar of Unit 3 and apply what they have learnt (vocabulary and grammar) into practice through a project

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences: - Develop communication skills, presentation skill, critical thinking skill...

- Be collaborative and supportive in pair work and team work

3. Personal qualities: Be more creative when doing the project and develop self-study skills and raise Ss' awareness of the need to keep their neighbourhood green.

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: * **Aims:** *To revise the vocabulary related to the topic and lead in the next part of the lesson.*

GAME: MATCHING



1. *a. food* *b. bottles* *c. books* *d. the elderly* *e. homeless children* *f. litter*

* **Answer key:** 1-e, 2-d, 3-a, 4-f, 5-b, 6-c

2. Pre- stage:

LOOKING BACK:

* **Aims:** - To help students revise the vocabulary learnt in unit 3

- To help students match the correct verbs with the appropriate nouns / noun phrases to make phrases about community activities.

* VOCABULARY

a) **TASK 1:** *Complete the table with the words and phrases from the box.*

- Teacher encourages students to complete the task individually
- Students do the task individually.
- Students exchange their answer with their partners.
- Teacher gives feedback as a class discussion.

* **Answer key:** **Help:** *homeless children// the elderly*

Pick up: *litter// bottles*

Donate: *food// books*

b) **TASK 2:** *Complete each sentence with one phrase from task 1. remember to use the correct forms of the verbs.*

- Teacher asks students to complete the task individually.
- Students do the task individually to put the correct phrases in the blanks.
- Students exchange their textbooks with their partners.
- Teacher gives feedback as a class discussion.

* **Answer key:** 1. *donated food* 2. *picked up bottles* 3. *helped the elderly* 4. *donated books* 5. *helped homeless children*

3. During – stage:

* **Aims:** - To help students revise the past simple form of some verbs.

- To help students improve their writing about community activities.

* GRAMMAR:

a) **TASK 3:** *Use the correct form of the verbs from the box to complete the passage.*

- Teacher asks Ss to remind form of verbs in the Simple Past Tense
- Teacher encourages students to complete the task individually.
- Students exchange their textbooks with their partners.
- Teacher gives feedback as a class discussion.

* **Answer key:** 1. *had* 2. *collected* 3. *sold* 4. *donated* 5. *went*

b) **TASK 4:** *Write full sentences about the activities the students did to help their community last year.*

- Teacher asks students to do individually first.

- * Answer key:** 1. Mi **sang** and **danced** for the elderly at a nursing home.
2. Mark and his friends **collected** books and **set up** a community library.
3. Lan and Mai **grew** and **donated** vegetables to a primary school.
4. Minh and his friends **gave** food to young patients in a hospital.
5. Tom made and **sent** postcards to the elderly at Christmas.

PROJECT: : OUR GREEN NEIGHBOURHOOD (Prepared at home)

- a) Task 1:** *Think about some environmental problems in your neighborhood.*

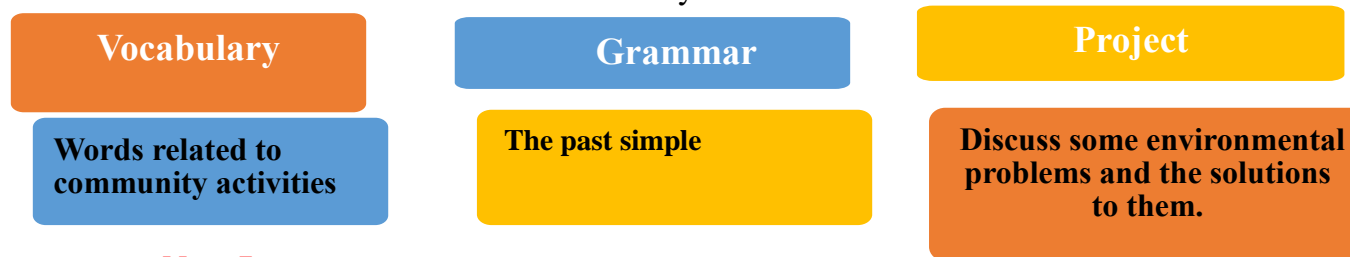
- b) Task 2: Discuss and find the answers to the questions:**

- c) Task 3: *Present them to your class:***

- Students discuss in groups then present the environmental problem to the class.
- Students vote for the best performance.
- Teacher gives feedback.

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson



- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

- To revise UNIT 3 for 15 minute test: Vocabulary (**community activities**) + Grammar: The simple present and the present progressive tense)

- Prepare next lesson: Review 1 (Language): Revise the words related to hobbies and verbs of liking and disliking; healthy activities and

health problems; and words related to community activities;

+ Pronounce the sounds /ə/, /ɜ:/, /f/, /v/, /t/, /d/, /ɪd/ correctly in isolation and in context;

+ Revise the present simple tense to talk about present activities and past simple to talk about past activities;

* **Feedback**.....

Week: 8 Period 23	REVIEW 1 (UNIT 1-2-3) Lesson 1: LANGUAGE	Date of preparing: 18/ 10/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Revise the words related to hobbies and verbs of liking and disliking; healthy activities and health problems; and words related to community activities;

- Pronounce the sounds /ə/, /ɜ:/, /f/, /v/, /t/, /d/, /ɪd/ correctly in isolation and in context;
- Revise the present simple tense to talk about present activities and past simple to talk about past activities;

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pairwork and teamwork
- Actively join in class activities

3. Character quality:

- Develop self-study skills
- Raise students' awareness of the need to keep their neighborhood green

II. TEACHING AIDS: Textbook, Projector/ TV/ pictures and cards, sachmem.vn, extra boards

III. PROCEDURES:

15-minute test:

15- MINUTE TEST – A

I. Circle A, B, C or D to complete each gap in the following sentences

1. We _____ litter around our school everyday. A. take B. donate C. help D. pick up
2. My friends and I helped _____ in the nursing home last Sunday.
A. homeless children B. old people C. volunteers D. young people
3. He _____ books for poor children every year. A. has collected B. collects C. is collecting D. collected
4. Children in our village _____ used paper for notebooks every school year.
A. exchange B. pick up C. collect D. donate
5. Tom _____ the plastic bottles, and now he has some nice vases.
A. cooked B. read C. recycled D. cleaned
6. Miss Mai often _____ small children in our village. A. plants B. collects C. tutors D. donates

II. Order the words to the meaningful sentences:

1. English/ in a primary school/ taught/ summer/ we/ last/ to children/.
2. donate/ to/ a/ we/ vegetables/ the/ nursing home/.

III. Put the verbs in the brackets in the correct tenses: The present continuous or the simple past:

1. We (plant) trees in the park now.
2. Children (send) me thank-you cards a week ago.

15- MINUTE TEST – B

I. Circle A, B, C or D to complete each gap in the following sentences

1. Miss Mai often _____ small children in our village. A. plants B. collects C. tutors D. donates
2. We _____ litter around our school everyday. A. take B. donate C. help D. pick up
3. He _____ books for poor children every year. A. has collected B. collects C. is collecting D. collected
4. Children in our village _____ used paper for notebooks every school year.
A. exchange B. pick up C. collect D. donate
5. My friends and I helped _____ in the nursing home last Sunday.

A. homeless children B. old people C. volunteers D. young people

6. Tom _____ the plastic bottles, and now he has some nice vases.

A. cooked B. read C. recycled D. cleaned

II. Order the words to the meaningful sentences:

1. sent/ last year/ we/ to help children/ in rural areas/ textbooks/.

III. Put the verbs in the brackets in the correct tenses: The present continuous or the simple past:

1. We (read) books to the elderly now.

2. Mr Tuan (teach) five children in grade 6 last summer .

1. WARM UP:

* **Aim:** To help Ss revise the phrases showing activities and identify if they benefit oneself or the community to lead to the new lesson.

Task 2: Put the phrases below in the correct columns.

- T runs through the phrases (*Ex 2, p. 38*) first.

-T asks Ss to work individually.

- Ss read the phrases carefully and make sure they remember their meanings.

- T asks Ss to categorize the activities

-T allows Ss to share their answers before discussing as a class and encourages them to pronounce the words / phrases correctly.

-T checks the answers as a class and gives feedback.

Activities you do for ...	
yourself	your community
cleaning your room	raising money for charity
collecting stamps	doing volunteer work
doing judo	helping street children
doing sport	donating clothes

2. PRE- STAGE:

* Pronunciation:

Aim: To help students review the pronunciation of the sounds learnt in Units 1 - 3.

Task 1. Circle the word in which the underlined part is pronounced differently. Then listen, check and repeat. (p. 38)

-T writes the sounds /ə/ and /ɜ:/; /t/, /d/ and /ɪd/; /f/ and /v/ on the board.

- T writes one word containing the sound below each of them.

Ex: /ə/ /ɜ:/ /t/ /d/ /ɪd/
 collect work helpd volunteered donated
 /f// /v/
 fit active

- T asks Ss to read the words aloud.

- Ss do the task by reading aloud each group and circling the odd one out.
- T can invite some pairs of students to read aloud.
- T checks students' pronunciation and gives feedback.
- T plays the recording for Ss to listen and repeat in chorus then individually.

Answer key: 1. A 2. C 3. B 4. A 5. B

***Revision of the usage and the form of the simple present and the simple past**

- The simple present:

Affermative: (+) S+ V(inf)/ V-s/es

Negative: (-) S + don't/ doesn't + V(inf) +

Interrogative: (?) Do/ Does+ S+ V(inf) ...?

- The simple past:

Affermative: (+) S+ V-ed/ V2

Negative: (-) S + didn't + V(inf) +

Interrogative: (?) Did+ S+ V(inf) ...?

3. DURING- STAGE

*** Vocabulary:**

Aim: To help students revise more words from Units 1 - 3 and use them in context.

Task 3 : Complete the sentences with the words and phrases below. /p. 38

- T runs through the words/ the phrases first.
- T asks Ss to work individually to complete the sentences with the given words and phrases.
- Ss work individually to complete the task.
- T allows Ss to share answers before discussing as a class.
- T asks Ss to say the sentences aloud and makes sure they pronounce the words and phrases correctly.

Answer key:

- | | | |
|------------------------|----------------------|------------------|
| 1. coloured vegetables | 2. mountainous areas | 3. Hobby |
| 4. chapped lips | 5. community | 6. taking photos |

*** Grammar:**

Aim: To help students revise the use of the present or past simple.

Task 4: Fill in the blanks with the correct tense of the verbs in brackets. (p. 38)

- T asks Ss read the sentences first and underline the clues that help them decide if the verbs are used in the present or past simple tense.
- Ss work independently to fill in the blanks with the correct tense of the verbs in brackets.
- T can ask Ss to read aloud the full sentences and correct their pronunciation if necessary.

Answer key:

- | | | |
|-------------------------|-------------------------------|-----------|
| 1. reads | 2. Do ... do | 3. need |
| 4. could not / couldn't | 5. did not / didn't volunteer | 6. joined |

4. POST-STAGE:

Aim: To help Ss review the the present simple and past simple of verbs.

Task 5: Turn the sentences into negative statements or questions. (p. 38)

- T runs through the sentences (Ex 5, p. 38) first.
- T asks Ss to read the sentences first and underline the verb in each sentence, then look at each verb and note if it is used in the present simple or past simple tense.
- Ss do the task individually.
- T reminds Ss to pay attention to the request of each sentence (change it into a negative statement or a question) then allows them to share answers before discussing as a class.
- T can ask Ss to read aloud the full sentences and correct their pronunciation if necessary.

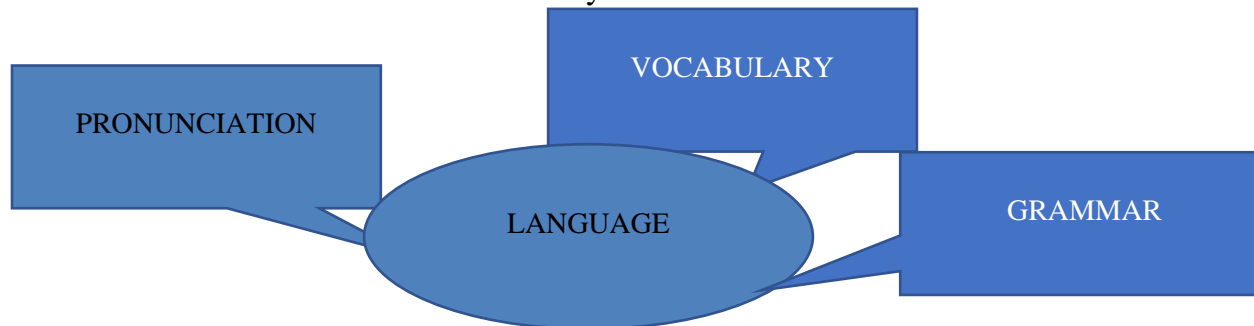
Answer key:

1. *She didn't like exercising.*
2. *My family doesn't always spend time doing housework together on Sundays.*
3. *I didn't use a lot of sun-cream during my holiday.*
4. *Did your community organise a fair to raise money for the homeless last week?*
5. *Does Tim make beautiful pieces of art from dry leaves and sticks?*

WRAP-UP:

Aim: To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.



*** HOME WORK**

- Revise vocabulary, grammar points in Units 1-3
- Prepare Review 1: Skills: Revise the skills they have learnt in Unit **1-2-3**
Reading, speaking, listening and writing skills.

*** FEEDBACK:**

.....
.....

Week: 8 Period 24	REVIEW 1 (UNIT 1-2-3) Lesson 2: SKILLS	Date of preparing: 18/ 10/ 2023
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A. OBJECTIVES: By the end of the lesson, Ss will be able to:

1. Knowledge: - Revise the skills they have learnt in Unit 1-2-3

Reading, speaking, listening and writing skills.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence: Master the skills they have learnt in Units 1 – 3 and practise doing exercises.

3. Character qualities: Have the belief of living a happy life, responsibility for community, experience of camping.

B. TEACHING AIDS: Textbook, laptop, pictures, TV, (“sachmem.com”)

C. PROCEDURES:

WARM UP

* **Aim:** To create an active atmosphere in the class before the lesson

Pelmanism

T asks Ss to play in two teams



T gives feedback and tells Ss that these are some good activities for their health.

II. PRE- STAGE:

Reading:

Aim: To help Ss practise reading for general and specific information.

Act 1. Read the passage and choose the correct answer (A, B, or C) .

- T has Ss read the questions first and decide where to look for the information.

- T asks them to read the text fully and choose the correct answers.

- T checks the answers as a class.

- T gives the correct answers

* **Key:** 1. B 2. C 3. C 4.A 5.A

III. DURING- STAGE:

Aim: To help Ss revise and talk about things related to community service.

Speaking

Aim: To help Ss practise asking and answering about community service.

Act 2. Work in pairs. Interview each other, using the questions below. Take notes of the answers and then report the results to the class.

- T asks Ss to work in pairs.
- T asks Ss to read the questions first and think about the answers.
- T allows them time to roleplay. Ask them to take notes of their answers.
- * Teacher asks students to work in pairs and take notes of their answers
- ** Students work in pairs to exchange their ideas
- *** Teacher calls on some pairs to report their answers for the class. Each pair may answer just one question to allow room for more pairs.
- **** Teacher checks the answers and add more information if necessary.
- *Suggested answer:**
 1. Anybody.
 2. Street children, old and sick people, abandoned / street animals, etc.
 3. (It can be any tasks like) cooking / shopping for the old/ the sick; collecting books/ clothes for street children; opening classes to teach street children; adopting a do/ a cat; cleaning the neighbourhood/ beach; painting walls at/ decorating public places; reading to the people in hospitals/ nursing homes ...
- **Ex:** *My name's Mai. I think anyone can do community service. Street children, old and sick people, abandoned children need community helps. We can cook or shop for the elderly, donate books or clothes to street children, and clean the neighbourhood, or read books to the people in the hospitals...*

Listening

Aim: To help Ss listen for specific information.

Act 3: Listen and complete each sentence with ONE word.

- T asks Ss to read the questions first to get an overall idea of what they are going to listen and decide what information they need to complete the sentences.
- T plays the recording two or three times (as needed).
- Ss listen and fill in the answers, then swap their answers.
- Teacher gives feedback as a class discussion.

* **Key:** 1. games 2. sandcastles 3. open 4. computer
 5. Any of the following things: food, water, sleeping bag, compass, insect cream.

IV. POST STAGE

* **Aim:** To help Ss practise writing complete sentences from the prompts provided about community activities.

Writing:

Act 4. Write complete sentences to make a passage describing community activities.

- T asks Ss to read all the six sentences first to help them see the connection among them.
- T asks Ss to decide which tense should be used for each sentence, and which words are missing from the sentences.
- T goes round and checks while they are doing the task and offers helps if needed.
- T calls on one or two volunteers to read aloud their answers.
- T calls for other Ss' comments.

- T gives feedback.

Key:

1. We join community activities once a month.
2. Last month we planted some trees in the park.
3. We dug some holes to put the young trees in.
4. Then we watered them for two or three weeks.
5. Now the trees are growing very well.
6. They will make the park greener and the air fresher.

WRAP-UP:

Aim: To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

Reading	Speaking	Listening	Writing
The text related to the key to a healthy	How much do you know about community service?	listen for specific information about camping	Write a passage describing community activities.

HOMEWORK

- Revise vocabulary, grammar points in Units 1-3
- Prepare for Unit 4: Getting Started: Learn about the topic Music and Arts and use the vocabulary to talk about Music and Arts

*** Feedback:**

.....
.....

<i>Week:9</i> <i>Period 25</i>	REVISION (UNITS 1-2-3)	Date of preparing: 25/ 10/ 2023
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I. OBJECTIVES: By the end of this lesson, Ss will be able to:

1. Knowledge:

- Review vocabulary related to the topics: hobbies, healthy living, community service, the pronunciation, Grammar,
- Practice reading for general and specific information.
- Practice listening for specific information.
- Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Core Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Develop self-study and self-do test skills.

3. Personal qualities:

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

II. TEACHING AIDS: Textbook, laptop, pictures, TV

III. PROCEDURES:

1- Pronunciation: Indicate the word whose underlined part is pronounced differently from the others.:

. Recognize the difference between the two sounds /f/ & /v/

. Recognize the difference between the two sounds /ɪd/ & /t/

2- **Vocabulary:** Words related to the hobbies, healthy living, community activities

3- **Grammar:** past simple tense (positive), like/ love/ dislike + **v-ing**, simple present tense (negative), simple sentence, simple present tense (yes/no question), past simple tense (negative)

4- Reading: + Read the text about hobbies and fill in the blank (with suitable words from the box)

+ Read the text about community service and choose the best answer:

5- Writing: + (Error identification) Circle A, B, C or D which is not correct in standard English

+ (Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged

+ (Sentence building) Write complete sentences from the words given.

6- Listening: + Listen to a dialogue about healthy habits and tick True/ False

+ Listen a dialogue about hobbies and choose the best answer

7. Lý thuyết và ngữ pháp:

* **Vocabulary:** Ôn từ vựng Units 1, 2, 3 về các chủ đề: Hobby, Living Healthy and community service

* **Grammar:**

1. The simple present tense (Thì hiện tại đơn)

a. Form: * **To be:**

Affirmative: S + is/ am/ are ... (I-> am, He, She, It, danh từ số ít->is; We, You, They, số nhiều-> are)

Negative: S + is/ am/ are+ not+ ... (am not= am not; is not= isn't; are not= aren't)

Interrogative: Am/ Is/ Are + S+?-> Yes, S+ am/ is/ are. / No, S+ am not/ isn't/ aren't

Ex: I am a student.; We are teachers.; He is an engineer.

* **Ordinary verb (Động từ thường)**

Affirmative: S + V(inf)/ V-s/es ... (I, We, You, They, số nhiều-> V(inf); He, She, It, danh từ số ít->V-s/es)

Negative: S + do/ does+ not + V(inf) ... (I, We, You, They, số nhiều-> do; He, She, It, danh từ số ít-> does)

Interrogative: Do/ Does + S + V(inf).....?-> Yes, S+ do/ does./ No, S+ don't/ doesn't.

- don't= do not; doesn't= does not

Ex: I go to school by bike.; We walk to school.; He goes to school by bus.

b. Use: Thì hiện tại đơn diễn tả một chân lý, sự thật; Diễn tả thời gian biểu, lịch trình của tàu, xe, máy bay...; Diễn tả hành động thường xuyên, thói quen: always, usually, often, sometimes, rarely (seldom), never, everyday,

2. The past simple (thì Quá Khứ Đơn)

a. Form: * **To be:**

Affirmative: S + was/ were ... (I, He, She, It, số ít -> was; We, You, They, số nhiều-> were)

Negative: S + was/ were not ... (was not= wasn't; were not= weren't)

Interrogative: Was/ Were + S?

Ex: He was at school yesterday.; Mr. Nhat wasn't in that hotel last night.; Were they in Nha Trang last year?

* **Ordinary verb (Động từ thường)**

Affirmative: S + V2/ V-ed (V2: là động từ ở cột thứ 2 của bảng động từ bất quy tắc; V-ed: là động từ thêm -ed)

Negative: S + did not + V(inf) ... (did not= didn't)

Interrogative: Did + S + V(inf)?-> - Yes, S+ did./ No, S+ didn't.

Ex: I saw Tam in the park last Sunday.; They didn't visit her last night.; Did you finish your work?

b. Use: Thì quá khứ đơn dùng để diễn tả hành động xảy ra và hoàn tất trong quá khứ với thời gian xác định rõ. Các trạng từ thường được dùng: yesterday, ago, last night/ week/ month/ year, in the past, in 1990, ...

c. Cách thêm đuôi “ed” trong các động từ có qui tắc.

- Động từ tận cùng đã là “e + d”. Ex: hope – hoped, arrive – arrived,...

- Động từ tận cùng là “y” thì “đổi y thành i + ed”. Ex: carry – carried,.....

- Động từ một âm tiết tận cùng là một phụ âm và trước nó là một nguyên âm ta phải gấp đôi phụ âm trước khi thêm –ed. Ex: stop – stopped, beg – begged,...

d. Cách phát âm đuôi “ed”:

- /id/: Khi tận cùng của động từ có chứa “t, d”. Ex: want – wanted, decide – decided,...

- /t/: Khi động từ có tận cùng là: “ch, x, sh, p, gh, s, f, k”. Ex: look – looked, stop – stopped,...

- /d/: Tận cùng là các nguyên âm và phụ âm còn lại trừ hai trường hợp trên. Ex: arrive – arrived,...

3. Simple Sentences (câu đơn)

- Chỉ có 1 mệnh đề chính, nghĩa là có 1 chủ ngữ và 1 động từ.

- Có thể chủ ngữ là 2 danh từ nối bằng 'and' hoặc có 2 động từ nối bằng 'and' nhưng vẫn là 1 câu đơn.

Ví dụ: - I went to the supermarket yesterday. (Tôi đi siêu thị ngày hôm qua)

- Mary and Tom are playing tennis. (Mary và Tom đang chơi tennis)

- My brother ate a sandwich and drank beer. (Anh tôi ăn bánh và uống bia)

4. Liking/ disliking: enjoy/ love/ like/ hate/ dislike/ be interested in + V-ing

5. Modal verbs: - can/ can't+ V(inf): có thể/ không thể: Talking about possibilities

- Should/ shouldn't+ V(inf): nên/ không nên: For advice

6. Giving compliments: Sounds like great/ good/ excellent work!/ Wonderful!

B. Bài tập

PART 1. PHONETICS AND LANGUAGE FOCUS

I. Choose the word having the underlined part pronounced differently in each line.

- | | | | |
|-----------------------|----------------------|----------------------|--------------------|
| 1. A. kni <u>f</u> e | B. of | C. lea <u>f</u> | D. li <u>f</u> e |
| 2. A. to <u>f</u> u | B. acti <u>v</u> ity | C. <u>f</u> it | D. a <u>f</u> fect |
| 3. A. playe <u>d</u> | B. wante <u>d</u> | C. enjoye <u>d</u> | D. smile <u>d</u> |
| 4. A. knocke <u>d</u> | B. neede <u>d</u> | C. founde <u>d</u> | D. wante <u>d</u> |
| 5. A. watche <u>d</u> | B. looke <u>d</u> | C. liste <u>n</u> ed | D. talke <u>d</u> |

II. Choose the correct answer A, B, C, or D to finish the sentences.

- Community service is the work we do for the _____ of the community.
A. Benefits B. forces C. problems D. events
- You can volunteer by _____ children from poor families in your community.
A. talking B. singing C. encouraging D. tutoring
- I _____ “Green Summer” programme last year.
A. don’t join B. didn’t join C. won’t join D. **isn’t joining**
- Our classaway warm clothes to street children two days ago.
A. give B. gave C. gives D. will give
- People who live on street are called _____.
A. students B. homeless people C. children D. sick people
- What _____ your mother _____ to keep fit ? - She **goes** jogging.
A. do, do **B. does, do** **C. does, does** **D. do, does**
- She _____ tired, so she _____ to the nursing home last week.
A. was, didn’t go B. is, doesn’t go C. was, didn’t went D. is, doesn’t went
- My mother likes _____ in the park every day. A. jog B. jogging C. jogged D. jogs
- Lan looks red. She was outdoors yesterday and didn’t wear a hat. Perhaps she has _____.
A. flu B. sunburn C. spots D. stomachache
- Acne is not a serious _____, but young people want to avoid it.
A. disease B. food C. red spot D. chapped skin
- _____ you _____ the football match yesterday?
A. Did, enjoyed B. Do, enjoy C. Did, enjoy D. Do enjoyed
- We _____ vegetables to a nursing home in our village.
A. donate B. plant C. eat D. grow
- We helped _____ in the nursing home last Sunday.
A. homeless children B. old people C. volunteers D. young people
- Which of these following sentences is the simple sentence?
A. My mother eats a lot of fish every week, and I eat a lot of fish every week.
B. She and I love drinking green tea every day.
C. She likes gardening, so she spends most of her free time in the garden.
D. I don’t eat fast food, and I don’t drink soft drinks.

PART 2. READING

Reading 1: Read the following passage and choose the correct answer to each question.

A hobby can be almost anything that a person likes to do in his/her free time. Hobbyists raise pets, watch birds or hunt animals. They also climb the mountains, go fishing, go skating, or go swimming. They also paint pictures, attend concerts and play musical instruments. They collect everything from books to butterflies and from shells to stamps.

People have hobbies because these activities bring enjoyment, friendship, knowledge and relaxation. Sometimes, they can bring financial profits. Hobbies also bring interesting activities for people who have retired. People, rich or poor, old or young, sick or well, can follow a satisfying hobby regardless of their age, position, or income.

Hobbies can help a person's mental and physical health. Doctors have found that hobbies are useful in helping patients who suffer from physical or mental illness. Hobbies give these patients activities to do, and provide interests that prevent them from thinking about themselves.

1. According to the passage, a hobby is what a person likes to do when
A. he/ she is not occupied B. he/ she is at work
C. he/ she is at home D. he/ she is busy
2. The underlined word they in the passage refers to
A. people B. hobbies C. activities D. profits
3. Which of the following is NOT mentioned in the passage as an advantage of having hobbies?
A. enjoyment B. relaxation C. knowledge D. freedom
4. In which paragraph does the writer mention different activities taken by hobbyists?
A. Paragraph 1 B. Paragraph 2
C. Paragraph 3 D. Paragraph 4
5. According to doctors, hobbies are helpful to
A. people who have retired B. people who are joyful
C. patients' physical and mental health D. patients' interests and thinking

Reading 2: Complete the text with the words in the box:

benefit needy flexible depressed hours positive volunteer
benefits

Choosing to volunteer takes up some of your time. Some people say that they do not have time to help others, so they don't(1) But scientists say giving time to help others benefits us.

The first (2) of volunteering is that it helps us learn to be flexible. Volunteers have to be ready for changes and stay(3) when solving problems. Second, volunteering can improve our health because it requires us to be active. A report found that Americans who volunteer 100 (4) or more a year are the healthiest people in the country. Third, volunteers have opportunities to develop more relationships. They often work in teams, and team members get to know each other and sometimes even become friends. Moreover, volunteers often help (5) people, so they may feel thankful for what they have. For these reasons, volunteers are generally (6) and are less likely to become depressed. So if you have not joined a volunteer activity yet, think about it. You are likely to benefit from doing so.

*Note: needy (adj): nghèo khổ, cần thiết, flexible: linh động, positive; lạc quan, depressed: chán nản, relationship; mối quan hệ, thankful: biết ơn, moreover: hơn nữa, reason: nguyên nhân, lí do

PART 3: Writing

A. Choose A, B, C or D which is not correct in standard English.

1. She likes playing sports, but she dislikes watch TV.

A B C D

2. My sister likes make models, and she also loves collecting coins
 A B C D
3. Last spring, we plant many trees along this street in our neighborhood.
 A B C D
4. Nam was free yesterday, so he have a lot of time to do many interesting things
 A B C D

B. Rewrite the following sentences so that their meaning stays the same. Use the given words.

1. My area has a lot of activities to help the community
 .-> There.....
2. My school has a green group club
3. -> There.....
4. My neighborhood has many trees along streets.
5. -> There.....
4. My mother likes gardening. My mother likes cooking. (and)
 ->.....
5. His father likes cycling. His mother likes cycling. (and)
 ->.....
6. Mai’s sister collects plastic bottles in her neighborhood every day. (pick)

7. Their school collected paper for notebooks last weekend. (pick)

8. My favourite hobby is reading books. (like)
9. ->
10. Her favourite hobby is collecting stamps. (love)
11. ->

C. Write complete sentences from the words given.

1. My sister/ like/ watch TV / so/ she/ spend/ two hours/ watch TV / every day.

2. My grandma/ enjoy/ cycle/ but/ my grandfather/ love/ jog.

3. They/ tutor/ English/ street children/ last summer?

4. Minh’s school club/ donate/ food/ clothes/ the poor/ mountainous area?.

PART 4. Listening

A. Listen to a dialogue about hobbies and mark T or F

1. Trang’s hobby is building dollhouses.
2. She started her hobby two years ago.

3. She shares her hobby with her cousin.
4. To build the house and furniture , she needs cardboard and glue.
5. She needs paper to make the dolls.
6. The benefits of her hobby are making her confident and careful.

B. Listen to a dialogue about healthy habits and choose the best answer A,B,C or D

1. Healthy habits help us keep fit and avoid
 A. acne B. chapped lips C. disease D. chapped skin.
2. Eat more fruit and vegetables like carrots and
 A. potatoes B. beans C. tomatoes D. green pepper
3. Eat meat, and cheese but not too much.
 A. beef B. rice C. eggs D. chicken
4. Drink enough water , but not
 A. green tea B. soft drinks C. coffee D. lemonade
5. Be active and exercise every day , do
 A. outdoor activities B. community activities
 C. healthy activities D. indoor activities
6. Go to bed early and get about hours of sleep daily
 A. 7 B. 6 C. 8 D. 9
7. Open the on fine days.
 A. doors B. windows C. gates D. roofs

HOMEWORK

- Revise vocabulary, content, listening skills and grammar points in Units 1-3
- Prepare for The first mid-term Test.

*** Feedback:**

.....

.....

Week:9 Period 26	THE FIRST MID-TERM TEST	Date of preparing: 25/ 10/ 2023
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A. OBJECTIVES:

- To check what Ss have learnt in the previous units 1- 3, and the Ss' ability of requirement so that the teacher may know what to do for the best of his/ her teaching.

- To evaluate ss' levels.
- To classify ss.
- To encourage ss to study harder.

B. Contents.

I. Language Components: Phonetics ,Vocabulary and Grammar

Pronunciation:

Indicate the word whose underlined part is pronounced differently from the others:

1. *Recognize the difference between the two sounds /id/, /t/ & /d/*
2. *Recognize the difference between the two sounds /ə/ & /ɜ:/*

Vocabulary:

MCQs: Choose the best option

a verb about hobbies, a noun about healthy living, a noun about hobbies and a verb / noun about community service

Grammar:

MCQs: Choose the best option:

*past simple tense (positive), like/ love/ dislike + **v-ing**, simple present tense*

(negative), simple sentence, simple present tense (yes/ no question), past simple tense (negative)and prepositions

II. Reading:

Read the text about a house and fill in the blank (with suitable words from the box)

Read the text about friends and circle the best answer

III. Writing

(Error identification) Write A, B, C or D which is not correct in standard English

(Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged

(Sentence building) Write complete sentences from the words given.

IV. Listening

- Listen to a talk about community activities and tick T/F
- Listen to a talk about healthy babits and choose the best answer

C. CONTENT OF THE TEST: (enclosed)

UBND HUYỆN NÚI THÀNH
TRƯỜNG THCS CHU VĂN AN

MATRIX FOR THE MID-TERM TEST (ENGLISH 7)

School year: 2023-2024

PARTS	No. of Ques	Mark	Task types	Re		Com		Low App		High App	
				TN	TL	TN	TL	TN	TL	TN	TL
	2	0.5	Pronunciation: Indicate the word whose underlined part is pronounced differently	0,5							

LANGUAGE COMPONENT (3,0)			form the others.								
	4	1,0	<i>Vocabulary: MCQs: Circle the best option</i>	0,5		0,5					
	6	1,5	<i>Grammar: MCQs: Circle the best option</i>	0,5				1,0			
READING (2,5)	6	1,5	Read the text and fill in the blank (with suitable words from the box)	1,0		0,5					
	4	1,0	Read the text and circle the best answer:			0,5		0,5			
WRITING (2,5)	2	0,5	(Error identification) Circle A, B, C or D which is not correct in standard English	0,5							
	4	1,0	(Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged				0,5		0,5		
	2	1,0	(Sentence building) Write complete sentences from the words given.								1,0
LISTENING (2,0)	4	1,0	- Listen and tick True/ False	1,0							
	4	1,0	- Listen and choose the best answer			1,0					
TOTAL(10,0)	38	10.0		4,0		3,0		2,0		1,0	

UBND HUYỆN NÚI THÀNH
TRƯỜNG THCS CHU VĂN AN

SPECIFICATION FOR THE MID-TERM TEST 1
ENGLISH 7
School year: 2023-2024

PARTS	CONTENTS	No. of Ques	Mark	Task types	Re		Com		Low App		High App	
					TN	TL	TN	TL	TN	TL	TN	TL

LANGUAGE COMPONENT (3,0)	Pronunciation: 1. Recognize the sounds: /id/, /t/ & /d/ 2. Recognize the difference between the two sounds /ə/ & /ɜ:/	2	0,5	Indicate the word whose underlined part is pronounced differently from the others	0,5							
	Vocabulary: 3. a noun about healthy living 4. a noun about hobbies	4	1,0	Choose the best option	0,5							
	Vocabulary: 5. a noun about community service 6. a verb about community service						0,5					
	Grammar points: 7. prepositions 8. verbs of liking/ disliking	2	0,5	Choose the best option	0,5							
	Grammar points: 9. the past simple 10. the present simple 11. recognize the subject and the verb in simple sentences 12. Communication	4	1,0					1,0				
READING (2,5)	13. a verb/ a noun 14. a verb 15. a preposition 16. a noun	4	1,0	(Cloze test) Read the text about hobbis/ community activities and fill in the blank (with suitable words from the box)	1,0							
	17. an adjective/ a verb 18. an adjective/ a noun	2	0,5				0,5					
	19. The passage is about ... 20. How much.../ How can ...	2	0,5	(Reading comprehension) Read the text about community activities/ healthy living and choose the best answer:			0,5					
	21. The word ... in the line ... refer to 22. Which is not true about ...	2	0,5					0,5				

WRITING (2,5)	23. the present simple/ the past simple 24. the present simple/ the past simple	2	0,5	(Error identification) Circle A, B, C or D which is not correct in standard English	0,5						
	25. simple sentences 26. should/ shouldn't 27. verbs of liking 28. be interested in	4	1,0	(Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged			0,5		0,5		
	29. the present simple/ the past simple 30. verbs of liking and the past simple	2	1,0	(Sentence building) Write complete sentences from the words given.							1,0
LISTENING (2,0)	31,32,33,34 T/F statement	4	1.0	- Listen to a talk about community activities and tick T/F	1.0						
	35,36,37,38 Choose the best answer.	4	1.0	- Listen to a talk about healthy habits and choose the best answer A,B,C or D			1,0				
TOTAL(10)		38	10		4,0		3,0		2,0		1,0

(Học sinh khuyết tật chỉ cần làm đúng 10 câu trắc nghiệm bất kỳ là có thể đạt)

Họ và tên học sinh: Lớp: 7/.....

A. LANGUAGE COMPONENT: (3,0ms)

I. Choose the word (A, B, C or D) whose underlined part is pronounced differently. (0,5m)

1. A. cooked B. passed C. helped D. provided
2. A. work B. yoga C. collect D. amazing

II. Choose the correct answer (A, B, C or D) to complete each sentence. (2,5ms)

3. If you don't want to get sunburn, wear a hat and use.....
A. eye drops B. lip balm C. suncream D. soap
4. My sister spends one hour in the garden every day. Her hobby is
A. collecting coins B. making models C. riding a horse D. gardening
5.are those who do not have a home and really need help.
A. elderly people B. sick children C. homeless people D. disabled people
6. Mai's classmates areold books and clothes for street children.
A. helping B. cleaning C. doing D. collecting
7. Laughing is very good your health.
A. for B. of C. at D. to
8. He enjoys books in his free time.
A. reading B. to read C. read D. reads
9. Theyold people in the nursing home two days ago.
A. are helping B. helped C. help D. will help
10. My cooking lesson at 9 a.m every Saturday.
A. is starting B. starts C. starting D. started
11. The Japanese often eat lots of tofu.
The verb is:.....
A. The Japanese B. often C. eat D. tofu
12. *Lan and Mark are talking about some community activities.*
Lan: "We collected books and warm clothes for our friends in the mountainous areas".
Mark: "....."

- A. Yes, I'd love to B. Sounds like great work! C. I'm sorry, I can't D. Sure

B. READING: (2,5ms)

I. Read the text and fill in the blank with suitable words from the box. (1,5ms)

plants	gets	outside	rides	on	friends
--------	------	---------	-------	----	---------

Mark has a lot of hobbies and interests. He usually (13)..... up early, so he can jog before school. After school, Mark often (14)..... a horse at the riding club near his home. Sometimes he goes riding on Sunday afternoons. He also listens music. He goes to choir practice on Wednesday and Saturday evenings. (15)..... Saturday mornings, he usually waters the (16)..... and trees in the garden with his mum. He seldom watches TV because he likes doing things (17)..... He has a lot of (18)..... and he plays football with them twice a week. He's a happy boy!

II. Read the text and circle the best answer (A, B, C or D) to each of the questions. (1,0m)

Community service is very important in social life. As you know, our social life has both the rich and the poor people. So it is necessary for us to take part in volunteer activities to help poor people and elderly people. We can help **them** in various ways. Firstly, it is easy for us to collect old clothes which we don't need. Besides, we can join volunteer activities to raise funds for the poor and the

homeless in our country. Finally, we can spend time talking with older people, sharing with poor children. Through these activities, we can develop our leadership skill by organizing fund raising, providing food as well.

19. What is the passage about?

A. social life B. poor people C. poor children D. community service

20. How can we develop our leadership skill?

A. Collecting old clothes B. Helping poor people
C. Sharing with poor children D. Organizing fund raising

21. What does the word “**them**” in the passage refer to?

A. poor people B. older people C. poor people and elderly people D. rich people

22. Which is not true about community service?

A. It can develop our leadership skill. B. It is not necessary in our life.
C. It is important in our life D. It is a work that people do to help poor people.

C. WRITING: (2,5 ms)

I. Find out the underlined word or phrase (A, B, C or D) that needs correcting and correct it. (0,5m)

23. I will go to bed at 10 o'clock last night.

A B C D

24. My sister often do football in the afternoon.

A B C D

II. Rewrite the sentences so as its meaning keeps unchanged, using the cues in the bracket. (1,0m)

25. My mother likes cooking. My sister likes cooking, too (Write a simple sentence)

→ Both my mother

26. It's not good to eat fast food. (should)

→ You

27. My sister's hobby is collecting teddy bears. (love)

→ My sister

28. I like eating fruit and vegetables. (interested)

-> I am

III. Make the sentences with cued words. (1,0m)

29. father/ not/ exercise/ every morning

→

30. Minh/ enjoy/ play/ piano/ when/ he/ be/ 12

→

D. LISTENING: (2,0ms)

PART 1: Listen to Tom and Linda talking about their community activities last summer twice.

Write true (T) or false (F). (1,0m)

.....31. Linda and her friends taught English and literature.

.....32. Linda and her friends read books to the elderly.

.....33. Tom and his friends picked up paper and bottles.

.....34. Tom and his friends worked and played together.

PART 2: Listen to a man talking about healthy habits twice. Circle the correct answer. (1,0m)

35. Healthy habits helps us avoid

A. disease B. acne C. sunburn D. viruses

36. Eat more fruit and vegetables, especiallyones like carrots and tomatoes.

A. fresh B. calories C. coloured D. clean

37. Drinkwater, but not soft drinks.

A. so much B. little C. enough D. much

38. Go to bed early and get about hours of sleep daily

A. 10

B. 8

C. 8 and a half

D. 9

-----**THE END**-----

Họ và tên học sinh: Lớp: 7/.....

A. LANGUAGE COMPONENT: (3,0ms)

I. Choose the word (A, B, C or D) whose underlined part is pronounced differently. (0,5m)

1. A. collected B. cleaned C. donated D. needed
2. A. work B. thirteen C. column D. surf

II. Choose the correct answer (A, B, C or D) to complete each sentence. (2,5ms)

3. If you have....., use lip balm.
A. chapped lips B. sunburn C. red spots D. tired
4. Nam is a good footballer. He plays football with his friends every day. His hobby is
A. doing judo B. collecting stamps C. reading books D. playing football
5. Those students picked up all theto make streets clean.
A. litter B. clothes C. flower D. vegetable
6. Weclothes and food to poor children.
A. cook B. tutor C. donate D. do
7. Students collect paper and exchange it for plants. They then lookthem every day.
A. for B. of C. at D. after
8. Ngoc hates fast food because it's not good for her health.
A. eat B. to eat C. eating D. eats
9. My mothera very interesting play yesterday.
A. to watch B. watching C. watched D. watches
10. Sometimes Iup the streets of my neighborhood for volunteer service.
A. clean B. am cleaning C. cleaned D. will clean
11. My sister never drinks orange juice.
The verb is:..... A. My sister B. never C. drinks D. orange juice
12. *Mi and Tom are talking about some community activities.*
Mi: "My friends and I cleaned and decorated parts of our neighbourhood".
Tom: "....."
A. Yes, I like it B. Sure C. Wonderful! D. I'm sorry, I can't

B. READING: (2,5ms)

I. Read the text and fill in the blank with suitable words from the box. (1,5ms)

of	pick up	benefits	hospital	make	happy
----	---------	----------	----------	------	-------

Volunteering can bring a lot of (13)for teenagers. It gives teenagers the chance to see how their efforts can help improve others' lives. Through voluntary work, teenagers also (14).....friends. They can learn from friends. When volunteering, teenagers may choose to work in a place that they find interesting. If they want to take care (15).....sick people, they may volunteer at a (16)..... If they like to be outdoor, they can go down on the street and (17).....litter. When they help others, they also feel (18).....

II. Read the text and circle the best answer (A, B, C or D) to each of the questions. (1,0m)

It's very important to live healthily. Firstly, if you eat healthy food, you will feel much better. You should have three to five meals a day, including lots of fruit and vegetables, and drink two liters of water a day. You can even make a delicious drink with the fruit you like. ***It*** is full of vitamins. Secondly, you should start exercising, and you will feel great. If you think going to the gym is expensive, there are other types of exercise you can do easily. On weekdays, you can ride a bike or walk to school. Thirdly, you shouldn't sit in front of the TV after school. You should do physical

activities around the house or in the garden, such as watering the plants. Or you can listen to your favorite music and dance to it.

Moreover, it's good to hang out with your friends on weekends and have fun. These small changes can help changing your life. (*hang out: đi chơi*)

19. What is the passage mainly about?

A. sports B. hobbies C. healthy living D. outdoor activities

20. How much water should you drink a day?

A. 5 liters B. 2 liters C. 2 bottles D. 2 glasses

21. What does the word "**It**" in the line 4 of the passage refer to?

A. fruit juice B. meal C. gym D. food

22. According to the passage, which of the following is NOT TRUE?

A. You should have three to five meals a day.
B. You can make a delicious drink with the fruit you like.
C. You should sit in front of the TV after school.
D. Hanging out with friends on weekends is fun.

C. WRITING: (2,5ms)

I. Find out the underlined word or phrase (A, B, C or D) that needs correcting and correct it. (0,5m)

23. My grandfather never drink tea in the evening.

A B C D

24. Children are planting some trees in the school garden last weekend.

A B C D

II. Rewrite the sentences so as its meaning keeps unchanged, using the cues in the bracket. (1,0m)

25. My new school is beautiful and it is big, too (Write a simple sentence)

-> My new school

26. It's a good idea to do exercise regularly. (should)

-> You

27. My brother's hobby is playing football. (enjoy)

-> My brother

28. She doesn't like cartoons. (interested)

→ She isn't

III. Make the sentences with cued words. (1,0m)

29. Last spring/ we/ help/ the elderly/ nursing home.

->

30. Hoa/ love/ make/ models/ when/ she/ be/ 11

->

D. LISTENING: (2,0ms)

PART 1: Listen to Tom and Linda talking about their community activities last summer twice.

Write true (T) or false (F). (1,0m)

.....31. Linda and her friends taught English and maths.

.....32. Linda and her friends read books to the elderly.

.....33. Tom and his friends planted some vegetables.

.....34. Tom and his friends worked and played together.

PART 2: Listen to a man talking about healthy habits twice. Circle the correct answer. (1,0m)

35. Healthy habits helps us avoid

A. sunburn B. viruses C. disease D. ance

36. Eat more fruit and vegetables, especiallyones like carrots and tomatoes.

A. coloured B. calories C. clean D. fresh

37. Eat meat, eggs, and cheese, but not too.....

A. many B. little C. less D. much

38. Go to bed early and get about hours of sleep daily

A. 9 B. 10 C. 8 and a half D. 8

-----THE END-----

MÃ ĐỀ: A

A. LANGUAGE COMPONENT: (3,0 ms)

I. Choose the word (A, B, C or D) whose underlined part is pronounced differently. (0,5 m) (each correct option is 0,25 m)

1. D. provided 2. A. work

II. Choose the correct answer (A, B, C or D) to complete each sentence. (2,5 ms) (each correct option is 0,25 m)

3. C. sunscreen 4. D. gardening 5. C. homeless people 6. D. collecting 7. A. for
8. A. reading 9. B. helped 10. B. starts 11. C. eat 12. B. Sounds like
great work!

B. READING: (2,5 ms)

I. Read the text and fill in the blank with suitable words from the box. (1,5 ms) (each correct option is 0,25 m)

- (13) gets (14) rides (15) On (16) plants (17) outside (18) friends

II. Read the text and circle the best answer (A, B, C or D) to each of the questions. (1,0 m) (each correct option is 0,25 m)

19. D. community service
20. D. Organizing fund raising
21. C. poor people and elderly people
22. B. It is not necessary in our life.

C. WRITING: (2,5 ms)

I. Find out the underlined word or phrase (A, B, C or D) that needs correcting and correct it. (0,5 m) (each correct option is 0,25 m)

23. A (will go => went) 24. C (do => does)

II. Rewrite the sentences so as its meaning keeps unchanged. (1,0 m) (each correct option is 0,25 m)

25. Both my mother and my sister like cooking.
26. You shouldn't eat fast food.
27. My sister loves collecting teddy bears.
28. I am interested in fruit and vegetables.

III. Make the sentences with cued words. (1,0 m) (each correct option is 0,5 m)

29. My father does not exercise every morning.
30. Minh enjoyed playing the piano when he was 12

D. LISTENING: (2,0ms)

PART 1: Listen to a girl talking about her new school twice. Write true (T) or false (F). (1,0 m) (each correct option is 0,25 m)

31. F 32. F 33. T 34. T

PART 2: Listen to a girl talking about her house twice. Circle the correct answer. (1,0 m) (each correct option is 0,25 m)

35. A. disease
36. C. coloured
37. C. enough
38. B. 8

A. LANGUAGE COMPONENT: (3,0 ms)**I. Choose the word (A, B, C or D) whose underlined part is pronounced differently. (0,5 m) (each correct option is 0,25 m)**

1. B. cleaned 2. C. column

II. Choose the correct answer (A, B, C or D) to complete each sentence. (2,5 ms) (each correct option is 0,25 m)

3. A. chapped lips 4. D. playing football 5. A. litter 6. C. donate 7. D. after
8. C. eating 9. C. watched 10. A. clean 11. C. drinks 12. Wonderful!

B. READING: (2,5 ms)**I. Read the text and fill in the blank with suitable words from the box. (1,5 ms) (each correct option is 0,25 m)**

- (13) benefits (14) make (15) of (16) hospital (17) pick up (18) happy

II. Read the text and circle the best answer (A, B, C or D) to each of the questions. (1,0 m) (each correct option is 0,25 m)

19. C. healthy living
20. B. 2 liters
21. A. fruit juice
22. C. You should sit in front of the TV after school

C. WRITING: (2,5 ms)**I. Find out the underlined word or phrase (A, B, C or D) that needs correcting and correct it. (0,5 m) (each correct option is 0,25 m)**

23. B (drink => drinks) 24. A (are planting => planted)

II. Rewrite the sentences so as its meaning keeps unchanged. (1,0 m) (each correct option is 0,25 m)

25. My new school is beautiful and big.
26. You should do exercise regularly.
27. My sister loves collecting teddy bears.
28. She isn't interested in cartoons.

III. Make the sentences with cued words. (1,0 m) (each correct option is 0,5 m)

29. Last spring, we helped the elderly in a nursing home.
30. Hoa loved making models when he was 11

D. LISTENING: (2,0ms)**PART 1: Listen to a girl talking about her new school twice. Write true (T) or false (F). (1,0 m) (each correct option is 0,25 m)**

31. T 32. F 33. F 34. T

PART 2: Listen to a girl talking about her house twice. Circle the correct answer. (1,0 m) (each correct option is 0,25 m)

35. C. disease
36. A. coloured
37. D. much
38. D. 8

Tape script:**Part 1:**

Tom: So, what did your club do last year?

Linda: We tutored 3rd grade children and helped old people.

Tom: Fantastic! What did you tutor? Linda: We taught English and maths.

Tom: Awesome! Was it difficult?

Linda: Yes. But we had a lot of fun.

Tom: I see! How did you help the elderly?

Linda: We cooked for them and did some cleaning, too.

Tom: Great! I'm sure they benefited from it.

Linda: Thanks! It made us feel useful. How about you?

Tom: We picked up paper and bottles in a nearby park. We also planted some trees.

Linda: Fabulous! Did you water them too?

Tom: Sure. We watered them very often the first few weeks and enjoyed watching them grow.

Linda: Glad to hear it, Tom.

Tom: Yes. It was a really good time. We worked and played together, and we learnt some skills, too.

Part 2:

Healthy habits help us keep fit and avoid disease. Here is some advice.

Eat more fruit and vegetables, especially coloured ones like carrots and tomatoes. They provide a lot of vitamins.

Eat meat, eggs, and cheese, but not too much. You may put on weight.

Drink enough water, but not soft drinks.

Be active and exercise every day. Do outdoor activities like cycling, swimming, or playing sports. They keep you fit.

Go to bed early and get about 8 hours of sleep daily, so you will not feel tired.

Keep your room tidy and clean. Open windows to let in fresh air and sunshine on fine days.

(Học sinh khuyết tật chỉ cần làm đúng 10 câu trắc nghiệm bất kỳ là có thể đạt)

Week:9 Period 27	UNIT 4: MUSIC AND ARTS Lesson 1: GETTING STARTED	Date of preparing: 25/ 10/ 2023
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge

- Have an overview about the topic Music and Arts
- Use the vocabulary to talk about Music and Arts

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Core competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. TEACHING AIDS:

- Grade 7 textbook, Computers connected to the Internet. Projector/ TV/ pictures and cards, sachmem.vn

III. PROCEDURE :

1. WARM – UP: CHATTING

*** Aims:**

- To create an active atmosphere in the class before the lesson.
- To lead into the new unit.

** Teacher plays a piece of music (Darkside) and lets students listen to it.*

Teacher asks students some questions about it and calls some students to give their ideas



- *Do you like the piece of music you have listened?*
- *Do you know what kind of music it is?*
- *When do you listen to music?*
- *How do you feel when you listen to music?*
- *Is music important to our life?*

LEAD-IN

Teacher leads students to the new topic .

Teacher says: “As you can see, music and arts play an important role in our life. It can help people relax, entertain, or enrich their mind. Therefore, in Unit 4 we are going to learn more about them *Music and Arts*.”

2. PRE-STAGE

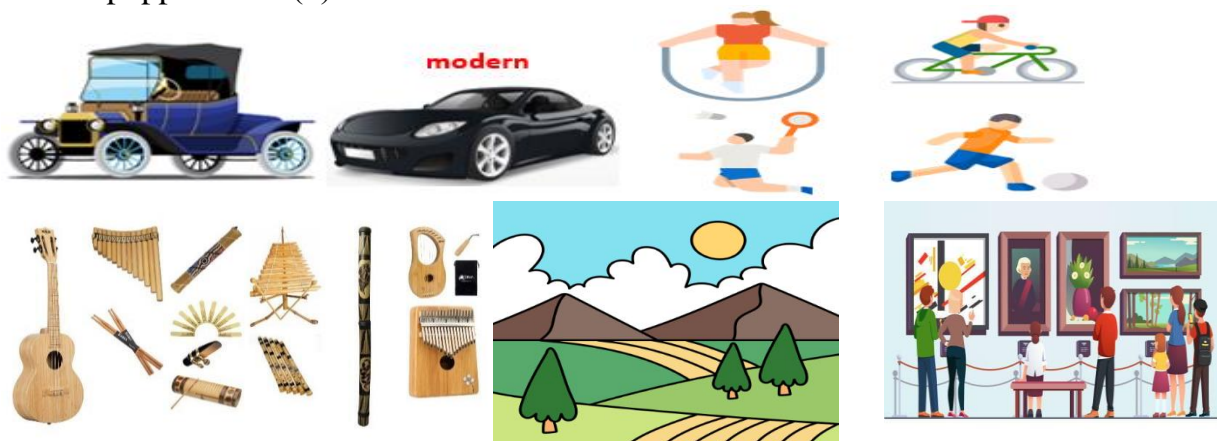
*** Aims:-** To teach new words related to the topic *Music and arts*.

- To set the context for the introductory text.
- To practice listening and speaking skills.

a. Vocabulary

- classical (a): /'klæsɪkəl/ [antonym]: cổ điển
- spare time (n): /speə taim/ [synonym / explanation]: thời gian rảnh rỗi
- musical instruments (n): / 'mju:zɪkl 'ɪnstɾəmənt/ [visual]: nhạc cụ
- landscape (n): /'lændskeɪp/ [explanation]: cảnh quan

- art gallery (n): /'ɑ:t ,gæləri/ [visual]: phòng trưng bày nghệ thuật
- paintbrush (n): cây cọ vẽ
- water puppet show (n) múa rối nước



* **Checking vocab:** R.O.R

b. Task 1/ 40: Listen and read

- T asks students to pay attention to the pictures in the textbook and asks them some questions about the pictures:

1. Who are they? (**They are Trang and Nick/ students**).
2. What are they doing? (**Nick is playing the piano and Trang is drawing**).
3. What are you going to learn in this lesson today? (**Students' answer**)

- T confirms the correct answer: "Trang and Nick are going to tell us about their hobbies, especially about music and arts.

- T leads in the new lesson - T. plays the recording twice.- Ss listen.

- T can invite some pairs of students to read aloud, check students' pronunciation and give feedback.

3. DURING STAGE (PRACTICE)

Aim: - To help students understand the main idea of the conversation.

- To help students understand more the text; to acquaint students with the grammar points and new vocabulary of the unit.
- To develop students' knowledge of the vocabulary about music and arts.

TASK 2/ p41: TICK THE CORRECT ANSWERS.

* Teacher asks students to answer without reading the conversation again.

** Ss workout and answer questions in pairs.

*** Teacher asks some students to explain why they did not choose the other two options.

**** Teacher confirms the correct answer.

Answer key: C

TASK 3 /p41: COMPLETE EACH OF THE SENTENCES WITH A SUITABLE WORD OR PHRASE FROM THE BOX. (Ex 3, p. 41)

* Teacher asks students to work independently to read the sentence, identify the kind of information to fill in the blanks, and read the text again to locate the place to find the word.

** Students work individually, then they can share their answers with their partners before discussing it as a class.

*** Teacher calls some students to check.

**** Teacher confirms the right answers and writes on the board.

Answer key:

1. art gallery
2. photos
3. different from
4. like
5. musical instruments

TASK 4: WRITE THE CORRECT WORD OR PHRASE UNDER EACH PICTURE. (Ex 4, p. 41)

* Teacher asks students to work in pairs to do the task.

** Students work in pairs.

*** Teacher plays the recording for students to check and repeat.

**** Teacher checks and corrects their pronunciation and gives students the meaning of the words if needed.

Answer key:

1. paintbrush
2. camera
3. painting
4. musical instruments
5. water puppet show
6. art gallery

LANGUAGE NOTES: comparisons

Ex: - Taking photos is not as fun as painting.

- They seem quite different from each other.

4. POST STAGE

Aim: To help students revise the vocabulary related to the topic *Music and arts* and to evaluate how artistic they are.

TASK 5: QUIZ HOW ARTISTIC ARE YOU? (Ex 5, p. 41)

* Teacher asks students to work individually to answer all the questions and add up their points.

** Students work individually to do the task.

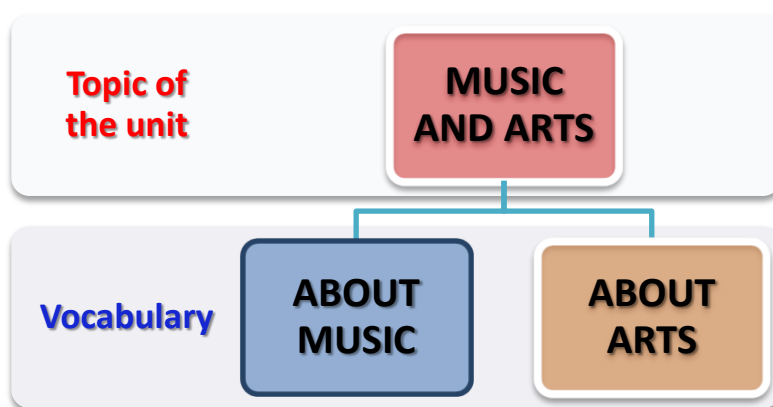
*** Students report to their groups how artistic they are. Then, the teacher calls on some students to report to the whole class.

**** Teacher gives some comments.

5. WRAP-UP

Aim: * To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson



6. HOMEWORK:

- Learn by heart all the new words.
- Practice talking about the topic Music and arts.
- Prepare for the next lesson: Unit 4: A Closer look 1: Learn more words related to the topic Music and Arts and know how to pronounce the sounds: the sounds /f/ and /z/ in isolation and in context

Feedback:
.....
.....
.....

Week:10 Period 28	UNIT 4: MUSIC AND ARTS Lesson 2: A closer look 1	Date of preparing: 01/ 11/ 2023
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge

- Vocabulary:

+ use the lexical items related to the topic *Music and arts*;

+ pronunciation: pronounce and recognize the sounds /f/ and /z/.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Core competences

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Be ready to know the words about music and arts
- Develop self-study skills

II. TEACHING AIDS: Grade 7 textbook, Computer, Projector/ TV/ Pictures and cards...

III. PROCEDURE :

1. WARM – UP:

* **Aim:** To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

Game: Guessing game: Kinds of music

* Teacher divides students into 2 groups and has them listen to some songs to guess what kinds of music they are.

** Students work in 2 groups, try to listen, and guess.

*** The member in each group which has the answer can raise hand. If student has the correct answer, he/ she will get 1 point for his/ her group.

**** Teacher confirms the winner.

Suggested answers:

1. Classical music:

https://www.youtube.com/watch?v=zHvBPwNUBS8&ab_channel=JervyHou

2. Rock:

https://www.youtube.com/watch?v=AW8AFTBbetI&ab_channel=Infraction-NoCopyrightMusic

3. Country music:

https://www.youtube.com/watch?v=rCIXjYo9qs4&ab_channel=MusicTravelLove

Teacher leads students into the lesson by telling them that “In today lesson, we are going to learn more words to talk about *Music and arts* and two sounds /f/ and /z/.”

2. PRE-STAGE

Aim: To introduce visually some words related to the topic.

A. VOCABULARY

* Teacher introduces the vocabulary by:

- + providing the synonyms or antonyms of the words;
- + providing the pictures of the words.
- Teacher has students read the phrases aloud and corrects their pronunciation if needed.
- Teacher asks students for the Vietnamese meanings of these phrases.



1. concert hall (n): [visual + explanation]



2. actress (n): [visual + explanation]



3. artist (n): [visual + explanation] 4. composer (n): [visual + explanation]



5. puppet (n): [visual + explanation]



6. portrait (n): [visual + explanation]



7. photography (n): [visual + explanation]



8. perform (v): [visual + explanation]

** Students say the words.

*** Other students correct if the previous answers are incorrect.

**** Teacher shows and says the words aloud and asks students to repeat them.

Checking vocab: R.O.R

3. DURING STAGE

Aim: - To revise / teach the names of some people and places related to the topic.

- To teach students how to combine a verb and a noun to talk about music and arts.
- To give students practice in how to use words/ phrases related to music and arts in context.

TASK 1: LISTEN AND REPEAT THESE WORDS AND PHRASES, THEN WRITE THEM IN THE CORRECT COLUMNS. (Ex. 1, p. 42)

- Teacher asks students to listen and repeat the words independently.

* Teacher asks students to listen and repeat the words independently.

** Students work individually.

*** Teacher calls on some students to read aloud the words.

**** Teacher corrects their pronunciation and explains the meaning of these words/ phrases if needed.

* After that, the teacher asks students to work in pairs to put these words / phrases in the correct box.

** Students work in pairs.

*** Some students read out their answers.

**** Teacher confirms the correct answers.

Answer key:

People	Places
--------	--------

actress artist composer musician painter	art gallery concert hall puppet theatre
--	---

TASK 2: MATCH A WORD IN A WITH A WORD OR PHRASE IN B. (Ex 2, p. 42)

* Teacher asks students to work in pairs to do the task and explains to students that in English some verbs and nouns go together, and some don't.

** Students work in pairs to do matching to form collocations.

*** Some students give their answers.

**** Teacher checks students' answers as a class.

Answer key: 1. e 2. d 3. a 4. c 5.

TASK 3: UNDERLINE THE CORRECT WORD TO COMPLETE EACH SENTENCE. (Ex 3, p. 42)

* Teacher has students work individually to read the sentences carefully and look for clues to complete the sentences.

** Students work individually to do the task.

*** One student writes the words on the board.

**** Teacher confirms the correct answers.

Suggested answers:

1. drawing 2. composer 3. museum

4. concert 5. Photography

***PRONUNCIATION**

Aim: - To help students identify how to pronounce the sounds /f/ and /ʒ/.

- To help students practise pronouncing these sounds in words.

- To help students pronounce the final sounds /f/ and /ʒ/ correctly in context.

*Teacher writes on the board two words: musician and television. Then, the teacher has students focus on the sounds of the two underlined letters "c" and "s".

** Students practice saying the word individually.

*** Teacher calls some students to read aloud.

**** Teacher corrects if needed.

* After that, teacher says "In this lesson we are going to learn how to pronounce two sounds /f/ and /ʒ/".

**Teacher asks students to watch Tiếng Anh 7 - Pronunciation video, Unit 4

([link youtube](#))

*** Students imitate and practise the two sounds together.

**** Teacher explains if needed.

TASK 4: LISTEN AND REPEAT. (Ex 4, p. 42)

* Teacher has students read out the words first.

** Students practice saying the words independently.

***Teacher asks students to listen and try to repeat the words as a class, a group, and individually.

**** Teacher may play the recording as many times as necessary and correct their pronunciation.

TASK 5: LISTEN AND REPEAT, AND SINGLE-UNDERLINE THE WORDS WITH THE SOUND /f/ AND DOUBLE-UNDERLINE THE WORDS WITH THE SOUND /ʒ/. (Ex 5, p. 42)

* Teacher has students read the sentences and tells them to pay attention to the words with sounds /f/ and /ʒ/ to underline.

** Students read and underline words with the two sounds they have learnt.

*** Teacher plays the recording for students to listen and repeat each sentence. Teacher calls on some students to read the sentences individually.

**** Teacher corrects their pronunciation if needed.

Suggested answers:

Key + Audio script – Track 26:

1. We finally came to a decision.
2. Did you watch the talent show on TV last night?
3. Let's share the pictures we took last week.
4. She often paints in her leisure time.
5. It was a pleasure to listen to the musicians performing yesterday.

4. POST STAGE

Aim: To give students chances to apply what they have learnt.

GAME: SIMON SAYS

- * Teacher prepares some words which include the two sounds students have learnt.
- Teacher gives students the rules of the game:
 - + If teacher says only one word □ all students must sit still. The person who stands up will be the loser.
 - + If the teacher says, “Simons says” □ all students must listen carefully to identify which sound mentioned in each word.
 - /ʃ/: students stand up.
 - /z/: students sit still.
 - + At the end of the game: the group which has more students with correct answers will be the winner.
- ** Students listen to the rules of the game and can discuss with other members in their groups.
- *** Students play in groups.
- **** Teacher informs which group is the winner.

Suggested answers:

condition, ocean, measure, pleasure, shy, vision, sugar, machine, closure, dishwasher, occasion, leisure, rubbish, etc.

5. WRAP-UP

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- concert hall, actress, artist
composer...

Pronunciation

sounds /ʃ/ and /z/ .

6. HOMEWORK:

- Learn by heart all the new words.
 - Find 5 more words with the sound /ʃ/ and 5 more words with the sound /z/. Write them down and practice pronouncing the words.
 - Prepare for the next lesson: **REVIEW 1 (UNIT 1-2-3):** Revise the Language they have learnt in Unit 1-2-3 (Pronunciation, vocab, grammar: simple present and simple past.)
 - **Project preparation:**
 - + Teacher informs student of the final project of the Unit's project.
 - + Explain the requirements of the project: Talk about the event (the time, place, show) and imagine that you are going to organise a music show. Students will present their ideas in Lesson 7 – Looking back and Project.
 - + Teacher explains to students how they can get the information.
 - + Put students into groups and ask them to discuss to assign tasks for each member. Help them set a deadline for each task.
- (Teacher should check the progress of students' preparation after each lesson.)

Feedback:
.....
.....
.....

Week:10 Period 29	Unit 4: MUSIC AND ARTS A closer look 2	Date of preparing: 01/ 11/ 2023
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge

- Know how to recognize and write comparisons with *like, different from, (not) as ... as*:

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Be responsible and hard-working

II. TEACHING AIDS:

- Grade 7 textbook - Unit 4, Computer connected to the Internet , TV/ Projector/ Pictures, sets of word cards

III. PROCEDURES

1. Warm-up

Aim: To activate students' prior knowledge and vocabulary related to the targeted grammar.

GAME: BRAINSTORMING

* Teacher asks students to work in 2 teams to think of as many adjectives to describe as possible.

** Students work in 2 teams.

*** In 1 minute, students from each team, turn by turn, run to the board and write down one adjective.

**** Teacher comments and counts how many correct answers for each team.

- The team which has more correct answers will be the winner.

Adjectives

Suggested answers:

big, small, heavy, light, cheap, expensive, boring, interesting, special, fun, thin, fat, tall, short, handsome, ugly, etc.

*Teacher shows the picture and asks students to use one adjective they have found to make comparisons.



** Students work individually.

*** Students give teacher a sentence:

“The boy on the left is taller than the boy on the right.”

**** Teacher gives feedback, then leads to the new lesson.

Teacher says: “This lesson today is going to tell you more about comparisons using *like*, *different from*, *(not) as ... as*”

2. PRE-STAGE

Aim: To introduce the form of comparisons to students.

COMPARISONS

* Teacher prepares some pictures and asks students to make comparisons.

** Students make comparisons, using the pictures the teacher shows on the screen.

Elicit the model sentences:

1. *Teacher points to the yellow pencil and the orange pencil.*



Students: The yellow pencil **is shorter than** the orange one.

Teacher: Right! Or I can say: “The yellow pencil **is not as long as** the orange one.”

2. *Teacher points to the yellow pencil and the pen and asks students to focus on the length of the two things.*



☐ The pen is **as long as** the yellow pencil.

3. *Teacher points to the yellow pencil and the pen again and has students focus on their shape.*



☐ The pen **is different from** the yellow pencil.

4. *Teacher says: “This is Robert’s pencil case and this is Mary’s pencil case” and asks them to make a comparison with “like”.*



Robert



Mary



☐ Robert’s pencil case **is like** Mary’s pencil case.

*** Students find out the form and the usage of comparisons using “like, different from, (not) as ... as”

Concept checking:

+ Form:

1. (not) as/ so + adj + as
2. to be different from
3. be like

+ Use: ask students to read “Remember box”, then the teacher asks students some questions to check their understanding.

**** Teacher gives comments and writes on the board the form and the usage.

3. DURING STAGE

Aim: - To help students revise to write comparisons using *like, different from, (not) as ... as*.

- To help students identify the correct form of comparisons using *like, different from, (not) as ... as*.

TASK 1: WRITE LIKE, AS, OR DIFFERENT IN THE BLANKS. (Ex 1, p. 43)

* Teacher asks students to do the exercise individually and then compare their answers with a classmate.

** Students do the task individually.

*** Some students explain their choices.

**** Teacher confirms the correct answers.

Answer key:

1. as
2. like
3. different
4. as
5. different

TASK 2: FINISH THE SECOND SENTENCE IN EACH PAIR, USING LIKE, AS ... AS, OR DIFFERENT FROM. (Ex 2, p. 43)

* Teacher has students do this exercise individually.

** Students do the task individually.

*** Students give and explain their answers.

**** Teacher confirms the correct answers.

Answer key:

1. different from
2. Like
3. as ... as
4. different from
5. as ... as

TASK 3: COMPARE THE TWO MUSEUMS: HISTORY AND SCIENCE, USING LIKE, AS ... AS, OR DIFFERENT FROM. (Ex 3, p. 43)

* Teacher asks students to work in pairs and helps them interpret the table first.

** Students work in pairs to do the task and the teacher encourages students to talk as much as possible.

*** Teacher calls on students to read aloud the complete sentences.

**** Teacher confirms the correct answers and helps them to correct mistakes if needed.

Suggested answers:

1. The History Museum is not as modern as the Science Museum.
2. The staff in the History Museum is as friendly as the ones in the Science Museum.
3. Things in the History Museum are more interesting than things in the Science Museum.
4. The price in the History Museum is like in the Science Museum.

TASK 4: REWRITE THE SENTENCES, USING THE WORDS GIVEN AT THE BEGINNING. (Ex 4, p. 43)

* Teacher asks students to do the task individually to write down the sentences in their notebooks.

** Students do the task individually and compare with their partners.

*** Some students write their answers on the board.

**** Teacher confirms the correct answers.

Suggested answers:

1. I think comedies are not as interesting as action films.
2. Our history homework is not as difficult as our math homework.
3. This year's music contest is not like last year's.
4. The characters in the film are different from the ones in the play.

5. That picture is not as bright as this one.

4. POST STAGE

Aim: To help students practise speaking, using *like, different from, (not) as ... as* through pictures.

TASK 5: LOOK AT THE TWO PICTURES AND COMPARE THEM. (*Ex 5, p. 43*)

* Teacher asks students to work in groups to find out the similarities and differences between the two pictures and the things in them.

** Students work in groups to do the task.

*** Students give as many sentences as possible.

**** Teacher listens to students to correct common errors after finishing speaking.

Suggested answers:

- Picture A is not as big as picture B.
- The cat in picture A is different from the cat in picture B.
- The cat in the house in picture A is like the cat in the house in picture B.
- The fish in picture A is not as big as the fish in picture B.
- The flower in picture A is not as small as the flower in picture B.

Wrap-up

Aim: To consolidate what students have learnt in the lesson.

Grammar: Comparisons:

- Like: The price in the History Museum is like in the Science Museum.
- Different from: The characters in the film are different from the ones in the play.

(not) as ... as: Our history homework is not as difficult as our math homework.

Homework: - Do exercises again

Prepare Unit 4: Communication: Learn how to deal with some ways of expressing preferences and

Practise using some grammar points and vocabulary related to the topic

IV. FEEDBACK:

Week:10 Period 30	Unit 4: MUSIC AND ARTS Communication	Date of preparing: 01/ 11/ 2023
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge

- Learn how to deal with some ways of expressing preferences
- Practise using some grammar points and vocabulary related to the topic

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities

- Be benevolent and responsible

II. TEACHING AIDS: Grade 7 textbook – Unit 4, laptop, internet, TV, pictures/ cards.....

III. PROCEDURES

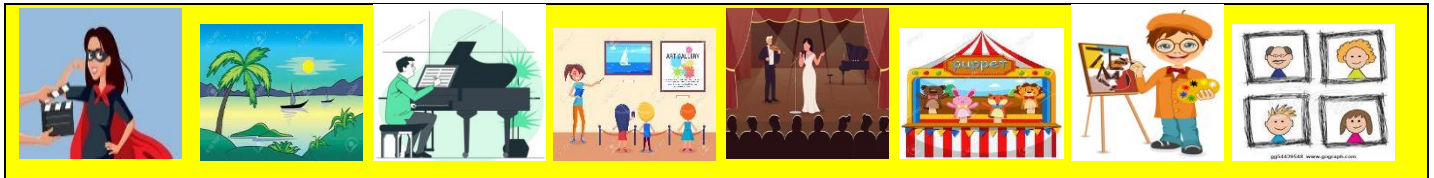
1. Warm-up

Aim: To revise the old lesson and introduce the new lesson.

GAME: PELMANISM

- Teacher divides the class into 2 teams and asks them to think of the vocabulary they have learnt in the previous lessons.
- In 2 minutes, each member from each team has to take turns to turn over one card and try to find a card that matches it.
- If the two cards match each other, the team gets one point.
- If the two cards are different, put them back in the same places, facing down.
- The team with more points will win the game.

art gallery	concert hall	actress	portrait
composer	landscape	painter	puppet theatre



LEAD-IN: Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to express preferences and use the grammar and the vocabulary related to our topic Music and arts”.

2. Pre-stage

Aim: - To teach some vocabulary of the topic “Music and Arts”

- To introduce two ways of expressing preferences.

* Vocabulary:

- National Anthem (n): quốc ca
- Central region (n): khu vực miền trung
- Choir (n): dàn hợp xướng
- Originate (v): bắt nguồn, khởi xướng
- Beat (n): nhịp, tông
- Folk art (n): nghệ thuật dân gian
- Prefer (v): thích ... hơn= like ... better
- Optional (adj): (có thể) lựa chọn
- compulsory(adj): bắt buộc

TASK 1: LISTEN AND READ THE DIALOGUE, PAYING ATTENTION TO THE HIGHLIGHTED PARTS. (Ex. 1, p. 45)

- Teacher plays the recording for students to listen and read the conversation.
- Teacher asks students to pay attention to the highlighted parts and asks them some questions to elicit the new structure
- Some students give the new structure to the teacher.

Structure: to express preference(prefer sth, like sth better)

3. During stage

Aim: To help students practice expressing their preferences, help students recall or get to know some information about famous people in the field of music and arts, and some common forms of arts, revise vocabulary related to the topic and to introduce how students in other countries learn music and arts.

a/TASK 2: MAKE SIMILAR CONVERSATION. (Ex. 2, p. 45)

Work in pairs. Ask and answer questions about your preferences for painting and taking photos; singing and dancing.

Teacher has students look at the situation in Ex. 2 to make similar dialogue:

1. *painting and taking photos*

2. *singing and dancing*

- Students work in pairs to make similar dialogues.

Suggested answers:

A: *Which do you prefer, painting or taking photos?*

B: *I prefer taking photos because it is more interesting.*

A: *And which do you like better, singing or dancing?*

B: *I like dancing better.*

b/TASK 3: . (Ex. 3, p.45) What do you know? Work in groups and choose the correct answer to each question.

- Teacher asks students to work in pairs to choose the correct answer.

Answer key: 1. B 2. A 3. A 4. B

c/TASK 4: READ THE FOLLOWING PARAGRAPH. UNDERLINE THE WORDS RELATED TO THE TOPIC OF ARTS AND MUSIC. (Ex. 4, p. 45)

- Teacher asks students to work individually to read through the paragraph, find, and underline the words related to the topic.

- Call on some ss to read aloud, Clarify anything difficult for them. Correct Ss' answers as a class.

Suggested answer: (Teacher's book, p.69)

Hi. My name is Susie. I'm from Australia. I'm in grade 7. My school teaches arts and music to all the students. Some forms of art such as painting or drama are optional: you can choose to learn them if you like. Music and dancing are compulsory: all of us must study them every week. The school even has a choir, and they perform every month. There are also different art clubs, and you can join any of them.

4. Post stage

Aim: + To help students talk about how students in Viet Nam study music and arts.

+ To help them compare their school and schools in other countries.

TASK 5: TALK ABOUT HOW YOU LEARN MUSIC AND ARTS. COMPARE SUSIE'S SCHOOL WITH YOUR SCHOOL. YOU CAN USE *LIKE, AS ... AS, OR DIFFERENT FROM.* (Ex 5, p. 45)

- Teacher asks students to work in a group to discuss how students in Viet Nam learn music and arts, then compare them with Susie's school.

- Students work in groups to take notes of some activities they have when learning music and arts, then compare.

- Teacher goes round the class to monitor and give support if necessary.

- Students from each group present their ideas to the class.

- Teacher comments on their clarity, language, fluency, grammar,...

5. Wrap-up: Teacher asks students to talk about what they have learnt in the lesson.

- Structure: to express preference(prefer sth, like sth better)

- Make similar dialogues

- Choose the correct answer to each question.

- Underline the words related to the topic.

- Discuss how students in Viet Nam learn music and arts, then compare them with Susie's school.

6. Homework: - Do exercises above again

- Prepare for the next lesson: Skills 1: Read for specific information about traditional art and Talk about a musical performance at their school.

*** FEEDBACK**

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.....

Week:11 Period :31	Unit 4: MUSIC AND ARTS LESSON 5: SKILLS 1	Date of preparing: 07/ 11/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Read for specific information about traditional art.
- Talk about a musical performance at their school.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

3. Character qualities: Be benevolent and responsible.

II. TEACHING AIDS: - Grade 7 textbook - Unit 4, Computer connected to the Internet, TV/ Projector/

III. PROCEDURE:

1. Warm – up:

Game: FACE TO FACE: Traditional performances

***Aim:** To introduce the topic of reading.

- T. writes on the board “Traditional performances”
- T. divides the class into 2 teams and asks them to think of the words and list as many words as possible.
- Ss work in groups and have 1 minute to think of the words related to the topic.
- Each member from each team takes turns to says one word.
- T. confirms the correct answers. The team which has more than right will be the winner.

*** Suggested answers:** Quan Ho singing, Xoan singing, Ca Tru singing, Nha nhac, Bai Choi Folk Singing, Cultural Space of Gong, Don Ca Tai Tu, water puppet show, ...

- Lead to the new lesson.

2. Pre-stage:

***Aim:** To provide Ss with some lexical items before reading the text, activate Ss’ knowledge of the topic of the reading text (a traditional art form).

a.Vocabulary:

- T. teaches some vocabulary by using different techniques.

+ **puppetry** (n): /'pʌpɪtri/ [picture + explanation]: múa rối

+ **string** (n): /strɪŋ/ [visual + explanation]: cuộn dây

+ **control** (v): /kən'trəʊl/ [explanation]: điều khiển

* **Checking:** R.O.R

b.Task 1: Look at the pictures. Discuss the questions below with a partner. (p.46)

- T asks Ss to work in pairs to look at two pictures in Ex. 1 on page 46 to discuss with their partners.

What does each photo show ? Do you like it ?



Picture 1



Picture 2

- T calls some Ss to check what they have discussed.

Answer: - Picture 1 is the water puppet show.

Picture 2 is the Quan Ho singing.

- I like it.

Prediction: T says: You are going to read an email from Mary to Sue: Which show did Mary talk about in the email? a water puppet show or the Quan Ho singing?

T collects Ss' predictions

3. During-stage:

***Aim:** To help Ss read to find some words in context and their meanings, read for specific information about a traditional art form; give Ss some understanding of water puppetry – a traditional art form of north Viet Nam.

T asks Ss to open their books, read the email from Mary to Sue on page 46 and check their predictions: “Mary talked about a water puppet show”.

a. Task 2: Read the email and match the highlighted words with their meanings (p.46)

- Tell Ss to read the four phrases given and the four highlighted words in the passage. Then ask them to read the passage. Set a strict time limit to ensure Ss read quickly for specific information.

- Tell Ss to look for some signs to help them find the right words

Ex: The words ‘showed or presented’ are verbs in the past simple tense, so the verb ‘performed’ must be the answer.

- Call on some Ss to say the words or write them on the board. T. gives corrections.

* **Key:** 1. *showed or presented* = *performed*

2. *following tradition* = *traditional*

3. *nice, interesting* = *fantastic*

4. *event or celebration* = *festival*

b.Task 3: Read the email again and answer the questions (p.46).

- T asks Ss to read the email again, work in pairs (ask and answer the questions).

- T uses the game “Lucky numbers” to check their comprehension.

- The team who gets more points will be the winner.



- T corrects the answers.

* **Answer key:** Lucky numbers: 1, 4, 8

Number 2: Question 1: Mary did.

Number 3: Question 2: In a pool.

Number 5: Question 3: The artists did.

Number 6: Question 4: (They are) about everyday life in the countryside of VietNam.

Number 7: Question 5: Yes, it is.

4. Post-stage:

***Aim:** To help Ss ask and answer questions about a school musical performance, practise speaking about what they will do and how they will prepare for their school performance.

a.Task 4: Work in pairs. Ask and answer about Mark's school musical performance last year. (p.46).

- T asks Ss to read about Mark's school musical performance last year. Make sure they understand everything.

- Ss ask and answer questions about the performance. (work in pairs)

EX: A: *When was the performance ?*

B: *On Saturday night.*

A: *How long did it last ?*

B: *It lasted three hours.*

- T goes around and corrects mistakes or gives help when necessary.
- Encourage Ss to ask more questions.
- Call on some pairs to perform the task in front of the class.
- T asks other Ss listen and comment.

b.Task 5: Your school is going to have a musical performance to celebrate Teacher's Day. Work in groups. Make a plan for the performance and talk about the items you will contribute. (p.46).

- Have Ss work in groups. Let them take turns to give their ideas about their plan for the performance and the items they'd like to contribute:

Your school performance

Time: Next Saturday night

Duration: 3 hours

Place: School yard

Items contributed: plays, songs, dances,

* **Example:**

A: When will your school have a musical performance?

B: Next Saturday night.

A: How long will it last ?

B: It will last three hours.

A: Where will it take place ?

B: In the schoolyard.

A: What items will the performance show ?

B. **They are plays, songs , dances..**

– Then ask Ss to talk about the plan and items they have agreed on, and how they will prepare for them.

*** Extension:**

Famous musicians and artists:

– Put Ss in small groups.

– Each student tells their group about a famous musician or artist he/ she admires. Then they tell their group members what they know about the musician or artist.

– Have Ss find more information about their chosen musician or artist on the Internet at home and take notes.

– During the next lesson, the groups reform and each group member shares more information about their chosen musician or artist.

5. Wrap-up:

*** Aim:** *To consolidate what students have learnt in the lesson.*

T asks Ss to summarise what they have learnt in the lesson

Reading

_ Vocabulary: puppetry, string, control

- Read the email and match the highlighted words with their meanings

Speaking

- **Ask and answer about Mark's school musical performance last year project you would like to join**
- **Make a plan and talk**

6. Homework: - Do exercises in the textbook.

- Prepare for the next lesson: Skills 2 and project.

+ Listen for specific information about street painting

+ Writing: write an informal letter of invitation

***FEEDBACK:**

.....

.....

Week:11 Period: 32	Unit 4: MUSIC AND ARTS LESSON 6: SKILLS 2	Date of preparing: 07/ 11/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Listening:

+ use the lexical items related to the topic Music and arts;

+ listen for specific information about street painting.

- Writing: write an informal letter of invitation.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

3. Character qualities: - Be benevolent and responsible.

II. TEACHING AIDS: The lesson plan, Grade 7 textbook – Unit 4, laptop, TV, sachmem.vn...

III. PROCEDURE:

1. Warm – up: Game: BRAINSTORMING

***Aim:** To activate students' prior knowledge and vocabulary related to the lesson.

Traditional arts around the world

- T writes on the board the phrase “Traditional arts around the world” and asks Ss to think of it. Ss discuss it with their partners.

- T calls some Ss to give their answers.

- T gives comments.

*** Suggested ideas:** Lam vong dance of Laos; Chinese Opera; ballet of France and Russia; Origami in Japan; Kite making and flying in India; Watchmaking in Switzerland.

- Lead to the new lesson: “In the lesson today, we are going to listen to find out the information about very special type of art. It's called: street art/ street painting.”

2. Pre-stage:

***Aim:** To provide Ss with some lexical items before reading the text, activate students' knowledge of the topic of the listening text.

a. Vocabulary:

- T. teaches some vocabularies, using different techniques:

+ **pavement** (n): [visual + explanation]: vỉa hè, lề đường, mặt đường

+ **occur** (v): [explanation]: xảy ra

+ **support** (n): [explanation]: sự ủng hộ

+ **huge** (adj): [explanation]: rất lớn, khổng lồ

*** Checking: Rub out and Remember.**

b. Task 1: Discuss the questions below with a partner. (p.47)

– Have Ss work in pairs. Allow them to ask and answer about street painting.

Examples:



• Do you know about street painting?

• Where do artists paint their pictures?

• Do they have to pay to paint there?

• ...

– Encourage Ss to talk as much as possible. What they know is not very important as long as they speak English.

- T. gives comments ** Street painting is a form of artwork that is displayed in public on surrounding buildings, on streets, trains and other publicly viewed surfaces.*

- T leads students to task 2.

- T. asks Ss to read the five words given in task 2 and try to predict what words they will hear in the listening.
- Ss work independently to read and predict.
- T collects Ss' answers.

3. During-stage:

***Aim:** To help Ss practise listening for specific information (to find some words while listening to the recording), develop students' skill of listening for specific information (scanning).

a.Task 2: Listen to a man talking about street painting and tick (v) the words you hear (p.47)

- T. plays the recording once or twice for Ss to listen carefully, check their prediction and tick the words they hear.
- T. calls some Ss to give the answers.
- T. plays the recording again and confirms the correct answers.

Answer key: 1. artists 3. painting 4. enjoy

b.Task 3: Listen to the passage again and choose the correct answers (p.47).

- T asks Ss to read the questions carefully then plays the recording again to choose the correct answer to each question.
- Ss work independently to listen.
- Ss give their answers.
- T plays the recording as many times as necessary and confirms the correct answers.

*** Suggested answers: 1. A, 2. C, 3. C, 4. B**

4. Post-stage:

***Aim:** To help Ss learn the purpose and format of an informal letter of invitation, help Ss write an informal letter of invitation and peer check, cross check and final check students' writing.

a.Task 4: Read the following letter and choose the correct answers. (p.47).

- Have Ss read the sample letter carefully and choose the correct answers. Then have them note down the language necessary for writing an informal letter of invitation
- T. writes it on the board.

*** The format of informal letter of invitation:**



Writing tip

In an informal letter of invitation, you can use:

- Let's ...
- How about + V-ing?

- Event:.....
- Start time:.....
- Place:.....
- Activities:.....
- Time to meet:.....

- Tell Ss to pay attention to the box and learn the writing tip.

Key: 1. A 2. B

b.Task 5: Write a letter to invite someone to a street painting festival, using the following cues. (p.47).

- Have Ss read the cues and the writing tip in the box carefully, then practise writing the letter. Tell Ss to pay special attention to grammar, use of words, spelling, and punctuation.

- Event: Street Painting Festival
- Start time: 9 o'clock, Sunday morning
- Place: Central Rd.
- Activities: meeting street artists, drawing pictures on the street
- Time to meet: 8:45

Nov 12, 20_____

Hi _____,

Let's _____

Looking forward to seeing you there.

Best,

46 Nguyen Trai St, Ha Noi
Nov 12, 2022

Hi Na,

Let's go to see the Street Painting Festival this Sunday morning at 9 a.m. At the festival, you can meet street artists, draw pictures on the street. I'm sure you'll like it. It's at Central Rd.t. How about meeting at 8:45 at the bus stop? Let me know if you can make it.

Looking forward to seeing you there.

Best,

Lien

- T may collect some Ss' papers and mark them, then comment in class.
- If there is not enough time for Ss to write their letter in class, have them do it as homework.
- T asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.
- T checks ideas, grammar, vocabulary and gives comments.

5. Wrap-up:

*** Aim: To consolidate what students have learnt in the lesson**

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen to a man talking about street painting

Writing

. Write an informal letter of invitation

6. Homework:

- Learn vocab
- Rewrite the letter on the notebook.
- Prepare for the next lesson: Looking Back + Project
 - + Review the vocabulary and grammar of Unit 4
 - + Practice through a project

*FEEDBACK:

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Week:11 Period: 33	Unit 4: MUSIC AND ARTS LOOKING BACK + PROJECT	Date of preparing: 07/ 11/ 2023
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge

- Review the vocabulary and grammar of Unit 4
- Apply what they have learnt (vocabulary and grammar) into practice through a project

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities

- Be benevolent and responsible
- Develop self-study skills

II. MATERIALS: Grade 7 textbook - Unit 4, Computer connected to the Internet, TV/ Pictures,...

III. PROCEDURES:

1. Warm- up: WORK IN GROUPS (4 GROUPS)

TASK 1: WRITE A WORD OR PHRASE IN EACH BLANK TO GO WITH THE GIVEN VERB. (Ex. 1, p. 48)

* **Aims:** To help students revise the collocations with some verbs used in the field of music and arts.

- T divides the class into four big groups.
- T runs through the words/ phrases given and asks ss to write the correct words / phrases to go with these verbs.

Answer key:

1. draw: a picture, a bird, a car
2. perform: a puppet show, a concert, a play
3. write: a book, a poem, a song
4. watch: TV, a film, a football match

2. Pre-stage:

***Aim:** - To help students review the words / phrases about music and arts used in the context of a passage.

- To give students some information of the Louvre Museum - the world's largest art museum.

TASK 2: FILL IN EACH GAP WITH A WORD OR PHRASE FROM THE BOX TO COMPLETE THE PASSAGE. (Ex. 2, p. 48)

* **Vocab:**+ sculptures (n): tác phẩm điêu khắc
+ exhibition (n): cuộc triển lãm

-Teacher has students work pairs to revise the words / phrases given in the box, then do the task.

- Students do this activity pairs, and then compare their answers with their partners.

-Teacher asks for students' answers. - Teacher confirms the correct ones

***Answer key:** 1. art collections 2. exhibition 3. works of art
4. paintings 5. visitors

3. During-stage:

***Aim:** -To help students revise the comparisons they have learnt in the context of sentences.

-To help students to write sentences using the comparisons they have learnt.

a.TASK 3: COMPLETE THE SENTENCES, USING THE WORDS IN BRACKETS. ADD THE NECESSARY WORDS. (Ex. 3, p. 48)

- Teacher asks students to revise how to use the different ways of comparing they have learnt and then complete the task. Tell them to add the necessary words.

Answer key: 1. old as 2. different from 3. more important
4. not as good 5. not as easy as

b.TASK 4: REWRITE THE SENTENCES, USING THE GIVEN WORDS. (Ex. 4, p. 48)

- Teacher asks students to write sentences in their notebooks, using the comparisons they have learnt, and the words provided.

Answer key:

1. Exercising is better than playing video games.
2. Duong doesn't / can't draw animals as well as his father.
3. The Mona Lisa is more valuable than this painting.
4. Nick is not as artistic as David.
5. The second / first version of the play is like the first / second.

4. Post –stage: **PROJECT: POSTERS EXHIBITION (Prepared at home)**

***Aim:** To allow Ss to apply what they have learnt (vocabulary and grammar) into practice through a project.

- Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.

- T has groups show and present the invitation to the class.

-T shows the Rubric of Evaluation. ★★★ ★★ ★

- T shows the Rubric of Evaluation. ★★★ ★★ ★

	★★★	★★	★
Drawing (Bản vẽ)	beautiful, harmonious, creative	beautiful, harmonious, not but not creative	beautiful, harmonious, creative
Speech Content (Nội dung bài nói)	clear layout, good use of language	clear layout, but having no some mistakes in the use of language	clear layout, having many mistakes in the use of language
Presentation (Phong cách trình bày)	fluently, self-confidently	clearly, clearly but not fluently or self-confidently	Unclearly, not fluently, not self-confidently

. Reporting the project:

- Ss hang their pictures on the board after they finish.

- T asks groups 1,2,3 to present their pictures before class, the rest groups listen and make evaluations according to the rubric above.
- Do the same with groups 4,5,6.
- T gives feedback (collecting ss' opinions, giving compliments to the best groups, point out some mistakes that need to be learned...)
- Ss can complete the project as homework if I am short of time.
- Teacher gives feedback.

5.Wrap –up:

**Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson



* Now I can:

Ask Ss to complete the self- assessment table

Now I can....	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the words related to music and arts. • pronounce the sounds /ʃ/ and /ʒ/ correctly. • use <i>like, different from, (not) as... as</i>. • express preferences. • read about a traditional art form. • talk about a musical performance at my school. • listen to a talk about street painting. • write an informal letter of invitation. 			

Identify any difficulties, weak areas, and provide further practice.

6. Homework:

- Do exercises in the workbook.
- Prepare for the next lesson: Unit 5 – Lesson 1: Getting started.
+ Vocabulary related about **food and drink**

*FEEDBACK

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Week 12 Period 34	UNIT 5 : FOOD AND DRINK Lesson 1: Getting started	Date of preparing: 14/ 11/ 2023
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I. Objectives: By the end of this lesson, Ss will be able to gain:

1. Knowledge

- An overview about the topic Food and Drink
- Vocabulary to talk about food and drink

2. Competences

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character qualities

- Develop healthy eating habits and awareness of balanced diets
- Be proud of the homeland.

II. Teaching aids: Grade 7 textbook, Computer connected to the internet, TV/ pictures and cards, sachmem.vn

III. Procedures:

1/ Warm up:

Aim: - To activate students' knowledge on the topic of the unit.

To enhance students' skills of cooperating with teammates.

Game: Pelmanism

Teacher gives instructions ; Ss play in two teams

The team which has more points (fitted choice) is the winner

*** Warm up: Game: Pelmanism**

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

FOOD AND DRINK

			
lemonade	Mineral water	chicken	Vegetables
			
Fruit	Eggs	Beef	rice

2/ Pre - stage

Aims : To help students use key language more appropriately before they read and listen.

- To get students interested in the topic
- To set the context for the introductory conversation.
- To help Ss understand the main idea of the text

Vocabulary

- roast (v) /rəʊst/: quay, nướng (thịt...)
- fry (v) /fraɪ/: rán, chiên, xào
- shrimp (n) /ʃrɪmp/: con tôm
- lemonade (n) /ˌleməˈneɪd/: nước chanh
- mineral water (adj) /ˈmɪnərəl ˈwɔːtə/: nước khoáng
- can (n) cái lon, hộp

* T asks Ss to look at the photos and answer the question: *What is this?*

** Ss say the words.



**** Teacher shows and says the words aloud and asks Ss to repeat them.

* Teacher asks Ss to translate the word “khoáng chất” into English

** Ss says the word

**** Teacher gives the correct answer "mineral"

Checking vocab: R.O.R

Lead- in: You are going listen and read a conversation between the waiter and Mark's family member

Task 1: Listen and act the conversation, Then answer the questions.

* Teacher asks Ss to look at the picture (p.50-51) and answer the questions:

+ What do your family usually eat for dinner?

+ Where does Mark's family eat dinner?

At a Vietnamese Restaurant

Task 2: Read the conversation again and choose the correct answer:

What is Mark's family doing?

- A. Ordering food for dinner.
- B. Preparing for their dinner.
- C. Talking about their favourite food.



- Ss share their answers as a whole class.
- T asks them to read and listen to the conversation and check their answers.

Key: A. Ordering food for dinner.

3/ During stage

Aims: To practise reading and listening for specific information

- To practise scanning and help Ss deeply understand the text.
- To develop Ss' knowledge of the vocabulary for food and drink

Task 3: Find the words and phrases about food and drink in the conversation and write them in the correct columns. (ex 3, p.51)

- Teacher asks Ss to work individually to read and listen to the conversation and find the words and phrases and then share their answers with their partners.
- Ss share and discuss with their partners to write all words/ phrases down on the notebooks.
- T asks some Ss to read out their answers or write them on the board.

- Teacher corrects their answers as a class.

Key:

Food	Drink
rice, pork, fish sauce, roast chicken, fried vegetables, fried tofu, spring rolls, canh (soup), shrimp, fish,	juice, lemonade, green tea, mineral water, winter melon juice,

Task 4: Read the conversation again and tick (✓) T true or F (False. (Ex 4, p.51)

* Teacher gives clear instructions.

** Ss work individually step by step:

- Read the statements carefully and underline key words
- Scan the conversation to locate the underlined key words
- Read intensively to tick True or False
- Teacher checks and gives the correct answers.

Answer key:

1. T
2. F (*Mark wants some fried tofu and spring rolls.*)
3. F (*Mark's dad thinks they will try some canh chua*)
4. T
5. F (*Mineral water for me, green tea for my husband, and juice for my children*)

***Language note:** Some, a lot of, lots of

Ex: I'd like some fried tofu and spring rolls too.

We have a lot of drinks: juice, lemonade, green tea,...

4/ Post stage

Aims : To help Ss practise talking about their favourite food and drink

- To develop teamwork skills

Task 5: Work in pairs. Then ask your partner about his or her favourite food and drink.

(Ex 5, p.51)

* Teacher gives Ss clear instructions in order to make sure Ss can role-play effectively.

- Teacher asks each student to think of the questions he/ she may use to talk about his/ her partner's favourite food and drink,
- T demonstrates the activity to the class first, maybe with a strong student.
- Ss work in pairs
- T observes Ss while they are role playing, note their language errors
- Teacher gives Ss feedback.

5/ **Wrap-up:** * **Aim:** To help Ss memorise the target language and skills that they have learned

Teacher asks students to talk about what they have learnt in the lesson:

- Vocabulary of Food and Drink
- Reading for specific information and details
- Scanning

6/ Homework

- Talk about your favourite food (for a minute)
- Learn new words by heart.
- Project preparation
- + Teacher informs student of the final project of the Unit's project
- + Explain the requirements of the project: Design a poster about eating habits in an area or a

foreign country you know, including names of main meals and mealtimes; names of common food/ drink for each meal; picture/ photo to illustrate the meals. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. Explain students
+ Put students into groups and ask them to discuss how to assign tasks for each member. Help them set a deadline for each task.

***Feedback:**

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Week 12 Period 35	UNIT 5 : FOOD AND DRINK Lesson 2: A Closer Look 1	Date of preparing: 14/ 11/ 2023
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I. Objectives: By the end of the lesson, Ss will be able to:

1. *Knowledge:*

- Use the lexical items related to the topic Food and Drink
- Know how to use the measurement words and phrases often used with food and drink
- Pronounce the sounds /ɒ/ and /ɔ:/ correctly

2. *Competences:*

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

3. *Character qualities:* - Promote pride in the values of Vietnamese culture

- Develop love for family

II. Teaching aids: - Grade 7 textbook (Unit 5: A closer look 1)- Computer connected to the internet

- TV/ pictures and cards

- sachmem.vn

III. Procedures:

1/ Warm up – Lead in:

Aims: - To set in the context of using the lexical items and measurement words/ phrases related to the topic Food and Drink

- To activate students' knowledge
- To get students interested in the topic

Play game: **Kim's Game**

Look at the pictures about dishes and ingredients in 1 minute and write the name of them.

*** Keys:**



bread



carrot



spring roll



stew fish



roasted chicken



salt



onion



pepper



eggs



sugar

2/ Pre - stage

Aim: To teach the measurement words and phrases often used with food and drink.

Vocabulary

1. teaspoon /'ti:spu:n/: thìa cà phê
2. litre /'li:tə/: lít
3. tablespoon /'teibəlspu:n/: khối lượng đựng trong một thìa canh, thìa canh
4. gram /græm/: gờ-ram
5. omelette /'ɒmlət/: trứng ốp lết
6. pancake /'pænkeɪk/: bánh kếp
7. spring rolls /sprɪŋ rəʊlz/: nem rán
8. onion /'ʌnjən/: hành tây
9. pepper /'pepə/: hạt tiêu
10. butter /'bʌtə/: bơ

*** Checking vocab:** R.O.R

3/ During stage

Aims:

- To help Ss to understand the measurement words and phrases often used with food and drink
- To help Ss identify new words of dishes and ingredients.
- To help Ss practise asking and answering about the ingredients for a dish using measurement words and phrases they have learnt.

Task 1: Match the phrases with the pictures. Then listen, check, and repeat the phrases.

(Ex 1, p.52)

* Teacher gives Ss instruction, lets Ss have time to work individually, in pairs and then supports them if necessary.

- a. a kilo (kg) of
- b. a teaspoon (tsp) of
- c. a litre (l) of
- d. a tablespoon (tbsp) of
- e. 200 grams (g) of
- f. 400 millilitres (ml) of



Ss quickly match the phrases with the pictures individually.

- Ss then swap their answers with their partners to check their answers by listening to the recording at the same time.

- Teacher observes, checks, gives correct answers as well as pauses the recording after each phrase and asks them to repeat chorally and individually.

+ Teacher corrects Ss' pronunciation.

+ With weaker classes, teacher may ask for translations to check Ss' understanding.

Answer key:

1. b 2. f 3. a 4. c 5. d 6. e

Task 2: Write the following words and phrases in the correct columns. Add any other dishes and ingredients you know. (Ex 2, p. 52)

Who is faster?

* Teacher divides the class into 4 groups and gives instructions.

** Individually, Ss carefully and closely watch in order to write down the words for the items appearing on the screen.

* Teacher sticks 4 group boards on which there are two columns of Dishes and Ingredients, at four corners in the class, hands out four sets of six word cards to each group and explains the rules of the game.

** Ss receive the signal of the teacher, quickly sort the words and stick them onto the correct columns on their group's board at the corner of the class.

*** The fastest group which has the most appropriate words in the columns will be the winner.

**** Teacher asks Ss to check their answers and share the names of other dishes and ingredients they know with their partners before showing the correct answers.

Key:

*** Add any other dishes and ingredients you know.**

Dishes	Ingredients
spring rolls	onions
omelette	butter
pancake	pepper

- beef soup	- salt
- roasted chicken	- flour
- noodle soup	- garlic
- fried rice	- onion
-	

- T gives feedback.

Task 3. Work in pairs. Ask and answer about the ingredients for Linh's apple pie, using the quantities in the recipe. (ex 3/p. 52)

- T check Ss' understanding of the meanings of the words/phrases given in the box.

- T has Ss sort the words into the correct columns. asks Ss to check their answers and share with their partners.

- T checks with the whole class.

Ex: A: How many apples do you need?

B: We need 12.

*** Pronunciation**

Aim: - to teach Ss how to pronounce the sounds /ɒ/ and /ɔ:/ and practise pronouncing these sounds correctly in words.

- To help Ss practise pronouncing the sounds /ɒ/ and /ɔ:/ correctly in context.

Task 4: Listen and repeat the words. Pay attention to the sounds /ɒ/ and /ɔ:/. (ex 4, p.52)

* Teacher plays the video modeling the sounds /ɒ/ and /ɔ:/ first and asks Ss to watch closely to see how the sounds are formed, and then gives them instruction to practise pronouncing the sounds.

** After watching the video, Ss listen and put the words in the correct columns.

*** Ss swap their notebooks with their partners to share their answers.

**** Teacher plays the recording, shows them the correct answers and asks Ss to listen and repeat. Teacher may play the recording as many times as necessary, asking Ss to repeat until they can pronounce the sounds correctly.

Key:

/ɒ/	fond, lot, not
/ɔ:/	short, call, water, pork, sauce

4/ Post stage

Aim: - To get Ss to practise asking and answering about the ingredients for a dish using measurement words and phrases they have learnt.

- To test students' memory of the vocabulary.

Task 5: Listen and repeat, paying attention to the underlined words. Tick (✓) the sentences with the /ɒ/ sound. (ex 5, p.52)

* Teacher asks Ss to listen twice and asks Ss to tick (✓) the sentences with the /ɒ/ sound.

** Ss do as instructed individually

*** Ss share their answers with Ss who sit next to them.

**** Then Teacher plays the recording again, checks and asks Ss to repeat and provides further practice if needed.

Key: ✓: 1, 2, 4

5. Wrap-up: To help students to recall information they've learned during class and reflect on gaps in their knowledge.

- Teacher asks Ss to summarise what they have learnt in the lesson by asking them some questions.

+ What food have we learned to make today?

+ What ingredients do we need to make it? How many/ How much of them do we need?

+ What sounds do we learn today?

6. Homework:

- Learn new words by heart.
- Make sentences about the quantity of ingredients for a dish using the words and phrases they have learnt in the lesson.

- Prepare next lesson **Unit 5: A closer look 2:** use the measurement words and phrases such as *some* and *a lot of / lots of* with countable and uncountable nouns and use the *How many/ How much* to ask and answer about quantities

PREPARING PROJECT:

- *Work in groups. Design a poster about eating habits in an area or a foreign country you know, including:*

+ *names of main meals and mealtimes*

- + *names of common food/ drink for each meal*
 - + *pictures or photos to illustrate the meals*
 - *Then organise an exhibition of all the posters in your class.*
- Present your poster to the class.*

***Feedback:**

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Week 12 Period 36	UNIT 5 : FOOD AND DRINK Lesson 2: A Closer Look 2	Date of preparing: 14/ 11/ 2023
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I. Objectives: By the end of the lesson, Ss will be able to:

1. Knowledge:

- Know how to use the measurement words and phrases such as *some* and *a lot of/ lots of* with countable and uncountable nouns
- Understand and use the *How many/ How much* to ask and answer about quantities

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: - Promote pride in the values of Vietnamese culture

II. Teaching aids: : - Grade 7 textbook, Unit 5, A closer look 1- Computer connected to the internet

- TV/ pictures and cards
- sachmem.vn

III. Procedures:

1. Warm up/ Lead -in

Aims- To activate students' knowledge using *some* and *a lot of/ lots of*

- To get students interested in the topic

Mini game: Are these countable and uncountable?

- Teacher put Ss into 2 big teams (named *Mango & Orange*) and gives instruction.
- When teacher say the words (*apple, carrot, chicken, salt, meal, sugar, star, cucumber, pepper, meat...*) aloud:
- Ss of *Mango* team **stand up** and shout out if the word is **countable**.
- Ss of *Orange* team **stand up** and shout out if the word is **uncountable**.
- Teacher checks and tells Ss the noun is countable or uncountable when they have already reacted.

2. Pre – stage

Aims: - To help Ss understand and know how to use *some, a lot of/ lots of*

*** Vocabulary**

1. countable /'kaʊntəbəl/: đếm được
2. quantity /'kwɒntəti/: số lượng
3. describe /dɪ'skraɪb/: miêu tả
4. popular /'pɒpjələ/: nhiều người biết đến

- Teacher shows meanings of the new words in Vietnamese and asks Ss to translate them into English before starting the lesson.

Grammar

some, a lot of / lots of

- Teacher asks Ss to look at some countable nouns and uncountable nouns she has said and shared on the screen in the mini game, then asks them to tell the difference between countable nouns and uncountable nouns (Don't forget to remind Ss that they should use a good dictionary to check if a noun is countable or uncountable.)

- After that, T has Ss look at the **Remember!** box about the use of *some*, *a lot of* / *lots of* and explain how to use *some* and *a lot of* / *lots of*, then show them the examples in the **Remember!** box.

- Teacher briefly explains that *some* and *a lot of* / *lots of* are all used with both countable nouns and uncountable nouns to talk about quantities. Teacher also explains that SS can use *some* with plural countable nouns or uncountable nouns to talk about a number or amount of something / somebody when the exact number or amount is not given; Ss can use *lot of* / *lots of* with plural countable nouns or uncountable nouns to talk about a large number or amount of something / people.

3/ During stage

Aims: - To help Ss practise using *some* and *a lot of* / *lots of* in sentences and in context.

- To give Ss further practice on using *some* and *a lot of* / *lots of* in sentences and in context and help Ss revise the use of *any*.

- To help Ss revise the use of *How many* and *How much* to ask about quantities and practice using

How much / *How many* to ask and answer about quantities.

Task 1: Circle the correct words or phrases to complete the following sentences. (ex 1, p.53)

- Teacher asks Ss to read the sentences carefully and choose the best answers on their own, then then swap with their partners.

- Ss share their answers and discuss the reasons why they have chosen them.

- Teacher nominates some Ss to read their answers in front of the whole class, check and correct their answers.

Key:

1. a lot of 2. lots of 3. some 4. a lot of 5. some

Task 2: Look at the pictures and complete each sentence. Write *some*, *any* or *a lot of* / *lots of* in the blanks. (ex 2, p.53)

- Teacher divides the class into 4 groups, asks them to look at the photos on the screen, write down the words/ phrases to complete the sentences as quickly as they can on their mini boards/ paper sheets and raise the board above their heads, saying "**Bingo!**"

- The groups having more members who write correct answers the most quickly will get a star.

- Teacher observes them closely and has one student assist in writing the number of stars each group achieves.

Key:

1. a lot of/lots of 2. any 3. some 4. a lot of/lots of 5. a lot of/lots of

Task 3: Fill in each blank with *how many* or *how much*. Answer the questions, using the pictures. (ex 3, p.54)



- Teacher asks Ss to do this exercise individually.
- Ss share their answers and discuss the reasons why they have chosen them.
- Teacher calls on two Ss to write their answers on the board. Confirm the correct answers.

Key

- | | |
|---------------------------------|-----------------------------|
| 1. How much – Two liters | 2. How many – Two books |
| 3. How many – Two books | 3. How many – Three bananas |
| 5. How many – Five spring rolls | |

Task 4: Work in pairs. Ask and answer, using the questions in 3. (ex 4, p.54)

* - Teacher gives Ss two minutes to think of and write down as many questions using *How much* and *How many* as they can.

- Teacher has Ss work in pairs take turns asking and answering the questions in Task 3 and the questions they have prepared.

Eg. A: *How much water do you drink every day?*

B: *Two litres.*



- Ss work in pairs to practise.
- Teacher nominates some pairs of Ss to model this activity in front of the class.
- Teacher gives feedback to help students improve their talk later.

4. Post stage

Aims: To give Ss further practice in using measurement words and phrases, words of dishes and ingredients, *How many* and *How much* in context.

Task 5: Work in pairs. Take turns to ask and answer about the recipes. (ex 5, p.54)

- Teacher chooses some strong Ss in the class and assigns the role of culinary teachers to them. The others will be culinary learners.

- Teacher asks them to sit in their groups to discuss and list all the questions and answers to make conversations in a culinary class.
- Teacher then mixes them in groups of a teacher and 3 to 4 students and asks them to make conversations asking and answering how to make pancakes and an omelet in a culinary class.
- Every S in the group needs motivation to take part in the conversations while the teacher goes around and observes them talking.
- Teacher notes all useful measurement expressions and some students' grammatical errors for later comments.

5. Wrap-up:

* **Aims:** *To help students to recall information they've learned during class and reflect on gaps in their knowledge.*

Teacher summarises the main points of the lesson:

- How to use *some*, *a lot of*/ *lots of*
- How to ask and answer about food, drinks and cooking recipes using *some*, *a lot of*/ *lots of*, *How many*, *How much*

6. Homework :

- Teacher asks Ss to make 3 questions and 3 sentences about quantities, using *some*, *a lot of*/ *lots of*, *any*, *How much* and *How many*.

Preparation for Unit 5 project

- Teacher checks what Ss have prepared (the eating habits, pictures or photos they have selected and decided to make a presentation)

- Teacher checks if every member has their own responsibilities and whether they have participated in preparing for the project properly.
- Prepare Unit 5: Communication: Use lexical items related to the favourite food and drink in everyday life and use ways to ask and answer about prices and favourite food and drink in English

***Feedback:**

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Week 13 Period 37	UNIT 5 : FOOD AND DRINK Lesson 4: Communication	Date of preparing: 22/ 11/ 2023
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I. OBJECTIVES:

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

1. Knowledge

- Use lexical items related to the favourite food and drink in everyday life
- Understand and use ways to ask and answer about prices and favourite food and drink in English

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities:

- Promote pride in the values of Vietnamese culture
- Develop love for family

II. TEACHING AIDS:

- Grade 7 textbook, Unit 5, Communication
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

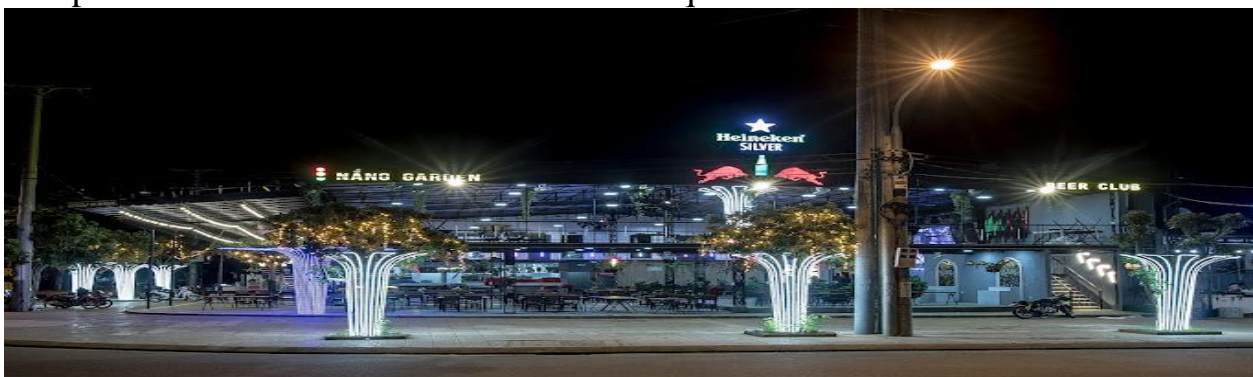
III. PROCEDURE

1. WARM - UP:

- * Aims:**
- To activate students' knowledge
 - To get students interested in the topic

CHATting:

T shows a picture of a restaurant and asks Ss some questions



- Have you been to the restaurant?
- Who did you go with?
- What is your favorite food?
- Do you think the dishes and drinks at the restaurant are cheap or expensive?

T gives feedback and sets the scene to introduce the new lesson.

2. PRE – STAGE:

Aims: - To help students use key language more appropriately

- To introduce ways to ask and answer about prices in English.

Vocabulary

- T follows all of the steps of teaching these vocab

1. eel /i:l/(n) : con lươn (pic)
2. foreign /'fɔr.ən/ (adj): nước ngoài
3. interview /'m.tə.vju:/ (v): phỏng vấn (pic)
4. try /traɪ/ (v): thử làm gì đó

* **Checking vocabulary: What and Where**

EVERYDAY ENGLISH

TASK 1: LISTEN AND READ THE CONVERSATION. PAY ATTENTION TO THE QUESTIONS AND ANSWERS. (Ex 1, p. 55)

- Play the recording for Ss to listen to and read the conversation between Mark and Mi. Ask Ss to pay attention to the questions and the answers.
- Elicit the structures to ask and answer about prices from Ss. Have Ss practice the conversation in pairs. Call on some pairs to practice the conversation in front of the class.

Notes: Ask and answer about price:

How much is/ are?

It's/ They're

3. DURING – STAGE:

Aims:

- To help Ss practise asking and answering about price.
- To teach Ss the questions they can ask to interview someone about their favourite food and drink.
- To help Ss revise the vocabulary related to the topic.

TASK 2: WORK IN PAIRS. TAKE TURNS TO ASK AND ANSWER ABOUT THE PRICES OF THE FOOD AND DRINK ON THE MENU. (Ex 2, p.55)

* Teacher shows the menu on the screen, shows the sample of the conversation, pairs Ss and asks them to play the roles of a waiter and a customer to ask and answer about the prices of the food and drink on the menu.

** Ss practise for about 3 minutes.

*** Ss work with another partner and change their roles, asking and answering questions about the prices.

****Teacher goes around, observes, corrects their mistakes and notes some of

LY'S RESTAURANT Breakfast	
Food	
bowl of beef noodle soup	30,000 dong
bowl off eel soup	35,000 dong
toast	20,000 dong
Drink	
glass of milk	9,000 dong
bottle of mineral water	8,000 dong

their typical errors if necessary.

Example:

A: *How much is a glass of milk?*

B.: *It's 9,000 dong.*

cup of green tea

5,000 dong

TASK 3. LISTEN TO THE CONVERSATION AND ANSWER THE FOLLOWING QUESTIONS. (Ex 3, p.55)

YOUR FAVOURITE FOOD AND DRINK

* Teacher gives Ss some time to read the questions in Exercise 3, asks them to pay attention to the key words and predict the answers.

** Ss do the exercise step by step.

- Ss read and underline key words.

1. **What's** Nam's **favourite food**?
2. **What's** his **favourite drink**?
3. **What foreign food** does he **like**?
4. **What food** does he want to **try**?
5. **What food** can he **cook**?

- Teacher plays the recording and asks SS to listen only. Then play the recording again and allow Ss to write down the answers as they listen.

- Teacher asks Ss to share their answers in pairs before playing the recording a final time for the pairs to check their answers.

- Teacher gives Ss the correct answers.

Key:

1. Spring rolls.
2. Lemonade.
3. Apple pie and pancakes.
4. *Hu tieu* (in Ho Chi Minh City).
5. Omelets, rice, and spring rolls.

4. POST – STAGE:

Aim: - To help Ss practise asking and answering about their friends' favourite food and drink;

- To help Ss get information to report on their friends' favourite food and drink;

- To help Ss practise reporting the results of their interviews.

TASK 4: WORK IN GROUPS. INTERVIEW TWO OF YOUR FRIENDS ABOUT THEIR FAVOURITE FOOD AND DRINK. WRITE THEIR ANSWERS IN THE TABLE BELOW. (Ex 4, p.55)

- Ask Ss to work in groups, asking different classmate about their friends' favourite food and drink. Remind them to write the names of the people they interview and note the answers in the table in 4. When they have finished the interview, T may have Ss practise reporting the results of their interviews in front of the whole class.

- After each Ss has finished reporting, invite some comments from other Ss.

Questions	Student 1	Student 2
1. What's your favourite food?		
2. What's your favourite drink?		
3. What food or drink do you want to try?		
4. What foreign food or drink do you like?		
5. What can you cook?		

Now report your results to the class.

Example: I interview A & B about their favourite food and drink. A's favourite food

5. WRAP-UP

Aim: To help students to recall information they've learned during class.

- Teacher has Ss say what they have learnt in the lesson:
- Vocabulary of the favourite food and drink in everyday life
- Ways to ask and answer about prices, and favourite food & drink in English

6. HOMEWORK

- Teacher asks Ss to make a conversation, record a video and upload on a given drive link.
- Prepare Unit 5: Skills 1: Reading for specific information about food and drink and Talk about the popular food and drink

***Feedback:**
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.....

Week 13 Period 38	UNIT 5 : FOOD AND DRINK Lesson 5: Skills 1	Date of preparing: 22/ 11/ 2023
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I. OBJECTIVES

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

1. Knowledge

- Develop their reading skill for specific information about food and drink
- Talk about the popular food and drink

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills
- Actively join in class activities

3. Character qualities

- Promote pride in the values of Vietnamese culture
- Develop love for family and traditional food and drink

II. TEACHING AIDS:

- Grade 7 textbook, Unit 5, Skills 1

- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

III. PROCEDURE

1. WARM – UP:

Aim: *To create an active atmosphere in the class before the lesson*

Game: List some common dishes that your family often eats in daily meals.

• Breakfast

- Bread
- Fried rice
- Beef noodles

Lunch

- rice
- Fish
- Vegetables

Lunch

- rice
- Meat
- Vegetables

- Ss work in two groups, using different coloured chalk
- When finishing, one member of each group reads its list for the other group
- T gives feedback

2. PRE – STAGE: READING

Aim: - To provide students with some lexical items before reading the text.

- To help Ss understand and activate their knowledge of the topic

-T uses different techniques to teach vocab:

Vocabulary

1. snack /snæk/: đồ ăn vặt
2. taste /teɪst/: nếm
3. broth /brɒθ/: nước dùng, canh
4. stew /stju:/: hầm
5. boneless /'bəʊnləs/: không xương

* **Checking Voc:** What and where

TASK 1. WORK IN PAIRS. DISCUSS THE FOLLOWING QUESTIONS. (Ex 1, p.56)

*Teacher pairs Ss, gives them some time to discuss about “Phở”, using suggested questions.

1. Is *pho* popular in your neighborhood?
2. When can we have *pho*?
3. What are the main ingredients of *pho*?

- Ss discuss as guided.
- After discussing, Ss talk about *pho* in front of the class.
- T listens and gives feedback, then leads-in to the new lesson:

You’re going to read Phong’s blog about *pho*. Predict what the main ingredients Phong is talking about in *pho* in his blog.

T collects Ss’ predictions and write down

3. DURING – STAGE:

Aim: - To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using context;

- To help understand new vocabulary in the reading text.
- To help Ss develop their reading skill for specific information (scanning).

T asks Ss to read the Phong’s blog and check their predictions.

Key: The main ingredients of *pho* are rice noodles and slices of beef or chicken.

TASK 2. READ PHONG’S BLOG. MATCH THE UNDERLINED WORDS IN THE TEXT WITH THEIR MEANINGS. (Ex 2, p.56)



- Teacher asks Ss to scan the passage to find and work out the meanings of the words (1-5) in the passage and match with their meanings (a-e), using the context.
- Ss quickly locate the words, read with full concentration and complete focus, predict and match them with the provided meanings.
- Ss swap their answers with each other.
- Teacher checks the answers as a class, confirms the correct answers.

Or for weak classes, Teacher may ask for translation to check understanding.

Key: 1. d 2. b 3. c 4. a 5. e

TASK 3. READ PHONG'S BLOG AGAIN AND CIRCLE THE CORRECT ANSWER A, B OR C. (Ex 3, p. 56)

- Teacher gives instructions.
- Ss work individually to carefully read and underline key words in the given part of the sentences and three options of the other part that fit in.

Then, they locate the key words in the text, thoroughly read the text to choose the correct option to complete the sentences. Teacher tells them to underline parts of the passage that help them with the answers and set a strict time limit to ensure Ss read the text quickly for information.

- Ss share their answers with others to compare their choices in pairs before showing them in the class and to Teacher. Teacher also asks them to give evidence when giving the answers.
- Teacher nominates some Ss to read the completed sentences aloud, listens and then gives them correct answers.

Key: 1. A 2. A 3. C 4. B 5. A

4. POST – STAGE (SPEAKING)

Aim: - To help Ss prepare ideas for the speaking activity

- To provide an opportunity for Ss to practise talking about a popular food or drink in their area..

TASK 4. MAKE NOTES ABOUT A POPULAR FOOD AND DRINK IN YOUR AREA. THINK ABOUT ITS MAIN INGREDIENTS, HOW OFTEN AND WHEN YOU HAVE IT. (Ex 4, p. 56)

*Teacher asks Ss to brainstorm or use a mind map/ web to make notes about a popular food and drink in their area in groups of 4 or 5 Ss. (Teacher can show them a mind map as a sample)



** Ss think about a popular food or drink in their area, its ingredients and how often and when people in their neighbourhood have it and note down quickly these ideas as instructed during the time limit set by the teacher.

*** Ss share their ideas with other groups.

**** Teacher asks them some extra questions to help Ss if they lack ideas or if they have had too many ones to choose from.

Suggested ideas:

Food or drink	Ingredients	How often and when
Beef rice noodles	rice noodles, beef, broth	in the morning
bread	Pork, fried eggs, pate, cucumber, green onion, chili sauce,..	Anytime of the day. Especially in breakfast

**TAS
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WO**

RK IN GROUPS OF 3 OR 4. TAKE TURNS TO TALK ABOUT A POPULAR FOOD OR DRINK IN YOUR AREA. (Ex 5, p.56)

- T asks Ss to talk using the notes/ maps/ webs that they have prepared in their own group and then nominates some of them (maybe strong students) to model this activity in front of the class.
- Ss practise.
- Then, Ss listen to their classmates presenting and give positive comments to the others'.
- Teacher gives feedback.

Suggested talking:

There are many delicious dishes in Vietnam, but one of the popular dishes in my area is Banh Mi . Banh Mi called “Sandwich or hamburgers” is the most popular street food in Vietnam because of its convenience, and deliciousness . Its ingredients such as pork, fried eggs, pate, cucumber, green onion, butter, and chili sauce. Vietnamese Sandwich is served as an ideal breakfast and light snack. People can buy this dish very easily on the Vietnamese streets.

5. WRAP-UP

Aim: To help students to recall information they've learned during class.

- Teacher has Ss summarise what they have learnt in the lesson with the two skills. If there is time, have them draw a mind map to summarise the main points of the lesson.
- Teacher has Ss say what they have learnt in the lesson.

Vocabulary: 1. snack /snæk/: đồ ăn vặt; 2. taste /teɪst/: nếm; 3. broth /brɒθ/: nước dùng, canh; 4. stew /stju:/: hầm; 5. boneless /'bəʊnləs/: không xương

Reading: Phong's blog about Pho

Speaking: **MAKE NOTES AND TALK ABOUT A POPULAR FOOD AND DRINK IN YOUR AREA.**

6. HOMEWORK

- Teacher asks Ss to make a video about a popular food and drink in their area then upload on given drive link.
- Prepare Skills 2: + Use the lexical items related to the topic *Food and drink*.
- + Listen for specific information about the eating habits.
- + Write a paragraph about eating habits in their area.

FEEDBACK:

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Week 13 Period 39	UNIT 5 : FOOD AND DRINK Lesson 6: Skills 2	Date of preparing: 22/ 11/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Use the lexical items related to the topic *Food and drink*.
- Listen for specific information about the eating habits.

- Write a paragraph about eating habits in their area.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and team work.
- Develop presentation skills.
- Actively join in class activities.

3. Character qualities:

- Promote pride in the values of Vietnamese culture.
- Develop love for family and traditional food and drink.

II. TEACHING AIDS

1. Teacher: Textbook, planning, a smart TV, a computer connected to the internet.

2. Students: Text books, notebooks, posters,

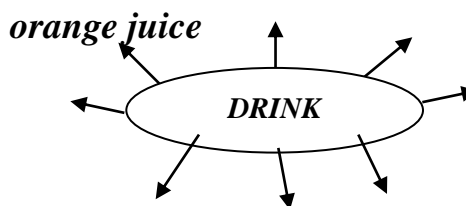
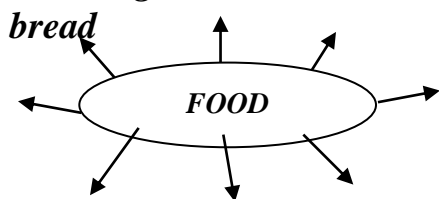
III. PROCEDURES:

1. WARM UP

* Aim:

- To create an active atmosphere in the class before the new lesson.
- To lead into the new lesson.

+ **Brainstorming:** Food and drink



- Teacher divides the class into two groups.
- Teacher has the first group write words about food and has the second one write about drinks on the board in three minutes.
- The group writing more words is the winner.

LISTENING

2. PRE- STAGE

* **Aim:** To help Ss understand and activate their knowledge of the topic.

Task 1: Work in groups. Discuss the following questions. (Ex 1, p. 57)

- Teacher asks Ss to work in groups of 4 or 5 discussing questions about the eating habits of the people in their area.

1. What time do people in your area often have breakfast, lunch, and dinner?

2. What do they often have for breakfast, lunch, and dinner?

- Ss actively discuss and note down all members' answers.
- Ss share their groups' answers as the whole class.
- T leads students in the listening tasks.

*Prediction:

Task 2: Listen to Minh talking about the eating habits in his area. Circle the food and drink you hear. (Ex 2, p.57)

- Teacher asks Ss to guess which food and drink will appear in the monologue first.

eel soup cakes green tea coffee toast

- T collects Ss' answers

3. DURING - STAGE

Aims: *To help develop students' skill of listening for specific information.*

T asks Ss to listen to the tape and check their predictions

- Teacher plays the recording and has Ss listen to the recording and circle the words or phrases from the monologue.
- Ss listen to the recording and circle the words or phrases from the monologue.
- Two or three Ss are nominated to write their answers on the board after the first listening.
- Teacher plays the recording again for Ss to check the answers. If time is limited, T may only play the monologue once. T may pause at the sentences that include the words or phrases Ss need circle.

Key: *eel soup, green tea*

Task 3: Listen again and tick (✓) T (True) or F (False).

- Teacher has Ss look at the statements in this activity, asks them how to do it and gives them some strategies to do the exercise. (e.g. reading the sentences, underlining the key words, listening to the text, paying attention to the key words, deciding if each sentence is true or false).
- Teacher plays the recording twice for Ss to do the exercise individually. (For strong classes, Ss can take notes of the information to explain why a sentence is false.)
- Teacher has Ss swap their answers with their partners for checking.
- Teacher nominates Ss to read their answers aloud, checks and gives them the correct ones.
- Teacher plays the recording again if needed, stopping at the place where Ss find it difficult to understand. (For strong classes, T asks Ss to correct the false sentences.)

Key: 1. F 2. T 3. F 4. T 5. T

Audio script - Tracks 36 + 37:

People in my area often have three meals a day: breakfast, lunch and dinner. For breakfast, we usually have pho or eel soup with bread. Sometimes we have instant noodles or xoi (sticky rice). Lunch often starts at 11:30 a.m. Most of us have lunch at home. We often have rice, fish, meat, and vegetables. Dinner is the main meal of the day.

It's also the time when family members gather at home, so it takes a bit longer than the other meals. It often starts at around 7:30 p.m. We usually have rice with a lot of fresh vegetables and seafood or meat. We normally talk about everyday activities during the meal. Then we have some fruit and green tea. I think the food in my area is fabulous. It's very healthy and delicious.

4. POST- STAGE

WRITING

*** Aims:**

- *To help Ss prepare ideas for their writing.*
- *To help Ss practise writing a paragraph about the eating habits in their area.*

Task 4: Make notes about the eating habits in your area. (Ex 4, p.57)

- Teacher asks Ss to make notes about the eating habits in their area, using the following questions. (Ss can use the language in the listening exercise.)
- + *What time do they have breakfast, lunch and dinner?*
- + *What food and drink do they have then?*
- Teacher reminds that Ss don't have to write full sentences and they can use abbreviations.
- Teacher has Ss share their notes with their partners.
- T may ask some strong students to read out the notes to the whole class.

Suggested Sample:

Breakfast- At about 6.30- Bread or sticky rice, beef noodles

Lunch- 11.30am- Rice, meat, vegetables

Dinner- Dinner - Rice , Fish, vegetable, soup

Task 5: Write a paragraph of about 70 words about the eating habits in your area. Use the information in 4 to help you (Ex 5, p.57)

- Teacher suggests Ss think and write, using the notes they have done in Exercise 4.
- Ss write the first draft individually and listen to their classmates' and Teacher's feedbacks and comments, and then write the final writing.
- Ss share their writings with the others, using marking criteria to give each other peer-feedbacks.
- Teacher observes Ss, notes some useful expressions and structures the Ss have used and some errors they have made for later comments and correction.
- T may display some of Ss' final writings on the wall / notice board and mark them.
- T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, T may have Ss write the final version at home. (For weak students, T may give some clues for them to write.)

*** Sample paragraph:**

People in my village have three meals a day: breakfast, lunch and dinner. They usually eat breakfast at 6.30 am and they often have bread or sticky rice. They have meat and vegetable for lunch at 11.30 am. They have fish, vegetable, soup for dinner at 7pm

I think people in my village have healthy eating habits.

5. Wrap-up:

*** Aim:** To help students to recall information they've learned during class and reflect on gaps in their knowledge.

- Teacher has Ss summarise what they have learnt in the lesson with the two skills.
- + Listen for specific information about food and drink
- + Write a paragraph describing eating habits

If there is time, have them draw a mind map to summarise the main points of the lesson.

6. HOMEWORK

- Rewrite the paragraph in the notebooks.
- Prepare for the looking back and project: Review the vocabulary and grammar of *Unit 5*.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

FEEDBACK

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.....
.....

Week 14 Period 40	UNIT 5 : FOOD AND DRINK Lesson 7: Looking back+ Project	Date of preparing: 28/ 11/ 2023
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I. OBJECTIVES: By the end of the lesson, Ss will be able to:

1. Knowledge:

- Review the vocabulary and grammar of *Unit 5*.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence:

- Develop communication skills and creativity.
- Develop presentation skill.
- Develop critical thinking skill.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

3. Character qualities:

- Be more creative when doing the project
- Develop self-study skills

II.TEACHING AIDS:

1. **Teacher:** textbook, planning, a smart TV, a computer connected to the internet.

2. **Students:** Text books, notebooks, posters,

III. PROCEDURE:

1. WARM-UP * *Aim:*

- *To create an active atmosphere in the class before the new lesson.*
- *To help Ss revise the vocabulary items they have learnt in the unit.*

(Task 1 - Ex 1, p.58)

+ *Filling in the table*

Dishes	Ingredients	Units of measurement
pancakes	flour	gram (g)

- Teacher asks Ss to work in two groups, has Ss add the words and phrases they have learnt in the correct columns in five minutes.
- The group writing more words and phrases is the winner.
- Teacher gives feedback and marks for the winning group.

2. PRE-STAGE:

VOCABULARY

* *Aim:* *To help Ss revise the vocabulary items they have learnt in the unit.*

Task 2: Read the recipe and write sentences as in the example (Ex 2, p.58)

- Teacher has Ss do this activity individually.
- Ss read the recipe and write about 7 sentences.
- Teacher has Ss compare their answers with their partners. Some strong ones are nominated to read out their answers in front of the class.
- Teacher gives feedback and marks for the student giving the most correct and the fastest answer.

Suggested answers:

We need 5 eggs.

We need 2 tomatoes.

We need 2 tablespoons of cold water.

We need 40 grams of butter.

We need 5 grams of onion.

We need 1 teaspoon of salt.

We need 1 teaspoon of pepper.

- Teacher sets the scene, makes some examples and has Ss remind how to use *some, any, much* and *a lot of/ lots of* individually.

* VOCABULARY REVIEW:

- There are **a lot of/ lots of** eggs in the carton.



- I'd like a pizza with **a lot of/ lots of/ much** cheese.



- Susie went to the cinema with **some** friends.



- There aren't **any** biscuits on the plate.



3. DURING-STAGE:

GRAMMAR

Aim:

- To help Ss revise the use of *some, any, much, a lot of/ lots of, How much and How many*.

Task 3: Complete the sentences. Write *some, any, much* or *a lot of / lots of* (Ex 3, p.58)

- Teacher has Ss do the exercise individually and then share their answers with their partners before discussing the answers as a class.

- Teacher gives feedback as a class discussion.

Key:

1. *any* 2. *some* 3. *a lot of/ lots of* 4. *a lot of/ lots of* 5. *any, some*

Task 4: Make questions with *How many/ How much* for the underlined words in the following sentences. (Ex 4, p. 58)

- Teacher has Ss remind how to use *How much/ How many* individually.

- Teacher has Ss do the exercise individually and then share their answers with their partners before discussing the answers as a class.

- Teacher gives feedback as a class discussion.

Key:

1. *How many bottles of juice are there in the fridge?*

2. *How much butter do you need for your pancakes?*

3. *How many bottles of fish sauce do you / we have?*

4. *How many chairs do you / we need (for the party)?*

5. *How much sugar did she put in her lemonade?*

4. POST-STAGE:

PROJECT

* Aim:

- To help Ss make their posters about the eating habits in the area/ foreign country they know.

- To help Ss practise what they have learnt in Unit 5 through presenting their posters about the eating habits to the class.

Posters exhibition:

- Teacher has students display the posters prepared at home on the board. (The posters about eating habits in their area or in another area or a foreign country they know, including: names of main meals and mealtimes, names of common food/ drink for each meal, pictures or photos for illustration.)

- Teacher asks each group to present their poster to the whole class.
- Teacher has the whole class vote for the best poster after all groups have presented their posters.
- Teacher gives plus marks for each group.
- Teacher has Ss complete the self-assessment by completing the statement *Now I can* ... so that they can identify any difficulties, weak areas and provide further practice as the whole groups and individuals.
- Teacher gives feedback.

5. Wrap –up:

**Aim: To consolidate what students have learnt in the lesson.*

- Teacher asks students to talk about what they have learnt in the

6. HOMEWORK:

- Practise the exercises again.
- Complete the project perfectly.
- Prepare: Unit 6- Lesson 1 (Getting started): A visit to school: *Use the vocabulary to talk about school facilities*

FEEDBACK

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Week 14 Period 41	UNIT 6: A VISIT TO A SCHOOL Lesson 1: Getting started <i>A visit to Binh Minh Lower Secondary School</i>	Date of preparing: 28/ 11/ 2023
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I.
OBJ
ECT
IVE

S:

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

1. Knowledge:

- _ Have an overview about the topic A visit to a school
- Use the vocabulary to talk about school facilities

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. TEACHING AIDS:

Textbook, Projector/ TV/ pictures and cards, sachmem.vn, extra boards

III. PROCEDURES:

1. Warm-up:

Aim: - To activate students' knowledge on the topic of the unit. To remind some vocabulary to lead in the topic

Chatting:

1. Have you ever visited a famous school?
 2. What do you want to know when you have a visit to another school?
- Number of students and teachers

- School facilities
- School activities
- Subjects
- school timetables

2. Pre-stage:

- Aim:**
- To teach Ss some words related to the topic A visit to a school.
 - To help students well-prepared for the listening and reading tasks.

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- member (n) /'membər/(situation): thành viên
- remind (v) /rɪ'maɪnd/(translation): nhắc nhở
- * Checking vocab: what and where

b. Task 1/ 60: Listen and read

- T has students' attention to the pictures in the textbook
- T leads in the new lesson by asking them some questions about the pictures: Who are they? (They're Mi and Phong)
- What is Mi doing? (She is preparing to visit Binh Minh lower secondary school).
- What are they talking about? (They're talking about a visit to Binh Minh lower secondary school)
- T confirms the answer
- T. plays the recording twice.- Ss listen.
- T can invite some pairs of students to read aloud, check students' pronunciation and give feedback.

3. During -stage:

- *Aims:**
- To help students understand the main idea of the conversation.
 - To help students read for specific information about Mi and Phong's conservation and use the vocabulary related to the facilities of a school.
 - To help students identify school facilities.

a. Task 2 /P.62:

- Read the conversation again and answer the questions by circling a, b, or c.
- Teacher tells students to read the conversation again and work independently to find the answers.
- Students do the task individually.
- Other Ss correct if the previous answers are incorrect.
- Teacher calls some students to give the answers and gives feedback.

Answer key:

1. B 2. C 3. C 4. B

b. Task 3: Name these places, using the words and phrases from the box. (Ex 3, p. 61)

Game: Who is faster?

- Teacher divides the class into 2 teams. Teacher explains instructions of the game:
- Teacher sticks 5 pictures on the board and gives each team a set of cards with names of places.
- Members of each team take turns and stick the suitable card under each picture.
- The team with more correct answers is the winner.
- Students play the games in teams.
- Teacher has students write down the correct answers on their books.
- Teacher confirms the answers and gives feedback. Teacher can ask for translation to check their understanding.

Answer key:

1. gym
2. computer room
3. school garden
4. playground
5. school library

c.Task 4: Complete the sentences with the words / phrases in Act 3. (Ex 4, p. 61)

Teacher asks students to join lucky number game to complete the task.

Teams choose the number and fill in the blanks with the most suitable words/ phrases.

SS do the exercise and check themselves.

Teacher can ask for translation to check their understanding.

T gives answer keys and declares the winning team.

Answer key:

1. playground
2. computer room
3. gym
4. school library
5. school garden

T elicits the model sentences from the dialogue and asks Ss to pay attention to the language content.

* Language Note:

- Simple future tense .

Ex: + What **will you do** there ?.

+ I think **we'll visit** the school library

- Preposition of time and place.

Ex: + We're going **in the afternoon**.

+ We'll meet the students and share ideas for a project **in our English class**.

4. Post- stage:

* **Aim:** - To help Ss practise talking about a visit to a school.

- To give students authentic practice in using target language.

Task 5: Work in pairs. Ask and answer questions about Nick's timetable, using when and where. (Ex 5, p. 61)

Teacher models this activity with a more able student first.

Teacher asks students to work in pairs.

Teacher can go around to help weaker students.

Teacher calls on some pairs to practise in front of the class.

Example:

A: When does Nick have maths?

B: At 8 a.m. on Monday, Tuesday, and Friday.

A: And where does he have it?

B: In his classroom, room 302.

5. Wrap-up

Aim: To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Listen and read

Language Note

School facilities

- Practice

Simple future tense

Preposition of time and place

- Complete the pictures/ sentences

6. HOMEWORK

- Practice role playing the dialogue

- Do exercises again

- Prepare lesson 2 (A closer look 1): Use the words related to the topic A Visit to a School and pronounce the sounds /tʃ/ and /dʒ/ correctly

Feedback:

Week 14 Period 42	UNIT 6: A VISIT TO A SCHOOL Lesson 2: A closer look 1	Date of preparing: 28/ 11/ 2023
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**I.
OBJ
ECT**

IVES:

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

1. Knowledge:

- use the words related to the topic A Visit to a School
- pronounce the sounds /tʃ/ and /dʒ/ correctly

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. LANGUAGE CONTENT:

- Vocabulary: school activities
- Pronunciation: correctly pronounce words that contain the sounds: /tʃ/ and /dʒ/

III. TEACHING AIDS: 7 textbook, *Sachmem.vn*, Computer, Projector/ TV/ Pictures and cards...

IV. PROCEDURES:

1. Warm up:

Aim: To recall students' vocabulary on school facilities. To activate students' knowledge

GAME: Name the picture

Teacher explains the game rules.

Students play in teams.



The team finishing more quickly and with more correct answers is the winner.

Teacher confirms the answers and gives feedback.

Answer keys:

1. playground 2. computer room 3. library 4. school gym 5. school lab

2. Pre-stage:

**Aim : To introduce some vocabulary related to the topic “A visit to a school”*

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- facility (n) /fə 'sɪləti/: thiết bị, tiện nghi (picture)
- entrance exam (n.phr) /'entrəns ɪg 'zæm/: kỳ thi đầu vào (picture)
- midterm (n) /'mɪdtɜ:m/: giữa học kỳ (picture)
- outdoor (adj) /'aʊtɔ:r/: ngoài trời (picture)
- gifted (adj) /'ɡɪftɪd/: năng khiếu (translation)

Checking Vocab: R.O.R

3. During- stage:

***Aims:** *To practice the targeted language and activate the background knowledge. To help students practice using the phrases related to the topic. To let students practise asking and answering questions about their school.*

a) Task 1/ P.62: Match the words in columns a and b to form phrases. Then say them aloud. (Ex 1, p. 62)

Teacher asks students to look at the two columns and checks if they understand the meanings of all the words. Remind students that these words / phrases will be used again in the upcoming lessons.

Teacher gets students to do the exercise in individuals.

Ask them to share their answers in pairs before checking the answers as a class.

Teacher then encourages students to explain their answers. Correct if necessary.

Answer key:

1. d 2. c 3. b 4. e 5. a

b. Task 2/P.62: Complete the sentences with the phrases in task 1. (Ex 2 p. 62)

Teacher asks students what KEYWORD is and to pay attention to the KEYWORDS in Ex 2.

Teacher asks them to do Ex 2. Students do the task individually.

Teacher asks students to share their answers in pairs before checking the answers as a class.

Teacher then encourages students to explain their answers. Correct if necessary.

Answer key:

1. *gifted students* 2. *mid-term test* 3. *outdoor activities*
4. *school facilities* 5. *entrance examination*

Task 3 : Work in pairs. Answer the questions about your school. (Ex 3, p. 62)

Teacher sets the scene, asks some Ss to explain and checks their understanding of their roles and the situations.

Then let some pairs role play the conversations in front of the class.

Teacher allows students to cross check first.

Teacher then checks pronunciation, if necessary.

4. Pronunciation:

Aim: - To let students practise pronouncing the /tʃ/ and /dʒ/ sounds.

- To help students recognise the targeted sounds

a. Task 4: Listen and repeat the words. What letters can we use to make the /dʒ/ sound? (Ex 4, p. 62)

Teacher shows a list of words on the screen and asks Ss to listen to the recording.

Teacher asks them to note down the words they hear in the correct order. Give students a few minutes to look at the words and ask some Ss to repeat.

Teacher explains the difference between the sounds: /tʃ/ and /dʒ/.

Then asks Ss to practice pronouncing words in Ex. 4.

Teacher plays the recording several times, if necessary, for students to listen and repeat the words.

Teacher allows students to cross check first.

Teacher then checks pronunciation and gives feedback, if necessary.

(Teacher may let students watch the pronunciation video for this unit at this link:

https://www.youtube.com/watch?v=Oq_9Hq-U8W0

b.Task 5: Listen and repeat the chant. Pay attention to the sounds /tʃ/ and /dʒ/. (Ex 5, p. 62)

Teacher plays the recording twice.

Students practice the chant in pairs or groups.

Teacher goes around to offer help or correct pronunciation, if necessary.

Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary.

5. Post- stage: GAME: “UP AND DOWN”

Teacher explains the rules:

Teacher says 10 words containing the sound /tʃ/ and /dʒ/. Students stand up for the ones with the /tʃ/ sound, sit down for /dʒ/ sound.

Teacher says 10 words in this order: maturity, teenager, exchange, project, jogging, chapped, originate, kitchen, picture, jeep.

Students play the game in teams.

Teacher helps students in the game.

Teacher gives feedback.

6. Wrap-up:

***Aim :** *To consolidate what students have learnt in the lesson.*

Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary	Pronunciation
<ul style="list-style-type: none">- Matching a verb to nouns- Complete the sentences- Answer the questions	<p>sounds /tʃ/ and /dʒ/ .</p>

7. HOME WORK

- Find some more words with the sounds /tʃ/ and /dʒ/.

- Prepare vocabulary for the next lesson: A closer look 2: Use the prepositions of time and place

Feedback:

Week 15 Period 43	UNIT 6: A VISIT TO A SCHOOL Lesson 3: A closer look 2	Date of preparing: 5/ 12/ 2023
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I. OBJECTIVES:

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

1. Knowledge:

- Use the prepositions of time and place

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence:

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. LANGUAGE CONTENT:

- Prepositions of time and place: at, in, on

III. TEACHING AIDS: textbook, lesson plan, projector, audio file, gift, sachmem.com.....

IV. PROCEDURES:

1. Warm- up: Game: Pelmanism

* **Aim:** - To activate students' prior knowledge related to the targeted grammar: prepositions of place

- To increase students' interest.

Teacher gives instructions ; Ss play in two teams

The team which has more points (fitted choice) is the winner

* Warm up: Game: Pelmanism



Lead-in

***Aim:** To introduce the targeted grammar: prepositions of place and prepositions of time.

- Teacher draws students' attention to the prepositions of place in the commands.
- Teacher introduces the target of the lesson: prepositions of place and prepositions of time.

2. Presentation 1: (Prepositions of time)

***Aim:** To have students get to know about the prepositions of time: in, on, at.

- Teacher draws students' attention to the prepositions of place in the commands.
- Teacher introduces the target of the lesson: prepositions of place and prepositions of time.
- Teacher draws students' attention to the meaning and use of at, in, on.
- Teacher then asks some more able students to give some more examples.
- Students find out the form and the usage of prepositions of time.
- Teacher gives comments and writes on the board the form and the usage.

Prepositions of time

1. at

- + giờ (at 5 o'clock, at 4:30 p.m.)
- + buổi trong ngày (at noon, at night, at weekend)
- + các kỳ nghỉ lễ (at Christmas, at Easter)
- + cùng giờ cố định (at the same time)

2. in

- + tháng (in April)
- + mùa (in spring, in winter)
- + năm (in 2022)
- + buổi trong ngày (in the morning / afternoon / evening)
- + khoảng thời gian (in 3 days, in 5 minutes, in freetime)

3. on

- + ngày (on Tuesday, on her birthday)
- + ngày + tháng (on the 1st of January) hoặc tháng + ngày (on Feb 2nd)
- + ngày + morning/ afternoon / evening (on Sunday morning)
- + ngày lễ + day (on Christmas day)

- Teacher asks students to study the Grammar box.

at	in	on
at six o'clock at noon at break time	in the morning / afternoon / evening in December in 2020	on Monday on January 18th on Christmas Day

3. Practice 1:

Aims: To check students' understanding of the prepositions of time. To check students' understanding of the prepositions of time.

a. Task 1: Complete the sentences, using suitable prepositions of time. (Ex 1, p. 63)

- Teacher has students work individually.
- Students work individually to complete the sentences.
- Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).
- Teacher confirms the answers and gives feedback.

Answer key:

1. at, at 2. in 3. in 4. on 5. at

b. Task 2: Work in pairs. Ask and answer the questions about your school. (Ex 2, p. 63)

- Teacher has students read the questions individually. Remind them that the questions with *when* are used to ask about time and the prepositions of time (in, on, at) are used in the answers.

- Students work in pairs to ask and answer the questions.
- Teacher calls some pairs to ask and answer the questions in front of the class.
- Teacher confirms the answers and gives feedback.

Answer key: 1. My school year starts in September.

2. I have English lessons on Tuesday and Wednesday.

3. I usually celebrate Teacher's Day on November 20th

4. I am going to finish the school year in May.

4. Presentation 2 (Prepositions of place)

* **Aim:** To help students understand the use of the prepositions of place: *in, on, at*.

* *Prepositions of place*

1. *at*

- Dùng để chỉ vị trí tại 1 điểm

+ *at home, at the station/airport/door/office*

+ *at the top/ bottom of, at the beginning/end of*

- Dùng để chỉ nơi làm việc, học tập: *at work, school, university, college*

Dùng để chỉ địa chỉ cụ thể: *at 55 Tran Phu street*

2. *in*

- Chỉ vị trí bên trong diện tích, không gian

+ *in the room/ building/restaurant/park*

+ *in the sea/in the world/in the sky*

+ *in a book/newspaper/photo*

- Dùng trước tên làng, thị trấn, thành phố, quốc gia

+ *in France, in Ha Noi, in Viet Nam*

- Dùng với phương tiện đi lại bằng xe taxi hoặc xe hơi

+ *in a car/ taxi*

- Dùng để chỉ phương hướng hoặc một số cụm từ chỉ nơi chốn

+ *in the south/east/west/north*

- Teacher asks students to study the Grammar box.

at	in	on
at home at school at work	in the classroom in the school garden in the playground	on the board on the wall on the second floor

5. Practice 2

a.Task 3: Complete the sentences with *at, in, or on*. (Ex 3, p. 63)

***Aim:** To check students' understanding of the prepositions of place.

- Teacher asks students to read the instructions to understand how to do the activity.

- Teacher asks students to do the exercise individually, draws their attention to the type of words after the gaps so that they can choose the appropriate prepositions (e.g. *her ... third floor* shows the surface, so they write *on* in the gap).

- Teacher then has them work in pairs, comparing their answers. Teacher can go around helping students

- T gives the answer keys : 1.on 2.at 3.in 4.at 5.on/in

b. Task 4: Work in pairs. Look at the pictures and answer the questions. (Ex 4, p. 64)

* **Aim:** To check students' understanding of the prepositions of place)

- Teacher has students read the instructions of the activity to understand what they are going to do. Remind them that questions with *where* are used to ask about places and prepositions of place (at, on, in) are used in the answers. Check comprehension.
- Teacher asks students to do the exercise in pairs.
- Then call on some pairs to ask and answer the questions in front of the class.
- Teacher confirms the answers and gives feedback.

Suggested answers:

1. At a school / lower secondary school
2. In the school garden
3. On the board
4. On the stage (of the school, in the meeting room)

6. Post-stage

***Aim:** To help Ss distinguish the use of prepositions of place and prepositions of time.

(T-Ss, Ss, Group work, T-Ss)

Task 5: Complete the passage with *at*, *on* or *in*. Then discuss in groups which prepositions express time and which ones express place. (Ex 5, p. 64)

- Teacher has one or two Ss say how the prepositions of time and place are used. Then ask them to read the instructions of the activity to understand what they are going to do.
- Students do the task individually.

Answer key:

1. in 2. in 3. at 4. at 5. on 6. on

- Teacher lets Ss discuss in groups and decide which prepositions express time and which ones express place. T goes around and corrects mistakes or gives help when necessary.
- Teacher calls on some Ss to share their answers in front of the class. If time allows, select one or two Ss to read the complete passage in front of the class. T and other Ss comment.

Prepositions express time	Prepositions express place
- in the morning: vào buổi sáng	- in the kitchen: trong bếp
	- be at work: đang làm việc
	- at a travel agent's : ở đại lý du lịch
	- on the sofa: trên ghế sofa
	- on the wall: trên tường

7. WRAP-UP :

* **Aims:** To consolidate what students have learnt in the lesson.

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
-Prepositions of place Prepositions of time	-- Complete the sentences	discuss in groups which prepositions express time

8. HOMEWORK :

- Do exercises in the Workbook.
- Make sentences about themselves, using the prepositions of time and place.
- Prepare for lesson 4: Communication
 - + *revise vocabulary related to topic A visit to a school*
 - + *use structures to ask for details*
- Continue to prepare the project.

* **Feedback:**.....
.....
.....

Week 15 Period: 44	UNIT 6: A VISIT TO A SCHOOL Lesson 4: Communication	Date of preparing: 5/ 12/ 2023
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I.O

Objectives:

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

1. Knowledge:

- revise vocabulary related to topic A visit to a school
- use structures to ask for details

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. Language content:

- Vocabulary: *vocabulary related to topic A visit to a school*
- Grammar: *structures to ask for details*

III. Teaching aids: *textbook, computer connected to the internet, smart TV and cards, visual aids- Sachmem.vn notebooks, posters*

IV. Procedures:

**Organization: Greeting + checking attendance*

1. WARM – UP: Chatting

* **Aim:** *To activate students' prior knowledge and vocabulary related to the targeted structures of asking for details.*

- Teacher asks students some questions related to the topic:

a. Do you love your school?

b. What activity at school do you like best?

c. Tell me about your school you know?

- Students raise hands to answer the questions.

- Teacher and students discuss the questions.
- Teacher accept all students' questions.

2. PRE-STAGE:

* **Aim:** To introduce ways to ask for details.

* EVERYDAY ENGLISH

Task 1: Listen and read the conversation. Pay attention to the highlighted sentence. (Ex 1, p. 64)

- Teacher lets students listen to the examples in Ex 1 in the book.
- Teacher draws their attention to the form of ways to ask for details.
- Teacher and students discuss the form of ways to ask for details.
- Teacher confirms the answers and gives feedback.

3. DURING STAGE

Aim: To help students get to know the ways to ask for details.

To let students brainstorm ideas about things they want to show their friends at school.

To give students chances to practice asking and answering questions about their plans.

a.Task 2: Work in pairs. Ask and answer questions about your visit to a famous school.

Use structures of asking for details. Can you tell me more?/Can you tell me how?/

Can you tell me why?

(Ex 2, p. 64)(5')

- Teacher has students read the instructions to understand what they are going to do.
- Students work in pairs to ask and answer questions about their visit to a famous school.
- Teacher then asks students to exchange their answer among class.
- Teacher gives feedback.

• WELCOME TO OUR SCHOOL!

b.Task 3: Imagine that some overseas friends are planning to visit your school. Make a list of what you want to show them, then fill in the note. (Ex 3, p. 65)

- Teacher has students read the instructions to understand what they are going to do.
- Students work as individuals.
- Students discuss in groups to exchange ideas.

The school library ...

___ School garden

playground

- Teacher goes around and offers help, if necessary.

c.Task 3: Work in pairs. Ask and answer questions about your plan. (Ex 3, p. 65)

- Teacher gives instructions and asks students to read the example to understand how to start and end the conversation.
- Students work in pairs, ask and answer questions about their plans. T lets ss give some more examples

The school library ...

___ School garden

playground

A: I'm going to introduce them **computer rooms**.

B: Sounds good. Can you tell me why?

A: I want them to **see where we learn how to use**

the Internet.
I think they're very modern.

- Teacher allows students to share their answers with other pairs.
- Teacher calls some pairs to act out the conversations in front of the class. Teacher and other Ss comment.

4. POST- STAGE :

**Aim: To let students practice talking about their school.*

Task 4: Work in groups. Read the passage and complete the table about a high school in the UK. Then discuss and fill in the information about your school. (Ex 4, p. 65)

- Teacher has read the instructions to understand what they are going to do. Remind them that they have to read the passage and fill the information from the passage in the column of Wilson High School.
- Ask Ss to look at the table to understand what information they need to find in the passage (e.g. number of students and teachers, the subjects they study and the facilities the school has).
- Ss read the passage individually and fill in the column of Wilson High School.
- Teacher asks Ss to work in pairs and compare.
- Teacher calls on one or two Ss to tell about Wilson School in front of the class.
- Ss work in groups, discuss and fill in the table information about their school.
- Teacher goes around and listen, make suggestions and corrections if needed

Answer key:

	Wilson High School	Your school
Number of students and teachers	About 1,000 students and 100 teachers	About students and teachers
Subjects	English, literature, maths, science, etc.	
School facilities	modern science laboratories, computer rooms, a large library, a sports hall, and	

Example:

*There are about 1,000 students in Wilson High School. They are between 11 and 16 years old.
Our school has aboutstudents. We are between 11 and 14 years old.*

5. WRAP-UP:

** Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English

-Vocab: school library,school garden,playground,computer rooms.

Make request: Can you tell me

Practice

-Ask and answer about your visit to a famous school.

Production

-Complete the table about a high school in the UK

6. HOMEWORK

- Write three sentences about the difference between Wilson High School and Your school
- Prepare for lesson 5: Skills 1
 - + *Reading skill about a famous school*
 - + *Speaking skill: Talking about one's school*
- Continue to prepare the project.

* **Feedback:**.....
.....
.....

Week 15 Period 45	UNIT 6: A VISIT TO A SCHOOL Lesson 4: Skills 1	Date of preparing: 5/ 12/ 2023
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I.
OBJ
ECT

IVES

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

1. Knowledge:

- Develop reading skill about a famous school
- Develop speaking skill: Talking about one's school

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence:

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork
- Develop presentation skill
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. TEACHING AIDS:- Grade 7 textbook, Unit 6, Skills , Computer connected to the internet, projector/ TV/ pictures and cards,, sachmem.vn

III. PROCEDURE:

1. Warm up: GAME: WHO IS FASTER?

Aim: - To introduce the topic of reading about a famous school.

- To enhance students' skills of cooperating with teammates.

- Look at the posters, write the correct school facilities.

school playground , swimming pool, school library, computer room, school gym



- Teacher divides the class into 2 teams.
- Members from each team take turns to the board to write the correct school facilities under the posters.
- The team with more correct answers will be the winner.
- Students play the game in team mode.
- Teacher and students discuss the answers.
- Teacher confirms the answers and gives feedback.

Answer key:

1. school playground
2. school gym
3. computer room
4. school library
5. swimming pool

2. Pre-stage:

a. Vocabulary:

- Teacher introduces the vocabulary
 - + found (v) /faʊnd/: thành lập (to bring something into existence))
 - + well-known (adj) /,wel 'nəʊn/: nổi tiếng (known or recognized by many people)
 - + royal (adj) /'rɔɪ.əl/: thuộc về hoàng gia (belonging or connected to a king or queen or a member of their family)

+ projector (n) /prəˈdʒektər/: máy chiếu (a device for showing films or images on a screen or other surface)

b. Task 1: Look at the pictures and answer the questions. (Ex 1, p. 66)

**Aim: To lead in the reading skills.*

- Teacher asks students to work in pairs, look at the pictures and answer the questions. Encourage them to focus on the details / ideas of the photos (color of the buildings, locations, surroundings, ...)

1. *What can you see in the picture?(I can see a school.)*

2. *What do you know about them?(This is Quoc Hoc - Hue, an old school of Viet Nam in Hue.)*

- Students work in pairs, look at the pictures and answer the questions.
- Teacher and students discuss the questions and answers.
- Teacher accepts all students' questions.

c. Prediction:

**Aim: - To provide students with some lexical items before reading the text*

T asks ss to predict and give the short answers

1. Where is Quoc Hoc-Hue?
2. What are the students like?
3. How many English labs does it have?

SS work in pairs and answer the questions, T collects the answers

3.While-stage:

**Aim: To develop the reading skill for specific information about Quoc Hoc-Hue, a famous school in Hue city.*

a.Task 2: Read the passage and check their prediction and answer four questions. (Ex 2, p. 66)

- Teacher asks students to open the book, read through the text and do the task. Teacher sets a time limit for Ss to read and do the task individually.
- Students read the text and do the task individually.
- Teacher allows students to share their answers in pairs before discussing as a class and encourages them to give evidence.
- Teacher gets some students to give the answer by taking part in the game "The secret present box"
- T explains which sentence gives them the information.

Answer key:

1. *It's in Hue (on the bank of the Huong River).*
2. *They were Ho Chi Minh, Vo Nguyen Giap, Xuan Dieu.*
3. *They are intelligent and hard-working.*
4. *It has two English labs.*

b. Task 3 : Read the passage again and complete the table. then report it to the class. (ex 3, p. 66).

- Teacher can set a longer time limit for students to read the text again.
- Teacher asks students to look at the table to understand what information they have to find in the text (e.g. the name, the location, the students, and the school facilities).

1.What is the full name of the school?

2.Where is it?

3.What are the students like?

4.What facilities does the school have?

Explain that this task helps them focus on the information they are going to find in the text.

- Students work in individuals to fill the table.
- Teacher allows students to compare their answers in groups before reporting to the class.
- Teacher selects one or two Ss to report the information in the table in front of the class. The class listens and comments.

Answer key:

Name	Quoc Hoc – Hue
Location	on the bank of the Huong River, in Hue
Students	intelligent and hard-working
School facilities	over 50 classrooms (with TVs, projectors, computers), a swimming pool, a library, two English labs, four computer rooms, and many other modern facilities.

4. Post stage:

**Aim: To help students form the ideas for their speaking to ask and answer questions about a school*

To help students use what they practice to give a long talk about their school.

To help some students enhance their presentation skill.

a.Task 4: Work in pairs. answer the questions with the information in the table. (ex 4, p. 66)

- Teacher has Ss read the instructions to identify how to do the task, then asks them to look at the table to understand what information they are going to discuss (e.g. the name, location, students, and the facilities of their school).

Name	Hung Vuong Lower Secondary School
Location	120, Hung Vuong Street
Students	hard-working and intelligent
School facilities	20 classrooms, one library, two computer rooms, one gym, one garden

1. What is the full name of the school?
2. Where is it?
3. What are the students like?
4. What facilities does the school have?

-Teacher asks students to work in pairs, asking and answering questions about the information in the table.

- Teacher can go around to help weaker students.
- Teacher calls on some pairs to practise in front of the class

b.Task 5: Work in groups. tell about your school. (ex 5, p .66).

- Teacher has students work in groups, talk about their schools based on the information from Task 4

- Students work in groups to do the task.
- Teacher goes around to help students.
- After finishing, teacher can call some groups to give presentations in front of the class.

Example:

I'd like to talk about my school

5. Wrap-up:

** Aim: To consolidate what students have learnt in the lesson.*

T asks Ss to summarise what they have learnt in the lesson

Reading

_Vocabulary:found, projector.....

-Read a passage and answer the questions,complete the table, the report

Speaking

Answer the questions with information about a school, tell about your school.

IV. HOMEWORK:

- Read the text and do the exercises in student's book.
- Learn vocabulary.
- Prepare next lesson: Review 2 (Language): Revise the words related to Music and Art , Food and Drink, A visit to a school.
- + Pronounce the sounds the sounds /ʒ/, /dʒ/ and /ʃ/, /s/ ; /v/ and /əv/; /tʃ/ and /k/; /ʃ//and /tʃ/ correctly in isolation and in context.
- + Revise : asking and answering about the prices :How much, How many, some, a lot of,
- + Comparisons: Like, different from. (not) as...as, more...than...

* Feedback:.....

.....

.....

Week 16 Period 46	UNIT 6: A VISIT TO A SCHOOL Lesson 6: Skills 2	Date of preparing: 12/ 12/ 2023
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I. OBJECTIVES

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

1. Knowledge:

- Listen for general and specific information about school activities.
- Write a paragraph about outdoor activities at one's school.

2. Competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. TEACHING AIDS: Textbooks, plan, computer accessed to the Internet, projector, loudspeaker, sachmem.vn

III. PROCEDURES

1.Warm up:

Aim: To waken up Ss' interest.

Game: The hidden word

+ Teacher divides the class into 2 teams and asks members of each team to look at the screen and answer the questions.

- The team which has more points or can guess the hidden word first will be the winner.
- + Students listen and follow teacher's instructions.
- + Students play in teams and discuss before giving the answers.
- + Teacher confirms the answers and gives feedback.

O U T D O O R

1. What is this? _ _ _ _ _ (PLAYGROUND)



2. My favourite _ _ _ _ _ is maths. (SUBJECTT)
3. Mi and Phong are members of *Go Green* _ _ _ . (CLUB)
4. Quoc Hoc - Hue was _ _ _ _ _ in 1986. (FOUNDED)
5. The school year usually begins _ _ September 5th every year. (ON)

2. Pre-stage:

Aims: - To help Ss have the ideas of some outdoor activities.
 - To lead in the lesson.

a. Task 1: Work in pairs. look at the pictures and discuss the questions. (Ex 1, p. 67)

- + Teacher asks students to look at the pictures and think about the outdoor activities they do (e.g. clean the streets in picture a, grow vegetables in picture b) and why they do these activities (e.g. to clean the environment, ...)
- + Students quickly discuss with a partner.

Students ask and answer the questions in pairs

1. What outdoor activities do they take part in?(They are collecting the garbage and planting trees)
2. Why do they do these activities?(Because they want to clean the environment).
 + Teacher asks some pairs to act out the dialogue in front of the class.
 + Teacher gives feedback.

b. Prediction (Task 2) SS predict an interview between a reporter and two students and choose the appropriate option to complete each sentences

Teacher asks students to read the instructions and identify how to do the task, then has students read the questions and guess the option that can be used to complete the sentences.

. T collects the answers

3. During- stage:

***Aim:** -To help students develop listening skills for general information.
 - To help students develop listening skills for specific information.

a. Check prediction (Task 2) :

Teacher asks students to listen to an interview between a reporter and two students once and check their predictions.

- + Students listen and circle the answer.
- + Teacher allows students to peer check first.
- + Teacher confirms the answers and gives feedback.

Answer key: 1. C 2. B 3. A 4. A

Audio script:

Reporter: Hello, Trang and Phong. Can you tell me something about your school outdoor activities?

Trang: Well. School is great. We are busy with our subjects, but we really enjoy the opportunities we have for outdoor activities.

Reporter: Great. What types of outdoor activities do you take part in?

Trang: I'm a member of a club called Go Green Club. And we do lots of activities.

Reporter: What activities, for example?

Trang: Well, our members clean streets on Saturday afternoons. We also encourage our classmates to recycle glass, cans, and paper.

Reporter: Wonderful! I'm sure your activities help us protect our environment. What about you, Phong? What outdoor activities do you do?

Phong: Well. I'm a member of the Green Garden Club. We grow vegetables in the school garden after school. Our school canteen uses the vegetables for our lunches.

Reporter: Sounds interesting. And ...

b. Task 3: Listen again and answer the questions. (Ex 3, p. 67)

+ Teacher asks students to read the questions and to focus on the key information and underline the keywords.

+ Teacher plays the audio again. Ask students to listen and give short answers.

+ Teacher lets students peer-check with a partner.

+ Teacher calls some students to give the answers to the class and correct the mistakes where necessary, encourages students to explain their answers, and shares some tips on finding the information.

Answer key:

1. *They encourage their classmates to recycle glass, cans, and paper.*

2. *The reporter thinks their activities protect the environment.*

3. *They grow vegetables in the school garden after school.*

4. Post stage:

* *Aim: -To prepare language material for students to write about school's outdoor activities.*

- *To teach students how to write a passage about school's outdoor activities.*

a. Task 4: Work in pairs. ask and answer questions about your school's outdoor activities. (ex 4, p. 67).

+ Teacher asks students to read the questions individually. Draw the attention to three pieces of information.

+ Students work in pairs, answer the questions and take notes.

+ Teacher goes around and helps if needed.

+ Others comment and write them in their notebooks.

b. Task 5: Write a paragraph of about 70 words about an outdoor activity at your school. (ex 5, p. 67)

+ Teacher shows a model of a short paragraph about a school's outdoor activity. Then recalls students' knowledge on the structure of a paragraph.

+ Teacher tells students to write a paragraph about their school's outdoor activities using the suggested ideas in Task 4. Teacher gives students some time to arrange the work within the groups and give each group a A2-sized plain card with some colors.

- Teacher allows students time to write a paragraph (about 70 words).

+ Teacher allows students to cross check first.

+ Teacher gives feedback.

5. Wrap-up:

* **Aim:** *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about an interview about outdoor activities

Writing

Write a paragraph about an outdoor activity at your school.

IV. HOMEWORK:

+ Listen again.

+ Prepare for the next lesson: Lesson 7 - Looking back and Project. (*Review the vocabulary and grammar of Unit 6*)

- Prepare: Project

***Feedback:**

Week 16 Period 47	UNIT 6: A VISIT TO A SCHOOL Lesson 7: Looking back & Project	Date of preparing: 12/ 12/ 2023
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I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 6
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Competence

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities

- Be more creative when doing the project
- Develop self-study skills

II. TEACHING AIDS: Grade 7 textbook, Looking back & Project, Computer connected to the Internet, Pictures, A0 paper, Projector/ TV, sachmem.vn

III. PROCEDURES

1. Warm-up: Kim's game

- * **Aims:**
- To revise the vocabulary related to the topic and lead in the next part of the lesson.
 - To enhance students' skills of cooperating with teammates.



Van Mieu Quoc Hoc Hue Nguyen Du School Computer room library

- + T gives the rule of the game .Teacher divides the board, and divides the class into 2 teams.
- + Members of each team remember the places , take turns and write in 2 minutes.
- + Teacher confirms the answers and gives feedback. The group having more correct answers is the winner.

2. Pre- stage:

Looking back:

- * **Aim:**
- To help students revise vocabulary.
 - To help students use the words / phrases in Task 1 to complete the sentences.

VOCABULARY

a. Task 1: Find the words and phrases from this unit that match these definitions. (ex 1, p. 68)

- + Teacher encourages students to complete the task individually.
- + Students do the task individually.
- + Students exchange their textbooks with their partners.
- + Teacher gives feedback as a class discussion.

Answer key:

1. well-known 2. (school) facilities 3. an entrance exam (examination)

4. *gifted students* 5. *outdoor activities*

b. Task 2: Complete the sentences with the words and phrases in task 1. (ex 2, p. 68)

+ Teacher asks students to work in pairs, discussing what word / phrase can be used to complete each of the sentences.

+ Students work in pairs and discuss.

+ Teacher calls some students to read the complete sentences aloud.

+ Teacher gives feedback and comments.

Answer key: 1. *gifted students* 2. *outdoor activities* 3. *(school) facilities* 4. *an entrance exam* 5. *well-known*

3. During- stage

**Aim: - To help students revise prepositions of time and place*

-To help students revise the use of prepositions of time and place in a context.

GRAMMAR

1. Task 3: Complete the sentences with appropriate prepositions of place or time. (ex 3, p. 68)

+ Teacher has Ss read the instruction to know what they have to do. Draw their attention to the prepositions of time and place that they have learnt in the unit and which one can be used to complete the sentences.

+ Students complete the task individually.

+ Students do the exercise by joining the game “Who's a millionaire?”

+ Teacher gives feedback as a class discussion.

Answer key: 1. on 2. in 3. in 4. on 5. At

2. Task 4: Read the passage and fill in the gaps with prepositions of time or place. (ex 4, p. 68)

+ Teacher asks students to do individually first.

+ Students complete the task individually.

+ Teacher then asks them to check their answers with a partner before discussing the answers as a class.

+ Teacher reminds students to keep a record of their original answers so that they can use that information in their *Now I can...* statement.

Answer key: 1. at 2. in 3. in 4. on 5. in 6. At

4. Post- stage

** Aim: -To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.*

Project : MY FAVOURITE SCHOOL (Prepared at home)

MY FAVOURITE SCHOOL

+ Teacher has students work in groups as divided in Lesson 1 and gives instructions to students as follow:

1. Review about the information they have filled in the table at home:

Name of the school	
Location	
Subjects at school	
School facilities	
Outdoor activities	

2. Discuss and finalize in groups.

3. Look at the table and tell the class about that school

- + Students do the project in groups.
- + Students vote for the best presentation.
- + Teacher gives feedback.

5. Wrap-up:

**Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Grammar

Project

Words related to school facilities, places

The prepositions of time, place

Discuss and write about their favourite school .

• Now I can:

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

Now I can....	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the words related to schools, school facilities, and school activities. • pronounce the sounds /tʃ/ and /dʒ/ correctly. • pronounce the sounds /tʃ/ and /dʒ/ correctly. • use prepositions of time and place. • ask for details. • read about a famous school. • read about a famous school. • talk about my school. • listen to an interview about school activities. • write a paragraph about an outdoor activity at my school 			

IV. HOMEWORK:

+ Prepare for the next lesson: Review 2 (skills) (Reading- Speaking_ Listening- Writing)

*** Feedback:**

Week 16 Period 48	REVISION FOR THE FIRST TERM	Date of preparing: 12/ 12/ 2023
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A. OBJECTIVES: By the end of this lesson, Ss will be able to:

1.Knowledge:

- Review vocabulary related to the topics(unit 1 - 5): Hobbies, Healthy living, Community service, Music and Art, Food and Drink
- The pronunciation, Grammar
- Practice reading for general and specific information.

-Practice listening for specific information.

-Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

2. Core Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Develop self-study and self-do test skills.

3. Personal qualities:

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

B. TEACHING AIDS: Textbook, laptop, pictures, TV

C. PROCEDURES:

* Lý thuyết và ngữ pháp:

I. Vocabulary: Ôn từ vựng Units 1- 6 về các chủ đề: Hobby, Living Healthy and community service, Music and Art, Food and Drink, Lifestyle .

II. Pronunciation: Sounds /ə/ and /ɜ:/; /ʃ/ and /ʒ/, /ɪd/ and /t/, /br/ and /pr/

III. Grammar:

1. The simple present tense (Thì hiện tại đơn)

Thể	Động từ to be	Động từ thường
KĐ	S + is/ am/ are ...	S + V(inf)/ V-s/es ...
PD	S + is/ am/ are + not + ...	S + do/ does + not + V(inf) ...
NV	Am/ Is/ Are + S+? Yes, S+ am/ is/ are. / No, S+ am not/ isn't/ aren't	Do/ Does + S + V(inf).....? -> Yes, S+ do/ does./ No, S+ don't/ doesn't.

Use: Thì hiện tại đơn diễn tả một chân lý, sự thật; Diễn tả thời gian biểu, lịch trình của tàu, xe, máy bay...; Diễn tả hành động thường xuyên, thói quen: always, usually, often, sometimes, rarely (seldom), never, everyday,

2. The past simple (thì Quá Khứ Đơn)

Thể	Động từ to be	Động từ thường
KĐ	S + was/ were ...	S + V2/ V-ED (ĐT có quy tắc)
PD	S + was/were + not + ...	S + didn't + V(inf)
NV	Was/ Were + S+? Yes, S+ was/were / No, S+ was/were + not	Did + S + V(inf)? - Yes, S + did./ - No, S + didn't.

Use: Thì quá khứ đơn dùng để diễn tả hành động xảy ra và hoàn tất trong quá khứ với thời gian xác định rõ. Các trạng từ thường được dùng: yesterday, ago, last night/ week/ month/ year, in the past, in 1990, ...

3. Simple Sentences (câu đơn)

- Chỉ có 1 mệnh đề chính, nghĩa là có 1 chủ ngữ và 1 động từ.
- Có thể chủ ngữ là 2 danh từ nối bằng 'and' hoặc có 2 động từ nối bằng 'and' nhưng vẫn là 1 câu đơn.

Ví dụ: - I went to the supermarket yesterday.

- Mary and Tom are playing tennis.

- My brother ate a sandwich and drank beer.

4. Liking/ disliking: enjoy/ love/ like/ hate/ dislike/ be interested in + V-ing

5. Comparisons: like, different from, (not) as ...as

a. So sánh sự giống nhau: “as...as”, “like”= the same as (giống như)

- Cấu trúc câu so sánh ngang bằng được dùng để so sánh 2 người, vật, ... có tính chất gì đó tương đương nhau.

Cấu trúc	S + V/be + AS + adj + AS+ noun/ pronoun/ clause.	S + V/be + LIKE+ noun/ pronoun. S+ be+ the same as
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Ex: Folk music is **as** melodic **as** pop music. (Nhạc dân gian thì du dương như là nhạc pop.)

Lan has a bag **like** mine. (Lan có cái túi xách giống như của tôi)

She is **the same** height **as** me. (Cô ấy có chiều cao như tôi.)

b. So sánh sự khác nhau: “not as...as” (không bằng), “different from” (khác)

- Cấu trúc câu so sánh không ngang bằng được dùng để so sánh 2 người, vật, ... khác nhau ở một mặt nào đó.

Cấu trúc	S + V/be + not + so/as + adj + as + noun/ pronoun/ clause.	S+ V/be + different from + noun/ pronoun. S + V + not + the same + N (nếu có) + as + O
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Ex: Classical music is **not as** exciting **as** rock. (Nhạc cổ điển không sôi động như nhạc rock)

Life in the city is **different from** life in the countryside. (Cuộc sống ở thành phố khác với cuộc sống ở vùng quê.)

Nam is **not the same** height **as** his father. (Nam không cao như ba của cậu ấy)

6. Câu hỏi về số lượng “HOW MUCH/ HOW MANY?”

a. Câu hỏi với “How many”: How many + danh từ đếm được số nhiều (countable noun) + are there? → *There is/ There are + từ chỉ số lượng*

How many + danh từ đếm được số nhiều + do/ does/ did + S + have? → *S + V + từ chỉ số lượng*

b. Câu hỏi với “How much”: How much + danh từ không đếm được (uncountable noun) + is there? → *There is/ are + từ chỉ số lượng*

How much + danh từ không đếm được (uncountable noun) + do/does/ did + S + V? → *S + V + Từ chỉ số lượng*

Ex: How many **pencils** are there in your pencil case? (Có bao nhiêu bút chì trong hộp đựng bút của bạn?)

How much **money** would you like to loan? (Bạn muốn vay bao nhiêu tiền?)

9. Cách dùng SOME, A LOT OF/LOTS OF

a. **Some** (một ít, một vài): Đứng trước danh từ đếm được số nhiều và danh từ không đếm được

- Dùng trong câu khẳng định

Ex: I have some friends

- Dùng câu đề nghị câu lời mời

Ex: Would you like some orange juice?

b. **Any** (1 chút, 1 vài, bất cứ,..) Đứng trước danh từ đếm được số nhiều và danh từ không đếm được

- Dùng trong câu phủ định và câu hỏi

Ex: There aren't any books in the shelf / Do you have

any friends in Viet Nam, Tony?

c. **A lot of/ Lots of:** Đứng trước danh từ đếm được ở số nhiều và danh từ không đếm được để miêu tả số lượng. **A lot of** và **lots of** thường được dùng trong câu khẳng định.

B. Bài tập

PART 1. PHONETICS AND LANGUAGE FOCUS

I. Choose the word having the underlined part pronounced differently in each line.

1. A. discussion

B. television

C. occasion

D. decision

2. A. sure

B. leisure

C. pleasure

D. measure

3. A. collolect

B. worok

C. concort

D. viololin

4. A. knocked B. needed C. donated D. wanted
 5. A. picked B. passed C. planted D. watched

II. Choose the correct answer A, B, C, or D to finish the sentences.

1. My hobby is _____, so I like being in the kitchen and preparing food for my family.

- A. skating B. gardening C. cooking D. dancing

2. You can volunteer by _____ children from poor families in your community.

- A. talking B. singing C. encouraging D. tutoring

3. You should wear a hat and put on suncream to avoid _____.

- A. skin B. fitness C. activity D. sunburn

4. I like _____ activities such as planting trees and cleaning in the park.

- A. sport B. indoor C. tutor D. community

5. The eel soup that your father has just cooked tastes very _____.

- A. well B. best C. healthy D. delicious

6. The piano is her favorite _____.

- A. song B. puppet C. musical instrument D. national anthem

7. You put chicken bones and two _____ of water in the pot and boil.

- A. cans B. kilos C. liters D. tablespoons

8. He is very happy because his works of art are displayed in the _____.

- A. zoo B. post office C. art gallery D. puppet theater

9. We _____ the Louvre museum in Paris last week.

- A. visited B. visits C. to visit D. visiting

10. My grandfather _____ fishing very often

- A. goes B. go C. don't go D. to go

11. My mother likes _____ in the park every day.

- A. jog B. jogging C. to jog D. jogs

12. _____ you _____ the football match yesterday?

- A. Did, enjoyed B. Do, enjoy C. Did, enjoy D. Do, enjoyed

13. Her idea is different _____ her friend's.

- A. as B. from C. to D. same

14. The film is not _____ the story.

- A. as interesting as B. as interesting C. interesting as D. interesting from

15. She paints _____ an artist.

- A. like B. as C. to D. from

16. Did she put a _____ of books on the shelf?

- A. lot B. some C. many D. lots

17. Would you like _____ milk in your coffee?

- A. any B. some C. a D. a few

18. How _____ cheese do we need to make a cheese cake? ~ About 250 grams.

- A. long B. many C. much D. far

19. _____ bottles of milk does your family need for a week?

- A. How much B. How many C. How D. How often

20. Which of these following sentences is the simple sentence?

- A. My mother eats a lot of fish every week, and I eat a lot of fish every week. B. She and I love drinking green tea every day.
C. She likes gardening, so she spends most of her free time in the garden. D. I like fish, but my sister likes meat.

PART 2. READING

Reading 1: Complete the text with the words in the box:

energy	making	unable	skipping	gain	for
lose	into				

Breakfast is the most important meal of the day. It provides the nutrients your body needs (1) _____ good health, the calories it needs for (2) _____ and helps to maintain your blood sugar level. Studies have shown that people who don't have breakfast have a low blood sugar level and are often slow, tired, hungry and (3) _____ to concentrate. Surprisingly, breakfast actually plays a part in weight control. It's easier to (4) _____ weight if you eat in the morning rather than later in the day. Dividing the day's calories (5) _____ three meals helps take-off weight more efficiently than (6) _____ breakfast and having two larger meals a day does.

Reading 2: Read the following passage and choose the correct answer to each question.

Do you love rock and roll music? A man named Elvis Presley helped create this kind of music. Elvis was born in Mississippi, but he was raised in Memphis Tennessee. He liked to sing growing up but never really did much of it. When he graduated from high school, he got a job driving a truck.

One day in 1953, Elvis went to the Sun record Company. He wanted to record a song for his mother. The president of the company hear Elvis sing, and he was impressed. He offered a recording contract to Elvis. Fans across a recording country loved his singing as well. Another company named RCA signed a recording contract with Elvis. By 1959, he had sold 21 million records. He was the world's most famous entertainer of his time.

1. Elvis Presley contributed to creating _____. A. a kind of music B. a hairstyle C. musical instrument D. a means of transport
2. His first job after finishing school is _____. A. a singer B. truck driver C. a guitarist D. with a record company
3. The first record of Elvis is for _____. A. the president of the Sun Record Company B. his fans C. the president of RCA D. his mother
4. After six years since his first song, Elvis could sell _____.
A. more than 20 million records B. nearly 20 million records C. hundreds of records D. thousands of records
5. Which of the following is NOT a fact about Elvis Presley?
A. He enjoyed singing B. He grew up in Tennessee
C. He did a lot of singing when he was at high school D. The president of a record company was impressed with his signing

PART 3: Writing: A. Choose A, B, C or D which is not correct in standard English .

1. She likes playing sports, but she dislike watching TV.
A B C D
2. There isn't some milk left in the fridge.
A B C D
3. How much kilos of rice do you want?- Three
A B C D

4. How many lemonade did you drink yesterday? – Only one bottle

A B C D

B. Rewrite the following sentences so that their meaning stays the same. Use the given words.

1. My best friend is more intelligent than I am. (as...as) → I am not

2. This picture is not the same as that picture. (different from)→ That picture is

3. My hair isn't as long as your hair. (longer)→ Your hair is

4. The characters in the play are different from the ones in the story. (like/ the same as)

→The characters in the play are not

5. My mother likes gardening. My mother likes cooking.

(and)→.....

6. My favourite hobby is reading books.

(love)→.....

7. I prefer listening to music to watching TV. (like.....better than)→

C. Write complete sentences from the words given.

1. My sister/ like/ watch TV/ so/ she/ spend/ two hours/ watch TV/ every

day.→.....

2. My mother/ bring/ lot/ of / food/

yesterday.→.....

3. There/ some/ butter/ the refrigerator.

→.....

4. How /money/ you/ need/ buy/ that bicycle

?→.....

5. How/ films / he/ watch/ last

year?→.....

PART 4. Listening

Part 1: Listen to Tom and Linda talking about community activities last summer and tick (T) or False (F)

	T	F
1. Linda and her friends in her club taught English and Maths		
2. Tutoring children was difficult but they had a lot of fun		
3. They also cooked for the elderly and did some cleaning, too		
4. Tom and his friends picked up paper and bottles in a nearby park.		
5. They didn't plant some trees		
6. They had a good time because they worked, played		

together and learnt some skills

Part 2: Listen to Minh talking about the eating habits in his area and choose the best answer A,B,C or D

1. People in his area often have meals a day. A. 2 B.3
C. 4 D. 5
2. Most of them have lunch..... A. at home B. at school
C. at work D. on a farm
4. They often havefor lunch. A. rice, fish, vegetables B. chicken and spring rolls C.
rice, fish, meat and vegetables D. eel soup and bread
5.is the main meal of the day. A. breakfast B. lunch
C. dinner D. snack
- 6.They usually havefor dinner.
A.rice with a lot of fresh vegetables and seafood or meat. B. rice with a lot of fresh
vegetables and seafood or chicken.
C. rice with a lot of fresh vegetables and seafood or beef. D. rice with some fresh
vegetables and seafood or spring rolls.
7. He thinks the food in his area is It's very healthy and delicious.
A. popular/ healthy and delicious B. unpopular/ healthy and delicious. C. popular/
unhealthy and delicious D. healthy and delicious.

IV. HOMEWORK:

Prepare for revision for the first term.

*** Feedback:**

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.....

Week 17 Period 49	REVISION FOR THE FIRST TERM(CONT'D)	Date of preparing: 20/ 12/ 2023
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A. OBJECTIVES: By the end of this lesson, Ss will be able to:

1.Knowledge:

- Review vocabulary related to the topics(unit 1 - 5): Hobbies, Healthy living, Community service, Music and Art, Food and Drink
- The pronunciation, Grammar
- Practice reading for general and specific information.
- Practice listening for specific information.
- Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

2. Core Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Develop self-study and self-do test skills.

3. Personal qualities:

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

B. TEACHING AIDS: Textbook, laptop, pictures, TV

C. PROCEDURES:

* Lý thuyết và ngữ pháp:

I. Vocabulary: Ôn từ vựng Units 1- 6 về các chủ đề: Hobby, Living Healthy and community service, Music and Art, Food and Drink, Lifestyle .

II. Pronunciation: Sounds /ə/and /ɜ:/; /f/ and /ʒ/, /ɪd/ and /t/, /br/ and /pr/

III. Grammar:

1. The simple present tense (Thì hiện tại đơn)

Thể	Động từ to be	Động từ thường
KĐ	S + is/ am/ are ...	S + V(inf)/ V-s/es ...
PD	S + is/ am/ are + no t+ ...	S + do/ does+ not + V(inf) ...
NV	Am/ Is/ Are + S+? Yes, S+ am/ is/ are. / No, S+ am not/ isn't/ aren't	Do/ Does + S + V(inf).....? -> Yes, S+ do/ does./ No, S+ don't/ doesn't.

Use: Thì hiện tại đơn diễn tả một chân lý, sự thật; Diễn tả thời gian biểu, lịch trình của tàu, xe, máy bay...; Diễn tả hành động thường xuyên, thói quen: always, usually, often, sometimes, rarely (seldom), never, everyday,

2. The past simple (thì Quá Khứ Đơn)

Thể	Động từ to be	Động từ thường
KĐ	S + was/ were ...	S + V2/ V-ED (ĐT có quy tắc)
PD	S + was/were+ not + ...	S + didn't + V(inf)
NV	Was/ Were+ S+? Yes, S+ was/were / No, S+ was/were+ not	Did + S + V(inf)? - Yes, S + did./ - No, S + didn't.

Use: Thì quá khứ đơn dùng để diễn tả hành động xảy ra và hoàn tất trong quá khứ với thời gian xác định rõ. Các trạng từ thường được dùng: yesterday, ago, last night/ week/ month/ year, in the past, in 1990, ...

3. Simple Sentences (câu đơn)

- Chỉ có 1 mệnh đề chính, nghĩa là có 1 chủ ngữ và 1 động từ.
- Có thể chủ ngữ là 2 danh từ nối bằng 'and' hoặc có 2 động từ nối bằng 'and' nhưng vẫn là 1 câu đơn.

Ví dụ: - I went to the supermarket yesterday.

- Mary and Tom are playing tennis.

- My brother ate a sandwich and drank beer.

4. Liking/ disliking: enjoy/ love/ like/ hate/ dislike/ be interested in + V-ing

5. Comparisons: like, different from, (not) as ...as

a. So sánh sự giống nhau: “as...as”, “like”= the same as (giống như)

- Cấu trúc câu so sánh ngang bằng được dùng để so sánh 2 người, vật, ... có tính chất gì đó tương đương nhau.

Cấu trúc	S + V/be + AS + adj + AS+ noun/ pronoun/ clause.	S + V/be + LIKE+ noun/ pronoun. S+ be+ the same as
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Ex: Folk music is **as** melodic **as** pop music. (Nhạc dân gian thì du dương như là nhạc pop.)

Lan has a bag **like** mine. (Lan có cái túi xách giống như của tôi)

She is **the same** height **as** me .(Cô ấy có chiều cao như tôi.)

b. So sánh sự khác nhau: “not as...as” (không bằng), “different from” (khác)

- Cấu trúc câu so sánh không ngang bằng được dùng để so sánh 2 người, vật, ... khác nhau ở một mặt nào đó.

Cấu trúc	S + V/be + not + so/as + adj + as + noun/ pronoun/ clause.	S+ V/be + different from + noun/ pronoun. S + V + not + the same + N (nếu có) + as + O
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Ex: Classical music is **not as** exciting **as** rock. (Nhạc cổ điển không sôi động như nhạc rock)
Life in the city is **different from** life in the countryside. (Cuộc sống ở thành phố khác với cuộc sống ở vùng quê.)

Nam is **not the same** height **as** his father. (Nam không cao như ba của cậu ấy)

6. Câu hỏi về số lượng “HOW MUCH/ HOW MANY?”

a. Câu hỏi với “How many”: How many + danh từ đếm được số nhiều (countable noun) + are there? → *There is/ There are* + *từ chỉ số lượng*

How many + danh từ đếm được số nhiều + do/ does/ did + S + have? → *S + V + từ chỉ số lượng*

b. Câu hỏi với “How much”: How much + danh từ không đếm được (uncountable noun) + is there? → *There is/ are* + *từ chỉ số lượng*

How much + danh từ không đếm được (uncountable noun) + do/does/ did + S + V? → *S + V + Từ chỉ số lượng*

Ex: How many **pencils** are there in your pencil case? (Có bao nhiêu bút chì trong hộp đựng bút của bạn?)

How much **money** would you like to loan? (Bạn muốn vay bao nhiêu tiền?)

9. Cách dùng SOME, A LOT OF/LOTS OF

a. Some (một ít, một vài): Đứng trước danh từ đếm được số nhiều và danh từ không đếm được

- Dùng trong câu khẳng định **Ex:** I have some friends

- Dùng câu đề nghị câu lời mời **Ex:** Would you like some orange juice?

b. Any (1 chút, 1 vài, bất cứ,..) Đứng trước danh từ đếm được số nhiều và danh từ không đếm được

- Dùng trong câu phủ định và câu hỏi **Ex:** There aren't any books in the shelf / Do you have any friends in Viet Nam, Tony?

c. A lot of/ Lots of: Đứng trước **danh từ đếm được ở số nhiều** và **danh từ không đếm được** để miêu tả số lượng. **A lot of** và **lots of** thường được dùng trong câu khẳng định.

B. Bài tập

PART 1. PHONETICS AND LANGUAGE FOCUS

I. Choose the word having the underlined part pronounced differently in each line.

- | | | | |
|--------------------------|-----------------------|---------------------|---------------------|
| 1. A. discuss <u>ion</u> | B. televis <u>ion</u> | C. occas <u>ion</u> | D. decis <u>ion</u> |
| 2. A. s <u>ure</u> | B. leis <u>ure</u> | C. pleas <u>ure</u> | D. meas <u>ure</u> |
| 3. A. coll <u>ect</u> | B. wor <u>k</u> | C. conc <u>ert</u> | D. viol <u>in</u> |
| 4. A. knock <u>ed</u> | B. need <u>ed</u> | C. donat <u>ed</u> | D. want <u>ed</u> |
| 5. A. pick <u>ed</u> | B. pass <u>ed</u> | C. plant <u>ed</u> | D. watch <u>ed</u> |

II. Choose the correct answer A, B, C, or D to finish the sentences.

1. My hobby is _____, so I like being in the kitchen and preparing food for my family.

- | | | | |
|------------|--------------|------------|------------|
| A. skating | B. gardening | C. cooking | D. dancing |
|------------|--------------|------------|------------|

2. You can volunteer by _____ children from poor families in your community.

- | | | | |
|------------|------------|----------------|-------------|
| A. talking | B. singing | C. encouraging | D. tutoring |
|------------|------------|----------------|-------------|

3. You should wear a hat and put on suncream to avoid _____.

A. skin	B. fitness	C. activity	D. sunburn	
4. I like _____ activities such as planting trees and cleaning in the park.				
A. sport	B. indoor	C. tutor	D. community	
5. The eel soup that your father has just cooked tastes very _____.				
A. well	B. best	C. healthy	D. delicious	
6. The piano is her favorite _____.				
A. song	B. puppet	C. musical instrument	D. national anthem	
7. You put chicken bones and two _____ of water in the pot and boil.				
A. cans	B. kilos	C. liters	D. tablespoons	
8. He is very happy because his works of art are displayed in the _____.				
A. zoo	B. post office	C. art gallery	D. puppet theater	
10. We _____ the Louvre museum in Paris last week.				
A. visited	B. visits	C. to visit	D. visiting	
10. My grandfather _____ fishing very often				
A. goes	B. go	C. don't go	D. to go	
11. My mother likes _____ in the park every day.				
A. jog	B. jogging	C. to jog	D. jogs	
12. _____ you _____ the football match yesterday?				
A. Did, enjoyed	B. Do, enjoy	C. Did, enjoy	D. Do, enjoyed	
13. Her idea is different _____ her friend's.				
A. as	B. from	C. to	D. same	
14. The film is not _____ the story.				
A. as interesting as	B. as interesting	C. interesting as	D. interesting from	
15. She paints _____ an artist.				
A. like	B. as	C. to	D. from	
16. Did she put a _____ of books on the shelf?				
A. lot	B. some	C. many	D. lots	
17. Would you like _____ milk in your coffee?				
A. any	B. some	C. a	D. a few	
18. How _____ cheese do we need to make a cheese cake? ~ About 250 grams.				
A. long	B. many	C. much	D. far	
19. _____ bottles of milk does your family need for a week?				
A. How much	B. How many	C. How	D. How often	
20. Which of these following sentences is the simple sentence?				
A. My mother eats a lot of fish every week, and I eat a lot of fish every week. B. She and I love drinking green tea every day.				
C. She likes gardening, so she spends most of her free time in the garden. D. I like fish, but my sister likes meat.				

PART 2. READING

Reading 1: Complete the text with the words in the box:

energy	making	unable	skipping	gain	for
lose	into				

Breakfast is the most important meal of the day. It provides the nutrients your body needs (1) _____ good health, the calories it needs for (2) _____ and helps to maintain your blood sugar level. Studies have shown that people who don't have breakfast have a low blood sugar level and are often slow, tired, hungry and (3) _____ to concentrate. Surprisingly, breakfast actually plays a part in weight control. It's easier to (4) _____ weight if you eat in the morning rather than later in the day. Dividing the day's calories (5) _____ three meals helps take-off weight more efficiently than (6) _____ breakfast and having two larger meals a day does.

Reading 2: Read the following passage and choose the correct answer to each question.

Do you love rock and roll music? A man named Elvis Presley helped create this kind of music. Elvis was born in Mississippi, but he was raised in Memphis Tennessee. He liked to sing growing up but never really did much of it. When he graduated from high school, he got a job driving a truck.

One day in 1953, Elvis went to the Sun record Company. He wanted to record a song for his mother. The president of the company hear Elvis sing, and he was impressed. He offered a recording contract to Elvis. Fans across a recording country loved his singing as well. Another company named RCA signed a recording contract with Elvis. By 1959, he had sold 21 million records. He was the world's most famous entertainer of his time.

- Elvis Presley contributed to creating _____. A. a kind of music B. a hairstyle C. musical instrument D. a means of transport
- His first job after finishing school is _____. A. a singer B. truck driver C. a guitarist D. with a record company
- The first record of Elvis is for _____. A. the president of the Sun Record Company B. his fans C. the president of RCA D. his mother
- After six years since his first song, Elvis could sell _____.
A. more than 20 million records B. nearly 20 million records C. hundreds of records D. thousands of records
- Which of the following is NOT a fact about Elvis Presley?
A. He enjoyed singing B. He grew up in Tennessee
C. He did a lot of singing when he was at high school D. The president of a record company was impressed with his signing

PART 3: Writing: A. Choose A, B, C or D which is not correct in standard English .

- She likes playing sports, but she dislike watching TV.
A B C D
- There isn't some milk left in the fridge.
A B C D
- How much kilos of rice do you want?- Three
A B C D
- How many lemonade did you drink yesterday? – Only one bottle
A B C D

B. Rewrite the following sentences so that their meaning stays the same. Use the given words.

- My best friend is more intelligent than I am. (as...as) → I am not
.....

3. This picture is not the same as that picture. (different from)→ That picture is

3. My hair isn't as long as your hair. (longer)→ Your hair is

6. The characters in the play are different from the ones in the story. (like/ the same as)

→ The characters in the play are not

5. My mother likes gardening. My mother likes cooking. (and)

6. My favourite hobby is reading books. (love)→

7. I prefer listening to music to watching TV. (like.....better than)→

C. Write complete sentences from the words given.

1. My sister/ like/ watch TV/ so/ she/ spend/ two hours/ watch TV/ every day.→

2. My mother/ bring/ lot/ of / food/ yesterday.→

3. There/ some/ butter/ the refrigerator. →

4. How /money/ you/ need/ buy/ that bicycle ?→

5. How/ films / he/ watch/ last year?→

PART 4. Listening

Part 1: Listen to Tom and Linda talking about community activities last summer and tick (T) or False (F)

	T	F
6. Linda and her friends in her club taught English and Maths		
7. Tutoring children was difficult but they had a lot of fun		
8. They also cooked for the elderly and did some cleaning, too		
9. Tom and his friends picked up paper and bottles in a nearby park.		
10. They didn't plant some trees		
6. They had a good time because they worked, played together and learnt some skills		

Part 2: Listen to Minh talking about the eating habits in his area and choose the best answer A,B,C or D

2. People in his area often have meals a day. A. 2 B.3
C. 4 D. 5

2. Most of them have lunch..... A. at home B. at school
C. at work D. on a farm

4. They often havefor lunch. A. rice, fish, vegetables B. chicken and spring rolls C. rice, fish, meat and vegetables D. eel soup and bread

5.is the main meal of the day. A. breakfast B. lunch
C. dinner D. snack

6. They usually havefor dinner.
A. rice with a lot of fresh vegetables and seafood or meat. B. rice with a lot of fresh vegetables and seafood or chicken.
C. rice with a lot of fresh vegetables and seafood or beef. D. rice with some fresh vegetables and seafood or spring rolls.

7. He thinks the food in his area is It's very healthy and delicious.
A. popular/ healthy and delicious B. unpopular/ healthy and delicious. C. popular/ unhealthy and delicious D. healthy and delicious.

IV. HOMEWORK:

Prepare for **REVIEW 2 -LANGUAGE**

* **Feedback:**

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Week 17 Period 50	REVIEW 2 (UNIT 4-5-6) Lesson 1: LANGUAGE	Date of preparing: 20/ 12/ 2023
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- revise words related to music and arts; food and drinks; to school facilities and school activities;
- revise pronouncing the sounds /ʃ/, /ʒ/, /v/, /ɔ:/, /tʃ/ and /dʒ/ correctly;
- revise the use of comparisons; *some, a lot of, lots of*; prepositions of time and place;
- express preferences;
- ask and answer about prices;
- ask for details.

2. Competences:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character quality:

- Develop self-study skills

II. TEACHING AIDS: Textbook, Projector/ TV/ pictures and cards, sachmem.vn, extra boards

III. PROCEDURES:

1. WARM UP:

* **Aim:** To help students review the phrases taught in Unit 4-6 and use them in different contexts to lead to the new lesson.

Task 2: Match a word in A with a word / phrase in B. Then complete the sentences with the appropriate phrases.

- T runs through the verbs in A and match them with the nouns in B. (*Ex 2, p. 70*) first.
 - T asks Ss to work individually.
 - Remind ss that they have learnt these phrases in the previous three units and make sure they remember their meanings.
 - T asks Ss to categorize the activities
 - T allows Ss to share their answers before discussing as a class.
- T checks the answers as a class and gives feedback.

Answer key:

1. e
2. d
3. a
4. b

5. c

1. play the guitar
2. need some apples
3. perform a classical concert
4. drink juice
5. pass an entrance exam

2. PRE- STAGE:

* Pronunciation:

Aim: To help students review the pronunciation of the sounds learnt in Units 4 - 6.

Task 1. Circle the word in which the underlined part is pronounced differently. Then listen, check and repeat. (p. 70)

-T writes the sounds /ʃ/ and /ʒ/, /v/ and /ɔ:/, /tʃ/ and /dʒ/ on the board.

- T writes one word containing the sound below each of them.

Ex: /ʃ/ /ʒ/ /v/ /ɔ:/ /tʃ/ /dʒ/
 show decision hot water cheap jam

- T asks Ss to read the words aloud.
- Ss do the task by reading aloud each group and circling the odd one out.
- T can invite some pairs of students to read aloud.
- T checks students' pronunciation and gives feedback.
- T plays the recording for Ss to listen and repeat in chorus then individually.

Answer key: 1. D 2. B 3.C 4. B 5. C

3. DURING- STAGE

* Vocabulary:

Aim: To help students identify the words through different context.

Task 3 : Underline the correct word to complete the sentences. /p. 70

- T runs through the sentences first.
- T asks Ss to work individually to choose the correct words and complete the sentences.
 - Ss work individually to complete the task.
 - T allows Ss to share answers before discussing as a class.
 - T asks Ss to say the sentences aloud and makes sure they pronounce the words and phrases correctly.

Answer key: 1. composers 2. apples 3. concert 4. gifted 5. entrance

* Grammar:

Aim: To help students review grammar elements taught in Unit 5: *How much, How many, some, a lot of.*

Task 4: Complete the passages about camping. Use the words and phrases from the box. (p. 70)

- T asks Ss read the passages about camping first
- Ss work independently to fill in the blanks with the correct words from the box.
 - Students work individually to complete the task. .
 - T asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly.

Answer key: 1. *How much* 2. *How many* 3. *a lot of* 4. *much* 5. *some* 6. *many*

4. POST-STAGE:

Aim: To help students review grammar elements taught in Unit 4: *more ... than, different from, not as ... as, the same as*.

Task 5: Complete the second sentence, using the words in brackets . (p. 70)

- T runs through the sentences (*Ex 5, p. 70*) first.
- T gives a brief revision of *more ... than, different from, not as ... as, the same as*
- Ss do the task individually.
- T allows students to share answers before discussing as a class.
- T asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly.

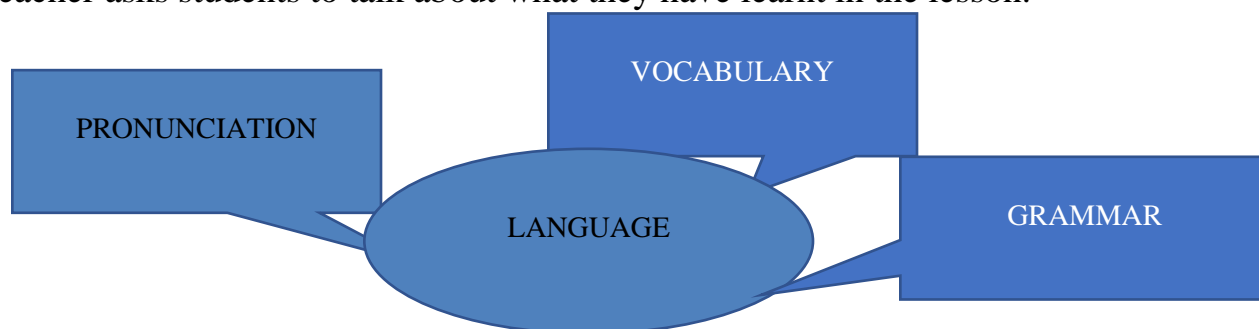
Answer key:

1. *I think rock and roll is more exciting than classical music.*
2. *The poster in the gallery is not different from the one in my house.*
3. *A ticket to the theatre is not as expensive as I expected.*
4. *The painting in the museum is like the painting in the gallery.*

WRAP-UP:

Aim: To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.



*** HOME WORK**

Prepare for **REVIEW 2 –SKILLS**

*** FEEDBACK:**

.....

.....

Week 17 Period 51	REVIEW 2 (UNIT 4-5-6) Lesson 2: SKILLS	Date of preparing: 20/ 12/ 2023
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I. OBJECTIVES

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

1. Knowledge

- practice reading for specific information about one's favourite kind of music;
- practice talking about a visit to a lower secondary school;
- practice listening for specific information about a meal at a restaurant;
- practice writing a paragraph about a meal at a restaurant.

2. Core competence

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. TEACHING AIDS : Grade 7 textbook, Review 2 – Skills, Computer connected to the internet, Projector/ TV/ pictures and cards, sachmem.vn

III. PROCEDURES

1. Warm-up: WHAT KIND OF MUSIC?

* **Aims:** - To lead in the lesson.

- Teacher lets Ss listen to some pieces of music and asks students to discuss what types of music they are.
- Students raise hands to answer.
- Teacher and students discuss the answers.
- Teacher checks the answers as a class.

1. Country music
2. Classical music
3. Rock music
4. Hip hop music
5. Pop music

2. Pre- stage:

Reading:

* **Aims:** To help students practise reading specific information.

TASK 1: CHOOSE THE APPROPRIATE OPTION (A, B, OR C) TO FILL IN EACH GAP OF THE PARAGRAPH. (Ex 1, p. 71)

- Teacher has Ss read the paragraph carefully and decides which option goes with which gap.
- Students read the text fully and choose the correct answers.
- Teacher asks students how they can choose the option.
- Teacher confirms the answers as a class.

Answer key:

1. C 2. A 3. B 4. C 5. A

3. During- stage:

Speaking

* **Aims:** - To help students practise asking and answering about a visit to a lower secondary school.

TASK 2: WORK IN PAIRS. IMAGINE YOU HAVE JUST VISITED A LOWER SECONDARY SCHOOL. ASK AND ANSWER THE QUESTIONS, USING THE SUGGESTIONS. (Ex 2, p. 71)

- Teacher asks students to imagine that they have just visited a lower secondary school so that they can form their own ideas of where the school is, how many teachers and students there are, what school facilities are, what school outdoor activities students do.
- Let Ss read the questions to focus on the information they are going to answer.
- Students work in pairs, asking and answering the provided questions.
- Teacher calls on some pairs to report their answers for the class. Each pair may answer just one question to allow room for more pairs.
- Teacher checks the answers and adds more information if necessary.

Listening

* **Aims:** - To help students practise listening for specific information.

TASK 3: LISTEN TO A MAN TALKING ABOUT HIS MEAL AT A RESTAURANT AND TICK THE ADJECTIVES YOU HEAR. (Ex 3, p. 71)

- Teacher allows Ss some time to read the words/adjectives. Check if the words/adjectives are new or not. Check comprehension, if necessary.

Play the recording once.

- Students listen and do the task.

-Teacher allows students to share answers before discussing as a class.

-Teacher invites one student to read the words / adjectives they have ticked.

Answer key: 1, 2, 4

Audio script:

Last weekend, I went to a restaurant near my sister's home. For a starter, I had a fresh salad. My main dish was fish. I really enjoyed the spices in it. The vegetables were good – very fresh and tasty. For dessert, I had an ice cream. It's usually delicious but this time it wasn't very sweet. So, I didn't eat much. Then I had a glass of juice. I think the meal was OK.

TASK 4: LISTEN AGAIN AND FILL IN EACH GAP WITH ONE WORD. (Ex 4, p. 71)

- Teacher has Ss read the table. Draw their attention to the meanings of the words: *starter, main dish, dessert, drink.*

Play the recording once or twice for the ss to complete the table.

- Students listen and do the task.

- Teacher allows students to share answers with their partners before discussing as a class.

- Teacher invites one student to read the words they have filled in.

4. Post- stage:

Writing

* **Aims:** - To help students practise writing a paragraph about a meal in a restaurant.

TASK 5: WRITE A PARAGRAPH OF ABOUT 60 WORDS ABOUT A MEAL YOU HAD AT A RESTAURANT. (Ex 5, p. 71)

- Teacher asks students to read the instructions and allow them some time to read the first sentence of the paragraph to think about the information they need to write.

- Students do the task individually.

- Teacher goes around and checks if they are doing the task correctly and offers help if needed.

- Teacher calls one or two volunteers to read aloud the paragraphs. Call for others' comments.

Suggested paragraph:

Last weekend, my parents and I had a meal at a small restaurant in the centre of town. For a starter, I had a salad. It was fresh. My main dish included rice, beef, and vegetables. The beef was tasty, and the vegetables were fresh. For dessert, I had a big ice cream. Then I drank a glass of orange juice with ice. The meal was great.

5.Wrap-up:

* **Aims:-** To consolidate what students have learnt in the lesson.

Aim: To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

Reading

The text related to the key to Music

Speaking

Where/ How many/
What school facilities/
outdoor activities..

Listening

listen for specific
information about his
meal at a restaurant

Writing

Write a passage
describing about a
meal at a restaurant

IV. HOMEWORK:

Prepare for the first term test.

* **Feedback:**

Week 18 Period 52	THE END OF THE FIRST TERM TEST (WRITTEN TEST)	Date of preparing: 25/ 12/ 2023
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A. Aims:

- To consolidate the grammatical points learnt from unit 1 to unit 5
- To evaluate ss' levels.
- To classify ss.
- To encourage ss to study harder.

* **Knowledge: (Vocabulary, Grammar and Language Functions...)**

* **Skills:**

- Reading
- Writing
- Listening

B. Content: (enclosed):

UBND HUYỆN NÚI THÀNH
PHÒNG GIÁO DỤC VÀ ĐÀO TẠO

KIỂM TRA CUỐI HỌC KỲ I NĂM HỌC 2023 – 2024
MÔN: TIẾNG ANH - LỚP 7

Thời gian làm bài: 60 phút (Không kể thời gian giao đề)

MÃ ĐỀ A

Thí sinh làm bài trên giấy riêng

A. LANGUAGE COMPONENT. (2.0 pts)

Part 1. Indicate the word whose underlined part is pronounced differently from that of the rest. (0.4pts)

- | | | | |
|------------------------|-------------------|--------------------|--------------------|
| 1. A. watch <u>ed</u> | B. help <u>ed</u> | C. cook <u>ed</u> | D. join <u>ed</u> |
| 2. A. pop <u>u</u> lar | B. sh <u>o</u> rt | C. bro <u>o</u> th | D. bott <u>l</u> e |

Part 2. Choose the correct answer A, B, C or D to complete each of the following sentences. (1.6pts)

- Nam and his friends helped.....in the nursing home last Sunday.
A. primary students B. homeless children C. old people D. mountain people
- Children shouldn't eat.....because it isn't good for their health.
A. fish B. fast food C. chicken D. vegetables
- Yesterday afternoon, my mother went to the market to buy 300.....of flour to make a cake.
A. slices B. litres C. teaspoons D. grams
- Painting portraits isfrom painting landscapes.
A. like B. different C. as D. same
- I am very busy. I have.....homework to do today.
A. some B. any C. a lot of D. many
- How many..... do you need for your pizzas?
A. butter B. egg C. flour D. tomatoes
- We.....English to children in a mountainous village last summer.

- A. are teaching B. teach C. taught D. will teach
 10. Does your younger brother love..... models of small cars and planes ?
 A. make B. making C. to make D. made

B. READING: (2.0 pts)

Part 1: Read the text and choose the suitable word from the box to fill in the blank of the text. (1 pt)

responsible	environment	about	started	because
-------------	-------------	-------	---------	---------

My hobby is gardening. I (11)..... my hobby 3 years ago. I really like it (12)..... I can do it with my family. My family can join in and do something together. We usually spend 1 hour on Sunday morning in our garden. I need some plants, gloves, pots and soil to do my hobby. Gardening has many benefits. It helps me become more patient and (13)..... I also learn (14)..... insects and bugs. Gardening can help us to protect our (15).....

Part 2: Read the text and choose the correct answer to each question: (1 pt)

Calories are units of energy. We need calories or energy to do the things we do every day: walking, riding a bike, and even sleeping. We get calories from the food we eat. If we eat too many, we can get fat. If we don't eat enough, we feel tired and weak. People should have between 1,600 and 2,500 calories a day to stay in shape. Sports like riding a bike and running use a lot of calories. Sleeping and watching TV use less. Do you think you are eating more or less calories than you need? These are some experts' tips to reduce calorie intake. First, you must know how many calories you need each day and always count **them** in your diet. Have small frequent meals and drink more water too. This will help you feel less hungry. Furthermore, avoid all sugary drinks and junk food. They are high in energy but low in nutritional value.

***Notes:** - intake (n): sự nạp vào
 - nutritional value (n): giá trị dinh dưỡng

16. What are calories?

- A. They are the amount of energy. B. They are units of energy.
 C. They are important. D. Each person needs different amounts of calories.

17. What happens if we don't eat enough calories ?

- A. We can lose weight. B. We will be healthy.
 C. We feel tired and we don't feel strong. D. We can put on weight.

18. Which of the following is NOT true about calories?

- A. Sports like riding a bike and running use a lot of calories.
 B. To stay in shape, we should have at least 2,500 calories a day.
 C. Sleeping and watching TV use less calories.
 D. We feel tired and weak if we don't eat enough calories.

19. What should we do to reduce calorie intake?

- A. We should eat more junk food. B. We should drink more soft drinks.
 C. We should drink all sugary drinks . D. We should have small frequent meals.

20. What does the word 'them' in line 6 refer to?

- A. calories B. tips C. experts D. meals

C. WRITING: (2,0 pts)

Part 1: Choose A, B, C or D which is not correct in standard English: (0,4pts):

21. Is there some orange juice in the glass ?

A B C D

22. Does Minh plays football every day after school?

A B C D

Part 2: Rewrite the sentences so that their meaning keeps unchanged: (0,8pts):

23. My mother eats a lot of fish, and she eats a lot of salad too. (Writing a simple sentence)

-> My mother eats

24. Life in the countryside is more peaceful than life in the city.

-> Life in the city is not as

25. My grandmother doesn't like listening to music. (Using "hate")

-> My grandmother

26. Mark's cousin made models better than Mark. (Using "well")

-> Mark

Part 3: Write complete sentences from the words given: (0,8pts):

27. Our maths teacher / begin / our lessons / 7 a.m / Wednesdays.

->

28. Last year / our school club/ exchange / used paper / notebooks / give / them / poor children.

->

D. LISTENING. (2 pts)

Part 1: Listen to Megan talking about her eating habit and tick True (T) or False (F) with the statements in the table: (1pt)

	Statements	T	F
29	Megan eats meat, fish and cheese.		
30	She usually has milk and some bread for breakfast.		
31	She has a cheese sandwich, a yogurt and orange juice for lunch.		
32	She sometimes goes to a restaurant with her friends at the weekend.		
33	She eats fruit and vegetables every day but her best friend never eats salad or fruit.		

Part 2. Listen to a man talking about street painting and choose the best answer A, B, C or D: (1 pt)

34. What is the other name of street painting?

- A. Street event. B. Street festival. C. Street art. D. Pavement painting.

35. When did street painting begin ?

- A. In the 6th century. B. In the 16th century. C. In 1994. D. Many years ago.

36. What can you do at a street painting event?

- A. Buy a painting. B. Become an artist. C. Talk to artists. D. Sell your paintings.

37. How often does the Lake Worth Street Painting occur?

- A. Every July. B. Every month. C. Every week. D. Every February.

38. How many artists take part in the Lake Worth Street Painting Festival?

- A. 600. B. 100,000. C. 60. D. 10,000.

..... *The end*

UBND HUYỆN NÚI THÀNH
PHÒNG GIÁO DỤC VÀ ĐÀO TẠO

MÃ ĐỀ B

KIỂM TRA CUỐI HỌC KỲ I NĂM HỌC 2023 – 2024

MÔN: TIẾNG ANH - LỚP 7

Thời gian làm bài: 60 phút (Không kể thời gian giao đề)

Thí sinh làm bài trên giấy riêng

A. LANGUAGE COMPONENT. (2.0 pts)

Part 1. Indicate the word whose underlined part is pronounced differently from that of the rest. (0.4pts)

1. A. donateded B. provideded C. talkeded D. neededed

2. A. A. pork B. cottage C. conversation D. contest

Part 2. Choose the correct answer A, B, C or D to complete each of the following sentences. (1.6pts)

3. Nam and his friends picked up.....at the local park last Sunday.

- A. textbooks B. litter C. clothes D. vegetables

4. Children shouldn't drink.....because they aren't good for their health.

- A. mineral water B. orange juice C. soft drinks D. lemonade

5. Yesterday afternoon, my mother went to the market to buy two.....of beef bones to cook Pho.

- A. kilos B. litres C. teaspoons D. slices

6. This year's music contest isfrom last year's.

- A. like B. same C. as D. different

7. Linda is very busy. She hasthings to do today.

- A. lots of B. any C. some D. much

8. How many..... do you need for your apple pies?

- A. apple B. sugar C. eggs D. milk

9. Our club members.....hats for the elderly in nursing homes last summer.

- A. will make B. made C. are making D. make

10. Does your best friend hate.....early on Sundays ?

- A. get up B. to get up C. got up D. getting up

B. READING: (2.0 pts)

Part 1: Read the text and choose the suitable word from the box to fill in the blank of the text. (1 pt)

creative	skills	started	but	with
----------	--------	---------	-----	------

My hobby is building dollhouses. I (11).....my hobbies 5 years ago. I really like it (12).....I don't have much free time to do it. I share my hobby (13)..... my cousin. We spend 2 hours every Sunday afternoon building beautiful dollhouses. To do my hobby, I need cardboard and glue to build the house and make the furniture and cloth to make dolls. Building dollhouses has many benefits. It helps me become more patient and(14) Building dollhouses can also help me develop my problem solving (15).....

Part 2: Read the text and choose the correct answer to each question: (1 pt)

Calories are units of energy. We need calories or energy to do the things we do every day: walking, riding a bike, and even sleeping. We get calories from the food we eat. If we eat too many, we can get fat. If we don't eat enough, we feel tired and weak. People should have between 1,600 and 2,500 calories a day to stay in shape. Sports like riding a bike and running use a lot of calories. Sleeping and watching TV use less. Do you think you are eating more or less calories than you need? These are some experts' tips to reduce calorie intake. First, you must know how many calories you need each day and always count **them** in your diet. Have small frequent meals and drink more water too. This will help you feel less hungry. Furthermore, avoid all sugary drinks and junk food. They are high in energy but low in nutritional value.

***Notes:** - intake (n): sự nạp vào
- nutritional value (n): giá trị dinh dưỡng

16. What are calories?

- A. They are the amount of energy. B. Each person needs different amounts of calories.
C. They are important. D. They are units of energy.

17. What happens if we eat too many calories ?

- A. We feel tired and weak. B. We will be healthy.
C. We can lose weight. D. We can put on weight.

18. Which of the following is NOT true about calories?

- A. Sports like riding a bike and running use a lot of calories.
B. To stay in shape, we should have between 1,600 and 2,500 calories a day.
C. Sleeping and watching TV use lots of calories.
D. We feel tired and weak if we don't eat enough calories.

19. What should we do to reduce calorie intake?

- A. We should drink all sugary drinks. B. We should have big frequent meals.
C. We should eat more junk food. D. We should drink more water.

20. What does the word 'them**' in line 6 refer to?**

- A. experts B. tips C. calories D. meals

C. WRITING: (2,0 pts)

Part 1: Choose A, B, C or D which is not correct in standard English: (0,4pts):

21. Are there some biscuits on the plate ?

- A B C D

22. Does Lan goes swimming every day after school?

- A B C D

Part 2: Rewrite the sentences so that their meaning keeps unchanged: (0,8pts):

23. My friend eats a lot of fast food and he eats a lot of candies too. (**Writing a simple sentence**)

-> My friend eats

24. Playing video games is more interesting than doing homework.

-> Doing homework is not as

25. My grandfather doesn't enjoy doing morning exercise. (**Using "hate"**)

-> My grandfather

26. Nick's cousin learnt English better than Nick. (**Using "well"**)

-> Nick

Part 3: Write complete sentences from the words given: (0,8pts):

27. Our english teacher / begin / our lessons / 9 a.m / Tuesdays.

->
 28. Last year / our school club / exchange / used paper / notebooks / donate / them / homeless children.
 ->

D. LISTENING. (2 pts)

Part 1: Listen to Megan talking about her eating habit and tick True (T) or False (F) with the statements in the table: (1pt)

	Statements	T	F
29	Megan eats cheese, fish and eggs.		
30	She usually has two glasses of milk and some fruit for breakfast.		
31	She has a cheese sandwich, a yogurt and apple juice for lunch.		
32	She sometimes goes to a restaurant with her parents at the weekend.		
33	Megan eats fruit and vegetables every day but her best friend never eats salad or fruit.		

Part 2. Listen to a man talking about street painting and choose the best answer A, B, C or D: (1 pt)

34. What is the other name of street painting?

- A. Street event. B. Street festival. C. Pavement painting. D. Street art.

35. What can you do at a street painting event?

- A. Buy a painting. B. Sell your paintings. C. Talk to artists. D. Become an artist.

36. When did the Lake Worth Street Painting begin ?

- A. In the 6th century. B. In the 16th century. C. In 1994. D. Many years ago.

37. How often does the Lake Worth Street Painting occur?

- A. Every February. B. Every month. C. Every week. D. Every July.

38. How many visitors come to enjoy the Lake Worth Street Painting Festival?

- A. 600. B. 100,000. C. 60. D. 10,000.

..... *The end*

PHÒNG GIÁO DỤC VÀ ĐÀO TẠO

ĐÁP ÁN ĐỀ KIỂM TRA HỌC KỲ I

NĂM HỌC 2023– 2024

MÔN: TIẾNG ANH - LỚP 7

MÃ ĐỀ A

A. LANGUAGE COMPONENT. (2.0 pts)

Part 1,2: Mỗi câu chọn đúng được 0,2 điểm:

Câu	1	2	3	4	5	6	7	8	9	10
Đáp án	D	B	C	B	D	B	C	D	C	B

(Câu 10 đề A học sinh chọn Đáp án B hoặc C đều đúng. GV ghi điểm tối đa cho câu này)

B. READING: (2.0 pts)

Part 1: (1 pt) Mỗi từ điền đúng được 0,2 điểm:

Câu	11	12	13	14	15
Đáp án	started	because	responsible	about	environment

Part 2: (1 pt) Mỗi câu chọn đúng được 0,2 điểm

Câu	16	17	18	19	20
Đáp án	B	C	B	D	A

C. WRITING: (2,0 pts)

Part 1. (0,4pts): Mỗi câu chọn đúng được 0,2 điểm

Câu	21	22
Đáp án	B	B

Part 2. (0,8pts): Mỗi câu viết đúng được 0,2 điểm

23. -> My mother eats a lot of fish and salad.

24. -> Life in the city is not as peaceful as life in the countryside.

25. -> My grandmother hates listening to music.

26. -> Mark didn't make models as well as Mark's cousin/his cousin.

Part 3. (0,8pts): Mỗi câu viết đúng được 0,4 điểm

27. -> Our maths teacher begins our lessons at 7 a.m on Wednesdays.

28. -> Last year our school club exchanged used paper for notebooks and gave them to poor children.

(Or: -> Last year our school club exchanged used paper for notebooks to give them to poor children.)

***Chú ý: Tùy theo mức độ đạt được của bài làm, giáo viên quyết định điểm cho phù hợp ở part 2,3**

D. LISTENING. (2 pts)

Part 1: (1pt) Mỗi câu đánh dấu (v) đúng hoặc ghi T cho câu đúng và F cho câu sai được 0,2 điểm

Câu	29	30	31	32	33
Đáp án	F	F	T	F	T

Part 2. (1 pt) Mỗi câu chọn đúng được 0,2 điểm:

Câu	34	35	36	37	38
Đáp án	C	B	B	D	A

..... Hết

**PHÒNG GIÁO DỤC VÀ ĐÀO TẠO
HUYỆN NÚI THÀNH**

**ĐÁP ÁN ĐỀ KIỂM TRA HỌC KỲ I
NĂM HỌC 2023– 2024
MÔN: TIẾNG ANH - LỚP 7**

MÃ ĐỀ B

A. LANGUAGE COMPONENT. (2.0 pts)

Part 1,2: Mỗi câu chọn đúng được 0,2 điểm:

Câu	1	2	3	4	5	6	7	8	9	10
Đáp án	C	A	B	C	A	D	A	C	B	D

B. READING: (2.0 pts)

Part 1: (1 pt) Mỗi từ điền đúng được 0,2 điểm:

Câu	11	12	13	14	15
Đáp án	started	but	with	creative	skills

Part 2: (1 pt) Mỗi câu chọn đúng được 0,2 điểm

Câu	16	17	18	19	20
Đáp án	D	D	C	D	C

C. WRITING: (2,0 pts)

Part 1. (0,4pts): Mỗi câu chọn đúng được 0,2 điểm

Câu	21	22
Đáp án	B	B

Part 2. (0,8pts): Mỗi câu viết đúng được 0,2 điểm

23. -> My friend eats a lot of fast food and candies.
 24. -> Doing homework is not as interesting as playing video games.
 25. -> My grandfather hates doing morning exercise.
 26. -> Nick didn't learn as well as Nick's cousin/his cousin.

Part 3. (0,8pts): Mỗi câu viết đúng được 0,4 điểm

27. -> Our english teacher begins our lessons at 9 a.m on Tuesdays.
 28. -> Last year our school club exchanged used paper for notebooks and donated them to homeless children.
 (Or: -> Last year our school club exchanged used paper for notebooks to donate them to homeless children.)

**Chú ý: Tùy theo mức độ đạt được của bài làm, giáo viên quyết định điểm cho phù hợp ở part 2,3*

D. LISTENING. (2 pts)

Part 1: (1pt) Mỗi câu đánh dấu (v) đúng hoặc ghi T cho câu đúng và F cho câu sai được 0,2 điểm

Câu	29	30	31	32	33
Đáp án	T	F	F	T	T

Part 2. (1 pt) Mỗi câu chọn đúng được 0,2 điểm:

Câu	34	35	36	37	38
Đáp án	D	D	C	A	B

..... Hết

Tape transcripts:

Part 1:

My name is Megan. I don't eat meat but I eat fish, cheese and eggs. For breakfast, I usually have a glass of milk and some fruit. At lunch time, I have my packed lunch: a cheese sandwich, a yogurt and orange juice. I don't eat school meals because I don't like them. When I get home from school, I usually have a snack: a packet of crisps or some fruit. For dinner, we often have fish with salad or pasta. My favourite meal is pizza, I sometimes go to a restaurant with my parents at the weekend. I love Italian foods but my parents prefer French foods. Sometimes, we have a pizza and sometimes we go to my parents' favourite restaurant. They always have steak and chips. It's difficult for me because I don't like meat, so I usually have salad. I think good food is very important. I eat fruit and vegetables every day. My best friend never eats salad or fruit. She prefers burgers and sausages.

Part 2:

Street painting - or street art - is an old type of art. In the 16th century artists began to draw on the pavement using chalk. Today, you can see street painting events everywhere. They attract many people who come to enjoy and take part in them. Many of them are free too. So join in and become an artist yourself!

One of the largest events in the United States is the Lake Worth Street Painting Festival. It began in 1994 and now occurs every February with the support of artists and volunteers. It is free for everyone. About 100,000 visitors come to enjoy it. About 600 artists work on the pavement to make the street a huge art gallery

Week 18 Period 53	THE END OF THE FIRST TERM TEST (ORAL TEST)	Date of preparing: 25/ 12/ 2023
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A. Aims:

- To test Ss' speaking skill.

- To classify ss.
- To encourage ss to study harder.

B. Content:

Week 18 Period 54	CORRECTION OF THE END OF THE FIRST TERM TEST	Date of preparing: 25/ 12/ 2023
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A/ Aims: To help Ss evaluate their task.
To help Ss know what they have studied and what mistakes they have made.
To help Ss know what they need to practice more.
To give Ss further practice.

B/ Objective: By the end of the lesson Ss will be able to identify their mistakes and correct them.

C/ Teacher's preparations:

- Make sure that all Ss' paper tests have been marked.
- Classify Ss' mistakes from the most common to the least common.
- Write further exercises for Ss to do

D/ Procedure:

- Hand out Ss' paper tests that have been marked.
- Give general remarks on the results of Ss' tests.
- Ask Ss in the whole class to give answer key to each question and explain their choice (if necessary).
- Ask Ss: Which are the most common mistakes?
- Explain the answer to the questions
- Give Ss some more examples to illustrate the rules or situation.
- Give Ss further practice:

Exercises:

I. Choose the word having the underlined part pronounced differently in each line.

1. A. discussion B. television C. occasion D. decision
2. A. picked B. passed C. planted D. watched

II. Choose the correct answer A, B, C, or D to finish the sentences.

1. My hobby is _____, so I like being in the kitchen and preparing food for my family.
A. skating B. gardening C. cooking D. dancing
2. You can volunteer by _____ children from poor families in your community. A. talking B. singing C. encouraging D. tutoring
3. You should wear a hat and put on sunscreen to avoid _____. A. skin B. fitness C. activity D. sunburn
4. I like _____ activities such as planting trees and cleaning in the park. A. sport B. indoor C. tutor D. community

III. Writing: A. Choose A, B, C or D which is not correct in standard English .

1. She likes playing sports, but she dislike watching TV.
A B C D
2. There isn't some milk left in the fridge.
A B C D
3. How much kilos of rice do you want?- Three

4. How many lemonade did you drink yesterday? – Only one bottle
- A B C D

IV. Rewrite the following sentences so that their meaning stays the same. Use the given words.

1. My best friend is more intelligent than I am. (as...as)
→ I am not
2. This picture is not the same as that picture. (different from) → That picture is
.....
3. The characters in the play are different from the ones in the story. (like/ the same as)
→ The characters in the play are not
4. I prefer listening to music to watching TV. (like.....better than) →
.....

V. Write complete sentences from the words given.

1. My sister/ like/ watch TV/ so/ she/ spend/ two hours/ watch TV/ every day. →
 2. My mother/ bring/ lot/ of / food/ yesterday. →
- T. gives Ss time to do each exercise
 - T. gives feedback (orally) for each exercise, correcting the most common mistakes.

E/ Homework:

- Do exercises again
- Prepare Unit 7: Getting started

Week 19 Period 55	UNIT 7: TRAFFIC Lesson 1: GETTING STARTED	Date of preparing: 09/ 01/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- have an overview about the topic Traffic
- use the vocabulary to talk about means of transport.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character qualities:

- Develop awareness of travelling in town/city
- Be concerned to the local traffic

II. TEACHING AIDS:

1. Teacher:

- Grade 7 textbook, Unit 7, Getting started
- Projector/ TV/ pictures and cards
- Computer connected to the internet
- Sachmem.vn

2. Students: Text books, notebooks, posters

III. PROCEDURE : (STAGES)

1. WARM - UP

*** Aim:** - To activate students' knowledge on the topic of the unit.

Miming game

- Teacher gives instructions
- In groups, Ss play the game:
- One of the students in the group go to the board.
- Teacher secretly shows 1 picture of a mean of transport to that student. He/ She has to mime the picture and the other has to guess. Of course the other groups will also be allowed to guess.
- Take turns go to the board until finish all the pictures.
- Teacher checks and corrects if Ss pronounce the words incorrectly.

2. PRE – STAGE

*** Aim:** To prepare students with vocabulary related to the topic *Traffic*.

Pre teach vocabulary

- Teacher use different techniques to teach vocab (pictures, situation, realia)
- Follow the seven steps of teaching vocab.
- Repeat in chorus and individually

*** Vocabulary**

- cycle (n): đạp xe
- traffic jam (n): sự tắc đường
- cross the road (v): băng qua đường
- rush hour (n): giờ cao điểm
- crowded (adj): đông đúc

* **Checking vocab:** < what and where>

3. DURING STAGE:

* **Aims:** To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.

* **Task 1: Listen and read:**

* Teacher asks Ss to look at the picture (p.73), answer the question:

- Who are they?; - Where are they?; - What may they talk about?;

- Teacher plays the recording twice.

- Students listen and read (act the conversation).



Task 2: Exercise 2 (p.73): (Key)

- Teacher asks Ss to read the conversation again and choose the correct answer.

T encourages students to explain where they have found the answers from the conversation.

Key: 1. A. By bicycle.

2. B. ten minutes

3. C. at the weekend

Task 3: Exercise 3 (p.73): Write one word from the conversation to complete each sentence.

- Teacher asks Ss to work individually to read and listen to the conversation and find the words and phrases and then share their answers with their partners who sit next to them. (peer check)

- Ss do exercise 3 individually

- Ss share and discuss with their partners to write all words/ phrases down on the notebooks.

- Teacher corrects their answers as a class.

Suggested answers

1. cycled

2. should

3. jams

4. How

5. Crowded

* **Language content:**

- T elicits the question and answer about distance from the conversation:

How far is it from your home to school?

It's about two kilometres.

* How far is it from to?

->It's about

- T elicits advice from the conversation:

You should be careful, especially when you cross the road.

*S+ should+ V(inf) ...

Task 4: Look at the pictures and write a word under each.

- T asks ss to look at the pictures and write a word under each picture.

Suggested answers:

1. bicycle

2. car

3. bus

4. motorbike

5. plane/ air-plane

6. train

7. boat

8. ship

- Teacher checks and gives the correct answers.

- Teacher nominates Ss to read the words aloud.

4. POST – STAGE

* **Aim:** To help Ss practising talking about how they go to school

Task 5: Find someone who ... Write your friends' names in the blanks. Then report to the class

* Teacher gives Ss clear instructions in order to make sure Ss can do the survey

Find someone in your class who ...

usually walks to school

never goes to school

<p>effectively.</p> <ul style="list-style-type: none"> - ask students to look at the survey and think of the needed structures to ask their friends. + Students goes around the class and ask at least 20 classmates and ask them (Do you usually walk to school? Have you ever gone to school by bus?...) - T observes Ss while they are role playing, note their language errors - Ss do as instructed : report the survey. - Teacher gives Ss feedback. - choose some useful or excellent words/ phrases/ expressions/ word choices Ss have used to suggest other students use them - choose some typical errors and correct as a whole class without nominating the students' names 	<p>A: Do you usually walk to school? B: Yes, I do. A: Do you never go to school by bus? C: No. I don't.</p>
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*** Wrap up:** To consolidate what students have learnt in the lesson.

- Vocabulary of traffic and means of transport.

- Reading for specific information and details

5. HOMEWORK

- Learn by heart all the new words.

- Practice acting the conversation

- Prepare lesson 2 (A closer look 1): Gain vocabulary about the verbs to use means of transport and read the road signs; Pronounce the sounds: /aɪ/ and /eɪ/ correctly.

*** Feedback:**

.....

Week 19 Period 56	UNIT 7: TRAFFIC Lesson 2: A closer look 1	Date of preparing: 09/ 01/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Gain vocabulary about the verbs to use means of transport

- Gain vocabulary to read the road signs.

- Pronounce the sounds: /aɪ/ and /eɪ/ correctly.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character quality:

- Develop awareness of understanding the road signs and obeying the traffic rules.

II. TEACHING AIDS:

- Grade 7 textbook, Unit 7, A closer look 1.
- Computer connected to the internet
- Projector/ TV/ small boards, markers.
- sachmem.vn

III. PROCEDURES:

1. WARM UP:

- * **Aim:** To activate students' knowledge on the topic of the unit

JUMBLED WORDS

- Teacher gives instructions
- In groups of 5, Ss will be given a small white board and marker.
- Teacher show the jumbled words onto the screen one by one
- Students work in groups to make the correct words and write down onto the small boards. When they finish, they hold it up to show their answers to teacher.
- take turns to write until finish all the words.

Answers:

- | | |
|---------------------------|--------------------------|
| 1- otba -> boat | 2- itanr -> train |
| 3- npeilapra -> airplane | 4- rsotrpca -> sport car |
| 5- otmiroekb -> motorbike | |

- Teacher checks and corrects if Ss write the words incorrectly.

2. PRE- STAGE:

- * **Aim:** To introduce visually some nouns related to the topic

*** Vocabulary:**

- T introduces the vocabulary by using pictures:
- road sign (n) /'rəʊd saɪn/: biển báo giao thông
- cycle lane (n) /'saɪkl leɪn/ làn đường dành riêng cho xe đạp
- traffic lights /'træfɪk laɪt/ đèn giao thông
- Teacher shows and says the words aloud and asks Ss to repeat them.
- Teacher asks Ss to translate the word into English
- Ss says the word

- * **Check vocab:** Writing some sentences containing words.

*** Pronunciations :**

Task 4: Listen and repeat. Pay attention to the sounds /aɪ/ and /eɪ/.

- Teacher gives Ss time to listen and practice pronouncing the sounds individually and words.
- To help Ss identify and classify the sounds
- To give students authentic practice in using pronouncing sounds in common words

3. DURING- STAGE

- * **Aim:** - to help ss identify the meanings of road signs and develop Ss' knowledge of vocabulary and practice the sounds /aɪ/ and /eɪ/ in sentences.

Task 5: Underline the words with the sound /aɪ/ and circle the words with the sound /eɪ/. Then listen, check and repeat

- Ss do as instructed
- Teacher gives Ss feedback.
- T chooses some common mispronounced words that contain the sounds and suggest students practise using them.
- T chooses some typical errors and corrects as a whole class

Task 1. (p.74): Match the words in A with the phrases in B.

* Teacher asks Ss to look at the table (p.74), identify the form (verbs and nouns – means of transport):

Answers:

1- C 2 – A 3 – B 4 – E 5 – D

- Ss work out and answer questions in pairs.
- Ss share their answers as a whole class.
- T asks them to check their answers.
- Teacher asks students to make your own sentences with these phrases. Then tell share them to share their sentences with a partner and correct for them.

Task 2: (p.74): Look at these road signs. Then write the correct phrases under the signs.

- Teacher asks Ss to look at the road signs and guess their meanings. Then work and share their answers with their partners who sit next to them. (peer check)
- Ss do exercise 3 in pairs.
- Ss share and discuss with their partners to write all words/ phrases down on the books.
- Teacher corrects their answers as a class.

Answers

- | | | |
|-------------------|-------------------|------------------|
| 1. traffic lights | 2. Hospital ahead | 3. No right turn |
| 4. cycle lane | 5. School ahead | 6. No cycling |

4. POST-STAGE:

***Aim:** - To help Ss deeply understand how to read the road signs and practise the targetted language in life context.

***Task 3: Work in pairs. Take turns to say which of the signs in 2 you see on the way to school.**

- Teacher gives suggestions and asks students to work in pairs.
- Ss practice with their partner.
- T calls some pairs to present in front of the class, others listen and give comment.
- T gives feedback and correct their mistakes if necessary.

***Wrap up:**

***Aim:** To help Ss memorise the target language and skills that they have learned

- Vocabulary of verbs and road signs
- Pronunciation: /aɪ/ and /eɪ/

5. HOME WORK

- Learn the new words by heart and practice pronouncing again the sounds /aɪ/ and /eɪ/
- Prepare the lesson: Unit 7: A closer look 2: learning how to use “It” to indicate distance and advice with should and shouldn’t.

*** Prepare Project:**

- Find four traffic signs in your neighbourhood, take pictures of them or draw them.
- Make one of these traffic signs out of cardboard or other materials.
- Be ready to show it to the class and say: where you saw it, what it is and what it tells people to do / not to do , warns people about, or give information about.

* Feedback:
.....
...

Week 19 Period 57	UNIT 7: TRAFFIC Lesson 2: A closer look 2	Date of preparing: 09/ 01/ 2024
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I. OBJECTIVES:

1. Knowledge: By the end of the lesson, students will be able to:

1. Knowledge: Know how to use:

- “It” to indicate distance - should and shouldn’t

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

3. Character qualities:

- Develop awareness of understanding the road signs and obeying the traffic rules.

II. TEACHING AIDS:

- Grade 7 textbook, Unit 7, A closer look 2. - Computer connected to the internet

- Projector/ TV/ pictures. - sachmem.vn

IV. PROCEDURES:

1. WARM-UP:

* **Aim:** To activate students’ knowledge on the topic of the unit and enhance students’ skills of cooperating with team mates.

Game: **SLAP THE BOARD**

- Teacher gives instructions and sticks some road signs pictures onto the board.

- In 2 group, Ss will choose 1 student in each group to go to the board.

- Teacher says a road sign message.

- Student quickly run and slap onto the correct road signs.
- Students take turns until finish all of the signs.

Answers:

- 1- Cycle lane 2- School ahead 3- No cycling 4- No right turn
5- Hospital ahead

-Teacher checks and corrects if Ss pronounce the signs incorrectly.



2. PRE- STAGE:

* **Aim:** To introduce students the form of the key grammar and how to use them appropriately

a) IT INDICATING DISTANCE

- Teacher says: “This lesson today is going to tell you about “it indicating distance”

* Teacher draws students’ attention to the grammar point and the example

We can use *It* in the position of the subject to indicate distance.

Example:

It is about 300 metres from my house to the bus stop.

* Teacher asks Ss: - What does the sentences tell us about?

Answer: Distance from his/ her house to the bus stop

- What is the structure using in the sentence?

Answer: It be (about) + distance from A to B.

- Ss read the grammar explicit and study the example.

- Ss may discuss within groups/pairs before answering.

- Teacher shows and says the sentences aloud and asks Ss to make similar sentences.

b) SHOULD/ SHOULDN'T

* Teacher draws students attention to the remember box. Teacher asks them to study the examples and identify the structure: **S + should/ shouldn't + V(inf)**

Remember!

We use **should** (negative: **shouldn't**):

- to give advice.

Example: You **shouldn't** go out late at night.

- to say what is the correct or best thing to do.

Example: We **should** go now, or we might get stuck in a traffic jam.

3. WHILE- STAGE:

* **Aims:** To help students practise using “it indicating distance” and the structure: **S + should/ shouldn't+ V (inf)**

Task 1: Write sentences with It. Use these cues.

- Teacher asks Ss to look at the example and the task.

- Ss work out and answer questions individually.

- Ss share their answers in pairs. - T asks them to check their answers.

- Then tells them to share their sentences as a whole in class and correct for them.

Answers:

- 1- It is 700m from my house/ home to the Youth club.
- 2- It is 5 kilometres from my village to the nearest town.
- 3- It is about 120 km from Ho Chi Minh city to Vung Tau.
- 4- It is 384,400 km from the Earth to the Moon.
- 5- It is not very far from Hanoi centre to Noi Bai airport.

Task 2: Work in pairs. Ask and answer questions about distance in your neighbourhood

- Teacher asks Ss to look at the example and identify the structure of the question:

How far is it from ... to ...?

Then work with their partners who sit next to them to make similar conversations.

- Ss do exercise 2 in pairs. Ss write all conversations down on the notebooks.
- Teacher corrects their answers as a class.

Suggested answer:

- How far is it from your house to the open market? → It's about **1 km**.

.....

Task 3: Choose the correct option in brackets.

- Teacher asks ss to identify the structure: **S + should/shouldn't + V(Inf) and choose the correct option**
- Ss do the task in pairs
- Teacher checks and gives the corrections if they have mistakes.

Answers:

- 1- should 2- should 3- shouldn't 4- should 5- shouldn't

Task 4: Complete each sentence, using should / shouldn't.

- Teacher gives Ss time to do the exercise individually and peer check with their partner.
- Teacher nominates Ss to read aloud the sentences, checks and gives the corrections.

Answers:

- 1- shouldn't 2- should 3- shouldn't 4- should 5- should 6- shouldn't

4. POST- STAGE

*** Aims: To help students further practise using should/ shouldn't**

Task 5: Look at the pictures. Make sentences, using should/ shouldn't and the cues

- Ss do as instructed
- Teacher gives Ss feedback.

Answers:

- | | |
|--------------------------------|--|
| 1- He shouldn't waste water. | 2- They should wear their helmets. |
| 3- She should be more careful. | 4- They shouldn't play football on the pavement. |
| | 5- They shouldn't ride their bikes dangerously. |

*** Wrap up: To help Ss memorise the target language and skills that they have learned**

- It indicating distance

- Should/shouldn't V(Inf)

5. Homework

- Learn by heart grammar notes.
- Make 6 sentences using "it indicating distance" and the structure: **S + should/ shouldn't + V(Inf) ...**
- Prepare for lesson 4: Communication:
 - + learn how to ask and answer about means of transport and some strange traffic rules.
 - + practise using some grammar points and vocabulary related to the topic.

*** Feedback:**

.....

Week 20 Period 58	UNIT 7: TRAFFIC Lesson 4: COMMUNICATION	Date of preparing: 16/ 01/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Learn how to ask and answer about means of transport and some strange traffic rules.
- Practise using some grammar points and vocabulary related to the topic.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities:

- Ss are aware of what should be done when going on the road,

II. TEACHING AIDS:

1. Teacher:

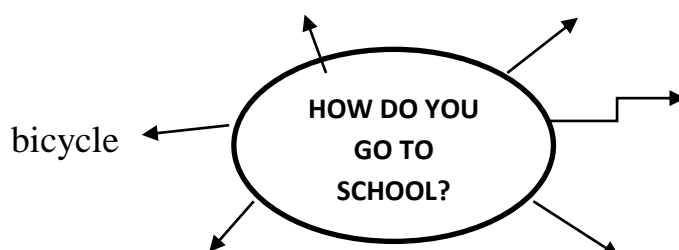
- Grade 7 textbook, Unit 7, Communication - Computer connected to the internet
- Projector/ TV/ pictures and cards - Sachmem.vn

2. Students: Text books, notebooks, posters

III. PROCEDURE : (STAGES)

1. WARM – UP: Game: **Brainstorming**

** Aim: To activate students’ knowledge and vocabulary related to the topic, the targeted vocabularies*



- Teacher divides class into 2 teams and asks them to think of “MEANS OF TRANSPORT”
- Ss have 1 min to think of the words related to the topic or they can discuss with their partners.
- Each member from each team turns by turn run to the board and writes one word.
- Teacher corrects their answers.
- The team which has more correct words will be the winner

Suggested answer: Motorbike, bicycle, train, car, bus, plane, helicopter,...

=> To lead in the lesson: Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn about means of transport and some strange traffic rules”.

2. PRE – STAGE

*** Aim:** *To let students know the structure to ask and answer about means of transport.*

Pre teach vocabulary

- Teacher use different techniques to teach vocab (pictures, situation, realia)
- Follow the seven steps of teaching vocab.
- Repeat in chorus and individually

*** Vocabulary:**

- (to) allow: /ə'laʊ/ : cho phép
- (to) fine (v): phạt
- handlebars(n) /'hændəl,bɑ:z/: tay lái, ghi đông
- Explanation (n) |,eksplə'neɪʃn|: giải thích

*** Check Vocab: R.O.R**

*** Task 1/p76: Listen and read the conversation. Pay attention to the highlighted parts.**

- T plays the record for Ss to listen and read the conversation about means of transport.
 - Ss listen and practice saying with their partners.
 - Teacher calls some pairs to read aloud.
 - Teacher corrects pronunciation if needed.
 - T asks Ss to pay attention to the highlighted sentences and asks them some questions to elicit the new structure:
 - + Which tense do we use to ask and answer?
 - + Which question word do we use?
 - Ss answer teacher's questions to find out new structure to ask and answer about means of transport.
 - Some students give the new structures and use to the teacher.
 - Teacher corrects and writes on the board:
- * Structure:**
- **To ask:** How does your mum get to school?
 - **How do/does + S + go to ...?**
 - **To answer:** She goes by motorbike
 - **S + go/ goes by+ means of transport.**

3. DURING STAGE:

- * Aims:**
- *To help students practise on how to ask and answer about means of transport.*
 - *To provide students with more knowledge about strange traffic rules and help them practice the skill of listening for details.*

***Task 2/p76: Work in pairs. Take turns to ask and answer about the means of transport your family members use every day.**

- Teacher has SS look at the situation in Ex 2 to make similar dialogue:
- Ss work in pairs to make similar dialogue.
- Teacher calls some pairs to present it in front of the class.
- Teacher gives feedback and some comments.

Suggested answers:

A: *How does your father go to school?*

B: *He usually drives his car but sometimes he goes by bus. How about your father?*

A: *He walks because we live near his office.*

*** Task 3/p76: Which countries below keep to the left? Tick the correct answers.**

1. The United Kingdom	_____
2. The United States of America	_____
3. Australia	_____
4. Thailand	_____
5. China	_____

- Teacher asks Ss to discuss in pairs and tick.
- Ss do the task in pairs

Suggested answers:

1. The United Kingdom	v
2. The United States of America	
3. Australia	v
4. Thailand	v
5. China	

*** Task 4/p 76: Listen and check your answers in 3. Then listen again and complete the sentence with no more than THREE words.**

- Teacher plays the recording twice.
- Teacher calls some Ss to give their answer and explain it.
- Teacher let Ss listen and confirms the correct answers.

Answer key: - United Kingdom, Australia
- same traffic rules/ regulations

4. POST – STAGE

*** Aim:** To help students know more about traffic rules around the world.

***Task 5/ p 77: Read, discuss which one do is the strangest rule?**

1. In Alaska, you are not allowed to drive with a dog on the roof of your car.



2. In Moscow, police will fine you if you drive a dirty car.



3. A man has to wear a shirt or T-shirt while driving in Thailand.



4. In South Africa, you have to let animals go first.



5. In Switzerland, you can't wash your car on Sunday.



6. In Wisconsin, USA, you must always ride your bike with both hands on the handlebars.



- Teacher has students work in groups to discuss which one they find strangest.
- Ss work in groups.
- 2-3 groups share their ideas
- Teacher encourages students to add more if they know.

Suggested answers:

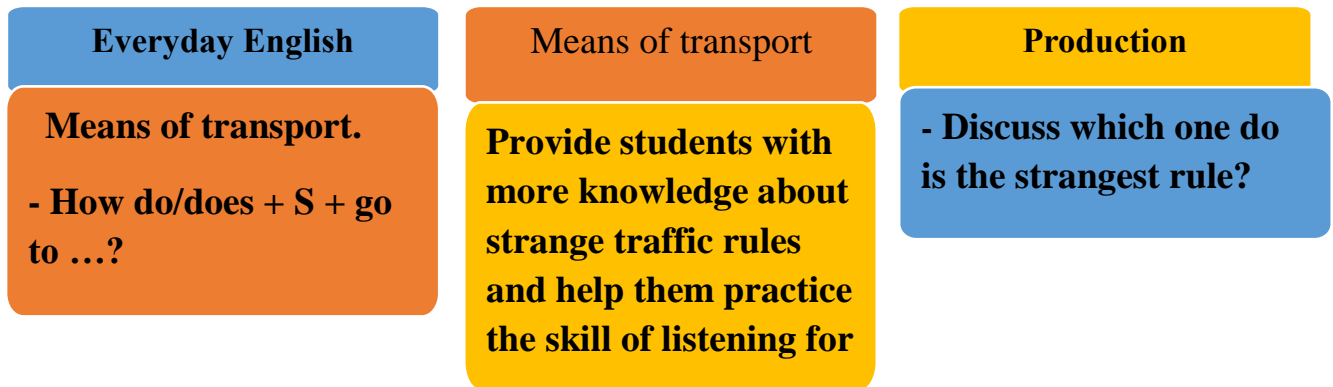
In my opinion, the strangest traffic rule is a man in Thailand has to wear a shirt or T-shirt while driving I just can't figure out why people have set that rule.

I know another strange traffic rule which prevents you from driving on Mondays if your number plate ends in a 1 or 2 in Manila, Philippines.

5. WRAP UP:

*** Aim: To consolidate what students have learnt in the lesson.**

Teacher asks students to talk about what they have learnt in the lesson.



6. HOMEWORK

- Learn structures by heart, further practice similar conversations about Means of transport

- Prepare lesson 5: Skills 1: + Reading: Read for specific information about some rules about road safety.

+ Speaking: Talk about how to avoid traffic accidents.

- Continue to prepare the project.

*** Feedback:**

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Week 20 Period 59	UNIT 7: TRAFFIC Lesson 5: SKILLS 1	Date of preparing: 16/ 01/ 2024
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I. OBJECTIVES:

1. Knowledge: By the end of the lesson, students will be able to:

- Reading: Read for specific information about some rules about road safety
- Speaking: Talk about how to avoid traffic accidents.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Be benevolent and responsible

II. TEACHING AIDS:

- Teacher: textbook, lesson plan, projector, audio file, gift.....
- Students: textbook, workbook, notebook, pen

III. PROCEDURE

1. WARM – UP: Game: Chatting: (Task 1/ p. 78)

* **Aim:** *To create a friendly and active atmosphere in the class to motivate students and to introduce the topic of reading.*

-T tells Ss to look at the picture. What can you see in the picture? and say why it is dangerous.



- T calls some Ss to check what they have discussed.

- T listens and gives feedback

Example: *It is dangerous to ride his bike too close to the car.*

It is dangerous for three students to walk across the street at the zebra crossing

Suggested answers: *a car, a motorbike, a bike (a bicycle), three students, traffic lights, road sign, a woman*

2. PRE- STAGE:

* **Aim:** - *To know some vocabularies related to the lesson*

- *To help Ss have a general idea of what they are going to read*

a. Pre-teach vocabulary:

* **Vocabulary**

-T uses different techniques to teach vocab:



- pedestrian (n) /pəˈdestriən/: người đi bộ



- passenger (n) /ˈpasɪnjər/: hành khách



- seatbelt (n) /ˈsētˌbelt/: dây an toàn

- zebra crossing /ˈziːbrəˈkrɒsɪŋ/(n.phr): vạch kẻ đường

- road user: người tham gia giao thông

- get on /off /ɡet ɒn /ɒf/ (phr.v) :lên/ xuống xe

* Checking vocab: R.O. R

b. Lead-in:

- Teacher leads students into the lesson by telling what they are going to learn: "We are going to read a passage about some rules about road safety." Predict who is using the road safely, and who is acting dangerously, What should we do when we are in traffic? T collects Ss' predictions and write down

3. WHILE- STAGE:

* **Aims:** *To activate Ss' knowledge of the topic of the reading text (obeying traffic rules).*

To check students' reading comprehension.

To help Ss talk about how they apply the rules in the reading to themselves.

a.Task 2/ p.78: Read the following text and choose the correct answer.

This text is about _____.

- A. rules for pedestrians
- B. traffic lights
- C. traffic rules

- T asks Ss to read the text quickly and check their predictions.

Key: *Pedestrians, Cyclists, Passengers. We should obey traffic rules when we are in traffic.*

- Teacher has Ss read the first sentence of the text in detail to do the exercise and asks them how to do this kind of exercise.

- Ss do the task independently

- T tells Ss to compare their answers in pairs before calling some of them to check.

- T corrects answer and explains if needed.

Answer key: C : traffic rules

b.Task 3/ p.78: Read the text again and answer the questions:

- Teacher asks Ss: reading each question, locating where the information appears in the text, reading that part carefully and circling the correct answer.

- Ss do the task independently.

-Teachers has Ss compare their answers in pairs and call some Ss to give their ideas.

-Teacher checks and confirms the correct answers..

Answer key:

1. They should cross the street at the zebra crossing.

2. We should always use the cycle lane.

3. We should give a signal before we turn while riding a bike

4. We must wait for buses to fully stop when you get on or off a bus.

5. We mustn't stick any body parts out of the window when you are in a moving vehicle.

4. POST- STAGE:

***Aim:** - *To help students apply what they have learnt in real life context.*

- *To help Ss practise speaking about different situations that occur on the road.*

a.Task 4/ p.78: Work in groups. Ask and answer the following question:

"When you are a road user, what should you NOT do?"

Make a list in groups. Compare your list with other groups'.

- Teacher asks Ss to work in groups and tells them to focus on the rules for road users in the text to talk about which one they have to obey everyday.

- Ss work in groups. Teacher goes around and listens and gives help if needed.

- Teacher calls on some Ss to share their answers with the class.

- Teacher listens and gives comment.

Answer key: When being a road user, we had better not:

- **Cross the road on a red light.**
- **Cycle in the pavement or footpath.**
- **Lose concentration when driving.**
- **Stick any body parts out of the window of a moving vehicle.**

b.Task 5/ p.78: Read the following sentences about these people. Then work in groups. Discuss who is being safe, and who isn't

- T asks Ss to work in groups to discuss who is using the road safely, and who is acting dangerously, and explain why.
- Teacher calls on some groups to share their answers with the class.
- Teacher comments and corrects if needed.

Answer key: 1. Hoang is riding a bike, and he is wearing a helmet.

=> *Hoang is being safe when being a road user because he wearing a helmet when ride a bike.*

2. It is raining hard, but Mr Long is driving quickly.

=> *Mr Long is not safe because when it rains hard, the road is very slippery causing danger if he drives quickly.*

3. The students are standing in a line to get on the school bus.

=> *The students is being safe because they standing in a line to get on the school bus.*

4. Mr Binh is taking his daughter to school on his motorbike. She is sitting in front of him.

=> *Mr Binh is not safe because his daughter is sitting in front of him.*

5. Michelle is cycling to school and she is waving and shouting to her friends.

=> *Michelle is not safe because she loses concentration when cycling.*

5. WRAP-UP:

* **Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

_Vocabulary: pedestrian; passenger.....

-Read the text and choose the correct answer, answer the questions

Speaking

Work in groups. answer the question:

"When you are a road user, what

6. HOMEWORK:

- Learn vocabulary by heart.
- Do exercises 1,2, 3 in the workbook.
- Prepare for the next lesson: Unit 7- Skills 2
 - + Listening for main ideas and specific information about traffic problems in Mumbai.
 - + Writing about traffic problems in your area.
- Continue to prepare the project.

***Feedback:**

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Week 20 Period 60	UNIT 7: TRAFFIC Lesson 6: SKILLS 2	Date of preparing: 16/ 01/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Listening: + Using the lexical items related to the topic *Traffic*;
+ Listening for main ideas and specific information about traffic problems in Mumbai.
- Writing: Write about traffic problems in your area.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence

- Develop communication skills.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

3. Character quality:

- Be benevolent and responsible.

II. TEACHING AIDS:

1. Teacher:

- Grade 7 textbook, Unit 7, Skills 2
- Computer connected to the internet
- Projector/ TV/ pictures
- Sachmem.vn

2. Students: Text books, notebooks, pens

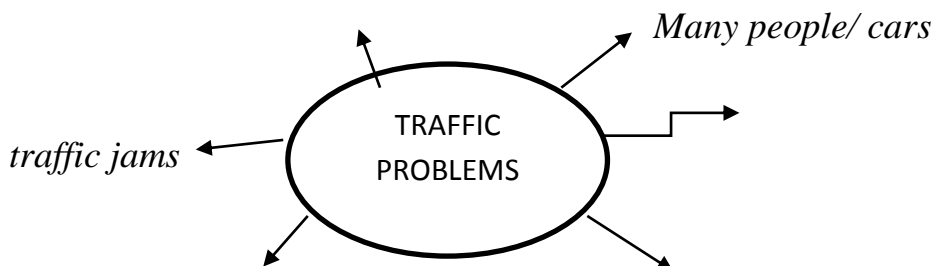
III. PROCEDURES

1. WARM UP: BRAIN STORMING

*** Aim:** To activate students' prior knowledge and vocabulary related to the lesson

- Teacher writes on the board the word "Traffic problems" and asks Ss some questions:
+ What does this word mean?
+ What do we have to suffer (chịu đựng) from these problems?
+ Can you name some traffic problems?
- Ss think of these questions and discuss with their partners if needed.
- Teacher calls some students to give their answers.
- Teacher listens and give comments.

Suggested answers:



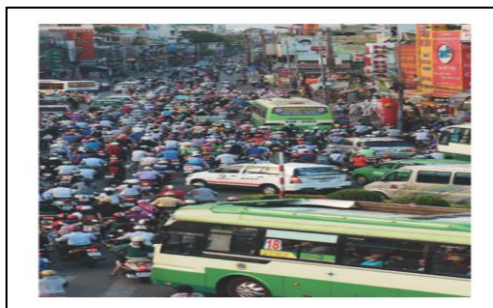
- Teacher introduces students the content of the lesson: "In the lesson today, we are going to listen to a person talking about traffic problems in his city - Mumbai."

2. PRE- STAGE:

*** Aim:** To help Ss brainstorm the topic and prepare for the listening text.

a. Task 1/ p79: What can you see in this picture? What is special about it?.

- Teacher asks Ss to work in pairs to the problems they can see in the picture.



- Ss work with their partner to do the task.
- Teacher calls on some Ss to answer.
- Teacher gives comments and leads Ss to task

Suggested answers: traffic jams, many people/ cars, narrow road, vehicle overload, people's awareness about traffic rules...

b. Prediction: T gives 3 letters A, B, C and asks Ss to predict what happens in Mumbai, India

The talk is about _____.

- A. traffic in big cities
- B. the population increase in Mumbai
- C. the traffic problems in Mumbai

3. DURING- STAGE:

* **Aim:** To help Ss develop their skill of listening for main idea/ specific information.

a) **Checking the prediction:** Task 2/ p79: Listen to the recording and choose the correct answer A, B, or C.

The talk is about _____.

- A. traffic in big cities
- B. the population increase in Mumbai
- C. the traffic problems in Mumbai

- Teacher asks Ss to read and underline the key words.
- Teacher asks students to listen to the recording once and check their predictions.
- Teacher calls on some students to give the answers they have listened.

* **Answer key:** C . the traffic problems in Mumbai.

b.Task 3/ p79: Listen again and write ONE word or number in each gap.

1. Traffic _____ happen nearly every day in Mumbai.
2. One reason for the traffic _____ is the increase of the population.
3. Mumbai has nearly _____ million people.
4. The _____ in Mumbai are narrow.
5. Many road users do not _____ the traffic rules.

- Teacher plays the recording again and confirms the correct answers.

Answer key: 1. Jams 2. Problem/ jams 3. 20 4. Roads 5. obey

Audio script : Big cities around the world have traffic problems. Mumbai in India is one of them. Mumbai is one of the most congested cities in the world. Traffic jams happen nearly every day, so drivers have to spend a lot of time on the road.

There are several reasons for traffic jams in this city. One reason is its increase in

population. With nearly 20 million, Mumbai has too many people on the road. Another reason is that the roads in Mumbai are narrow, and many are not in good condition. Also, many road users do not obey the traffic rules. As a result, this problem is getting worse and worse.

4. POST-STAGE:

***Aim:** - To help Ss identify the traffic problems in their town / city to prepare for the writing task in 5.

-To help Ss write a paragraph about the traffic problems in their town / city or a city they know.

a.Task 4/ p79: Tick the traffic problems in big cities in Viet Nam.

- T asks SS to read all the five problems, think about them and choose at least three to tick the traffic problems in big cities in Viet Nam.

- Write the problems they have ticked in full sentences.

- Call on some Ss to write on the board. Others comment.T makes corrections.

Example: One of the problems in our big cities is that there are too many vehicles on the road.

- ☐ too many vehicles on the road
- ☐ narrow and bumpy roads
- ☐ some people not obeying traffic rules
- ☐ young children riding their bikes dangerously
- ☐ wild animals running across the road

*** Suggested answers:**

There are too many vehicles (on the road).

Many roads are narrow and bumpy.

Some people / road users do not obey traffic rules.

Many young children ride their bikes dangerously.

Many wild animals run across the road.

b.Task 5/ p79: Write a paragraph about 70 words about the traffic problems in your town / city.

- Teacher tells Ss that they are going to write a passage about the traffic problems in your town / city.

- Ss work independently to do the task and try to read the sentences they have written in 4 and steps to make an outline for the passage. T asks SS to use proper connectors (*first / firstly, second / secondly, etc.*),

- Introduction
- Problem 1:
- Problem 2:
- ...
- Conclusion: reason or suggestion

- Teacher goes around and helps if necessary.

- Teacher asks Ss to share their writing with their partners. If there is not enough time for Ss to do their task in class, have them do it as homework.

- Teacher checks ideas, grammar, vocabulary and gives comments.

*** Suggested answers:**

There are many traffic problems in my city. Firstly, there are too many vehicles on the road. The city has the most private cars in this country. Secondly, Many roads are

narrow and bumpy. Thirdly, many road users don't obey the traffic rules. They usually drive and ride very dangerously.

Therefore, there are many traffic accidents every day. In order to reduce these problems, we must strictly obey all the traffic rules.

5. Wrap- up:

* **Aim:** *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen to the recording about the traffic problems in Mumbai

Writing

Write a paragraph about the traffic problems in your town / city.

6. Homework:

- Rewrite a paragraph about the traffic problems in your town / city on your notebook.
- Do exercises in the workbook.
- Prepare for the next lesson: Lesson 7: Looking back and Project: - Review the vocabulary and grammar of Unit 7;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

* **Feedback:**

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Week 21 Period 61	UNIT 7: TRAFFIC Lesson 7: LOOKING BACK AND PROJECT	Date of preparing: 23/ 01/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Review the vocabulary and grammar of Unit 7;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Character quality:

- Be benevolent and responsible;
- Develop self-study skills.

II. TEACHING AIDS:

- Grade 7 textbook, Unit 7, Looking back & Project;
- Computer connected to the internet;
- TV/ Pictures, A4 cards and colours;

- sachmem.vn.

III. PROCEDURES

1. WARM UP: BRAINSTORMING

* **Aim:** To help students revise the vocabulary items they have learnt in unit 7.

To enhance students' skills of cooperating with team mates.

- Teacher asks Ss to remind of some road signs they have learnt already in Unit 7;
- Ss work in 2 groups, take turns to do the task;



- Teacher gives feedback and leads them to do all the exercises in books.

2. LOOKING BACK

* **Aim:** To help Ss revise the vocabulary items (verbs) and the grammar points they have learnt in the unit.

Task 1: Label each sign. Work in pairs. What does each sign tell us to do?

- Teacher has Ss work individually;
- Ss do this activity individually, then compare their answers with their partners;
- Teacher asks for Ss' answers;
- Teacher confirms the correct ones.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Answer keys:

- | | | |
|---------------|-----------------|-------------------|
| 1. red light | 2. school ahead | 3. hospital ahead |
| 4. cycle lane | 5. No left turn | 6. No cycling |

Task 2: Fill in each gap with one word to complete the sentences.

- Teacher has Ss work individually;
- Ss do this activity individually, then compare their answers with their partners;
- Teacher asks for Ss' answers;
- Teacher confirms the correct ones.

Answer keys:

- | | | | | |
|---------|---------|--------------|--------|------------|
| 1. user | 2. ride | 3. passenger | 4. fly | 5. traffic |
|---------|---------|--------------|--------|------------|

Task 3: Write complete sentences, using these cues.

-Teacher asks Ss to recall the structures of asking and answering about distance, and tell them to do Ex 3 in the book;

* Ask and answer about distance:

How far is it from to?-> It's about

- Ss do the exercise individually and swap with their partners;
- Teacher calls some Ss to check their answer;
- Teacher confirms the correct answer.

Answer keys:

- 1- It's over 100km from my hometown to Ho Chi Minh city.
- 2- It's about 25 km from here to my grandparents' house.
- 3- It's not very far from our school to the city museum.
- 4- How far is it from your house to the gym?

5- Is it a long distance from Ha Noi to Ban Gioc Waterfall?

Task 4: Choose A, B, or C to complete the sentences.

- Teacher asks Ss to do the task;
- Ss work individually to do the task;
- Teacher calls Ss to give out their answers;
- Teacher checks and confirms their answer.

Answer keys:

1. A 2. B 3. C 4. A 5. C 6. B

3. PROJECT

* **Aims:** To help Ss identify common traffic signs and make their own road signs.

Task 5: Show the prepared signs. Make your own sign.

TRAFFIC SIGNS

- Teacher asks Ss to show the signs they have prepared and identify the messages in each of the sign;
- Teacher also has Ss spend some time to make their own signs and practise presenting within their groups;
- Ss discuss with their partners;
- Some students raise their ideas and explain their answers;
- Teacher listens and confirms.

Task 6: Traffic signs exhibition

- Teacher asks Ss to work in groups of 4 – 6 to stick their traffic signs onto the classroom's wall and present about them;



- Ss work in group to do the task;
- Teacher calls some groups to present their signs to the class;
- Teacher confirms and corrects.

5. HOME WORK

- Review what they have learnt in this unit;
 - Prepare the lesson: Unit 8: Getting started: An overview about the topic “Films”
 - + types of films;
 - + adjectives describing films.

* **Feedback:**

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- Teacher calls some students to read the conversation.
- Teacher helps them correct their pronunciation.

*** Language notes:**

T asks Ss to read the dialogue again and elicits the model sentences from the dialogue:

Although a few people say it's a bit silly, most say it's funny and interesting.

= Most people say it's funny and interesting although a few (people) say it's a bit silly.

T checks its meaning and present connector "although"

3. During- stage:

Aim: - To have students get specific information of the text.

- To introduce more types of films.
- To introduce adjectives describing films.

Task 2: Read the conversation again and choose the correct answer to each question.

- Teacher tells students to read the conversation again and work independently to find the answers.
- Students do the task individually.
- Teacher allows students to share their answers before discussing it as a class and encourages them to give evidence.
- Teacher calls some students to give the answers and gives feedback.

Answer key: 1. b 2. a 3. a 4. c

Task 3: Choose the correct word or phrase to complete each of the following sentences.

Game: Who is faster?

- Teacher divides the class into 2 teams. Each team will number off from 1 to the last.
- Teacher explains instructions of the game:
 - + Teacher reads the features of any types of film in the Vocabulary part. Then calls a number: Ex number five. Two students which get number 5 rise their hands. The student which rises the hand faster will answer. If the student has the correct answer, he/she will earn points for the team.
 - +The two leaders of the teams will have to slap the board at the correct types of film.
- Teacher has students write down the correct answer on the notebook.
- Teacher confirms the answers and gives feedback.

Answer key:

1. comedy 2. fantasy 3. documentary 4. science fiction film 5. horror film

Task 4: Complete the following sentences with the words in the box.

- Teacher asks students to work individually to complete the task.
- Students fill in the blanks with the most suitable preposition.
- Teacher allows students to share answers before discussing it as a class.
- Teacher can ask for translation to check their understanding.

Answer key:

1. frightening 2. funny 3. moving 4. boring 5. interesting

4. Post- stage:

Aim: To check students' vocabulary about types of films and adjectives describing films as well as improve pair work skill.

Task 5: Work in pairs, ask and answer about a type of film. Use some of the adjectives in Task 4.

- Teacher models this activity with a more able student first.
- Teacher asks students to work in pairs.
- Teacher can go around to help weaker students.
- Teacher calls on some pairs to practise in front of the class.

Example:

A: Do you like documentaries?

B: No, I don't.

A: Why not?

B: I think they're boring.

5. Wrap up:

Aim: To consolidate what students have learnt in the lesson.

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Listen and read

Language Note

Fantasy; comedy...

**- Practice
- Read and choose**

Connector: Although

6. Homework:

- Write down the results and feedback of the previous interviews.
- Act the dialogue with your partner as much as possible.
- Prepare lesson : A closer look 1:
 - + Vocabulary: adjectives to describe films
 - + Pronunciation: Correctly pronounce words that contain the sounds: /ɪə/ and /eə/

*** Feedback:**

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Week 21	UNIT 8: FILMS	Date of preparing:
Period 63	LESSON 2: A CLOSER 1	23/ 01/ 2024

I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge

- Vocabulary: adjectives to describe films
- Pronunciation: Correctly pronounce words that contain the sounds: /ɪə/ and /eə/

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills
- Be more aware of learning how to use adjectives for describing films and pronounce the sounds: /ɪə/ and /eə/.

II. TEACHING AIDS: Textbooks, plan, computer accessed to the Internet, projector, loudspeaker

III. PROCEDURES:

1. Warm up

* **Aim:** To review on types of films, recall students' vocabulary on adjectives to describe film.

* **Game: Mime game:**

- Teacher explains the game rules:
- One student goes to the board and turns his/her back to the board. The teacher shows the poster of a film. Other students have to show the expressions to help him/her guess the type of the film.
- Teacher and students discuss the answers.
- Teacher confirms the answers and gives feedback.

2. Pre stage:

* **Aim:** - To know how to use some new words to describe about the topic.

- Teacher use different techniques to teach vocabulary (situation, realia, ...)
 1. dull (adj)/dʌl/: buồn tẻ, chán; đơn điệu
 2. violent (adj) /'vaiələnt/: hung dữ; bạo lực, mãnh liệt
 3. confusing (adj) /kən'fju:ziŋ/: khó hiểu, làm rối lên
 4. shocking (adj) /'ʃɒkiŋ/: gây choáng váng
 5. enjoyable (adj) /in'dʒɔɪəbl/: thú vị, thích thú
- T asks Ss to listen and repeat the words.

* **Checking vocab:** ROR

Task 1: Match the following adjectives with their meanings (Exercise 1, p. 84)

- Teacher asks students how they think about different types of film.
- Teacher asks students to work in pairs and quickly do the task.
- Teacher allows students to peer check first.
- Teacher confirms the answers and gives feedback.

Answer key: 1. b 2. d 3. a 4. e 5. c

3. During stage:

* **Aim:** - To practice the targeted language (adjectives) and activate the background knowledge.

- To help students practice using the adjectives to describe films.

Task 2: Complete underline keywords, listen to the recording and check the answer (Exercise 2, p. 84)

- Teacher asks students what KEYWORD is and to pay attention to the KEYWORDS in Ex. 2.
- Teacher asks students to do Ex. 2. Have students do the task individually.

- Ask them to share their answers in pairs before checking the answers as a class.
- Teacher then encourages students to explain their answers. Correct if necessary.

Answer key: 1. shocking 2. dull 3. enjoyable 4. violent 5. confusing

Task 3: Role play: Reporter – film critic (*Exercise 3, p. 84*)

Pair work: Role-play: Reporter – Film Critic

- Teacher sets the scene. Ask some students to explain to each student to check their understanding of their roles and the situations.
- Then let some pairs role-play the conversations in front of the class.
- Teacher allows students to cross check first.
- Teacher then checks pronunciation, if necessary.

4. Post stage

* **Aim:** - To let students listen and notice the targeted sounds in individual words

- To let students practice pronouncing the targeted sounds in sentences.
- To test students' quick reaction to the targeted sounds.

Task 4: Listen and repeat, practice pronouncing. (*Exercise 4, p. 84*)

Pronunciation: /ɪə/ and /eə/

- Teacher shows a list of words on the screen and asks students to listen to the recording.
- + Teacher asks them to note down the words they hear. Give students a few minutes to look at the words and ask some students to repeat.
- Teacher explains the difference between the sounds: /ɪə/ and /eə/. Then asks students to practice pronouncing words in Ex. 4.
- + Teacher plays the recording several times, if necessary, for students to listen and repeat the words.
- Teacher allows students to cross check first.
- Teacher then checks pronunciation and gives feedback, if necessary.

Task 5: Listen and practice the sentences. (*Exercise 5, p. 84*)

- Teacher asks students to practice saying the sentences in pairs or groups.
- Students practice saying the sentences in pairs or groups.
- Teacher goes around to offer help or correct pronunciation, if necessary.
- Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary.

Task 6: Game: Broken telephone

- Teacher explains the rules:

Teacher calls 16 students and divides them into 2 teams standing in 2 lines. The first student from each line will be shown 1 short sentence containing words with the /ɪə/ and /eə/ sounds. Team members have to whisper one by one till the end. The last student from each line runs to the board and writes down the sentence. The faster one with the correct sentence will be the winner.

- Students play the game.
- Teacher helps students in the game.
- Teacher gives feedback.

5. Wrap up: **Aim:** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- dull, violent,....

- Matching adjectives....

Pronunciation

sounds : /ɪə/ and /eə/

6. Homework:

- Learning by heart vocabulary and read again the sounds /ɪə/ and /eə/
- Write some sentences to describe your favorite types of films.
- Prepare Unit 8: Lesson 3: A closer look 2: Get to know the connectors: although/ though and however
- Prepare Project:

PROJECT: Work in 4 groups: Design film posters

***Choose one of your favorite films and design a poster for it as given cues (p.91)**

- name of the film
- type of film
- its director and main actors / actresses
- a short summary
- your overall opinion about the film
- the showtime and cinema
- pictures or photos to illustrate the film

Then Organize them into an exhibition.

And vote for the best poster (p.91).

- Students vote for the best poster.

*** Feedback:**

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<i>Week 21+</i> <i>Period 64</i>	UNIT 8: FILMS LESSON 3: A CLOSER LOOK 2	Date of preparing: 09/ 02/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge

- Understand the use of the connectors: although/ though and however
- Practice using the connectors: although/ though and however in contexts

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills
- Be more aware of using connectors to connect the sentences

II. TEACHING AIDS: Textbooks, plan, computer accessed to the Internet, projector, sachmem.vn...

III. PROCEDURES:

1. Warm up

* **Aim:** -To activate students' prior knowledge related to the targeted grammar: connectors of contrast.

- To increase students' interest.

- To enhance students' skills of cooperating with team mates.

* **Game: Sentence puzzling**

- Teacher divides the class into 4 groups.

- Teacher delivers different sets of word cards to 4 groups.

- Each group will have to arrange the word cards to make a meaningful sentence.

- The group with a correct sentence will get 10 points.

- Students play the game in groups.

- Teacher and students discuss the answers.

- Teacher confirms the answers and gives feedback.

*Set 1: He goes out **although** it is raining.*

*Set 2: She gets good marks **though** she is lazy.*

*Set 3: He is an amateur actor. **However**, he acts very well.*

*Set 4: He studied hard. **However**, he failed the exam.*

* **Lead in:**

- To introduce the targeted grammar: connectors of contrast – *although/ though and however*.

- Teacher draws students' attention to the connectors used to create the sentences.

2. Pre stage

***Aim:** - To have students know about the connectors: *although/ though and however*.

- To help students understand the use of the connectors: *although/though and however*.

- Teacher draws students' attention to the meaning and use of *although/ though and however*.

* **Although/ though**

We use **although/ though** before a clause to connect two contrasting ideas in the same sentence.

Examples:

- **Although/ Though** John Peters is an amateur actor, he gave a great performance in his latest film.

- John Peters gave a great performance in his latest film **although/ though** he is an amateur actor.

* **However**

We use **however** to contrast ideas in two sentences. We normally use a comma after it.

Example:

John Peters is an amateur actor. **However**, he gave a great performance in his latest film

- Teacher and students discuss the answers.

- Teacher confirms the answers and gives feedback.

3. During stage:

* **Aim:** To check students' understanding of the connectors *although/though*.

Task 1/ P. 85: Combine the two sentences, using Although/Though.

- T runs through the exercise.

- T has students work individually.

- Ss work individually to combine the sentences.

- T lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).

- T confirms the answers and gives feedback.

@ **Answer key:**

1. Although the questions were very difficult, he solved them easily.

2. Although he was a great actor, he never played a leading role in a film.

3. Although they spent a lot of money on the film, it wasn't a big success.

4. Although the film was a comedy, I didn't find it funny at all.

5. Although We played well, we couldn't win the match.

Task 2/ P. 85: Complete the sentecs, using Although/Though or However.

- T has students work individually.

- Ss work individually to complete the sentences.

- T asks Ss to work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).

- T confirms the answers and gives feedback.

@ **Answer key:**

1. Although/ Though 2. However 3. although/ though 4. However 5. although/ though

Task 3/ P. 85: Use your own ideas to complete the following sentences. Then compare your sentences with a partner's.)

- T asks students to read the instruction.

- T asks students to do the exercise individually, using their own ideas to write sentences.

- T asks Ss to work in pairs, comparing their sentences. Teacher can go around to help students.

- T confirms the answers and gives feedback.

Task 4/ P. 85: Choose the correct answer (A, B, OR C) to complete each sentence.

- Teacher has students work independently.

- Teacher asks students to do the exercise individually.

- Teacher asks Ss to work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).

- Teacher confirms the answers and gives feedback.

@ **Answer key:** 1. A 2. C 3. A 4. C 5. A

4. Post stage:

Aim: To help students practise using the connectors *although/though* or *however

Task 5/ P. 86: Game – Chain story with Although/Though.

- T has students work in groups.

- Ss write a story beginning with the clause, using the second part of the previous sentence with *although / though* as the first part of the next sentence.

- The group with the longest story wins.

- T asks Ss to work in groups and cross check their answers before checking with the whole class (explain each sentence if necessary).

- T confirms the answers and gives feedback.

Example:

Although it rained yesterday, we went shopping.

Although / Though we went shopping, we didn't buy anything.

5. Wrap up:

***Aim: To consolidate what students have learnt in the lesson.**

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
The connectors <i>although/though.</i>	-Matching -Complete the sentences	Work in group

6. Homework:

- Learn by heart voc, do exercises again.
- Prepare for Communication:
 - + Use the lexical items related to the topic "FILMS".
 - + Accept and decline suggestions.
 - + Do a survey about group members' favorite film
- Continuous to prepare project.

* Feedback:

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.....

.....

<i>Week 22</i>	UNIT 8: FILMS	Date of preparing:
<i>Period 65</i>	LESSON 4: COMMUNICATION	13/ 02/ 2024

I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Accept and decline suggestions;
- Do a survey about group members' favorite film;
- Report the survey's result to class.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character Qualities:

- Develop self-study skills
- Be more aware of accepting and declining suggestions politely.

II. TEACHING AIDS: - Textbook, computer (laptop), pictures, projector, sub-board, cards; sachmem.vn.....

III. PROCEDURES

1. Warm-up:

* **Aim:** *To activate students' prior knowledge and vocabulary related to the targeted grammar of giving suggestions and ways to accept/ decline them.*

* Game: Conversation rearranging.

- T divides the class into 4 groups. Teacher delivers a set of sentences in a conversation to each group.
- Ss will have to work in groups to arrange the sentences to make a meaningful conversation. The group with the fastest correct conversation will be the winner.

- Check Ss' answer as a class.
- Elicit from Ss any information they know about the *ways to accept/decline suggestions*.
- T plays the recording to check and ask students to identify the content of the conversation.

Key: Let's go....; How about.....; What about.....

- T leads in the lesson:

Today we're going to learn how to give suggestions and ways to accept/ decline them.

2. Pre-stage

EVERYDAY ENGLISH

***Aim:** - *To introduce ways to accept/decline suggestions.*

- *To give students opportunities to use ways to accept and decline suggestions correctly in context.*

-Expressing and responding to suggestions.

Task 1: Listen and read the conversations. Pay attention to the highlighted sentences. (*Exercise 1, p. 86*)

- T lets students listen to the examples in Ex. 1 in the book.
- T draws their attention to the form of ways to accept/ decline suggestions.
- T and students discuss the form of ways to accept/ decline suggestions.
- T confirms the answers and gives feedback.

Agree:

It sounds good/ interesting/ great to me.

I'm up for it./ I'm on it./ I'm in./ Count me in.

I can't agree more./ Sure, let's do it.

Disagree:

No, thanks./ Thanks but I can't...

That's not my type/ cup of tea/ interest/ thing/ favorite...

I would rather/ had better not/ am busy/ am not interested...

Task 2: Work in pairs. Make similar conversation with the following situations (*Exercise 2, p. 86*)

- T has students work on the conversations in pairs.
- Ss work on the conversations in pairs.
- T asks some pairs to act out in front of the class.
- T gives feedback and corrections (if needed).

Ex: Student A suggests going to the cinema and student B accepts

Student A suggests going for a picnic but student B declines.

Student A suggests playing badminton after school, student B accepts.

3. During-stage

*** Aim:** - *To recall students' knowledge about the concept of a survey and prepare needed language material for the next task.*

- *To let students have some time to brainstorm the ideas and do the survey*

Task 3: Listen to the conversation and fill in the blanks with the words you hear (*Exercise 3, p.87*)

- T asks several questions to set the scene. Then ask students to look at Ex. 3, quickly predict the answers and exchange the ideas with a partner.
 - Play the recording and ask students to fill in the blanks, focusing on the structures to ask for information in the survey.
 - T asks Ss students to read through the conversation and answer 2 questions:
- 1- What kinds of information do you need to ask in the survey?

2- Which structures do you need to ask for the information?

- T allows students to peer check first.
- T confirms the answers and gives feedback.

Task 4: Works in groups. Do a survey about your group member's favorite films
(Exercise 4, p. 87)

- T lets students group up and spend 2 minutes on making the table onto their notebook.
- Ss work in groups. Then ask them to ask an answer as well as note down among their groups.
- T goes around and listen, make suggestions and corrections if needed.

4. Post-stage

*** Aim: To let students practice talking about others' favorite films.**

Task 5: Report your results to the class (Exercise 5, p. 87)

- T invites some students to show their survey notes and talk about their group member's favorite film.
- Ss show their survey notes and talk about their group member's favorite film.
- T allows students to cross check first.
- T listens, gives comments or corrections if needed.

5. Wrap-up:

*** Aim: To consolidate what students have learnt in the lesson.**

Teacher asks students to talk about what they have learnt in the lesson

-Make dialogues, using accept and decline suggestion.

-Do a survey about group members's favorite films.

-Report the survey's result to class

6. Homework:

- Practice the dialogue and structure
- Prepare for lesson 5(Skills 1) + Develop reading skill for specific information about a film review

+Talking about films

- Continuous to prepare project.

***Feedback:**

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.....

Week 22 Period 66	UNIT 8: FILMS LESSON 5: SKILLS 1	Date of preparing: 13/ 02/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Develop reading skill for specific information about a film review
- Talking about films

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop critical thinking and creativity
- Be collaborative and supportive in pair work and teamwork
- Develop presentation skill
- Actively join and self-control in class activities

3. Character Qualities:

- Develop self-study skills
- Love cultures and arts

II. TEACHING AIDS: - Textbook, computer (laptop), pictures, projector, sub-board, cards; sachmem.vn.....

III. PROCEDURE:

1. Warm-up:

***Aim:** - *To introduce the topic of reading.*

- *To enhance students' skills of cooperating with team mates.*

Game: Who is faster?

* Teacher divides the class into 2 teams.

- Each team will have to run in a relay to the board to write the correct types of films under the posters.
- The team with more correct answers will be the winner.
- Ss play the game in team mode.
- T and ss discuss the answers.
- T confirms the answers and gives feedback.

					
Animation	horror film	science fiction film	action film fiction film	fantasy	comedy

2. Pre-stage:

*** Aim:** - *To help Students understand and activate their knowledge of the topic.*

- *To lead in the reading skill.*

***Pre teach Vocabulary:**

- T use different techniques to teach vocabulary (situation, realia, ...)
- T asks students to get the meaning in context and try to make up sentences with of the following words:
 - + series (n) /'siəri:z/ : chuỗi nhiều tập. (picture)
 - + wizard (n) /'wɪzəd/ : phù thủy (picture)
 - + must-see (n) /məst si:/ bộ phim hấp dẫn, đáng xem (explanation)
 - + gripping (a) /'grɪpɪŋ/ : thú vị, hấp dẫn (synonym)
- T asks Ss to listen and repeat the words.

- T confirms students' answers and checks their pronunciation and gives feedback.

***Check vocabulary: What and Where**

Task 1: work in pairs. Discuss the following questions. (p. 87)

- T asks Ss to work in pairs, ask and answer the following questions:
 - a/ Do you like fantasies?
 - b/ Why or why not?
- T and Ss discuss the questions and answers.
- T accepts all students' questions.

T asks Ss to predict what film they are going to read about

T collect Ss' predictions

3. During-stage:

***Aim: To provide students with some lexical items before reading the text:**

- *To get Ss acquainted with a reading skill: predicting the meaning of new vocabulary using context.*
- *To help sts understand new vocabulary in the reading text.*
- *To develop reading skill for specific information.*
- **Checking Ss' predictions:**
 - T asks Ss to open their books, read Mark's blog about the film review and check their predictions

Key: **The film review of Harry Potter and the Sorcerer's Stone**

Task 2: Read the film review of Harry Potter and the Sorcerer's Stone on Mark's blog. Match the words or phrases with their meanings. (p. 87)

- T asks Ss to read through the text and do the task.
- T allows students to share their answers before discussing it as a class and encourages them to give evidence.
- T calls some students to give the answer and gives feedback.

Answer key: 1b 2d 3a 4c

Task 3: Read Mark's blog again and answer the questions (p. 88)

Play game: Lucky number

- T divides the class into 2 groups to play games.
- T can set a longer time limit for students to read the text again and answer the questions.
- T asks ss to read the questions and underline key words, then reminds them to focus on the types of information they have to find.
- T asks students to note where they found the information that helped them to answer the questions.
- T asks ss to work in a group and find the answer. Students can compare answers before playing game.
- T organizes class to play game and encourages them to give evidence.
- T calls a student to write his/ her answer on the board and gives feedback.

Answer key:

1. Harry Potter and the Sorcerer's Stone is a fantasy.
2. Daniel Radcliffe is one of the stars in the film.
3. The film tells the story of Harry Potter. He's a powerful wizard. He is a student at a school for wizards and learns about himself, his family, and the bad things happening around him.
4. People say it's a must-see for teens.

4. Post-stage

***Aim: To provide an opportunity for sts to practice asking and answering then talking about a film, using the information in a given film poster.**

Task 4: Look at the table. Work in pairs. Ask and answer questions about the film Kungfu Boy. (p. 88)

- T models this activity with a more strong student first.
- T asks students to work in pairs.
- T can go around, monitor and help weaker students.
- T calls on some pairs to practice in front of the class.
- T can give marks to motivate Sts.
- Example:

A: How about seeing a film this evening?

B: That's a great idea. What film shall we see?

A: Kungfu Boy.

B: What kind of film is it?

Task 5: Work in groups. Take turns to talk about the film Kungfu boy. (p. 88)

- T has students work in groups, talk about the film Kungfu Boy based on the information from Task 4.
- Ss work in groups to do the task.
- T goes around to help students.
- After finishing, teacher can call some groups to give presentations in front of the class.

Example:

- Kungfu Boy is on at ... at ... p.m. It's a(n) ... about ...
- T can give marks to motivate Sts.

5. Wrap-up:

*** Aim: To consolidate what students have learnt in the lesson.**

T asks Ss to summarize what they have learnt in the lesson

Reading

- **Vocabulary: series; wizard.....**
- **Read a passage and match// answer.**

Speaking

Ask and answer about a film

6. Homework:

- Learn vocabulary by heart.
- Talk about a film.
- Prepare for the next lesson: Unit 8- Skills 2 :
 - + Listen for specific information about a film .
 - + Write a paragraph about one's favorite film.
- Continous to prepare project

***Feedback:**

Week 22 Period 67	UNIT 8: FILMS LESSON 6: SKILLS 2	Date of preparing: 13/ 02/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Listen for specific information about a film .
- Write a paragraph about one's favorite film.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop critical thinking and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join and self-control in class activities

3. Character Qualities:

- Develop self-study skills.
- Love cultures and arts
- Be aware of watching suitable films for their age.

II. TEACHING AIDS: - Textbook, computer (laptop), pictures, projector, sub-board, cards; sachmem.vn.....

III. PROCEDURE:

1. Warm-up:

*Aim:

- *To wake up students' interest.*
- *To introduce the topic of reading.*

Acting: 2 Ss act as model:

A: How about seeing a film this evening?

B: That's a great idea. What film shall we see?

A:

B: What kind of film is it?

A:

B: What is the film about?

A:

B: What do people say about the film?

A:

T gives feedback and leads in the new lesson.

2. Pre-stage:

*** Aim:** *To help sts understand and activate their knowledge of the topic.*

Task1: Work in pairs and discuss. (Exercise 1, p. 89)

- Teacher asks students what type of films are in the video in the previous activity.
- Students quickly discuss with a partner.
- Teacher asks what they like/ dislike about comedies and why/ why not.
- Teacher gives feedback and gives marks to encourage Ss.

- Task 2: Prediction: Who stars in Naughty Twins?

Ss predict and T collects Ss' predictions

3. During stage:

Aim: - *To develop students' skill of listening for specific information (scanning)*

- *Ss listen and take note of the key words for each sentence, and then choose the best answer to complete each sentence.*

- Teacher plays the recording.
- Students listen and focus on the predicted keywords to find out the answer.
- Teacher allows students to peer check first.
- Teacher confirms the answers and gives feedback.

Answer key: Linda Brown and Susan Smith.

Task 3: Listening again choose the correct answer. (Exercise 3, p. 89)

- Teacher asks students to read the conversation and to focus on the key information and underline the keywords.
- Teacher plays the recording again. Ask students to listen and choose the correct -
- Teacher lets students peer-check with a partner.

- Teacher calls some students to give the answers to the class and correct the mistakes where necessary, encourages students to explain their answers, and shares *some tips on finding the information*.
- Answer key: 1A 2C 3A 4A

4. Post –stage:

* Aim:

- To help Ss prepare ideas for their writing.
- To help Ss practices writing a paragraph about their favorite films.

Task 4: Work in groups. Make notes about your favorite (Exercise 4, p. 89)

- Teacher asks students to look at the table, and draws their attention to the information needed.

Name of the film: _____
Type of film: _____
Its main actor(s) / actress(es) or director: _____
A short summary of the film: _____
Other features of the film (the acting, music, etc.): _____
Reviews about the film: _____

- Students group up and decide on their favorite film.
- Students work in groups to ask and answer the questions and fill the table.
- Teacher goes around and helps if needed.
- Teacher can give marks for Ss who are the fastest person from 1 to 5 sts; confirms the answers and gives feedback.

- Answer model:

- + Name of the film: Kungfu boy Type of film: comedy
- + Main actors: Bruce Wane
- + A short summary of the film: about a very big boy who saves his town and becomes a hero
- + Other features of the film: funny.
- + Review about the film: funny and interesting.

Task 5: Work in groups, make a film review. (Exercise 5, p. 89)

- Teacher shows a model of a short paragraph about a film review. Then recalls students' knowledge on the structure of a paragraph.
- Teacher tells students to make a film review about their agreed favorite movie in Task 4. Teacher gives students some time to arrange the work within the groups and give each group an A2 plain card with some colors.
- Teacher allows students time to write a paragraph (about 70 words) about their favorite film, using the suggested ideas/ information in Task 4.
- Teacher asks some students to decorate the card with the colors and stickers.
- Teacher allows students to cross check first and give comments to each other.
- Teacher gives marks and feedback.

5. Wrap- up: * Aim: To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

Listening	Writing
Listen for special information about a comedy.	Write a short paragraph about your favourite films.

6. Homework:

- Rewrite the paragraph about their favorite film on your notebook.

- Prepare for the next lesson: Lesson 7: Looking back and Project: Review the vocabulary and grammar of Unit 8; making a poster of a film

***Feedback :**

Week 23 Period 68	UNIT 8: FILMS LESSON 7: LOOKING BACK & PROJECT	Date of preparing: 20/ 02/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Review the vocabulary and grammar of Unit 8
- Apply what they have learnt (vocabulary and grammar) into practice through a project

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character Qualities:

- Be more creative when doing the project
- Develop self-study skills

II. TEACHING AIDS: - Textbook, computer (laptop), pictures, projector, sub-board, cards; sachmem.vn.....

III. PROCEDURE:

1. Warm-up:

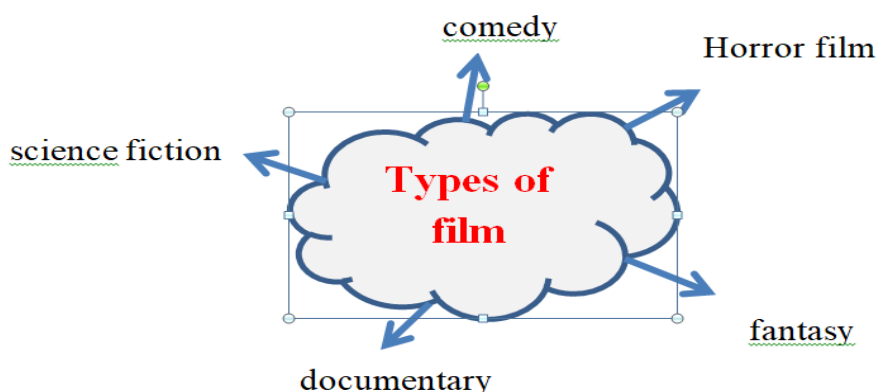
***Aim:**

- To revise the vocabulary related to the topic and lead in the next part of the lesson.
- To enhance students' skills of cooperating with team mates.

*** Play game: Brainstorming**

- Teacher divides the board, and divides the class into 2 teams.
- Members of each team take turns and write as many types of films as possible in 2 minutes.
- Students cross check their answers first.
- Teacher confirms the answers and gives feedback. The group having more correct answers is the winner.

Answer model:



2. Pre- stage:

LOOKING BACK:

* **Aim:** *To help students revise the vocabulary items they have learnt in unit 8.*

T asks Ss to remind the use of although/ though/ however and asks Ss to give some example.

* VOCABULARY

Task 1: Match the type of film in column A with their descriptions in column

+ Teacher encourages students to complete the task individually.

+ Students do the task individually.

+ Students exchange their textbooks with their partners.

+ Teacher gives feedback as a class discussion.

Answer key: 1d 2a 3e 4c 5b

3. During – stage:

* **Aim:**

- *To help students revise the use of the connectors: although; though and however.*

- *To help students revise adjectives describing films.*

Task 2: Give an example for every film type in the box. (p. 90)

- Teacher asks students to think of as many examples of different types of films as possible.

- Students think of as many examples of different types of films as possible.

- Teacher then asks some students to say out their examples in front of the class.

Examples of Vietnamese films are fine. (Teacher can give marks to motivate Ss)

- Teacher gives feedback as a class discussion.

Answer model: 1. comedy: Mr Bean 2. Documentary: Viet Nam War. 3. fantasy: Harry porter

4. horror film: a Nightmare 5. Science fiction film: Avatar

Task 3: Choose the correct answer (A;B;C;.. (p. 90)

Play game: Lucky number

- Teacher divides the class into 2 teams play the game

- Teacher controls the game and gives marks.

- Teacher gives feedback as a class discussion.

Answer key: 1C 2B 3C 4A 5B 6A

* GRAMMAR:

Task 4: Matching the sentences or sentence halves in columns A and. (p.90)

- Teacher asks students to do it individually first.

- Teacher allows students time to do the task individually.

- Teacher then asks them to check their answers with a partner before discussing the answers as a class.

- Teacher calls some students to write their answers on the board, then lets the class comment, and gives them the correct answers.

- **Answer key:** 1d 2e 3a 4b 5c

4. Post- stage:

PROJECT: Design film posters

* **Aim:** *To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.*

Task 1: Choose one of your favorite films and design a poster for it (p.91)

- Teacher divides the class into 4 teams, and gives each team a piece of paper to make a poster.
- Teacher gives instructions to students as follow:
 - name of the film
 - type of film
 - its director and main actors / actresses
 - a short summary
 - your overall opinion about the film
 - the showtime and cinema
 - pictures or photos to illustrate the film

Task 2: Organize them into an exhibition. (p.91)

- Teacher asks Ss display all the posters on the board .
- Each team presents their talk in front of the class.
- Teacher gives comments and feedback to all 4 posters and awards special prize to the group which has the most impressive and easiest to understand .
- If it is short of time, let students complete the task as homework under teacher's guidance.
- Students do the project in groups.

Task 3: Vote for the best poster (p.91).

- Students vote for the best poster.
- Teacher gives feedback.

5. Wrap –up:

**Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary	Grammar	Project
Words related to films.	<ul style="list-style-type: none"> - revise the use of the connectors. - adjectives describing films 	Design films poster

● **Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

6. Homework:

- Revise UNIT 8
- Prepare next lesson: Unit 9: *Getting Started*: the topic “Festivals”: names of different festivals around the world.

** Feedback.....*

Week 23 Period 69	UNIT 9: FESTIVALS AROUND THE WORLD LESSON 1: GETTING STARTED – A TULIP FESTIVAL	Date of preparing: 20/ 02/ 2024
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A. OBJECTIVES:

I. Knowledge: By the end of this lesson, Ss will be able to gain:

- An overview about the topic “Festivals around the world”
- Lexical items related to the topic “Festivals”: names of different festivals around the world

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

II. Competence

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

III. Qualities

- Develop self-study skills

B. TEACHING AIDS: The lesson plan, textbooks, laptop, TV,...

C. PROCEDURE:

I. Warm – up:

Aim: To lead in the topic of cities and their landmarks

Chatting : * Teacher shows the picture of the Tulip Festival and asks students some related questions:

- *What can you see in the picture? Can you guess the name of the festival?*
- *Have you ever heard of this festival? If yes, what do you know about it?*
- Students raise hands to answer the questions. => Teacher accepts all students' questions.

II. Pre-stage:

Aim: To set the context for the introductory conversation; To introduce the topic of the unit.

Provide Ss necessary vocabulary related to the topic “A Tulip festival”

Vocabulary:

- folk dance (n) /'fəʊk ,dɑ:ns/: điệu nhảy/ múa dân gian (picture)
- costume (n) /'kɒs.tʃu:m/: trang phục (picture)
- float (n) /fləʊt/: xe diễu hành (picture)
- parade (n) /pə'reɪd/: cuộc diễu hành (picture)
- feast (n) /fi:t/: bữa tiệc (picture)
- fireworks display (n) 'faɪər ,wɜ:ks dɪ'spleɪ/: màn bắn pháo hoa (picture)

Teacher checks students' pronunciation and gives feedback. Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.

Task 1: Listen and read (p.92).

- Teacher can play the recording more than once.
- Students listen and read.
- Teacher invites some pairs of students to read aloud.

- **Language notes:**

T elicits the model sentences from the dialogue

Do they hold the festival every year in Australia?

Yes, they do.

T introduces Yes/ No question

III. During stage:

Aim: To have students get to know the topic.

- To have students get specific information of the text.

Task 2: Read the conversation again. Who did the following activities? Tick the correct column. Sometimes you need to tick both (p.93).

- Teacher tells students to read the conversation again and work independently to find the answers.
- Students do the task individually.
Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.
- Teacher calls some students to give the answers and gives feedback.

**** Answer key:**

	Ms Hoa	Mark
1. went to the Tulip Festival in Australia	✓	
2. went to the Tulip Festival in Holland		✓
3. tried Dutch food and drinks	✓	
4. watched traditional Dutch dancing	✓	✓
5. saw tulip floats		✓

Task 3: Write a word or phrase from the box under each picture (p.93).

Game: Who is faster?

- Teacher divides the class into 2 teams. Each team sends a leader to play the game on the board.
- Teacher explains the instructions of the game: Students play the games in team mode.
- Teacher can ask for translation to check their understanding.

**** Answer key:** 1. parade 2. Costumes 3. Feast 4. Float 5. fireworks display 6. folk dance

IV. Post –stage:

Aim: To help Ss practise the words/ phrases in 3.

- To check Ss' knowledge of some familiar festivals.

Task 4: Fill in each blank with a word or phrase from 3. You may have to change the form of the word or phrase (p.93).

- Teacher asks students to work individually to complete the task. Remind them to change the form of the words/ phrases if needed.

****Answer key:**

- 1. folk dances 2. fireworks display 3. Feast 4. Parades 5. floats; costumes

Task 5: Quiz. What festival is it? Match each description with a festival (p.93).

- Teacher lets Ss work in groups of 4-6. Ss work in groups to find the answers. Teacher can go around to help weaker students.
- Teacher calls the first group to come up with the answers to share.

Answer key: 1. e 2. a 3. d 4. c 5. b

V. Wrap-up:

Aim: To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Words related to festivals.

Conversation

Language notes, tasks

VI. Homework:

- Learn new words by heart
- Do the exercises again.
- Prepare for the next lesson: A closer look 1: Vocabulary: types of festivals and festival activities; Pronunciation: two-syllable words with correct stress.

D. FEEDBACK:

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Period 70	LESSON 2: A CLOSER LOOK 1	20/ 02/ 2024
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A. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Types of festivals and festival activities.
- Pronounce two-syllable words with correct stress.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pairwork and teamwork
- Actively join in class activities

2. Competences:

- Develop self-study skills

B. TEACHING AIDS: The lesson plan, textbooks, laptop, TV,...

C. PROCEDURE:

1. Warm-up:

***Aim: To review the previous lesson and activate students' knowledge.**

Game: Hot seat

- Teacher divides the class into 2 teams. Each team will send a leader to play the game on the board.
- Teacher explains the instructions of the game:
 - Each leader stands against the board.
 - Teacher shows/ writes the names of the festivals (exercise 5 – page 93).
 - Other members from each team describe the festivals and let the leader guess the names of the festivals.
 - The team with more correct answers is the winner.
- Students play in teams.
- T gives feedback.

2. Pre-stage:

*** Aim: - To know how to use some new words about festival activities.**

- Teacher use different techniques to teach vocabulary (picture, translation, ...)

*** Vocabulary:**

- Cannes Film Festival /kæn film fes.tɪ.vl/: Liên hoan phim Cannes (Picture)
- Mid-Autumn Festival /mɪd-ɔː.təm fes.tɪ.vl/: Tết Trung thu (Picture)
- Thanksgiving (n) /ˌθæŋks'grɪv.ɪŋ/: Lễ Tạ ơn (Picture)
- Easter (n) /'iː.stər/: Lễ Phục sinh (Picture)
- carve (v) /kɑːv/: chạm, khắc (Picture)
- perform (v) /pə'fɔːm/: biểu diễn (translation)

*** Checking vocab: ROR**

3. During stage:

***Aim: - To present some types of festivals**

Task 1: Write under each picture a festival name from the box: (p.94).

- T asks ss to look at the pictures and asks them if they know the names of the festivals.
- Teacher gets students to do the exercise in individuals.

***Answer key:** 1. Halloween 2. Christmas 3. Mid-Autumn Festival
4. Cannes Film Festival 5. Easter 6. Thanksgiving

Task 2: Complete the table below with the phrases from the box: (p.94).

- T can show festivals in the world
- **Halloween:** This festival is now celebrated in many countries around the world on

October 31st. Its traditions came from 16th-century Ireland, Scotland and England. At Halloween, people carve faces into pumpkins to scare ghosts and other spirits. These carved pumpkins are called Jack-o'-lanterns because of a story about a man named Jack. He played a trick on the devil and then had to walk on the earth for ever as punishment. On this day, children wear costumes of ghosts, princesses, heroes, etc. and join in Halloween parties. They also go around the neighbourhood, knock on people's doors, say 'trick or treat' to ask for sweets.

- **Christmas:** It is the biggest festival celebrated by Christians around the world. Celebrated on December 25th, this festival commemorates the birth of Jesus Christ. It is common for families to put up Christmas trees and decorate them beautifully. People send Christmas cards to friends, family, colleagues, classmates, and neighbours. Presents are usually given to close friends and family. Before Christmas, children write to Santa Claus to tell him about their good deeds for the year and what presents they would like to receive. They believe that he will enter their house via the chimney and give them presents.

- **Easter:** For Christians, Easter celebrates the resurrection of Jesus Christ. It is not on the same date each year. It happens on the first Sunday after the first full moon of spring. At Easter time, school children and students have about a two-week holiday. It is a spring festival of new life and rebirth, so there are many symbols of new life such as eggs, chicks and rabbits. Children usually paint eggs and join in an 'egg hunt'. Chocolate eggs are popular gifts for children. The Easter Bunny is another symbol of Easter.

- **Cannes Film Festival:** It is one of the most famous film festivals and is held annually in Cannes, France. It was first held in 1946. Cannes is a busy tourist city in France, but in May everything stops for the festival. People take the festival very seriously. Film directors, stars, and critics all come to the festival. A panel of judges watches the new films to award prizes for the best ones. The biggest prize is the Palme d'Or, which is given to the best film.

- T tells Ss that people celebrate festivals with different food and activities.

- T asks them to do the task individually.

Answer key:

Festival	Food	Activity
Easter	chocolate eggs	painting eggs
Halloween	candy apples	carving pumpkins
Mid-Autumn Festival	moon cakes	performing a lion dance
Thanksgiving	turkey	having a feast

Task 3: Fill in each blank with a word or phrase from the box: (p.94).

- T asks Ss to work in pairs to complete the sentences with the words/ phrases given.

- Ss work in pairs. Teacher invites some pairs to share their answers and gives feedback.

***Answer key:** 1. Christmas 2. painting eggs 3. candy apples
4. Cannes Film Festival 5. Mid-Autumn Festival 6. turkey

4. Post –stage:

***Aim:** - To help Ss identify how to pronounce two-syllable words with correct stress.

Task 4: Listen and repeat. Then underline the stressed syllable in each word. (p.94).

*** Pronunciation: Stress in two-syllable words**

- T helps Ss to understand what a syllable is. Explain to them that a syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole part of a word. Give some examples of one-, two- and three-syllable words.

- Tell them that in this lesson, they just focus on two-syllable words and their common stress pattern. Have Ss name some more two-syllable words.

Type of word	General rule	Exceptions
most nouns and adjectives	stress on the first syllable e.g. 'country	a'sleep a'broad ma'chine
most verbs	stress on the second syllable e.g. re'ceive	'copy 'differ 'happen (two-syllable verbs ending in -er / -en)

Nouns and Adjectives	Verbs
<u>cost</u> ume	en <u>joy</u>
<u>fire</u> works	de <u>ci</u> de
<u>tur</u> key	dis <u>cu</u> ss
<u>happ</u> y	pre <u>pa</u> re

Task 5: Listen and repeat the sentences. Underline the stressed syllables in the bold words (p.94).

- T asks Ss read quickly the sentences and plays the recording. Ask them to pay attention to the bold words and underline the stressed syllables.

- Ss practice in pairs or in groups.

*** Game: “Up and down”** *Teacher explains the rules:

- T says 1-15 words containing two-syllable words

- Ss stand up for the ones with first main stress pattern, sit down for the second main stress pattern.

- Ss play the game in teams.

- T helps students in the game.

- T gives feedback.

5. Wrap- up: * Aim: *To consolidate what students have learnt in the lesson*

- T asks students to talk about what they have learnt in the lesson.

Vocabulary

Vocab related to festival activities

Pronunciation

Underline the stressed syllable

6. Homework:

- Learn new words by heart

- Do the exercise again.

- Prepare for the next lesson: A closer look 2 (To know how to use Yes/ No questions correctly).

***Feedback:**

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Week 24 Period 71	UNIT 9: FESTIVALS AROUND THE WORLD LESSON 3: A CLOSER LOOK 2	Date of preparing: 29/ 02/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge: - To know how to use Yes/ No questions correctly.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pairwork and teamwork
- Actively join in class activities

2. Competences:

- Be interested in festivals around the world.

B. TEACHING AIDS: The lesson plan, textbooks, laptop, TV,...

C. PROCEDURE:

1. Warm-up:

- * **Aim:** - *To create an active atmosphere in the class before the lesson;*
- *To lead into the new lesson.*

* **Game:** **Sentence puzzling**

- T divides the class into 4 groups.
- T delivers different sets of word cards to each group.
- Each group has to arrange the word cards to make meaningful sentences.
- 1 point for each correct answer.
- ** Students play the game in groups.
- *** Teacher and students discuss the answers.
- **** Teacher confirms the answers and gives feedback.

Set 1: Are you eating moon cakes?

Set 2: Did they eat moon cakes at the festival last year?

Set 3: Can he eat all these moon cakes?

- * Teacher introduces the target of the lesson: *Yes/ No* questions.

2. Pre-stage:

- * **Aim:** - *To help students revise the use of Yes/No questions.*
- *To provide practice with Yes / No questions.*

- T asks Ss read the Grammar box in the book
- T asks students' attention to the use and how to form a Yes/No question with an auxiliary verb or with a modal verb.

* **Grammar: Review**

A. Form:

a/ With 'tobe': am/ is/ are; was/ were

Tobe + S +? - Yes, S + tobe / - No, S + tobe + not

Ex: *Are you tired now?* – Yes, I am./ No, I am not.

b/ With auxiliary verbs:

Do/ Does/ Did + S + V(inf) ? - Yes, S + do/ does/ did/ - No, S + do/ does/ did + not.

Ex: *Did you sleep well yesterday?* - Yes, I did / No, I didn't.

c/ With modal verbs:

Can + S + V(inf)? - Yes, S + can./ No, S + can't.

Ex: *Can you swim?* – Yes, I can/ No, I can't.

B. Meaning/ use: *Yes/ No* questions are used to check information or ask for confirmation.

C. Intonation: rising tone

Task 1: Fill in each blank with a correct auxiliary verb or modal verb: (p.95)

- Ask Ss to do the exercise individually and then check their answers in pairs.
- Invite some Ss to share their answer.
- T confirms the correct answers.

***Answer key:** 1 – Do 2 – Did 3 – Are 4 – Can 5 – Does

3. During stage:

*** Aim:** - To help Ss practise making Yes/ No questions.

- To give further practice with Yes/ No questions.

Task 2: Change the sentences into Yes/ No questions: (p. 95)

- T asks Ss do this exercise individually then compare the answers with a partner.
- T asks some Ss to write their answer on the board.
- Check the answers with the whole class. Confirm the correct answers.

***Answer key**

1. Can your mother make a costume for you?
2. Will she bake a birthday cake for him?
3. Are the dragon dances interesting?
4. Does the Rio Carnival take place every year in Brazil?
5. Did they see a fireworks display on New Year's Eve?

Task 3: Match the questions in column A with their answer in column B: (p. 95)

- T asks Ss to do this exercise in pairs and then compare their answers with another pair.
- Invite some pairs to read aloud their answers. Confirm the correct answers.

*** Answer key:** 1. c 2. a 3. e 4. b 5. d

Task 4: Mark is talking to Trang about the Mid-Autumn Festival. Fill in the blanks with Trang's answer below: (p. 95+ 96)

Game: Who is faster?

- Teacher divides the class into 2 teams. Each team will send a leader to play the game on the board.
- T explains the instructions of the game:
 - T gives each team a set of cards with phrases from the box.
 - The two leaders of the teams come to the board and pin the cards under the correct number.
 - Who can finish faster with the correct answer will be the winner.
- Ss play the games in team mode.
- T asks students to write down the correct answer.
- T confirms the answers and gives feedback. Teacher can ask for translation to check their understanding.

*** Answer key:** 1. b 2. e 3. a 4. c 5. d

4. Post stage:

*** Aim:** To help Ss practice producing Yes/ No questions.

Task 5: Game Festival mystery: (p.96)

- Divide Ss into groups. Assign a group leader.
- One student thinks of a festival he/ she likes. Other Ss ask Yes/ No questions to find out what the festival is.
- The group leader keeps a record of the group's performance.
- Move around to observe, paying attention to Ss' Yes/ No questions.
- Invite some group leaders to report what festival his/ her group has talked about.
- Ask some groups to perform in front of the class.

Example:

A: Do many countries celebrate the festival?

B: Yes, they do.

A: Do children like the festival?

B: Do they paint eggs?

A: Yes, they do.

C: *Is it Easter?*

B: *Yes, it is.*

5. Wrap up:

***Aim: To consolidate what students have learnt in the lesson.**

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
-To revise the use of Yes/No questions.	<ul style="list-style-type: none">- Fill in each blank- Change the sentences into Yes/No questions- Matching	Work in group

6. Homework:

- Use the grammar points to do further exercises
- Prepare for the next lesson: Communication (Unit 9)

***Feedback :**

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Week 24 Period 72	UNIT 9: FESTIVALS AROUND THE WORLD LESSON 4: COMMUNICATION	Date of preparing: 29/ 2/ 2024
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A. OBJECTIVES: By the end of the lesson, students will be able to:

I. Knowledge: By the end of the lesson, students will be able to:

- Express disappointment
- Understand the concept of festival symbols and their meanings
- Talk about the concept of festival symbols and their meanings

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

II. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

III. Personal qualities (Character qualities)

- Develop self-study skills

B. TEACHING AIDS:

1. Textbooks, plan
2. Equipment: textbook, lesson plan, projector, audio file,
3. sachmem.vn

C. PROCEDURES

I. Warm-up/ Lead in

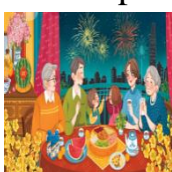
Aim: To activate students' knowledge and interest

. To lead into the new lesson

Play a game: Pelmanism

- Teacher divides the class into 2 teams. Teacher shows two rows of numbers. Ss choose a number on the 1st row (pictures of some festivals) and a number on 2nd row (names of the festivals). T will open the numbers on the slides, if they fit/ match, the team will get 1 point.

The team with more points is the winner.



Christmas

Tet

**Water
Festival**

Halloween

Thanksgiving

**Mid-
Autumn
Festival**

T gives feedback and leads in the new lesson

II. Pre-stage:

Aim: To help students get to know the ways to express disappointment.

Task 1: Listen and read the conversation. Pay attention to the highlighted sentences.

- Teacher lets students listen to the examples in Ex. 1 in the book.
- Teacher draws their attention to the form of ways to express disappointment.

Ex: It was disappointing !

It was a big disappointment.

- T and Ss discuss the form of ways to express disappointment, and give some other expressions.

Other expressions:

* *That's too bad!*

* *What a disaster!*

* *That's so disappointing!*

- Teacher confirms the answers and gives feedback

III. During stage (Practice)

Aim: To help students practise the ways to express disappointment.

- To help Ss understand the concept of festival symbols.

- To provide Ss with some Christmas symbols and their meanings

- To help Ss understand the symbols and meanings of other festivals.

Task 2: Work in groups. Make a similar conversation for each situation below.

- Teacher has students work in groups to discuss and make similar conversation for each situation.

- Students work in groups to discuss, then Teacher then asks students to exchange their answer among class.

- Teacher moves around to provides help

- Call some groups to perform in front of the class.

Ex: St A: How was the film festival last Sunday/ last month ?

St B: It was disappointing/ boring !

St A: Why ?

St B: There were not many films we liked

Task 3: Listen to Mark talking about festival symbols. Fill in each blank with ONE word.

- Have Ss read the sentences given. Ask them to predict what word to use to fill in each blank. Write their answers on the board.

- Students work individually. Then listen to the recording and check the answers.

- Teacher invites some Ss to share their answers.

- Teacher gives feedback and correction (if needed)

****Answer key:** 1. *think* 2. *meaning*
3. *life* 4. *happiness*

Task 4: Work in pairs. Match each festival with its symbol and meaning.

1. Aim: .

- Teacher introduces some new words if necessary (*prosperity, reunion*).

- Ss works in pairs to finish the task.

- Teacher allows student to cross check first.

- Teacher gives feedback.

Answer key: 1. C-b 2. A-c 3. D-a 4. B-d

Task 5: Work in groups. Choose a festival and talk about its symbol(s) and meaning.

- Teacher lets students group up and spend 5 minutes on taking notes of a festival.

- Ss work in groups- All group members choose a festival and talk about its symbols and meanings.

- Teacher moves around to observe and offers help if needed.

IV. Post-stage

Aim: To let students practice talking about festival symbols and their meanings.

Task 6: Presentation

- Teacher invites some students to talk about festival symbols and their meanings.

- Students share their group's answer.
- Teacher listens, gives comments or corrections if needed.

V. Wrap-up

Aim: . To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

ways to express disappointment.

festivals with their symbols
and meanings.

VI. Homework:

- Teachers asks students to do tasks
- Preparing U9: SKILLS 1: Reading skill about an unusual festival and talking about a festival they enjoy

D. FEEDBACK:

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Week 24 Period 73	UNIT 9: FESTIVALS AROUND THE WORLD LESSON 5: SKILLS 1	Date of preparing: 29/ 2/ 2024
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A. OBJECTIVES:

I. Knowledge: By the end of the lesson, students will be able to:

- Develop reading skill about an unusual festival
- Develop speaking skill: Talking about a festival they enjoy

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

II. Competences:

- Develop communication skills and creativity

III. Character qualities:

- Be interested in the festivals.

B. TEACHING AIDS:

- The lesson plan, textbooks, laptop, TV,...

C. PROCEDURE:

I. Warm – up:

Aim: - To create an active atmosphere in the class before the lesson

Game: Who's faster?

- Teacher divides the class into 2 teams. Teacher shows pictures of some festivals on the slides. - Each team has to run in a relay to the board to write the correct types of festivals and their symbols and meaning under the pictures as fast as possible. The one with more correct answers is the winner.

The team with more points is the winner.



Mid-Autumn Festival:

It is the symbol of the moon, prosperity and family reunion.



Halloween

It is the symbol of bad luck.

T gives feedback and leads in the new lesson

II. Pre-stage:

Aim: To provide students with some lexical items before reading the text.

- To activate ss' knowledge of the topic of the reading text.

To give Ss practice in asking and answering about a festival Ss attended.

PRE TEACH VOCABULARY:

1. twins /twɪn/ (n): cặp song sinh
2. feature /'fi:tʃər/ (v): trình diễn đặc biệt
3. performance /pə'fɔːməns/ (n): màn biểu diễn

Check vocab: ROR

READING:

Task 1: Work in pairs. Look at the pictures. Which events do you think happen at the Twins Day Festival? (p.97)

- Have Ss a look at the pictures in the book or show the pictures in the book on a slide.

Ask Ss to work in pairs to predict what/ who they see in the pictures and answer the question, Elicit answer from Ss.

- Invite some Ss to share their answers. Tell Ss that they are going to listen a text about The Twins Day Festival. Ask them to quickly read the email to check their answers.

Key: a & c

III. During-stage:

Aim: To develop the skill of guessing the meanings of new words in context.

- To develop reading skill for specific information (scanning).

Task 2: Match each word from the email in 1 with its meaning (p.98)

- Teacher tells Ss what they are going to do. Ask Ss how to do the exercise and elicits answers from Ss.

- If needed, tell them that to do the exercise they can follow these steps:

- + Read the words in the left column
- + Locate each word in the text
- + Read around the word to get the general meaning

- + Read the definitions in the right column, find the suitable meaning to match each word.
- Ask Ss to repeat the steps (they can speak in Vietnamese).
- Students read the text and do the task in individuals.
- Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.
- Teacher calls some students to give the answer, explain which sentence give them the information.

**** Answer key:** 1. b 2. d 3. a 4. c

Task 3: Read the email again. Complete each sentence with no more than TWO words (p.98).

- Teacher can set a longer time limit for students to read the text again and complete the sentences.
- Briefly tell them the steps: read the sentences – underline key words – locate the key words in the text – find the words to complete the sentences.
- Teacher asks students to work in individuals and then check their answers in pairs.
- Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.
- Invite some Ss to share their answers. Have them explain their answer. Confirm the correct answers.

****Answer key:.**

- | | | |
|------------------|--------------|--------------------|
| 1. first weekend | 2. countries | 3. walked together |
| 4. performance | 5. Fun Run | 6. exciting |

IV. Post-stage: SPEAKING

Aim: To help students identify how to ask and answer about a festival they attended. To develop reading skill for specific information (scanning).

Task 4: Match the questions and answer about a festival someone joined (p.98).

- Teacher tells Ss they are going to ask and answer about a festival they attended and that this activity can serve as a model for them to follow in the writing task.
- Teacher asks students to work individually and then check in pairs.
- Teacher calls on some pairs to give the answers and check as the whole class.

**** Answer key:** 1. d 2. b 3. e 4. C

Task 5: Work in pairs. Ask and answer about a festival you and your friend joined, using the questions in 4 as cues. Tell the class about the festival your partner joined.

- Teacher has students to work in pairs, ask and answer about a festival they attended.
- Students work in pairs to do the task.
- Teacher goes around to help students.
- After finishing, teacher can call some pairs to give presentations in front of the class.
- Teacher allows students to give comments for their friends and vote for the most interesting dialogue.
- Students give comments for their friends and vote for the most interesting dialogue.
- Teacher and students discuss.
- Teacher gives feed-back and comments.

V. Wrap-up: Teacher asks students to talk about what they have learnt in the lesson.

Reading: Twins Day Festival

Speaking: Talking about festivals you and your friends joined

VI. Homework: - Learn the vocabulary by heart.
- Do the tasks again

- Prepare for the next lesson: Skills 2: Listen for special information about a festival and Write an email to describe a festival

D. FEEDBACK:

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<i>Week 25</i> <i>Period 74</i>	UNIT 9: FESTIVALS AROUND THE WORLD LESSON 6: SKILLS 2	Date of preparing: 05/ 03/ 2024
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A. OBJECTIVES: By the end of this lesson, Ss will be able to:

- Listen for special information about a festival
- Write an email to describe a festival

I. Knowledge:

- Vocabulary: types of festivals, festival activities
- Grammar: review

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

II. Competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

III. Personal qualities

- Develop self-study skills

B. TEACHING AIDS

The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

C. PROCEDURES

I. WARM-UP

Aim: To warm up and get Ss' interest

GAME: BINGO

- Teacher tells the rules of the game:
- Each student gets a piece of paper, draws a table with 3 rows and 3 columns, then fill in the table with names of some festivals randomly.
- Teacher calls out the names of some festivals. Each time the teacher calls out a word, the students search for the right square on their paper and mark.
- The student who has 3 words highlighted in a row yells "Bingo" and wins.
- Students play the game in individuals.
- Teacher and students discuss the answers.

- Teacher confirms the answers and gives feedback.

II. Pre-stage:

Aim: To teach some vocabulary and prepare Ss for the listening text

Vocabulary:

- national holiday: ngày lễ quốc gia
- thankful: biết ơn
- cornbread: bánh mì ngô
- opportunity: cơ hội
- volunteer: tình nguyện
- serve: phục vụ
- homeless people: những người vô gia cư

Check vocab: ROR

Task 1: Look at the animal. discuss the questions with a partner. (*ex 1, p. 99*)

- Teacher asks students to work in pairs, read the questions and answer and predict the answers
- Students quickly discuss with a partner.
- Teacher allows Ss to cross check.
- Teacher calls some Ss to give their answer on the board and elicits their answers.

II. During -stage:

Aim: To help Ss check their answers in Task 1

- To help students develop listening skills for specific information

Task 2: Listen to mark talking about how his family celebrates a festival. check your answers. (*Ex 2, p. 99*)

- Teacher tells Ss what they are going to listen to and plays the recording.
- Students listen and check their answers.
- Teacher allows students to peer check first.
- Teacher confirms the answers and gives feedback.

**** Answer key:** 1. A turkey 2. Thanksgiving

Task 3: Listening again and decide whether the following statements are true or false. (*Ex 3, p. 99*)

- Teacher asks students to read through the statements, have a guess before they listen to the recording the second time and write their guesses on the board.
- Teacher plays the recording again. Ask students to listen and choose the correct answer.
- Teacher lets students peer-check with a partner.
- Teacher calls some students to give the answers to the class and correct the mistakes where necessary, encourages students to correct the false statements.

**** Answer key:** 1. F 2. F 3. T 4. F 5. T 6. T

IV. Post –stage:

Aim: - To brainstorm ideas and make an outline for Ss' writing

- To practise how to write a paragraph about a festival
- To peer check, cross check and final check students' writing

Task 4: Think about a festival that your family usually celebrates. fill in the blanks with your answers. (*Ex 4, p. 99*)

- Teacher asks students to work individually to complete the mind map.
- Students decide on their festival.
- Teacher goes around and helps if needed.
- Teacher calls some Ss to give their answer (if time allows) and gives feedback.

Task 5: Write an email of about 70 words to tell mark about the festival. use the notes in 4. (*Ex 5, p. 99*)

- Teacher shows a model of a short paragraph about a festival (T may use the audio script or reading passage on page 97). Then recalls students' knowledge on the structure of an email.
- T has Ss write their email in individuals based on the information in 4.
- Teacher allows students to cross check first.
- Teacher gives feedback.

Task 6: Class gallery

- Giving peer- reflection & evaluation
- Teacher asks students to read their "production".
- Students listen to each other's work.
- Students then give comments to each other.
- Teacher then gives feedback as a class discussion.

V. Wrap-up:

Aim: - To consolidate what students have learnt in the lesson.

- Teacher asks students to talk about what they have learnt in the lesson.

Listening: About Thanksgiving

Writing: Write an email about a festival your family usually celebrates

VI. Homework:

- Rewrite the emails in your notebook.
- Prepare for the next lesson (Unit 9- Lesson 7: Looking back and Project): Review the vocabulary and grammar of Unit 9; Apply what they have learnt (vocabulary and grammar) into practice through a project: Talk about a festival.

D. FEEDBACK:

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Week 25
Period 75

UNIT 9: FESTIVALS AROUND THE WORLD
LESSON 7: LOOKING BACK AND PROJECT

A. OBJECTIVES: By the end of this lesson, Ss will be able to gain:

I. Knowledge

- Review the vocabulary and grammar of Unit 9
- Apply what they have learnt (vocabulary and grammar) into practice through a project

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

II. Competence

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

III. Character quality:

- Be more creative when doing the project
- Develop self-study skills

B. TEACHING AIDS:

- Grade 7 textbook, Unit 9, Looking back & Project
- Computer connected to the Internet, Pictures, TV

C. PROCEDURES

I. Warm-up

***Aim:** - To review the vocabulary related to the topic and lead in the next part of the lesson

- To enhance students' skills of cooperating with team mates

BRAINSTORMING

- Teacher divides the board, and divides the class into 2 teams.
- Members of each team take turns and write as many types of festivals as possible in 2 minutes.
- Students cross check their answers first.
- Teacher confirms the answers and gives feedback. The group having more correct answers is the winner.

II. Pre - stage

* LOOKING BACK:

*** Aims:** - To help students revise the vocabulary learnt in unit 9

Task 1: Circle the correct words or phrases in brackets. (*ex 1, p. 100*)

- Teacher encourages students to complete the task individually.
- Students do the task individually.
- Students exchange their textbooks with their partners.
- Teacher gives feedback as a class discussion.

***Answer key:** 1. fireworks 2. Cannes Film Festival 3. painting
4. candy apples 5. Thanksgiving

Task 2: Complete each sentence by filling in the blank with a word or phrase in the box. (*ex 2, p. 100*)

- Teacher encourages students to complete the task individually.
- Students do the task individually.
- Students exchange their textbooks with their partners.
- Teacher gives feedback as a class discussion.

***Answer key:** 1. lion dances 2. floats 3. Costumes 4. Bunny 5. gathering

III. During – stage:

* GRAMMAR:

*** Aims:** To help students review *Yes / No* questions and further practice grammar exercises

Task 3: Choose the correct question a or b. (*ex 3, p. 100*)

- Teacher encourages students to complete the task individually.
- Students do the task individually.
- Students exchange their textbooks with their partners.
- Teacher calls some Ss to read aloud their answers and gives feedback.

*** Answer key:** 1. A 2. B 3. A 4. B 5. B

Task 4: Answer the following questions about yourself. (*ex 4, p. 100*)

- Teacher encourages students to complete the task individually.
- Students do the task individually.
- Students share their answers in groups.

- Teacher calls some Ss to read aloud their answers and gives feedback.

IV. Post- stage:

* PROJECT:

* **Aim:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project

Group work

POSTERS EXHIBITION

- Teacher has students work in groups as divided in Lesson 1 and gives instructions to students as follow:

1. Review about the festival they have prepared at home.
 2. Discuss and finalize in groups.
 3. Tell the class about the festival.
- Ss work in groups to do the task.
 - Teacher calls some groups to present their signs to the class.
 - Teacher listens and confirms.

V. Wrap-up

* **Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Grammar

Project

Words related to festival

review *Yes / No* questions

Discuss and tell about their festival.

• Now I can:

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

Now I can....	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the words related to types of festivals and festival activities. • pronounce two-syllable words with correct stress. • use <i>Yes / No</i> questions. • express disappointment. • read about an unusual festival. • talk about a festival that I joined. 			

VI. Homework:

+ Prepare for the next lesson: Review 3 (Language) (pronunciation- vocab- grammar): pronouncing the sounds /ai/ & /ei/, /ɪə/ & /eə/ and the pronunciation of two-syllable words correctly; review the meanings of road signs; review the words related to films and festivals; review the grammatical points : though/ however, should/ shouldn't and Yes/ No questions.

D. Feedback.....

I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge

- Ss will have revised the language they have learnt in *Units 7- 9*.
- review pronouncing the sounds /ai/ & /ei/, /ɪə/ & /eə/ and the pronunciation of two-syllable words correctly.
- review the meanings of road signs.
- review the words related to films and festivals.
- review the grammatical points : though/ however, should/ shouldn't and Yes/ No questions.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character quality:

- Develop self-study skills

II. TEACHING AIDS: Textbook, Projector/ TV/ pictures and cards, sachmem.vn, extra boards

III. PROCEDURES:

1. WARM-UP:

*** Aim:** *review the meanings of road signs.*

Game: **SLAP THE BOARD** (Task 2/ p.102)

- Teacher gives instructions and sticks some road signs pictures onto the board.
- In 2 group, Ss will choose 1 student in each group to go to the board.
- Teacher says a road sign message.
- Student quickly run and slap onto the correct road signs.
- Students take turns until finish all of the signs.
- Teacher checks and corrects if Ss pronounce the signs incorrectly.

Answers: 1.No left turn 2. Walking only 3. Turn right ahead 4.Road work
5. School ahead



2. PRE- STAGE:

* Pronunciation:

***Aim:** *To help students review the pronunciation of the sounds learnt in Units 7 - 9. (/ai/ & /ei/ /iə/ & /eə/, and the pronunciation of two-syllable words).*

Task 1/p.102: a. Choose the word in which the underlined part is pronounced differently.

-T writes the sounds / *ai/ & /ei/ , /iə/ & /eə/* on the board.

- T writes one word containing the sound below each of them.

Ex: / *ai/ & /ei/ , /iə/ & /eə/*

sign station nightmare fear play hair

- T asks Ss to read the words aloud.

- Ss do the task by reading aloud each group and circling the odd one out.

- T can invite some pairs of students to read aloud.

- T checks students' pronunciation and gives feedback.

- T plays the recording for Ss to listen and repeat in chorus then individually.

*** Answer key:** 1. A 2. C 3.A

b. Choose the word which has a different stress pattern from that of the others.

- Elicit the rules of putting stress in two-syllable words.

- Ss do this exercise individually then share their answers with their partners before giving T the answers.

- Confirm the correct answers.

- Invite some Ss to say the words with correct stress.

*** Answer key:** 4. C 5. B

3. DURING- STAGE

* Vocabulary:

*** Aim:** *To review the words related to films and festivals.*

Task 3/ p.102: Fill in each blank with a suitable word from the box.

- T runs through the sentences first.

- T asks Ss to work individually to choose the correct words and complete the sentences.

- Ss work individually to complete the task.

- T allows Ss to share answers before discussing as a class.

- T asks Ss to say the sentences aloud and makes sure they pronounce the words and phrases correctly.

***Answer key:** 1. feast 2. shocking 3. Easter 4. fantasy 5. violent

* Grammar:

***Aim:** *To review the grammatical points taught in Units 7-9: connectors (though/however), should/ shouldn't, and Yes/No questions.*

Task 4/ p.102: Which of the underlined parts in each question is incorrect? Find and correct it.

- Ss work independently to fill in the blanks with the correct words from the box.

- T asks students to compare their answers with a classmate.

- T Invite Ss to share their answers. Ask them to explain their answers and correct the mistakes.

- Confirm the correct answers

***Answer key:** 1.C (do->did) 2. B (but-> Ø) 3. B (should-> shouldn't)
4. B (to -> Ø) 5. C.(However-> However,)

4. POST-STAGE:

***Aim:** To review the grammatical points taught in Units 7-9: connectors (although/though), should/ shouldn't, and It indicating distance.

Task 5/ p.102: Rewrite the sentences so that they have the same meanings as the original ones.

Use the words given in brackets.

- Ss do this individually and compare their answers with a partner.
- Call some Ss to go to the board to write their sentences. Other Ss comment.
- Confirm the correct sentences. Revise the structures if needed.

***Answer key:** 1. It's / It is about five kilometres from my house to my school.

2. How far is it from Ha Noi to Hai Phong?

3. Although he was tired, he still performed the lion dance. / He still performed the lion dance although he was tired.

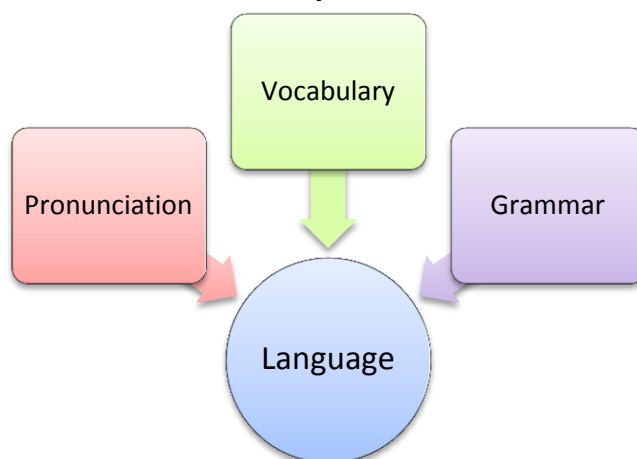
4. We / You / They shouldn't walk here because this lane is for cycling only.

5. Though my sister lives far away, she comes back home every Tet. / My sister comes back home every Tet though she lives far away.

IV/ WRAP-UP:

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.



V/ HOME WORK

- Revise vocabulary, grammar points in Units 7-9
- Prepare: Skills (Reading, speaking, listening and writing skills).

D.

Feedback.....
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Week 26 Period 77	REVIEW 3 (UNITS 7-9) SKILLS	Date of preparing: 12/ 03/ 2024
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I. OBJECTIVES: *By the end of this lesson, Ss will be able to:*

1. Knowledge

- practice reading for specific information about about a festival.
- practice talking about a visit to a lower secondary school;
- practice listening for specific information about a meal at a restaurant;
- practice writing a paragraph about a meal at a restaurant.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Core competence

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. TEACHING AIDS : Grade 7 textbook, Review 3 – Skills, Computer connected to the internet, Projector/ TV/ pictures and cards, sachmem.vn

III. PROCEDURES

1. WARM-UP:

LIST THE FESTIVALS IN UNIT 9

* **Aims:** - To lead in the lesson

- Teacher shows the pictures about festivals and asks students to discuss what festivals do they see.
- Students raise hands to answer.
- Teacher and students discuss the answers - Teacher checks the answers as a class.



1

2

3



4



5

* **Answer key:** 1. Christmas 2. Mid-Autumn Festival 3. Tet 4. Cheese Rolling 5. Halloween

2. PRE- STAGE:

Reading:

* **Aims:** - To practise the skill of reading for main ideas.

- To practise the skill of reading for specific information about a festival.

Task 1/ p. 103: Read the passage. Match the headings in the box with the paragraphs.

- Teacher has Ss read the paragraph carefully and match the headings with the paragraphs.

- Ss compare their answers with a partner before giving T the answers.

- Teacher confirms the answers as a class.

***Answer key:** 1. B 2. C 3. A

Task 2/ p. 103: Read the passage again and answer the questions.

- Students work in pairs, asking and answering the provided questions.
- Teacher calls on some pairs to report their answers for the class. Each pair may answer just one question to allow room for more pairs.
- Teacher checks the answers and adds more information if necessary.

***Answer key:**

1. People hold it in Bunol, Spain on the last Wednesday of every August
2. There is a ham.
3. A jet of water from the water cannons.
4. It's one hour.
5. It's a traditional Spanish rice dish.

3. DURING- STAGE**Speaking**

*** Aims:** - *To practise asking and answering about the topic of traffic.*

Task 3/ p. 103: Interview your group members. Take notes of their answers and report to the class.

Questions	S1	S2	S3
1. How far is it from your house to your school?			
2. How do you go to school?			
3. What is good about walking?			
4. What is good about public transport?			

Listening

***Aim:** *To practise the skill of listening for specific information about watching films.*

Task 4/ p.103: Listen to Trang talking about watching films with her family. Fill in each blank with ONE word.

- Have Ss read the sentences. Play the recording for the first time.
- Ask Ss to listen and complete the sentences. Ask for their answers and write them on the board.
- Have Ss work in groups. One interviews the others. Tell Ss to write their group members' answers in their notebooks and report them to the class. Summarise Ss' ideas.

***Answer key:** 1. home 2. relationship 3. Time 4. lessons 5. language

*** Audio script:** *My family usually watches films together at weekends. Sometimes we go to the cinema, but most of the time we watch films at home. It's a cheap entertainment activity because we don't have to buy tickets. It also improves our relationship because it brings US closer. My parents spend quality time with us, and we don't use our phones. Besides, after watching a film, we talk about its lessons and share what we like about it. This is a good way to learn about life and the world. Finally, watching films, especially those in English, helps US improve our language skills. So why don't you start watching films with your family? You can see the good things it brings.*

4. POST-STAGE:**Writing**

*** Aims:** *To practise writing a paragraph about Ss' favourite means of transport.*

Task 5/ p.103: Write a paragraph of about 70 words about your favourite means of transport. You may use the following questions as cues.

1. What is your favourite means of transport?
2. Why is it your favourite means of transport?

My favourite means of transport is

- T asks Ss to discuss and answer the questions in pairs. Then have them write their paragraph individually.
- T asks one student to write the paragraph on the board. Other Ss and T comment on the paragraph on the board.
- T collects some writings to give feedback at home

Suggested paragraph:

My favourite means of transport is bus. I take a bus to go to school on a daily basis. Buses are environmentally friendly and they help reduce the number of private vehicles. As a result, we can join hands to mitigate the negative influence of air pollution and traffic jams caused by excessive number vehicles on roads. Besides, travelling by bus is cheap and convenient. I do believe that people should use buses more often.

IV/ WRAP-UP:

*** Aims:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

Reading	Speaking	Listening	Writing
The text related to the key to festival	To practise asking and answering about the topic of traffic	To practise the skill of listening for specific information about watching films.	Write a passage describing about your favourite means

V/ HOME WORK

- To revise Skills
- Prepare for Unit 10 – Getting started.
- + Learn about the topic Energy sources and use the vocabulary to talk about Energy sources

***Feedback:**

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Week 26 Period 78	Revision for the second mid-term test (Unit 7-9)	Date of preparing: 12/ 03/ 2024
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I. OBJECTIVES: By the end of this lesson, Ss will be able to:

1. Knowledge:

- Review vocabulary related to the topics: traffic, films, the pronunciation, Grammar,
- Practice reading for general and specific information.
- Practice listening for specific information.
- Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Core Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Develop self-study and self-do test skills.

3. Personal qualities:

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

B. TEACHING AIDS: Textbooks, handout.

C. PROCEDURES:

- Pronunciation: Indicate the word whose underlined part is pronounced differently from the others.:

1. Recognize the difference between the two sounds /ai/ & /ei/
2. Recognize the difference between the two sounds /iə/ & /eə/

- Vocabulary: Words related to Unit 7,8 (about road signs, describing films, types of films, traffic)

- Grammar :

1. HỎI VÀ TRẢ LỜI VỀ KHOẢNG CÁCH (ASK & ANSWER ABOUT DISTANCE)

Cách dùng	“How far” là câu hỏi thường được dùng để hỏi về khoảng cách, quãng đường giữa 2 địa điểm. Ta đặt “It” làm chủ ngữ trong câu để nói về khoảng cách.
Cấu trúc	How far is it from A to B? It is (about) + khoảng cách from.....to.....
Ví dụ	How far is it from your house to Tan Son Nhat airport? (Khoảng cách từ nhà bạn tới sân bay Tân Sơn Nhất bao xa?) It's about 200 km (Khoảng 200 km)
Lưu ý	Trong câu trả lời về khoảng cách ta thường dùng “about” (khoảng chừng) khi không biết chính xác về khoảng cách đó.

2. SHOULD/ SHOULDN'T (Nên/ không nên)

*** Cách sử dụng**

✓ **Should/ shouldn't** được dùng để khuyên ai nên hay không nên làm gì.

*** Cấu trúc:** (+) S + **should** + V (-) S + **shouldn't** + V (?) **Should** + S + V?

Ex: You should drive more carefully. (Bạn nên lái xe cẩn thận hơn.)

You shouldn't eat too much sugar. (Bạn không nên ăn quá nhiều đường.)

Should he go to bed early? (Anh ấy có nên đi ngủ sớm không?)

3. TỪ NỐI (CONNECTORS): ALTHOUGH/ THOUGH/ HOWEVER.

a. Although/ Though (mặc dù)

- Chúng ta sử dụng *although/ though* trước một mệnh đề để nối 2 ý tương phản nhau trong cùng 1 câu.

- *Although/ though* thường đứng ở đầu câu hoặc giữa 2 vế câu.

Ex: *Although/ though* Lan studied very hard, she failed the exam.

Lan failed the exam *although/ though* she studied very hard

b. However (tuy nhiên)

Chúng ta sử dụng *however* để chỉ mối quan hệ đối lập giữa hai câu. Chúng ta thường sử dụng dấu chấm trước và dấu phẩy sau nó.

Ex: I felt very tired. However, I tried to finish my homework.

4. Suggestions : (Câu đề nghị)

How about/ What about + V-ing?;

Why don't we/ you + V(inf)...?

Let's + V(inf) ;

I think we should + V(inf) ...

Đồng ý : (That's a) good idea/ great idea/ OK / All right/ Yes, let's. ...

Không đồng ý : I'm sorry, I can't / I'm afraid, I can't/.....

5. YES/ NO QUESTIONS

- Yes/ No Question là dạng câu hỏi được trả lời bằng:

+ Yes (có, phải). + No (không, không phải).

- Chúng ta thành lập câu hỏi Yes/ No bằng 1 trợ động từ như (be/ do/ does/ did/ have...) hoặc 1 động từ khiếm khuyết (can/ should/ must/ could/ will....) trước chủ ngữ.

- Cách đặt câu hỏi với Yes, No:

a. Với động từ to be (am, is, are, was, were): động từ *to be* được đưa lên đầu câu.

Be + S...?

Ex: Is he a student? – Yes, he is *hoặc* No, he isn't.

Was he at home last night? – Yes, he was *hoặc* No, he wasn't

b. Với động từ thường: trợ động từ *Do/ Does/ Did* được đặt ở đầu câu.

Do/ Does/ Did + S + V(inf)...?

Ex: Do you live in a country? – Yes, I do *hoặc* No, I don't.

Did you go to the cinema yesterday with Mary? – Yes, I did *hoặc* No, I didn't

Lưu ý: Khi sử dụng trợ động từ Does/ Do/ Did trong câu hỏi hay câu phủ định thì động từ chính được đưa về nguyên mẫu.

c. Với động từ khiếm khuyết (can, must, should, could....): động từ khiếm khuyết được đưa lên đầu câu.

Can/ must/ should/ could...+ S + V(inf)+.....

Ex: Can you ride a bike? Yes, I can *hoặc* No, I can't

Should they stop? Yes, they should *hoặc* No they shouldn't.

Will you go with me? Yes, I will *hoặc* No, I won't

Chú ý: Khi hỏi câu hỏi với do/ does hoặc động từ khiếm khuyết, động từ chính phải ở dạng nguyên mẫu không "to".

- **Reading:** + Read the text about traffic and fill in the blank (with suitable words from the box)

+ Read the text about films and choose the best answer:

- **Writing:** + (Error identification) Circle A, B, C or D which is not correct in standard English

+ (Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged

+ (Sentence building) Write complete sentences from the words given.

- **Listening:** + Listen to a dialogue and tick True/ False

+ Listen a dialogue and choose the best answer

EXERCISES:

Choose the best answer:

5. A 'No left turn' sign means you can't _____

A. turn left/
ahead

B. turn right

C. stop

D. go

6. The end of the film was so _____ that many people cried.

- A. boring B. shocking C. exciting D. moving
7. A film that tries to make the audience laugh is a _____.
A. comedy B. documentary C. fantasy D. cartoon
8. A film in which strange and frightening things happen is a _____.
A. science fiction film. B. comedy C. horror film D. fantasy
9. A film that is set in the future, often about science, is a
A. science fiction film. B. cartoon C. horror film D. fantasy
10. Pedestrians are walking across the street at the _____ crossing.
A. horse B. monkey C. zebra D. mouse
11. _____ that documentary is boring, I still love the main character in it.
A. Though B. But C. However D. Because
12. He studies hard for the exam. _____, he failed it.
A. although B. however C. but D. so
13. _____ is about 2 kilometers from my house to the restaurant.
A. This B. It C. That D. There
14. You should _____ a helmet when you ride a bike or motorbike.
A. go B. ride C. cross D. wear
15. He shouldn't _____ so fast to avoid accidents.
A. drives B. to drive C. driving D. drive
16. _____ does your mother often go to Tam Ky city? - By bus.
A. How B. When C. What D. Which
17. **Lan:** How about _____ for a picnic at the weekend? - **Nga:** That's a great idea.
A. go B. to go C. going D. goes
18. **Nga:** Will you help me take a photo? - **Mai:** Yes, _____.
A. you will. B. I will. C. I do. D. you can.

II. READING

A. Read the text and fill in the blank with suitable words from the box :

on - quickly - find - prefer - how - more

When you are in Singapore, you can go by taxi, by bus, or by underground. I myself (19) _____ the underground because it is fast, early and cheap. There are many buses and taxis in Singapore and one cannot drive along the road (20) _____ and without many stops, especially (21) _____ Monday morning. The underground is therefore usually quicker than Taxis or buses. If you do not know Singapore very well, it is difficult to (22) _____ the bus you want. You can take a taxi, but it is (23) _____ expensive than the underground or a bus. On the underground, you find good maps that tell you the names of stations and show you (24) _____ to get to them, so told it is easy to find your way.

B. Read the text and choose the best answer:

My favorite movie is cartoon "Tom and Jerry". Tom is a cat with blue and white color. He keeps the house for a normal family and has a very free life. His job is chasing Jerry day by day. Jerry is a brown house mouse. He usually lives in the deep cave behind the wall. Although they **hate** each other so much and always find ways to hurt the opponent but when Tom or Jerry falls into really dangerous situations, then both become another savior. The film is an endless confrontation between Tom and Jerry, bring plenty of laughter for the audiences. I love this film because when I watch it I feel very glad, feeling like returned to my childhood.

25. "Tom and Jerry" is a _____. (cartoon / fantasy/ documentary/ comedy)
26. Which of the following words has the same meaning with the word "**hate**" in line 4 in the passsage is "_____". (like/ love/ dislike/ enjoy)

27. What's Tom's job?

A. He's laughing at Jerry day by day.

B. He's running to Jerry day by day.

C. He's chasing Jerry day by day.

D. He's catching Jerry day by day.

28. The writer feels _____ when he/she watches "Tom and Jerry".

A. disappointed

B. sad

C. happy

D. bored

III. WRITING

A. Choose A, B, C or D which is not correct in standard English

29. Because I felt really tired, I went to see the film.

A

B

C

D

30. Let's going to see Kungfu Boy at Ngoc Khanh Cinema tonight.

A

B

C

D

31. We played well. Therefore, we couldn't win the match.

A

B

C

D

B. Rewrite the sentences so as its meaning keeps unchanged.

32. English grammar is difficult. However, we like to study it. (**Although**)

=>

33. Road users ought to obey traffic rules strictly. (**should**)

=>

34. I think we should put the rubbish in the waste bins over there. (**How about**)

=>?

35. The distance from Nui Thanh town to Da Nang City is about 100 km. (**It**)

=>

36. What is the distance between Nha Trang and Da Lat? (**How far**)

=>?

37. There are a lot of cars out today. He ought not to drive too fast. (**shouldn't**)

=>

C. Write complete sentences from the words given:

38. How/ is/ Lan's house/ her school?.

=>

39. Before/ each meal/ should/ wash/ hands/

=>

40. We/ shouldn't/ ride/ motorbikes/ fast/ rain.

=>

41. How/ brother/ go/ playground? – By bike.

=>

42. How/ your classmates/ usually/ go/ school/ every day?

.....

43. How/ your younger sister/ travel/ the supermarket/ last Sunday?

.....

44. How/ your father/ go/ Hanoi/ tomorrow?

.....

45. Pedestrians/ should/ the pavement.

.....

46. You/ should/ your/ seatbelt/ when/ you/ be/ a car.

.....

HOMEWORK

- Revise vocabulary, content, reading, writing, listening skills and grammar points in Units 7-8

- Prepare for The second mid-term Test (week 27) and unit 10: Communication: How to express disappointment and the concept of festival symbols and their meanings

* **Feedback:**

.....
.....
.....

Week 26 Period 79	Unit 10: ENERGY SOURCES LESSON 1: GETTING STARTED- P104-105	Date of preparing: 12/ 03/ 2024
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge:

- Have an overview about the topic energy sources
- Use the vocabulary to talk about types of different energy sources

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Learn and recognize different types of energy sources: renewable sources and non-renewable sources
- Cover the content of the conversation about Energy sources topic by listening and reading

3. Character qualities:

- Be aware of using energy sources effectively.

II. TEACHING AIDS:

- Grade 7 textbook, Unit 10, Getting started,
- Pictures - CD disk, cassette
- sachmem.vn

III. PROCEDURE

1. WARM UP:

***Aim:** - To activate students' knowledge on the topic of the unit

Chatting: 'What things are necessary in our everyday life?' -> Water, electricity, gas,...
T explains: They are energy. Can you tell me some other types of energy you know?



2. PRE-STAGE:

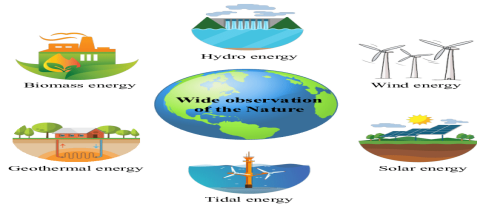
* **Aims:**

- To teach the vocab, set the context for the introductory text and introduce the topic of the unit.
- To help students use key language more appropriately before they listen and read
- To help students get the main idea of the dialogue.

a. Vocabulary

- T uses different techniques to teach vocab (*explanation, visual, pictures, etc.*)

1. energy source (n): nguồn năng lượng



2. coal (n) : than

3. renewable (a): Can be replaced naturally and can be used without the risk of using it all up: có thể thay thế (tái tạo)

4. run out (phr v): To use up or finish a supply of something: cạn kiệt

* **Checking vocab:** R.O.R

b. Activity 1: Listen and read.

- Teacher asks Ss to look at the picture (p.104,105), answer the question:

What are Lan and her father talking about?

- 2** What are Lan and her father talking about?
- A. Energy
 - B. Sources
 - C. Energy sources

Answer: C

- Teacher plays the recording twice for students to listen and read along.

- Ss underline the words that are related to the topic of the unit while they are listening and reading.

- T invites some pairs of students to read the dialogue aloud.

3. DURING-STAGE:

***Aims:**

- To practise reading and listening for specific information

- To practise scanning

- To develop Ss' knowledge of vocabulary

- To help Ss gain more knowledge about the topic

Activity 2: Read the conversation again and answer the questions.

1. What is Lan doing?
2. What does energy mean?
3. Where does energy come from?
4. What are renewable sources?

- Teacher asks Ss to work individually to read and listen to the conversation and answer the questions and then share their answers with their partners who sit next to them. (peer check)

- Ss do exercise 3 individually

- Ss share and discuss with their partners to write all answer down on the notebooks.

- Teacher corrects their answers as a class.

Answers:

1. Lan is doing a project on energy sources.

2. It's power that we use to provide us with light, heat or electricity.

3. It comes from many different sources like coal, oil, natural gas, ... and renewable sources

4. Renewable sources are those we can easily replace them such as: water, sun,...

Activity 3: Match the words/ phrases in the box with the correct pictures.

- Teacher nominates Ss to read the words aloud and

- Teacher checks and gives the correct answers.



Answer key: 1. c

2. a

3. b

4. d

Activity 4: Complete each of the sentences with the correct word from the conversation

1. Energy is _____ that we use to provide us with light, heat or electricity.
2. When energy comes from the _____, wind and water, we call it renewable energy.
3. When energy comes from wind, we call it _____ energy.
4. We cannot _____ out of renewable energy.
5. Some types of energy are _____ and easy to use.

- Teacher asks Ss to work individually to find the words/phrases from the conversation and then share their answers with their partners who sit next to them. (peer check)

- Ss do exercise 5 individually

- Teacher corrects their answers as a class.

Answer key:

1. power

2. sun

3. wind

4. run

5. cheap

*** Language Note: Present continuous**

Ex: We are reading books in the library now. I am doing a project on energy sources.

4. POST-STAGE:

***Aims: - To help Ss practising talking about energy**

Activity 5: Group discussion

- T asks students to discuss within their groups to answer the questions:

1. What is the best source of energy?

2. Why do you think it is the best one?

+ Students discuss with their partners and take notes

Ss do as instructed. Then present what they have discussed.

Teacher gives Ss feedback.

- T choose some useful or excellent words/ phrases/ expressions/ word choices Ss have used to suggest other students use them

***Wrap up: *Aim:**

To help Ss memorise the target language and skills that they have learned.

Vocabulary

energy source (n)

coal (n)

renewable (a):

run out (phr v):

*Language Note:

Present continuous

5. HOMEWORK:

- Learn by heart vocabulary
- Do Exercises 3 above again
- To prepare for the next lesson: A closer look 1: some new words/ phrases about sources of energy and recognize stress in three-syllable words

* Feedback:

.....
.....

Week 27 Period 80	Unit 10: ENERGY SOURCES LESSON 2: A CLOSER LOOK 1	Date of preparing: 19/ 03/ 2024
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I. OBJECTIVES: By the end of the lesson, Ss will be able to:

1. Knowledge:

- Learn some new words/ phrases about sources of energy
- Know to recognize stress in three-syllable words

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences

- Use some words/ phrases about energy sources
- Pronounce three-syllable words with correct primary stress in isolation and in context.

3. Character qualities:

- Be aware of saving energy sources.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: CROSSWORDS

***Aim:** - To activate students' knowledge on the topic of the unit

- Teacher show the crosswords onto the screen with hints/clues and students choose each line and take turn to answer.
- Ss take turns to write until finish all the words or find out the key word.

Answer key:

1- sun 2- coal 3- oil 4- renewable 5- natural gas

Key word: SOLAR

1		T	H	E		S	U	N
2					C	O	A	L
3				O	I	L		

4	R	E	N	E	W	A	B	L	E
5		W	A	T	E	R			

Cues:

1. In the summer, What do you often see when you look at the sky in the early morning?
2. It is non- renewable sources. It is black.
3. It is a liquid and also a fuel. We need it to start the engine.
4. When energy comes from the sun, wind and water, we call it energy.
5. We can't live without it.

2. Pre-stage:

* **Aims:** - To teach Ss some words related to energy sources and help students identify stress in three-syllable words

a. Vocabulary:(Using Pictures to teach Vocab.)

1. solar energy (n.phr.) /'sɒlər 'enədʒi/: năng lượng mặt trời
2. hydro energy (n.phr.) /'hɪdrō 'enədʒi/: năng lượng nước
3. nuclear (n) /nju:klɪər/: hạt nhân

*Checking vocabulary: matching the words with the pictures Page 106

b. Task 1: Match the types of energy in A with the energy sources in B

* Teacher asks Ss to look at the table and match the energy with its source.

A	B
1. solar energy	a. water
2. wind energy	b. nuclear
3. hydro energy	c. wind
4. nuclear energy	d. the sun

Answers:

1- D 2 – C 3 – A 4 – B

- Ss work in pairs.
- T asks them to check their answers.

3. During stage:

* **Aims:** - To develop Ss' knowledge of vocabulary

- To help Ss practice pronouncing three syllable words with correct primary stress in isolation and in context.

Task 2: Complete the sentences with the words and phrases from 1 or 2.

- Students do the exercise individually, then share their sentences.
- Teacher checks and gives the corrections if they have mistakes.

1. A good place to change _____ to energy is near the sea because of the sea breezes.
2. They are putting solar panels on the roof of our building to produce _____.
3. When energy comes from _____, we call it hydro energy.
4. They are reducing the use of _____ because it is not safe to produce.

Answer key:

1. wind 2. solar energy 3. water 4. nuclear

4. Pronunciation:

***Aim:** To help Ss identify how to pronounce three-syllable words with correct primary stress in isolation and in context

Task 3: Listen and repeat. Pay attention to the stressed syllables in the words.

- Ss listen and practice pronouncing the words with correct primary stress.

'energy	re'cycle
'dangerous	ex'pensive
'easily	po'lluting
'government	re'sources

Task 4: Listen and repeat, paying attention to the stressed syllables in the underlined words.

- Ss do as instructed
- Teacher gives Ss feedback.
- Choose some typical errors and correct as a whole class

1. Nuclear 'energy is 'dangerous and ex'pensive.
2. We should ride a bike when 'travelling short 'distances.
3. The word "re'cycle" has three 'syllables.
4. Burning coal is po'lluting our environment.
5. Our 'government is looking for new sources of 'energy to replace gas.

5. Post-stage

***Aim:** - To help Ss practice talking about types of energy: advantages and disadvantages

Task 5: Group discussion

- T asks students to discuss within their groups to answer the questions:

“What types of energy do you think we should use and what types of energy do you think we should reduce? Why?”

- Students discuss in group of four and then present what they have discussed.
- Teacher gives feedback.
- T choose some useful or excellent words/ phrases/ expressions/ word choices Ss have

used to suggest other students use them

6. Wrap up:

***Aim :** *To consolidate what students have learnt in the lesson.*

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- solar energy, hydro energy, nuclear

- Matching the type energy

Pronunciation

stress in three-syllable words

7. Homework:

- Learn by heart vocabulary
 - Prepare for the next lesson: A closer look 2: Practice using *the present continuous* to talk about an action happening now or at the moment of speaking or an action around now but not necessarily at the moment of speaking
 - **Project preparation:**
 - + Teacher informs student of the final project of the Unit's project.
 - + Explain the requirements of the project. Students will present their ideas in Lesson 7 – Looking back and Project.
 - + Teacher explains to students how they can get the information.
 - + Put students into groups and ask them to discuss to assign tasks for each member. Help them set a deadline for each task.
- (Teacher should check the progress of students' preparation after each lesson.)

*Feedback :

Week 27 Period 81	Unit 10: ENERGY SOURCES LESSON 3: A CLOSER LOOK 2	Date of preparing: 19/ 3/ 2024
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge: - Understand the use of *the present continuous* tense.

- Practice using *the present continuous* to talk about an action happening now or at the moment of speaking or an action around now but not necessarily at the moment of speaking

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Use *the present continuous* appropriately
- Develop communication skills and energy-saving awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities:

- Be aware of saving energy

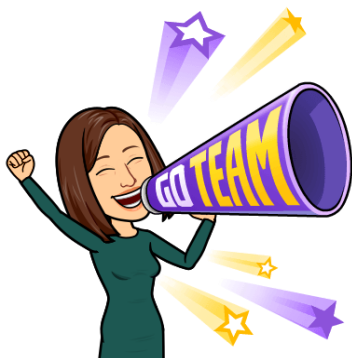
II. TEACHING AIDS:

- Grade 7 textbook, Unit 10, A closer look 2, Computer connected to the internet
- Projector/ TV/ small boards, markers.

III. PROCEDURES:

1. WARM- UP: “Jumble sentences”

- * **Aims:** - To activate students’ knowledge on the present continuous.
- To enhance students’ skills of cooperating with team mates .



- T divides the class into 4 groups. T delivers a set of word cards which are jumble sentences in present continuous to each group.
- Ss will have to work in groups to create as many correct sentences from the word cards as possible. The group with more correct sentences will be the winner.

Suggested answers:

1. *She is learning English now.*
2. *They are not using solar energy.*
3. *Are you working on your Project?*
4. *Where is your brother studying?*
5. *She is playing basketball in the school yard.*

2. PRE- STAGE:

- * **Aim:** To remind students the form of the present continuous and how to use it appropriately.



- T sets the scene by using pictures and asking some questions:
 - a) “What is he doing now ?” Ss answer “He is teaching Maths.”
 - b) What are the boys doing at the moment? / “ They are playing football / soccer.”
- T asks: “Can you tell me what tense is it?” -> **The present continuous**
- Teacher asks students to study the Grammar box. The present continuous

Positive	S+ am/is /are +V-ing
Negative	S+ am(not)/is not(isn't) / are not (aren't) + V-ing...
Questions and short answers	Am / Is / Are + S + V-ing? – Yes, S+ am/is / are -No, S+ am / is / are + not

- T draws students’ attention to the form, meaning and use of the present continuous.
- + **Use:** - To express an action happening now or at the moment of speaking

- To express an action around now but not necessarily at the moment of speaking
+ **Signs:** *now, right now, at the moment, today, nowadays, this week/ month, ...*

* Ex: 1) The students **are doing** a project in the classroom **now**.

2) Scientists **are looking** for a new energy source to replace coal.

- T asks some more able students to give some more examples.

- T confirms the answers and gives feedback

3. DURING- STAGE:

* **Aim:** *-To revise the use of the present continuous tense and practise the present continuous tense with the correct form of the verbs.*

- To help Ss distinguish the present continuous from the present simple and write correct sentences using the present continuous tense.

Task 1/ p.107. Work in pairs. Tell your partner what the people in the pictures are doing

- T asks Ss to work in pairs, look at the pictures and imagine what the people are doing.(using *Present continuous*)

- Ss discuss and answer questions with a partner.

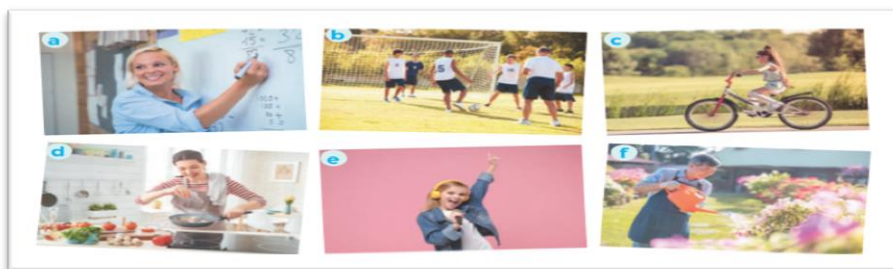
- Ss share their answers in pairs.

- T asks them to check their answers.

- Then tell them to share their sentences as a whole in class.

- T confirms the answers and gives feedback.

- Ask several Ss to read aloud full sentences with the correct answers. Correct their pronunciation if necessary.



***Answer key:**

a- She is teaching maths/ is writing on the board.

b- They are playing football/soccer.

c- She is riding her bike/bicycle.

d- She is cooking.

e- She is singing.

f- He is watering the flowers/plants/is doing gardening.

Task 2/ p.107: Complete the sentences, using the present continuous form of the verbs in brackets

- Teacher has students work by playing game : **Lucky number. (2 teams)**



- T questions in the textbook, and 3 lucky numbers.

* **Answer key:** 1.is talking 2.are using 3.are taking 4.are developing 5. are reducing

Task 3/ p.108: Circle the correct form of the verb in each sentence

- T asks students to read the instructions carefully and do the exercise individually.
- T lets students exchange and check the answers in pairs before checking with the whole class (explain each sentence if necessary).
- T confirms the answers and gives feedback.
- Have Ss read out their sentences. Correct grammar and pronunciation mistakes if necessary.

1. Are you still **work** / **working** on your project now?



2. Nam and Lan **do** / **are doing** quite well at school this year.



3. Does she **study** / **is studying** at the school library at the moment?



4. Hoa **studies** / **is studying** for her exam, so she can't come to the party right now.



5. We **have** / **are having** English three times a week.

School Timetable						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
English				English		
		English				

* **Answer key:** 1. Working 2. Are doing 3.Is she studying 4. Is studying 5. have

Task 4/ p.108: Write sentences about what the people are doing or not doing, using the suggestions.

- Have Ss work individually to write complete sentences from the prompts.
- T lets ss work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).
- T confirms the answers and gives feedback.

***Answer key:**

- 1- The students are doing the project now.
- 2- Mrs. Lien is teaching us about solar energy at the moment.
- 3- They are learning about energy this month.
- 4- She isn't swimming in the swimming pool right now.
5. Nowadays, people in Iceland are not using energy from coal.

4. POST-STAGE:

***Aim:** - To practise speaking using the present continuous.

Task 5/ p.108 .

- T asks Ss to read the questions and think about the answers.
- Let Ss ask and answer the questions in pairs.
- Select one or two pairs to ask and answer the questions in front of the class. Praise their performance if they do the task well.

5.WRAP UP: ***Aim:** To consolidate what students have learnt in the lesson.

- Ask students to summarise what they have learnt in the lesson

Grammar	Practice	Production
The present continuous	<ul style="list-style-type: none">- Tell what people are doing.- Circle the correct answer.- Put the correct form	Ask and answer what you are doing.

6. Homework:

- Revise the form and use of the present continuous.
- Prepare: The second mid-term text.

* Feedback:

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.....

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Week 27 Period 82	THE SECOND MID-TERM TEST	Date of preparing: 19/ 3/ 2024
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A. OBJECTIVES:

- To check what Ss have learnt in the previous units 7- 9, and the Ss' ability of requirement so that the teacher may know what to do for the best of his/ her teaching.
- To evaluate ss' levels.
- To classify ss.
- To encourage ss to study harder.

HSKT: (Học sinh khuyết tật chỉ cần làm đúng 10 câu trắc nghiệm bất kỳ là có thể đạt)

B. Contents.

I. Language Components: Phonetics ,Vocabulary and Grammar

Pronunciation:

Indicate the word whose underlined part is pronounced differently from the others:

1. Recognize the sounds: /e/ & /ɪə/
2. Recognize the sounds :/ɪ/ & /aɪ/

Vocabulary:

MCQs: Choose the best option

1. an adjective about a film
2. a noun about traffic
3. a noun about festivals
4. a verb about traffic

Grammar:

MCQs: Choose the best option:

1. Question words

2. *Should/ shouldn't*
3. *Although/ though and However*
4. *Yes/ No questions*
5. *Past simple*
6. *Communication*

II. Reading:

Read the text about a festival and fill in the blank (with suitable words from the box)

Read the text about a film and circle the best answer

III. Writing

(Error identification) Write A, B, C or D which is not correct in standard English

(Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged

(Sentence building) Write complete sentences from the words given.

IV. Listening

- Listen to a talk about traffic and tick T/F
- Listen to a talk about a festival and choose the best answer

C. CONTENT OF THE TEST: (enclosed)

Week 29 Period 83	Unit 10: ENERGY SOURCES LESSON 4: COMMUNICATION	Date of preparing: 02/ 4/ 2024
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I. OBJECTIVES : By the end of this lesson, students will be able to:

1. Knowledge :Revise some words and phrases about asking for explanations ; Know how to express what they do to save energy.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities:

- Be benevolent and responsible

II. TEACHING AIDS;

- Grade 7 textbook, Unit 10 Communication, Computer connected to the internet
- TV/ Pictures/ Projector, sachmem.vn

III. PROCEDURES

1.Warm up: Guesing Game: Types of energy

***Aim:** To create a friendly and active atmosphere in the class to motivate students.



A.

B.

C.

D.

Suggested answers:

A. Wind energy B. Solar energy C. nuclear energy D. hydro energy

2. Pre- stage:

***Aim:** To let students know the structure to ask and answer for explanation.

Task1: Listen and read the conversation. Pay attention to the highlighted questions.

- T plays the record for SS to listen and read the conversation.
- Ss listen and practice saying with their partners.
- T calls some pairs to read aloud. T corrects pronunciation if needed.

- T asks Ss to pay attention to the highlighted parts and asks them some questions to elicit the new structure:
- *Which tense do we use to ask and answer?*
- *Which question word and verb do we use?*
- Ss answer teacher's questions to find out new structure to ask and answer for explanations.
- Some students give the new structure to the teacher.
- T corrects and writes on the board:

➤ **Structure: Asking and answering for explanations**

- What do/does + S + mean?
- S + mean(s)/be ...

3. During-stage

- *Aim:**
- *To help students practise on how to ask and answer for explanations.*
 - *To help Ss express what they do to save energy .*
 - *To help Ss say what their classmates do to saves energy.*

Task 2: Work in pairs. Make similar conversations to ask for explanations.

- T has SS look at the phrases in Ex 2 to make similar dialogue.
- Ss work in pairs to make similar dialogues.
- T calls some pairs to present it in front of the class.
- T gives feedback and some comments.

Suggested answers:

A: *What does hydro energy mean?*

B: *It's energy that comes from the sun. What does nuclear energy mean?*

A: *It's another type of energy and it comes from the nuclear power.*

Task 3 :Work in pairs. Ask your partner the following questions and tick his or her answers in the boxes.

- T asks Ss to work in pairs and tick.
- T calls some pairs to ask and answer the questions in front of the class.

Task 4: Work in groups. Tell the group how well your partner saves energy.

- T asks ss to work in groups of 4. Ask them to look at the answers to the questions they have ticked in 3 and tell the groups how well their partners save energy.
- T walks around the classroom to help students if they have difficulties finding proper words/phrases/structures.
- Select a few group representatives to perform the task in front of the class.
- T lets Ss listen and correct mistakes (if needed).

Examples: *Mai saves a lot of energy. She often goes to school on foot and uses public transport. She always turns off the lights when going to bed.*

4. Post- stage

- *Aim:** *To help students practice speaking on how well they save energy*

Task 5: Answer the questions in 3 on your own. Then tell the class how well you save energy

- T gives students time to answer the questions in 3 on their own individually.

- T gets them to share their answers in pairs. T calls some students to perform the task in front of the class. T lets Ss listen and correct mistakes (if needed)
 Example: *I don't save much energy. I go to school on foot, but I don't turn off the TV when not watching it.*

5.Wrap-up:

**Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English	Saving energy	Production
-Make dialogues, asking for explanations	-Expressing what to do to save energy.	- Saying how well you save energy.

renewable and non-renewable sources of energy.

+ Speaking skill: Talking about the advantages and disadvantages of different sources of energy

FEEDBACK:.....

.....

.....

.....

.....

Week 29 Period 84	Unit 10: ENERGY SOURCES LESSON 5: SKILLS 1	Date of preparing: 02/ 4/ 2024
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I. Objectives: By the end of the lesson, students will be able to:

1. Knowledge: - Develop reading skill for specific information about renewable and non-renewable sources of energy.

- Develop speaking skill: Talking about the advantages and disadvantages of different sources of energy

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences: - Read for general and specific information about about renewable and non-renewable sources of energy.

- Develop communication skills, presentation skill.-and creativity

- Actively join in class activities

3. Character Qualities:- Develop self-study skills.

- Raise students' awareness of the need to be benevolent and responsible

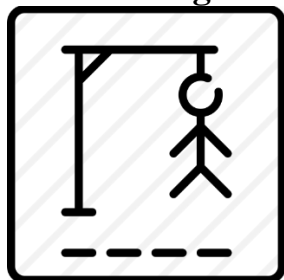
II. Teaching aids: Lesson plan, text book, unit 10, laptop, cards, pictures, projector,

III. Procedure:

1. Warm- up:

** Aim: To introduce the topic of reading.*

Game: Hangman



RENEWABLE

- T divides class into 2 teams and asks them to think of the word which has 9 letters in it related the topic “ENERGY SOURCES”.
- Ss have 1 min to think of the words related to the topic or they can discuss with their partners.
- Each member from each team turn by turn guesses the letter in the secret word.
- T corrects their answers.
 - The team which can find or guess the secret first will be the winner.

Lead in

To lead in the lesson about Skills 1.

READING

T leads students into the lesson by telling what they are going to learn: “We are going to read a passage about renewable and non-renewable source of energy.”

2. Pre-stage (Pre-teach vocabulary)

***Aim:** - To provide students with some lexical items before reading the text
To introduce words related to skin conditions to Ss and help Ss have a general idea of what they are going to read.

***VOCABULARY**

- T uses different techniques to teach vocab:

- produce (v) /prə'dju : s/ sản xuất

- limited (a) /'lɪmɪtɪd/ bị hạn chế

- available (a) /ə'veɪləbl/ có sẵn

* Checking up: Rub out and Remember

DISCUSSION

- Teacher asks Ss to work in pairs to look at the Picture in Ex1 and discuss to answer the questions.
- Ss work in pairs.
- Teacher calls some Ss to check what they have discussed.
- Teacher corrects



1. What are the main energy sources in Viet Nam?
2. What type(s) of energy sources will we use in the future?

Suggested keys:

1. Coal, oil, hydro,...

2. Wind, solar,...

3. During stage:

*** Aim:** - To help Ss develop their reading skill for details and specific information
(skimming and scanning)

- To help Ss further develop their reading skill for specific information (scanning)

Task 1: Read the text and choose the best option to complete the sentences.

- T gives Ss time to: read each question, locate where the information appears in the text, read that part carefully and circle the correct answer.
- Ss do the task independently
- T tells Ss to compare their answers in pairs before calling some of them to check.
- T confirms the correct answer and explains if needed.

Answer key: 1. B 2. A 3. C 3. A

Task 2: Read the text again and answer the questions:

- Teacher asks Ss to do the exercise carefully and individually.
- Ss do the task independently.
- Teachers has Ss compare their answers in pairs and call some Ss to give their ideas.
- Teacher checks and confirms the correct answers.

Answer key:

1. There are two energy sources. They are non-renewable sources and renewable sources.
2. Non-renewable sources are coal, oil and natural gas.
3. Renewable sources are available, clean and safe to use.
4. In the future, we will rely more on renewable energy sources.

4. Post- stage:

* **Aim:** - To check students' reading comprehension.

-To help Ss talk about how they apply the rules in the reading to themselves

Task 3: Work in groups. Discuss and put the following words or phrases in the appropriate columns.

- Teacher asks Ss to work in groups and tells them to focus on the table.
- Ss work in groups. Teacher goes around and listens and gives help if needed.
- Teacher calls on some Ss to share their answers with the class. Teacher encourages
- Teacher listens and corrects if needed

Answer key:

Advantages: easy to use, safe to use, good for environment, cheap, available

Disadvantages: run out, expensive, limited, cheap

Task 4: Work in pairs. Ask and answer questions about the advantages and disadvantages of different energy sources

Example:

A: What are the advantages of hydro energy?

B: It's available, clean and safe to use.

A: What are its disadvantages?

B: It's expensive to produce.

- Teacher has Ss work in pairs and asks them to take turns to ask and answer
- Ss work in pairs to do the task. Teacher goes around, listens and gives help if needed.
- Teacher calls on some pairs to share their answers with the class.
- Teacher comments and correct

Task 5: Give the advices on dangerous situations on the road.

- Teacher has students work in groups to prepare a presentation (poster/ pictures/ notes...)
- Teacher calls on some groups to share their answers with the class.
- Teacher comments and corrects if needed.

5/ Wrap- up

* **Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

_Vocabulary: - produce ; available....

- Read the sentences and choose the best answer, answer the questions...

Speaking

Ask and answer the questions about the advantages and disadvantages of different energy sources.

6/ Homework

- Learn vocabulary by heart.

- Prepare for the next lesson Skills 2.+ Listen for main ideas and specific information about the topic how to save energy at home.
- + Write a paragraph of about 70 words about how you save energy at home.

***FEEDBACK**.....

Week 29 Period 85	Unit 10: ENERGY SOURCES LESSON 5: SKILLS 2	Date of preparing: 02/ 4/ 2024
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I. OBJECTIVES: By the end of the lesson, Ss will be able to:

1. Knowledge:

- Listen for main ideas and specific information about the topic how to save energy at home.
- Write a paragraph of about 70 words about how you save energy at home.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

3. Personal qualities:

- Be benevolent and responsible.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up:

*** Aim:** *To help ss know about the advantages and disadvantages of different energy sources.*

- Invite a few pairs to ask and answer questions about the advantages and disadvantages of different types of energy.

2. Pre-stage:

*** Aim:** *To help Ss get ideas on how to save energy at home .*

Task 1: Look at the pictures. Work in pairs.



1. What type of energy do you use at home?
2. What do you usually do to save energy?

Teacher introduces students the content of the lesson: “*In the lesson today, we are going to listen to a person talking about how to save energy at home.*” And asks Ss questions:

What can you see in this picture? What is special about it?

- Ask Ss to read the questions and think about the types of energy they use at home and how to save them.

- Have Ss ask and answer the questions in pairs. Then encourage some pairs to act out the dialogues in the front of the class.

* **Suggested answers:**

1. solar energy.
2. turn off the tap while brushing.

Task 3: Tick (✓) T (true) or F (false) for each sentence.

- Teacher runs through the sentences and has Ss read the sentences carefully and predict whether the statements are true or false.
- T collects Ss' prediction

3. During stage:

***Aim:** *To help students develop their skill of listening for details about how to save energy at home.*

- Teacher plays the recording twice for students to check their predictions and finish this task.
- Teacher has students share their answers in pairs, then give their answers and confirm the correct ones.

* **Answer key:** 1.T 2.F 3.T 4.T 5.F

Task 2: Listen to Mr Lam discussing with his students about how to save energy at home and circle the phrases you hear.

- Have Ss read the phrases provided and help them understand by giving explanations or the VNese equivalents.

1. turn off the lights
2. save money
3. use low energy light bulbs
4. produce electricity
5. save energy
6. use solar panels

- Play the recording one or twice for SS to listen and circle the phrases they hear
- Ask SS compare their answers in pairs.
- Teacher confirms the answers and gives feedback.

* **Answer key:** *save energy, turn up the lights, use low energy light bulbs, use solar panels.*

4. Post –stage:

***Aim:** *To help Ss identify some ways to save energy at home and write a paragraph of about 70 words about how to save energy at home .*

Task 4: Work in pairs. Read some ways to save energy at home. Choose three ways and write them in your notebook.

- Use low energy light bulbs
- Use solar panels to warm water
- Turn off the lights when leaving the room
- Turn off electrical appliances when not using them

- Teacher asks Ss to write the methods they use to save energy at home then asks them to give out more if they can.
- Ss can discuss with their partners.

Task 5: Write a paragraph of about 70 words about how you save energy at home.

- Teacher reminds Ss of the structure of a paragraph and steps to make an outline for the passage.
- Ss work independently to do the task.
- Teacher asks Ss to share their writing with their partners. Then call on some Ss to show their writing in front of the class.
- Students give comments to each other.
- Teacher gives feedback .

Suggested answers:

We use a lot of energy at home and it costs us a lot. To save energy, we should try making use of natural light more instead of keeping the lights unnecessarily in the morning and afternoon. Moreover, we should unplug your electrical gadgets when not in use. These devices consume at least 10% of electricity even when inactive. Therefore, unplug them to save electricity. Most importantly, installing solar panels can help you excessively. They are very economical and help in saving a lot of energy. This can help in getting cheap electricity and protect the environment.

5. Wrap- up:

*** Aim:** *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening	Writing
- Listen about how to save energy at home.	Write a paragraph about how you save energy at home.

6. Homework:

- Write a paragraph. Copy in the note book.
- Prepare the new lesson: “ Looking back and project”: Review the vocabulary and grammar of Unit 10
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

***Feedback:**

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.....

Week 30 Period 86	Unit 10: ENERGY SOURCES Lesson 7: LOOKING BACK & PROJECT	Date of preparing: 10/ 4/ 2024
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I. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge

- Review the vocabulary and grammar of Unit 10
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

3. Personal qualities : Be more creative when doing the project

- Be benevolent and responsible.
- Develop self-study skills.

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURES:

1. Warm up: GAME: MATCHING



* **Aim:** To revise the vocabulary related to the topic and lead in the next part of the lesson.



1.

2.

3.

4.

Teacher: Le Thi Thu Ba –Chu Van An Lower Secondary School

a. renewable energy sources b. low energy light bulb c. Solar energy d. Electrical appliances

* **Answer key:** 1-d , 2-c ;3-b ;4-a

2. Pre-stage

LOOKING BACK:

* **Aim:** - To help Ss revise the words and phrases relating to energy sources.

- To help students match the correct adjectives with the appropriate nouns / noun phrases to make phrases about saving energy.

a)Task 1 : Match the adjectives in A with the nouns in B to make phrases.

- Teacher encourages students to complete the task individually
- Students do the task individually.
- Students exchange their textbooks with their partners.
- Teacher gives feedback as a class discussion.

*Answer key: 1.e 2.a 3.d 4.b 5.c

b) Task 2: Complete the sentences, using the phrases in 1 .

- Teacher asks students to complete the task individually.
- Students do the task individually to put the correct phrases in the blanks.
- Students exchange their textbooks with their partners.
- Teacher gives feedback as a class discussion.

* **Answer key:** 1. Low energy light bulbs 2. Electrical appliances

3. Renewable sources of energy 4. Solar energy 5. Hot water

T sets the scene to remind Ss of the use and form of the present continuous tense.

Form:

Positive	S+ am/ is /are+V-ing
Negative	S+ am (not)/ is not (isn't) / are not (aren't)+ V-ing...
Questions and short answers	Am/ Is/ Are+ S+ V-ing? – Yes, S+ am/ is/ are -No, S+ am/ is/ are+ not

- T draws students' attention to the form, meaning and use of the present continuous.

+ **Use:** - To express an action happening now or at the moment of speaking

- To express an action around now but not necessarily at the moment of speaking

+ **Signs:** now, right now, at the moment, today, nowadays, this week/ month, ...

3. During-stage

Teacher: Le Thi Thu Ba –Chu Van An Lower Secondary School

*** Aims:** To help Ss revise grammar points (the present simple and the present continuous)

*** GRAMMAR:**

a) Task 3: Complete the sentences by using the correct form of the present continuous or present simple of the verbs in brackets.

- Teacher asks Ss to remind form of verbs in the present continuous and the present simple. .
- Teacher encourages students to complete the task individually.
- Students exchange their textbooks with their partners.
- Teacher gives feedback as a class discussion.

***Answer key:**

1- is raining 2- start 3- is walking 4- does 5- am writing

b) Task 4: Find ONE mistake in each sentence and correct it- Teacher asks students to do individually first.

- Teacher asks Ss to check their answers with a partner before discussing the answers as a class.
- Teacher confirms the answers and corrects students' pronunciation if necessary.

***Answer keys:**

1. do -> are doing
2. explain -> explaining
3. is -> are
4. use -> using
5. look -> are looking

4. Post- stage:

PROJECT: SAVING ENERGY AT SCHOOL (Prepared at home)

***Aims:** - *To help Ss find the tips that can be applied to save energy in their school.*

- *To help Ss to make a poster about some tips to save energy in their school and present it to the class.*

a) Task 1: Discussion: Which tips can be applied in your school.

- Teacher has Ss read the instructions.
- Teacher asks Ss to read the tips about how Ss can save energy at school and discuss in groups of 4-6 if these tips can be applied in their school and take notes.

b) Task 2: Poster presentation: How to save energy in your school

- Teacher asks Ss to work in groups of 4 – 6 to make posters about the tips that can be applied in their school.
- Teacher calls some groups to show and present their posters in front of the class
- Other groups and teacher comment.

5. Wrap –up:

* **Aims:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.

Vocabulary	Grammar	Project
Words related to energy sources	The present continuous and the present simple	Discuss some tips to save energy at school

• Now I can:

- Ask Ss to complete the self- assessment table.
- Identify any difficulties, weak areas, and provide further practice.

6. Homework:

- Write Ss' presentation about “how to save energy in your school” in the notebooks
- Prepare for the next lesson: Unit 11 – Getting started: Have an overview about the topic TRAVELLING IN THE FUTURE and Use the vocabulary to talk about future means of transport.

* FEEDBACK:

.....

.....

Week 30 Period 87	UNIT 11: TRAVELLING IN THE FUTURE Lesson 1: GETTING STARTED	Date of preparing: 10/ 4/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

- 1. Knowledge:** - Have an overview about the topic TRAVELLING IN THE FUTURE.
- Use the vocabulary to talk about future means of transport.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

- 2. Competences:** - Know how to use some words of future means of transport.
- Recognize the future simple tense.
- 3. Character qualities:** - Develop self-study skills.
- Be aware of the importance and advantages of future means of transport

II. TEACHING AIDS: Textbook, plan, computer, TV, Internet, subboard, handouts, sachmem.vn.

III. PROCEDURES:

1. Warm – up: Chatting

*** Aims:** To introduce the topic and lead in the lesson.



- + How do you people travel every day?
- + What do you think about the traffic in the picture?
- + How about traffic in the future?
- Teacher has Ss look at the picture and talk about it by answering these questions.
- Teacher calls on some Ss to give their ideas about it.
- Teacher listens, comments, then leads Ss to the new lesson.
- ➔ Teacher says: “In the lesson today we are going to learn a new unit about “Travelling in the future”. Let’s start to see and find out more information related to our new topic”.

2. Pre – stage

Teacher: Le Thi Thu Ba –Chu Van An Lower Secondary School

** Aim: To teach Ss the lexical items related to future means of transport; To help students well-prepared for the listening and reading tasks.*

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- | | | |
|----------------------|----------------------------------|---------------|
| - campsite (n) | : địa điểm cắm trại | (picture) |
| - hyperloop (n) | : hệ thống giao thông tốc độ cao | (explanation) |
| - teleporter (n) | : phương tiện di chuyển tức thời | (describe) |
| - pollute (v): | : làm ô nhiễm | (picture) |
| - eco-friendly (adj) | : thân thiện với môi trường | (explanation) |
| - mode of travel | : phương thức đi lại | (translation) |
| - fume (n) | : khói | (picture) |

** Checking vocab: R.O.R*

b. Task 1/ 114: Listen and read

- Teacher draws students' attention to the pictures in the textbook and asks them some questions about the pictures.
- + What can you see in the pictures? (They are future means of transport.)
- + What do you think are the names of the means of transport in the pictures? (They are “hyperloop” and “flying car”.)
- + What can be advantages of travelling by these means of transport? (Travelling by hyperloop can be comfortable and fast and travelling by flying car can be clean, fast and amazing.)
- T confirms the answers.
- T leads in the new lesson - T. plays the recording twice. - Ss listen.
- T can invite some pairs of students to read aloud, check students' pronunciation and give feedback.

3. During- Stage:

**Aims: To help Ss read for specific information about Ann and Minh's conversation and recognise the words/ phrases used to describe the means of transport.*

a. Task 2/ p.115: What are Ann and Minh talking about?

- T runs through the information in the box and asks Ss to read the conversation again and work in pairs to find the answers.
- T allows students to share their answers before discussing as a class.
- T checks the answers as a class and gives feedback.

**Answer key: B. Future modes of travel.*

b. Task 3/ p.115: Read the conversation again and tick (✓) T(True) or F(False).

- T asks some students to read aloud the sentences in the table.

- T asks students to work individually to read the conversation again and tick T or F.
- T allows students to share answers before discussing as a class and encourages them to give evidence.
- T checks the answers as a class gives feedback.

Answer key : 1.T ; 2.F ; 3.F ; 4.T ; 5.T

c. Task 4 /p.115: Find the words and phrases that describe the means of transport in the conversation and write them in the correct columns.

- T divides class into 4 groups and provides handout for every group.
- T asks SS to read the conversation again, underline the words/phrases that describe the means of transport and then write down in the correct columns. (hyperloop and teleporter).
- Teacher asks some students to read the word/phrases aloud and correct their pronunciation if needed.
- Teacher confirms the answers and give feedback.

***Answer key:**

Hyperloop	Teleporter
A system of tubes	Fast
Faster than a flying car	Safe
No traffic jams	Eco-friendly
No fumes	
Safe	

*** Language Note:** Future simple tense.

T elicits these sentences from Ss and asks Ss which tense is used in these sentences.

Ex: + How will we get to the campsite on time now?

+ I hope we'll have them soon.

Ss: Future simple tense.

T checks its use and form generally.

4. Post – stage:

***Aims:** - To help Ss review vocabulary related to different means of transport; To give Ss a chance to develop creative thinking.

Task 5/ p.115 : QUIZ: WHAT VEHICLE IS THIS?

- T instructs Ss to do the quiz.
- T divides class into 4 groups and asks Ss to discuss in each group and write their answers on a piece of paper.
- T asks all the groups to show their answers at the same time.

Teacher: Le Thi Thu Ba –Chu Van An Lower Secondary School

- Teacher confirms the answers. - The one with the most correct answers wins.

* **Answer keys:** 1. *bicycle/ bike* 2. *car* 3. *Train* 4. *Sailing* 5. *spaceship*

- T has SS work in pairs to discuss what these vehicles will be like in 50 years.

- Ss can give any description about these future means of transport they can imagine.

- T asks some pairs to answer. Correct grammar or pronunciation mistakes if needed.

5. Wrap-up: * **Aim:** *To consolidate what students have learnt in the lesson*

- T asks Ss to say what they have learnt in the lesson.

Vocabulary

Future means of transport

Listen and read

- Practice
- Read the conversation and tick T or F.
- Find the words and phrases

Language Note

Future simple tense

6. Homework

- Learn by heart all the new words.

- Practice the conversation again.

- Prepare for the next lesson: Unit 11: A Closer look 1: Use the lexical items related to the topic “Travelling in the future” and say sentences with correct stress.

***Feedback:**

Week 30	UNIT 11: TRAVELLING IN THE FUTURE	Date of preparing:
Period 88	Lesson 2: A CLOSER LOOK 1	10/ 4/ 2024

I. OBJECTIVES: By the end of the lesson, students will be able to:

1. **Knowledge:** - Use the lexical items related to the topic “Travelling in the future” and say sentences with correct stress.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. **Competences:** - Develop communication skills and creativity
 - Be collaborative and supportive in pair work and teamwork
 - Actively join in class activities

3. **Character qualities:** - Develop self-study skills.
 - Be ready to know the words about future means of transport.

Teacher: *Le Thi Thu Ba –Chu Van An Lower Secondary School*

II. TEACHING AIDS: Textbook, plan, computer, T, Internet, sachmem.vn.

III. PROCEDURES:

1. Warm – up: NAME THE PICTURES

** Aim: To review the previous lesson and create a fun atmosphere in the class.*

- T calls 2 groups come to the board and write means of transport under each picture.
- T confirms the correct answer. The student who guesses correctly is the winner.



1.....



2.....



3.....



4.....



5.....



6.....

** Suggested answers:* 1. hyperloop

2. Helicopter

3. train

4. bike

5. Motorbike

6. boat

- T leads in the new lesson.

2. Pre-stage:

** Aim : To introduce some vocabulary related to the topic “Travelling in the future.”*

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

+ bamboo - copter (n/v) : chong chóng tre (picture)

+ skyTran (n) : hệ thống tàu điện trên không (picture)



Teacher: Le Thi Thu Ba –Chu Van An Lower Secondary School

+ solar - powered (a) : chạy bằng năng lượng mặt trời (picture)



+ (to) sail : lướt buồm (picture)

* **Checking vocab:** R.O.R

3. During- stage:

***Aims:** *To introduce some models of future travel; To help Ss learn to use the right verbs for the appropriate mode of travel and practice using the learnt words in the right context.*

a. Task 1/ p. 116: *Write the words or phrases under the correct pictures. Then listen, check and repeat.*

- T asks Ss to work individually to choose the words and phrases in the box to write under the correct pictures; T calls on Ss to share their answers and asks them why they think a word / phrase should go with a picture.
- T plays the recording for Ss to check their answers, has them to repeat chorally and individually, corrects their pronunciation and explain the meaning of these words/ phrases if needed.

* **Answer key:** 1. solar-powered ship 2. flying car 3. bamboo-copter 4. Hyperloop 5. skyTran

- T plays the recording for Ss to repeat chorally and individually, corrects their pronunciation and explain the meaning of these words/ phrases if needed.

b. Task 2/ p.116: *Write words and phrases from 1 in the correct columns.*

- T asks Ss to work individually to write words and phrases in 1 in the correct columns.
- Calls on some Ss to read their answers and corrects their pronunciation if needed..
- T checks the answers as a class.

* **Answer key:**

ride	fly	sail
skyTran	Bamboo-copter	Solar-powered ship
hyperloop	Flying car	

- T asks Ss to work in pair to add more modes of travel to the columns.
- T asks some Ss to read aloud the words/phrases. Correct Ss' pronunciation if necessary. Confirm the correct answers.

* **Suggested answers:**

ride	fly	sail
skyTran	bamboo-copter	solar-powered ship

hyperloop motorbike bicycle bus train	flying car Plane spaceship	boat
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c. Task 3/p. 116: Complete the sentences, using the words from the box.

- Teacher asks students to work in pairs to complete each of the sentences with a suitable word / phrase from the box.
- T asks them to share their answers in pairs before checking the answers as a class.
- T invites Ss to take turns to read their answers and corrects their pronunciation if needed.

***Answer key:** 1. bamboo-copter 2. fly 3. ride 4. hyperloop 5. eco-friendly

4. Pronunciation: Sentence stress

***Aim:** To help Ss be aware of which words in a sentence should be stressed, which are not; To help Ss practice saying sentences with correct stress.

a. Task 4/ p.116: Listen to the sentences and repeat. Pay attention to the bold syllables.

1. We'll **have** driverless **cars**.
2. We'll **have** driverless **cars** in the **future**.
3. I **think** driverless **cars** will **run** faster.
4. I **don't think** we'll **have** driverless **cars**.
5. I **think** driverless **cars** will be **safer** and **greener**.

- T has Ss listen to the recording once first. Ask them to pay attention to the stressed syllables.
- Play the recording again for SS to listen and repeat each sentence as a class, then as individuals.
- T asks Ss to read out the sentences. Correct their pronunciation and stress if needed.
- T introduce the rules in the Remember! Box.

b. Task 5/ p. 117: Listen to the sentences and repeat. How many stresses are there in each sentence?

- T plays the recording for Ss to listen and repeat; then ask Ss to count the number of stresses in each sentence. - Ss do the task individually, then compare their answer with a partner.
- T calls on some Ss to read the sentences in front of the class. Corrects their pronunciation if needed.

*** Answer key:** 1.3 2.3 3.4 4.4 5.5

5. Post-stage: GAME: BROKEN TELEPHONE

*** Aim:** To give students chance to apply what they have learnt.

Teacher divides Ss into 2 teams and asks them to stand in 2 lines. The first student from each line will be told 1 short sentence. Team members have to whisper one by one till the last. The last student from each line runs to the board and writes down the sentence and count the number of stress in sentence. The faster one with the correct sentence will be the winner.

- Students play the game. - Teacher helps students in the game. - Teacher gives feedback.

Teacher: Le Thi Thu Ba –Chu Van An Lower Secondary School

Suggested key: 1. It'll be faster to travel by hyperloop.
2. Bamboo-copters are fun to fly.

6. Wrap up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.
- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- Means of transport
- Write the words and phrases under the correct pictures.

Pronunciation

Sentence stress

7. Homework:

- Learn by heart all the new words
- Practice saying the sentences at home.
- Prepare for the next lesson: Unit 11: A closer look 2: Understand the use of the future simple and possessive pronouns.

- Project preparation:

- + Teacher informs student of the final project of the Unit's project.
- + Explain the requirements of the project: imagine a future means of transport you would like to see in the future. Students will present their ideas in Lesson 7 – Looking back and Project.
- + Put students into groups and ask them to discuss to assign tasks for each member. Help them set a deadline for each task.

***Feedback:**
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.....
.....
.....

Week 31 Period 89	UNIT 11: TRAVELLING IN THE FUTURE Lesson 3: A CLOSER LOOK 2	Date of preparing: 16/ 4/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. **Knowledge:** - Understand the use of the future simple and possessive pronouns.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. **Competences:** - Use the future simple to talk about future activities and make predictions.

- Use possessive pronouns correctly.

3. **Character qualities:** - Develop self-study skills.

- Be aware of the importance and advantages of future means of transport

II. TEACHING AIDS: Text book, laptop, TV, plan, sachmem.vn, internet, handouts,...

III. PROCEDURES:**1. Warm – up: GAME: JUMBLED SENTENCES**

*** Aim:** To activate students' prior knowledge related to the targeted grammar of future simple tense and to increase students' interest.

1. travel/ will/ by/ I/ flying car/ the/future/ in
2. there/ hope/ soon/ be/ they/ skyTrans/ will
3. The/ hyperloop / will/ pollute/ environment/ ?/
4. All students/ I/ use/ think/ won't/ the/ bicycles/ future/ in.

*** Suggested answers:**

1. I will travel by flying car in the future.
2. They hope there will be skytrans soon.
3. Will hyperlood/ pollute the environment?
4. I think all students won't use bicycles in the future.

2. Pre-stage:

*** Aim:** To review students' knowledge of the future simple and possessive pronouns.

a. Grammar 1: the future simple

- T sets the scene by asking some questions: Where will you spend your next summer holiday?

- T asks students to study the Grammar box: The future simple.

Positive	S + will + V-inf
Negative	S + will not (won't) + V-inf
Questions and short answers	Will + S + V-inf? – Yes, S + will/ - No, S+ won't

- T draws students' attention to the meaning and use of the past simple.

- T asks some more able students to give some more examples.

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- T confirms the answers and gives feedback.

b. Grammar 2: Possessive pronouns.

- Teacher writes on the board an example and re-explain the use of possessive pronouns.

Ex: This is your bicycle. That bicycle is her bicycle. → hers.

- T asks Ss to complete the table below:

Personal pronouns	Possessive adjectives	Possessive pronouns
I	my	mine
You	your	yours
We	our	ours
They	their	theirs
He	his	his
She	her	hers
It	its	its

- T confirms and corrects.

3. During-stage:

** Aims: To help Ss use the right verb form to talk about future activities and practise making full sentences about future activities using prompts; To review possessive pronouns.*

a. Task 1/ p. 117: Complete the sentences with will or won't.

- Ask Ss to work individually to complete the sentences.

- T lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).

- T confirms the answers and gives feedback.

- Ask several Ss to read aloud full sentences with the correct answers. Correct their pronunciation if necessary.

***Answer key:** 1. won't 2. will 3. will 4. won't 5. Will

b. Task 2/ p.117: Rearrange the words and phrases to make sentences.

- T asks Ss to work individually to rearrange the words and phrases to make sentences.

- T asks Ss to work in pairs to swap their answers and peer check and invites some Ss to write their answer on the board.

- T checks their answers as a class.

- T asks some students to read aloud the complete sentences

- *Answer key:**
1. We will have driverless cars in 2030.
 2. Cities won't allow cars in 2050.
 3. Will electric cars be popular?
 4. We will use solar-powered buses soon.
 5. Will we have enough parking places in ten years?

c. Task 3/ p.117: Use the correct form of the verbs in brackets to complete the conversation.

Alice: Do you think travelling by teleporter will become possible soon?

Tom: Yes. I hear that it (1. take) _____ very little time to travel from one country to another.

Alice: Right. And we (2. not have) _____ to wait at the airport.

Tom: _____ we (3. have) _____ to learn to drive it?

Alice: No. We (4. not drive) _____ it. It makes us disappear then appear in another place in just seconds.

Tom: How wonderful! There (5. not be) _____ traffic jams any more, right?

...

- Have Ss work in pairs to complete the conversation.
- T asks them to share their answers in pairs before checking the answers as a class.
- T confirms the answers and gives feedback.
- T invites some pairs to read aloud the conversation and corrects their pronunciation if needed.

**Answer key: 1. will take 2. won't have 3. Will ... have 4. won't drive 5. won't be*

d. Task 4/ p.118: Replace the underlined phrases with possessive pronouns.

1. My motorbike runs on electricity.
How about their motorbikes? _____
2. Your bicycle is blue and my bicycle is red. _____
3. My dream is to travel to the moon.
His dream is different. _____
4. My bus was late. Your bus was on time. _____
5. His car is a flying car. Our car is an electric one. _____

- T has Ss work individually to replace the underlined phrases with the correct possessive pronouns.
- T asks students to work in pairs to swap their answers and peer check.
- Ask some Ss to read aloud their own sentences. Then teacher checks their answers as a class.

**Answer key: 1. theirs 2. mine 3. His 4. Yours 5. Ours*

4. Post-stage:

** Aims: To help Ss practise talking about some future means of transport and learn reasoning skills by giving reasons for their choice.*

** Task 5/p.118: Look at the pictures and tell your partner if you will/ won't travel by these means of transport. Give reason(s).*



- T asks Ss to work in pairs to describe the picture. Then they tell their partners what means of transport they will choose to use in the future and why they will/ won't.
 - T asks some pairs to talk about their choices and reasons. Correct Ss' pronunciation and grammar mistakes when necessary.
- * Example: - In picture 1, I can see a / an (electric) bus / coach. I can see many people on this bus / coach. I think I will go to school by electric coach because it has no fumes, and it can carry many people at the same time.*

5. Wrap-up:

- * Aims: To consolidate what students have learnt in the lesson.*
- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
<ul style="list-style-type: none"> - The future simple - Possessive pronouns 	<ul style="list-style-type: none"> - Complete the sentences. - Rearrange the word and phrase - Complete the conversation 	<p>Tell your partner if you will/won't travel by these means of transport.</p>

6. Homework:

- Revise the form and use of the future simple and possessive pronouns.
- Prepare Communication: Learn some new words and phrases about making predictions; know how to make predictions and practise asking and answering questions about a future means of transport.
- Continue to prepare the project.

*** Feedback:**.....
.....
.....
.....

Week 31 Period 90	UNIT 11: TRAVELLING IN THE FUTURE Lesson 4: COMMUNICATION	Date of preparing: 16/ 4/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge: Learn some new words and phrases about making predictions; know how to make predictions and practise asking and answering questions about a future means of transport.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences: To make predictions, ask and answer questions about a future means of transport.

3. Character qualities: Have the good attitude to working in groups, individual work, pair work, cooperative learning.

II. TEACHING AIDS: Text book, computer, TV, plan, sachmem.vn, pictures,...

III. PROCEDURES:

1. Warm – up: GAME: SLAP THE BOARD

*** Aim:** To create a friendly and active atmosphere in the class to motivate students.



- T divides the class into 2 teams. Each team will chooses 6 Ss to join the game.

- T will read the word aloud in English and the students will slap their hands on the correct pictures.

- The team with correct answers and faster will be the winner.

*** Suggested key:** solar-powered ship, skytran, bamboo- copter, flying car, hyperlood, pollute.

2. Pre-stage

*** Aim:** To teach useful vocabulary and phrases related to the topic; To introduce to Ss how to make predictions.

a. Vocabulary: (Using different techniques to teach Vocab)



- switch (n): công tắc

- solowheel (n): phương tiện tự hành cá nhân một bánh



- walkcar (n): ô tô tự hành dùng chân

- self-balancing (adj): tự cân bằng

* **Checking vocabulary: R.O.R**

b. Structure:

* Task 1/p. 119: Listen and read the conversation. Pay attention to the highlighted sentences.



-T asks Ss to listen to the dialogue between Ann and Tom.

-T asks Ss to work in pairs and read the dialogue, pay attention to the highlighted sentences.

- T emphasizes the use of making predictions and calls some students to read the dialogue again.

- T confirms the answers and gives feedback, corrections (if necessary).

How to make predictions: + **We certainly will/ won't...**

If you are sure about your predictions.

+ **It probably won't/ will ...**

If you are not sure about your predictions.

3. During-stage

* **Aims:** To help Ss practise making predictions, asking and answering questions about a future means of transport.

a. Task 2/ p.119: Work in pairs. Make similar conversations about future travelling.

-T has students work in pairs to make similar dialogues, using the contexts given and the sample making predictions.

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-T asks some pairs to practice the dialogue so that the whole class can give comments.

-T gives feedback as a class.

*** Suggested answers:**

Situation 1:

A: Do you think we will travel long distances by hyperloop?

B: We certainly / probably will.

A: Will it allow us to travel to other planets?

B: It probably / certainly won't.

Situation 2:

A: Do you think people will travel to other planets for their holidays?

B: They certainly / probably will.

A: Will holidays on other planets be expensive / interesting?

B: They certainly will (be).

b. Task 3/ p.119: Complete the conversation between Mark and Lan with the questions and answers from the box.

A. How many wheels will a walkcar have?

B. I think they will go by walkcar.

C. It is self-balancing.

D. What will it run on?

Mark: So what means of transport will students use to go to school?

Lan: (1) _____

Mark: Walkcar? (2) _____

Lan: Four.

Mark: How will it work?

Lan: You stand on it then turn on the switch and drive away.

Mark: (3) _____

Lan: Electricity.

Mark: Won't riders fall off it? It sounds dangerous.

Lan: No, they won't. (4) _____

Mark: I can't wait to get one.

- T asks Ss to work individually to complete the conversation.

- Students read aloud the four sentences in the box.

- T asks Ss to work in pairs to swap their answers and peer check.

- T checks their answers as a class and invites some pairs to read out the correct conversation.

*** Answer key:** 1.B 2.A 3.D 4.C

4. Post-stage


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*** Aims:** To help Ss practise asking and answering questions about which means of transport they would like to use to travel to school; To help Ss be aware of what information they should use when asking about a means of transport; To help Ss practise talking about which means of transport they would like to use to travel to school and giving reasons, reporting.

a. Task 4/ p. 119: Choose one means of transport below and make a similar conversation as in 3.


1. Bamboo-copter

- 2 wings
- Put it on and turn on the switch
- Self-balancing
- Electricity
- Fun and safe to use



2. Solowheel

- 1 wheel
- Stand on it and turn on the switch
- Small
- Electricity
- Fun and green to use



- T asks Ss to work in pairs to ask and answer the questions about which means of transport they would like to use to travel to school. Ask them to use the example in 3

- T invites some pairs to role- play, asking and answering the questions in front of the class

-T corrects any grammar or pronunciation mistakes if necessary.

*** Suggested answer:** For the conversation about bamboo-copter, for example, T may guide Ss to ask questions:

1. *So what means of transport will students use to go to school?*

2. *How many fans does it have?*

3. *How will it work?*

4. *What will it run on?*

5. *Why would you like to go to school by bamboo-copter?*

– *For the Solowheel, T instructs Ss to ask similar questions.*

b. Task 5/ p.119: Choose one means of transport that you would like to use to travel to school. Give reasons.

-T lets students work in groups discuss which means of transport each member of their group chooses and gives reasons.



-T invites group representatives to report their group's answers.

-T gives feedback on their reports.

5. Wrap-up:

* *Aim: To consolidate what students have learnt in the lesson.*

-T asks students to talk about what they have learnt in the lesson.

Everyday English

-Vocab: switch, walkcar ...

-Make dialogues

How will children go to school?

- complete the dialogue.

Production

-Ask and answer which means of transport that you would like to use to travel to school.

6. Homework:

- Practice the dialogue and structure

- Prepare for lesson 5(Skills 1) + Develop reading skill for specific information about cars.

+ Develop speaking skill: talk about why a means of transport will/ won't be popular.

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- Continue to prepare the project.

*Feedback:

.....

.....

Week 31
Period 91

UNIT 11: TRAVELLING IN THE FUTURE
Lesson 5: SKILLS 1

Date of preparing:
16/ 4/ 2024

I. OBJECTIVES: By the end of the lesson, students will be able to:

1. **Knowledge:** - Develop speaking skill: talk about why a means of transport will / won't be popular.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. **Competences:** - Read for general and specific information about cars..

- Develop communication skills ; - Be collaborative and supportive in pair work and team work

- Actively join in class activities

3. **Character qualities:** - Develop self-study skills.

- Be interested in future means of transport.

II. TEACHING AIDS: Textbook, plan, computer, TV, Internet, sachmem.vn,...

III. PROCEDURES:

1. Warm – up: NETWORKING

***Aim:** To create an active atmosphere in the class before the lesson.

- T asks Ss to work in group to think of the forms of transport they have used and any that they would like to experience.



- Teacher calls on groups to see how many different forms of transport they can list. The group which has more corrects ones will be the winner.

* **Suggested answers:** hot-air balloon, helicopter, yacht, bicycle, horse and carriage, hang glider, mule, double – decker bus, elephant, spaceship, etc.

2. Pre-stage:

***Aims:** - To provide students with some lexical items before reading the text.

- To prepare Ss with some general ideas before they read.

a. Vocabulary:

-T uses different techniques to teach vocab:

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- (to) charge: sạc pin
- passenger (n): hành khách
- function (n): chức năng
- economical (a): tiết kiệm nhiên liệu
- autopilot (adj, n) : lái tự động
- (to) run on: chạy bằng (nhiên liệu nào..)

*Check vocab: : R.O.R

b. Task 1/ p.120: Work in pairs. Look at the picture and find the words or phrases to describe it.

- T asks SS to work in pairs to look at the picture and think of words to describe the car and the words or phrases about the driver.
- T calls on some Ss to read loud the listed words/ phrases.
- T writes on the board, corrects pronunciation or grammar if needed.

*** Suggested answer:**

- *The car: convenient, safe, comfortable, modern, automatic, automated, autopilot, etc.*
- *The driver: relaxing/ isn't driving, etc.*

c. Prediction:

- T gives some sentences and asks Ss to guess which sentences is the main idea of passage.

A. Roadrunner is a success.

B. Roadrunner is a car company.

C. Roadrunner's cars have an autopilot function.

T collects Ss' predictions

3. During-stage:

*** Aim:** *To improve Ss' skills of reading for the general idea and details.*

a. Checking the prediction: Task 2/ p.120: Read the passage and answer the question.

- T asks Ss to work individually to read the text quickly and find out the main idea of the paragraph and check Ss' predictions.
- T asks some Ss read out their answer and explain their choices.
- Teacher confirms, corrects, and explains that B and C are just facts.

*** Answer key: A**

b. Task 3/ p.120: Read the passage again and complete the fact file with no more than two words or a number.

- T asks Ss to work individually to read the passage and complete the table about the company and its cars.
- T allows students to share their answers before discussing as a class.
- T calls a student to write his/her answer on the board and points out where they can find the information. - Teacher corrects and confirms.

*** Answer key:**

Fact File	
Name of the company	Roadrunner
Speed was introduced in	(1) 2015
Safety will be the	(2) safest / largest and (3) largest / safest
Both models have	A gaming screen and an (4) autopilot function
Both models run on	(5) electricity
Passengers can	read, sleep, play games

4. Post –stage

***Aims:** - To enable Ss to ask and answer questions about a car company; To help Ss practise reasoning skill.

a. Task 4/ p.120: Work in pairs. Look at the fact file in 3 then ask and answer questions about it.

- T asks Ss to work in pairs to look at the table once more times to make questions about Roadrunner and its car based on the fact file in 3.
- Ss work in pairs to make questions, then answer these questions.
- T calls on some pairs to role – play it in front of the class and corrects Ss' grammar and pronunciation mistakes if needed.

*** Suggested questions:**

- When was Speed introduced?/ When did they introduce Speed?
- What do you know about Safety?/ What is special about Safety?
- What functions do these models have?
- What do these models run on?
- What can passengers do when they are travelling in the car?

b. Task 5/ p.120: Work in groups. Discuss why Roadrunner's cars will or won't become popular in the near future. Report your reasons to the class.

- T has Ss work in groups to discuss why Roadrunner's cars will or won't become popular in the near future and give reasons.
- T goes around to help students.
- After finishing, teacher can call some groups to give presentations in front of the class.

*** Suggested answers:**

- + Roadrunner's cars will become popular in the near future, because they are fast/ safe/ comfortable/ modern.
- + Roadrunner's cars run on electricity, so they are eco-friendly/ green/ they do not pollute the

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environment.

5. Wrap-up: * *Aim:* To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: charge, economical
- Read the passage again and complete the fact file

Speaking

Discuss why Roadrunner's cars will or won't become popular in the near future

6. Homework:

- Learn vocabulary by heart.
- Prepare for the next lesson: Unit 11- Skills 2: Listen for general and specific information about some future means of transport; Write a paragraph about the advantages of a future means of transport.

***Feedback:**

.....

I. OBJECTIVES: By the end of the lesson, students will be able to:

1. **Knowledge:** - Listen for general and specific information about some future means of transport.
- Write a paragraph about the advantages of a future means of transport.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. **Competences:** - Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
3. **Character qualities:** - Develop self-study skills
- Be aware of the importance and advantages of future means of transport

II. TEACHING AIDS: Textbook, plan, computer, TV, Internet, sachmem.vn,...

III. PROCEDURES:**1. Warm – up: GAME: SLAP THE BOARD**

*** Aim:** To review the previous lesson and create a fun atmosphere in the class.

- charge: sạc pin
- economical: tiết kiệm nhiên liệu
- passenger : hành khách
- autopilot : lái tự động
- function: chức năng
- run on: chạy bằng (nhiên liệu nào..)

2. Pre-stage:

***Aims:** To prepare Ss for the listening by focusing them on some words/ phrases.

a. Task 1/ p.121: Circle the words or phrases that you think are used to describe the future means of transport.

- T asks Ss to look at the words or phrases in Ex.1 and think of which ones are used to describe the future means of the transport.
- Ss think of it individually, then discuss with their partners. T encourages Ss to give reasons for their answers.
- T calls some students to give their answers. T listens and give comments.

b. Prediction:

- T asks Ss to predict how many means of transport Mr Ha and his student talk about.
- Ss collect Ss' predictions.

3. During stage:

***Aim:** To improve Ss' skills of listening for general information, comprehension and note taking.

a. Checking the prediction: Task 2/ p.121.

- T asks Ss to listen to a talk between **Mr Ha and his student** about means of transport once and check their predictions.
- Asks Ss to work in pairs and compare the answers with others.
- T confirms the answers and gives feedback.

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*** Answer key: C**

b. Task 3/ p.121: Listen to the talk again and complete each sentence with ONE word.

- T asks Ss to work in pairs to read the sentences and to predict the words they need to fill in each blank. Then teacher plays the recording for Ss to listen and fill in the blank.
- T calls on some Ss to give their answers and writes them on the board.
- Teacher plays the recording again as many times as needed for Ss to check their answers and clearly understand the conversation.

Answer key: 1. accidents 2. autopilot 3. expensive 4. bamboo-copter 5. eco-friendly

4. Post –stage:

***Aim:** To help Ss practise writing a paragraph about the advantages of the means of transport.

a. Task 4/ p.121: Work in pairs. Choose one future means of transport in 3 and tick the words and phrases that describe its advantages. Can you add more words and phrases?

- T asks Ss to work in pairs to choose a future means of transport in Ex3 and discuss with their partners by ticking the boxes or add as many words/phrases as possible.
- T calls on some Ss to read out loud and encourages Ss to make sentences with the words/phrases.
- T checks their answers and correct their pronunciation if needed.

*** Suggested answers:** economical, carrying many passengers, avoiding traffic jams, having an autopilot function, driverless, etc.

b. Task 5/ p.121: Now write a paragraph of about 70 words about the advantages of the means of transport you've chosen.

- T asks Ss to work individually to write about the advantages of the means of transport they've chosen. Teacher reminds them to start their writing as shown below.
- T asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.
- Teacher checks ideas, grammar, vocabulary and gives comments.

*** Sample paragraph:**

I think people will like travelling by bamboo-copters in the future because it has many advantages. First, it is eco-friendly, it runs by energy from the wind. Second, it's cheap and convenient. Students will just put on their bamboo-copters and fly to school.

5. Wrap- up:

*** Aim:** To consolidate what students have learnt in the lesson

- T asks students to talk about what they have learnt in the lesson.

Listening

Listen about means of transport.

Writing

Write a paragraph about the advantages of means of transport.

6. Homework:

- Rewrite the paragraph on your notebook.

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- Prepare: Revision of the end of the second term test: Unit 7- unit 11. (Vocabulary, Grammar, pronunciation, Listening text, Reading text, Writing, speaking)

*Feedback :

Week 32 Period 93	UNIT 11: TRAVELLING IN THE FUTURE Lesson 7: LOOKING BACK AND PROJECT	Date of preparing: 22/ 4/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. **Knowledge:** Review the vocabulary and grammar of Unit 11 and apply what they have learnt (vocabulary and grammar) into practice through a project

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. **Competences:** - Develop communication skills, presentation skill, critical thinking skill...

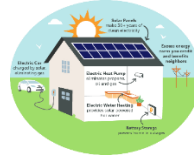
- Be collaborative and supportive in pair work and team work

3. **Character qualities:** Be more creative when doing the project and develop self-study skills and raise Ss' awareness of the importance and advantages of future means of transport.

II. TEACHING AIDS: Textbook, plan, computer, TV, Internet, A0 paper, sachmem.vn.

III. PROCEDURES:

1. Warm – up: GAME: MATCHING



a. flying car b. fume c. campsite d. bullet train e. solar-powered f. bamboo-copter

* Answer key: 1-d 2-f 3-a 4-e 5-c 6-b

2. Pre- stage:

LOOKING BACK:

* **Aims:-** To help Ss revise the vocabulary learnt in unit 11 and to use the right adjectives/ phrases to describe the appropriate means of transport.

- To help Ss use the right words and phrases in the right context.

* **VOCABULARY**

a. Task 1/ p.122: Write three adjectives or phrases to describe each picture.

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- T asks Ss to work individually to look at the three pictures and think of the words or phrases they have learnt to describe means of transport.
- Students exchange their textbooks with their partners.
- Calls on some Ss to give answers in front of the class.
- T checks Ss' answers as a class.

*** Answer key:**

1. fast, green, carrying many passengers
2. fast, convenient, autopilot function
3. electric, green, convenient

b. Task 2/ p.122: Complete the sentences with the words and phrases from the box.

- T asks Ss to work individually to complete the sentences with the words and phrases.
- T asks them to share their answers in pairs before checking the answers as a class.
- T invites Ss to take turns to read their answers and corrects their pronunciation if needed.
- T asks some students to read aloud the complete sentences.

***Answer key:** 1. eco-friendly 2. runs on 3. bamboo-copter 4. Driverless 5. Bullet trains

3. During – stage:

*** Aims: To help Ss revise the possessive pronouns and the future simple.**

*** GRAMMAR:**

a. Task 3/ p.122: Find one mistake in each sentence and correct it.

- T asks Ss to work in pairs to find one mistake in each sentence and correct it
- Calls on some Ss to give answers in front of the class.
- T checks Ss' answers as a class.
- T asks some students to read aloud the complete sentences.

*** Answer key:**

1. Her → Hers
2. Our → Ours
3. My → Mine
4. its → his
5. yours → your

b. Task 4/ p.122: Read the passage and put the verbs in brackets in the correct future form.

- T asks Ss to put the verbs in brackets in the correct form
- Ss work individually, then compare their answers with their partners.
- Calls on some Ss to give answers in front of the class.
- T checks Ss' answers as a class.

*** Answer key:**

1. will travel
2. won't go
3. will need
4. won't carry
5. Will ... come

4. Post- stage: PROJECT: OUR FUTURE MEANS OF TRANSPORT

** Aims: To help Ss revise vocabulary about various future means of transport and their advantages; To improve Ss' creativity, teamwork and public speaking skills.*

Task 5: Posters exhibition

- T asks groups of Ss to pin the pictures/ photos they have prepared on the board and take turn to present them to the class.
- Ss in other groups comment.
- Students vote for the best performance.
- T gives feedback.

5.Wrap –up:

**Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Grammar

Project

Words related to means of transport

- The future simple

- Possessive pronouns

Draw your means of transport

- **Now I can:**

- Ask Ss to complete the self-assessment table
- Identify any difficulties, weak areas, and provide further practice.

Now I can....	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the words related to future means of transport. • say sentences with correct stress. • use the future simple. • use possessive pronouns correctly. • make predictions. • read about cars. • talk about why a means of transport will / won't be popular. • listen to a talk about some future means of transport. 			

6. Homework:

- To revise UNIT 11
- Do exercise in the workbook
- Prepare next lesson: **REVISION OF THE END OF THE SECOND TERM TEST**

*** Feedback**.....

<i>Week 32</i> <i>Period 94</i>	REVISION OF THE END OF THE SECOND TERM TEST	Date of preparing: 22/ 4/ 2024
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A. OBJECTIVES: By the end of this lesson, Ss will be able to:

1. Knowledge:

- Review vocabulary related to the topics(unit 7 - 11)
- The pronunciation, Grammar
- Practice reading for general and specific information.
- Practice listening for specific information.
- Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Core Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Develop self-study and self-do test skills.

3. Personal qualities:

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

B. TEACHING AIDS: Textbook, laptop, pictures, TV

C. PROCEDURES:

I. LISTENING: Ôn lại các bài listen Unit 8 và Unit 9

Unit 8:

Hoa: Mark, what film did you see last week?

Mark: Naughty Twins. It's a comedy and its director is Nancy Simon.

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Hoa: I like Simon's films. Who stars in it?

Mark: Linda Brown and Susan Smith.

Hoa: They're well-known actresses. What is it about?

Mark: It's about two naughty girls. Although they are twins, they don't grow up together after their parents' marriage ends.

Hoa: What happens next?

Mark: The twins meet each other for the first time at a summer camp. They make a plan to bring their parents back together. And then many funny things happen.

Hoa: Did it receive good reviews?

Mark: Yes, most people say it's a must-see for young people because it's funny and moving. The acting and music are excellent, too...

Unit 9:

Hello everyone. I'm Mark. Today I'm going to talk about Thanksgiving, or Turkey Day. It's a national holiday. People from Canada and the USA celebrate it every year to be thankful for successful harvests. In the USA, we celebrate it on the fourth Thursday of November. We usually prepare a feast for family and friends. Both adults and children take part in the food preparation. Some of the traditional foods are turkey, sweet potatoes, and cornbread. After the meal, we play board games together. My family usually takes this opportunity to help others. My parents volunteer to cook and serve food to homeless people. My sister and I read books to old people in a nursing home near our house.

VOCABULARY: Ôn lại các từ vựng Unit 7 đến Unit 11

PRONUNCIATION: Ôn trọng âm của từ có 2 âm tiết và từ có 3 âm tiết

GRAMMAR:

I. Tenses:

1. The present simple tense (Thì hiện tại đơn)

a. Form:

TOBE

(+) S + am/is/are...

(-) S + am/is/are + not

ĐỘNG TỪ THƯỜNG

(+) S + V_(s/es)...

(-) S + don't/doesn't + V_{inf}...

b. Use:

- Diễn tả một sự việc ở hiện tại, thói quen.
- Diễn tả sự thật, các hiện tượng tự nhiên.
- Diễn tả kế hoạch đã định sẵn trong tương lai (lịch trình).

c. Note: Trong câu thường có các trạng từ: *always, usually, often, sometimes, seldom, every..*

2. The present continuous tense (Thì hiện tại tiếp diễn)**a. Form:**

(+) S + am/ is/ are + V-ing

(-) S + am/ is/ are + not + V-ing

(?) Am/ is/ are + S + V-ing...?

Yes, S + am/ is/ are.

No, S + tobe + not ('m not/ isn't/ aren't)

b. Use: Thì hiện tại tiếp diễn dùng để diễn tả 1 hành động đang xảy ra tại thời điểm nói.

c. Note: Trong câu thường có:

- Adverbs: now, at the moment, at present, right now, nowadays,...

- Verbs: Look! Watch!/ Listen!/ Be (careful/ quiet)!

3. The past simple tense (Thì quá khứ đơn)**a. Form:****TOBE**

(+) S + was/were...

(-) S + was/were + not

ĐỘNG TỪ THƯỜNG

(+) S + V_(2/ed)...

(-) S + didn't + V_(bare)...

b. Use:

Dùng để diễn tả một hành động đã xảy ra tại một thời điểm xác định trong quá khứ, không còn liên quan đến hiện tại.

c. Note: Trong câu thường có các trạng từ: *yesterday, last week, last month, last year, ago (cách đây)*

4. The future simple tense (Thì tương lai đơn)**a. Form:**

(+) S + will/shall + V_(bare)...

(-) S + will/shall + not + V_(bare)...

b. Use: Dùng để diễn tả hành động sẽ xảy ra trong tương lai hoặc đưa ra một dự đoán nào đó.

c. Note: Trong câu thường có: *tomorrow, tonight, next month/ year ..., in the future, soon,...*

II. Ask and answer about distance: (Hỏi và trả lời về khoảng cách)

Cách dùng	“How far” là câu hỏi thường được dùng để hỏi về khoảng cách, quãng đường giữa 2 địa điểm. Ta đặt “It” làm chủ ngữ trong câu để nói về khoảng cách.
Cấu trúc	How far is it from A to B?

	It is (about) + khoảng cách
Ví dụ	How far is it from your house to Tan Son Nhat airport? It's about 200 km (Khoảng 200 km)
Lưu ý	Trong câu trả lời về khoảng cách ta thường dùng “about” (khoảng chừng) khi không biết chính xác về khoảng cách đó.

III. Should (nên) và Shouldn't (không nên) dùng để đưa ra lời khuyên

Should là động từ khuyết thiếu, do đó nó không cần chia theo các ngôi và luôn cần một động từ nguyên thể không "to" đi đằng sau

Thể	Thể khẳng định +Thể phủ định	Thể nghi vấn
Chức năng	Dùng để diễn tả lời khuyên, hay ý nghĩ điều gì là đúng, nên làm hoặc không nên	Dùng để hỏi ý kiến hay yêu cầu một lời khuyên.
Cấu trúc	s + should/ shouldn't + V + (các thành phần khác).	Should + s + V + (các thành phần khác)? Yes, s + should. No, s + shouldn't.
Ví dụ	We should brush our teeth twice a day. We shouldn't waste water.	Should we buy a new car? Yes, we should.

IV. Although/ though/ even though (dù, mặc dù, cho dù) and however (tuy nhiên):

1. Cách sử dụng từ nối “although, though, eventhough”

Chúng ta sử dụng **although, though, eventhough** để thể hiện sự tương phản giữa hai hành động (hai mẫu thông tin) trong cùng một câu và dùng trước một mệnh đề.

Chúng ta sử dụng **although** trước một mệnh đề.

Although/ though/ even though + S + V ..., S + V ...
S + V ... although/ though/ even though + S + V ...

Ex: Although the acting in the film was good, I didn't liked its story.

I didn't liked its story although the acting in the film was good.

Lưu ý: Khi dùng **although, though, eventhough** ta không dùng **but** và ngược lại khi dùng **but** ta không dùng **although, though, eventhough**.

Ex: He is so young, but he performs excellently.

Although he is so young, he performs excellently.

2. Cách sử dụng “however”

Chúng ta sử dụng “**however**” để thể hiện sự tương phản giữa hai câu. Chúng ta thường dùng dấu phẩy sau chúng (However,).

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S1 + V1 . However, S2 + V2 ...
S1 + V1 ; However, S2 + V2 ...

Ex: He is so young. However, he performs excellently.

I good at English. Nevertheless, I study Math so bad.

V. Yes/ No questions:

Câu hỏi “yes”/ “no” hay còn gọi là câu hỏi đóng sử dụng be, have, do hoặc một động từ khiếm khuyết. can, should, must,... Câu hỏi Yes/No luôn bắt đầu bằng một trong những trợ động từ trên và có thể trả lời đơn giản là Yes hoặc No, hay có thể lặp lại câu hỏi.

Lưu ý: Không thể hỏi câu hỏi Yes/No mà không dùng một trong các trợ động từ trên.

* Cấu trúc của câu hỏi Yes/ No

Câu hỏi: Trợ động từ/động từ tobe + S + V?

Trả lời: Yes, S + trợ động từ/tobe

No, S + trợ động từ/tobe (not)

Ex: Is he a teacher? (Anh ta có phải là một giáo viên không?)

Yes, he is (Đúng, anh ta là giáo viên)

No, he isn't (Không, anh ta không phải giáo viên)

VI. Possessive pronouns: (Đại từ sở hữu): mine, yours, his, hers, its, ours, theirs (không có danh từ theo sau)

E. EXERCISES:

I. Indicate the word which has a different stress.

1. A. costume B. turkey C. happy D. discuss
2. A. dangerous B. polluting C. energy D. easily

II. Choose the correct answer (A, B, C or D) to complete each sentence.

1. The play was so boring. _____, An saw it from beginning to end.
A. Therefore B. Despite C. However D. Although
2. A: How was the film festival last week? – B: _____.
A. It was a big disappointment B. I went to the cinema last week.
C. That's a great idea. C. I went to this festival with my friends.
3. Lan: “Do you think we will travel to other planets for holidays in the future?”
Hoa: “_____”
A. It's a big disappointment B. Sounds great! I hope we will be soon
C. We will use it in the future D. We certainly will
4. A: _____. – B: That's a good idea. I quite like comedies.
A. How do you go to the cinema? B. What kind of film is it?
C. Let's go to see *Crazy Coconut* tonight. D. Do you like comedy films?

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5. It rained hard. _____, they went to Hoan Kiem lake to watch the fireworks.
A. Although B. Because C. However D. And
6. My sister _____ badminton now.
A. is playing B. played C. plays D. will play
7. My bicycle is blue. _____ is red.
A. Hers B. Her C. My D. Your
8. _____ is a system of tubes. You can go from one place to another in just minutes.
A. Bamboo-copter B. Teleporter C. Hyperloop D. Flying car
9. _____ the traffic was bad, I arrived on time.
A. Because B. But C. However D. Although
10. When energy comes from the sun, we call it _____.
A. wind energy B. solar energy C. hydro energy D. petrol
11. Wind, hydro and solar are _____ energy sources.
A. modern B. renewable C. non-renewable D. new
12. This is their castle, that one is _____.
A. we B. our C. us D. ours
13. "Let's go to the cinema tonight." – "_____."
A. No, it's too frightening for me B. No, thanks
C. Yes, I'd love to D. No, I don't like it
14. You _____ put the rubbish in the waste bins over there.
A. shouldn't B. would C. should D. wouldn't
15. When energy comes from water, we call it _____ energy.
A. hydro B. wind C. solar D. non- renewable
16. Ann: "What does hydro energy mean?" – Peter: "_____"
A. It probably won't B. It's energy that comes from water
C. It's a big disappointment D. We will use it in the future
17. You _____ wear a helmet when riding a bike. It's safer.
A. can B. can't C. should D. shouldn't
18. _____ it rained yesterday, we went shopping.
A. And B. However C. Although D. So
19. The film was so _____ that we almost fell asleep.
A. interesting B. gripping C. boring D. funny
20. Children _____ ride their bikes too fast.
A. wouldn't B. might not C. shouldn't D. should

21. When energy comes from _____, we call it hydro energy.
A. water B. coal C. oil D. wind
22. His car is a flying car. _____ is an electric one.
A. Our B. Us C. Ours D. We
23. Look! The train _____.
A. come B. is coming C. coming D. will come
24. Many people enjoy the film _____ the story is silly.
A. although B. so C. because D. but
25. _____ that documentary is boring, I still love the main character in it.
A. However B. Because C. But D. Although
26. We _____ for a cheap, clean and effective source of energy now.
A. are looking B. look C. looked D. will look
27. Travelling by _____ is simple. You just put it on and fly away.
A. hyperloop B. skyTran C. bamboo-copter D. teleporter
28. _____ films often make us cry.
A. Amusing B. Moving C. Funny D. Confusing
29. The film was so _____ that the audience couldn't stop laughing.
A. funny B. boring C. frightening D. moving
30. We should put _____ on our roof for the heating and hot water.
A. solar energy B. solar panels C. equipment D. cracks
31. They _____ ice cream at the moment.
A. ate B. eat C. will eat D. are eating
32. My dream is to travel to the moon. _____ is different.
A. They B. Their C. Them D. Theirs
33. The white cat is Helen's, and the black cat is _____.
A. my B. I C. mine D. me
34. You _____ drive carefully. The street is very crowded now.
A. should B. shouldn't C. wouldn't D. would

III. Find out the underlined word or phrase (A, B, C or D) that needs correcting.

1. Their car runs on petrol. My runs on solar energy.
A B C D
2. We travel by bullet train soon because it is green and safe.
A B C D

3. Her car can carry four passengers. Our can carry seven passengers.

A

B

C

D

4. The students are do a project about renewable energy in the lab now.

A

B

C

D

IV. Rewrite the sentences so as its meaning keeps unchanged.

1. My hat is blue.

=> The blue

2. He is so young, but he plays football very skillfully.

=> Although he

3. What is the distance between Da Nang City and Nam Dinh?

=> How far

4. Crossing the road now is dangerous because there is a red light.

=> You shouldn't

5. Although *The Titanic* is a very sad film, many people really love it. (**however**)

=> The Titanic.....

6. These are my shoes.

=> These shoes

7. Students/ go/ school/ bamboo-copter/ future. (Dùng từ gợi ý viết câu)

.....

8. They/ talk/ energy/ the classroom/ present. (Dùng từ gợi ý viết câu)













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NỘI DUNG ÔN KỸ NĂNG NÓI CUỐI KỲ II- NĂM HỌC 2023-2024
MÔN: TIẾNG ANH LỚP 7 - CHƯƠNG TRÌNH 10 NĂM
UNIT 7: TRAFFIC

A. Introduction - 0.4 pts

Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)

 1	 2	 3	 4
 12	1. What's this?/ What does this sign mean? (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) 2. How does he/ she go to school? (1, 4) 3. How does his/ her father go to work? (2, 3, 4) 4. Where should pedestrians cross the street? (6) 5. It's a thing people must wear when they ride a motorbike. (7) It's a mean of transport that you can see it flying on the sky (5) 6. It's a place that children or students play games (8)		 5
 11			 6
 10	 9	 8	 7

C. Interview/ Role-play (0.6pts) (~3 questions/ 1 student)

Student A - B/ / Student - Teacher
1. How do you go to school?
2. How far is it from your house to school?
3. How long does it take you to get there?
4. What are the problems of the traffic in your town/ city?
5. What causes these problems?
6. What should we do to reduce these problems?

KEYS: PART 2

1. BICYCLE	7. HELMET
2. MOTORBIKE	8. PLAYGROUND
3. CAR	9. TRAFFIC LIGHTS
4. BUS	10. CYCLE LANE
5. PLANE	11. NO RIGHT TURN
6. ZEBRA CROSSING	12. BOAT









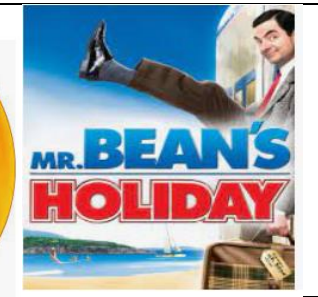
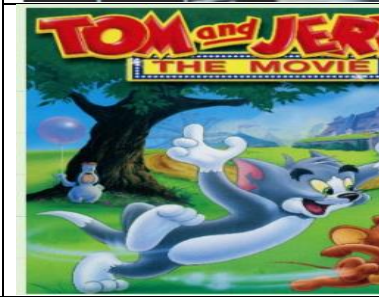
PART 3:

1. I go to school by_____
2. It's about _____ from my house to school.
3. It takes me about _____to get there.
4. They are traffic jams and traffic accidents/_____
5. Bumpy and narrow roads/ too many vehicles on the road/ some people not obeying traffic rules _____
6. We should obey traffic rules/ use public transport when travelling on the road/ _____

UNIT 8: FILMS**A. Introduction - 0.4 pts**

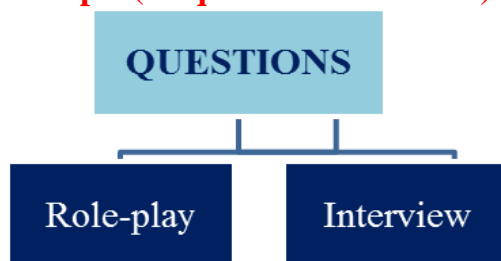
Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)

 <div data-bbox="254 594 348 659">1</div>	 <div data-bbox="758 594 852 659">2</div>	 <div data-bbox="1125 594 1220 659">3</div>		
 <div data-bbox="241 829 327 894">12</div>		<p>1. What type of film is it (A nightmare/ Harry Potter/ Tom and Jerry/ Bean's Holiday)? (1, 3, 6, 11)</p> <p>2. What is film/ Mr Bean/ A Polluted Planet/like? (2, 7, 10, 12)</p> <p>3. A film that tries to make the audience laugh? (6,7)</p> <p>A film that shows real life events or stories? (5)</p> <p>4. A film that sets in the future, often about science. (8)</p> <p>5. A man who has magical powers? (4)</p> <p>6. (A noun)=> Something that is good that you think others should see it? (9)</p>		
 <div data-bbox="241 1156 327 1221">11</div>				

<p>POLLUTED PLANET</p>  <p>10</p>	<p>must-see</p> <p>9</p>	 <p>8</p>	<p>MR. BEAN</p>  <p>7</p>
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C-Interview/ Role-play – 0.6 pts (~3 questions/ 1 student)



Student A - B/ / Student - Teacher
1. Do you like cartoon/ fantasy? Why or why not?
2. What is your favourite film?
3. What kind of film is it?
4. Who is the main character?
5. What is the film about?
6. What do people say about the film?

KEYS:

PART 2

1. Horror film	2. Violent	7. funny	8. Science fiction film
3. Fantasy	4. wizard	9. must- see	10. shocking
5. Documentary	6. Cartoon/ comedy	11. Comedy	12. frightening

PART 3:

- Yes, I do./ No, I don't. Because it's.....

2. My favorite film is.....
3. It's.....
4.is the main character.
5. It's about.....
6. They say it is a must-see for teens/

UNIT 9 : FESTIVALS AROUND THE WORLD

A. Introduction - 0.4 pts

Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)



1



2



3



12



11

1. What festival is this? (1, 4, 5, 6, 7, 9, 11, 12)
2. What do they prepare for this festival? (2, 3)
3. Which events happen at this festival? (3, 7, 8, 10, 12)
4. It is the symbol of the winner's prize. (11)
5. You can watch this traditional dance on Mid-Autumn Festival. (12)
6. It is a noun that means "Two children born to the same mother at the same time". (6)





10



9



8



C-Interview/ Role-play – 0.6 pts (~3 questions/ 1 student)

QUESTIONS

Role-play

Interview

Student A - B/ / Student - Teacher

1. What festival do you like best?
2. Does your family celebrate Thanksgiving/ Easter Festival?
3. How was the Mid-Autumn last year?
4. What do you often do at Christmas festival/ Tet ?
5. Why do people celebrate Hoi Mua Festival?
6. What do people often do at Thanksgiving ?

KEYS:

PART 2

- | | | | |
|---------------------|--------------------|---|--------------------|
| 1. Halloween | 2. Five fruit tray | 7. Easter/ Enjoying chocolate eggs | 8. Lighting lights |
| 3. Carving pumpkins | 4. Christmas | 9. Throwing water | 10. Throwing |
| 5. Flowers. | 6. Twins | tomatoes | |
| | | 11. Cannes Film Festival/ The Golden Palm | 12. Lion dances |

PART 3

1. I like.....best
2. Yes, we do. We go out and enjoy the food we like...../ No, we don't. We never celebrate it.
3. It was.....
3. I often.....
4. I usually buy presents for my family...../ decorate my house.....
5. They celebrate it to thank the Rice God and pray for the better new crop.
6. Family members and friends usually gather to have a feast, then they play board games.

UNIT 10: ENERRGY SOURCES

A.Introduction - 0.4 pts

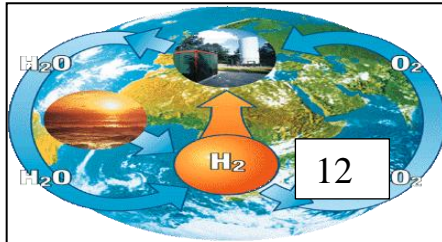
Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

Teacher: Le Thi Thu Ba–Chu Van An Lower Secondary School

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)



1



12

1. What's it? (1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12)
2. Where does energy come from? (4, 5, 7, 10, 12)
3. What type of energy is this? (1, 2, 6, 11)
4. What energy does [2] from wind/ nuclear/sun? (2, 3)
5. It is a type of energy that we can't run out of. (8)
6. It is a thing that gets energy from the sun. (3)



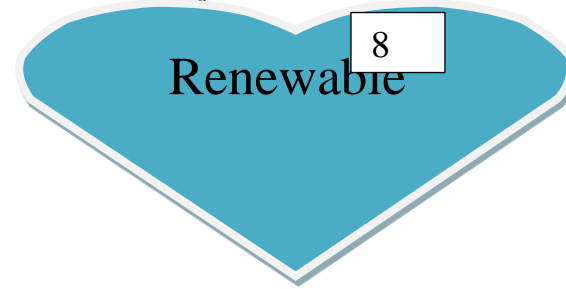
4



5

11

6



C-Interview/ Role-play – 0.6 pts (~3 questions/ 1 student)

QUESTIONS



Student A - B/ / Student - Teacher	
1. Do you turn off the light when going to bed? Why or why not??	
2. How should you go to school to save energy?	
3. How many types of energy are there?	
4. What are renewable sources?	
5. What do you usually do to save energy?	
6. What are the benefits of saving energy?	

KEYS: PART 2

1. Nuclear energy	2. Wind energy	7. sun	8. Renewable energy
3. Solar panel	4. Oil	9. Electricity/	10. water
5. Natural gas	6. Solar energy	11. Hydro energy	12. Coal

PART 3

1/ Yes, I do. I turn off it but sometimes I forget./ No..... Because I want to

2/ We should go to school by.....

3/ There are 4: Solar energy, Wind energy, Hydro energy, Nuclear energy.

4/ They are energy that comes from the sun, wind and water.

Week 33 Period 95	THE END OF THE SECOND TERM TEST (WRITTEN TEST)	Date of preparing: 22/ 4/ 2024
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A. Aims:

- To consolidate the grammatical points learnt from unit 7 to unit 10
- To evaluate ss' levels.
- To classify ss.
- To encourage ss to study harder.

*** Knowledge: (Vocabulary, Grammar and Language Functions...)**

*** Skills:**

- Reading
- Writing
- Listening

B. Content: (enclosed):

Week 33	THE END OF THE SECOND TERM TEST	Date of preparing:
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Teacher: Le Thi Thu Ba–Chu Van An Lower Secondary School

Period 96	(ORAL TEST)	22/ 4/ 2024
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A. Aims:

- To test Ss' speaking skill.
- To classify ss.
- To encourage ss to study harder.







B. Content:







NỘI DUNG ÔN KỸ NĂNG NÓI CUỐI KỲ II- NĂM HỌC 2023-20234
MÔN: TIẾNG ANH LỚP 7 - CHƯƠNG TRÌNH 10 NĂM

TOPIC 1: TRAFFIC**B. Introduction - 0.4 pts**

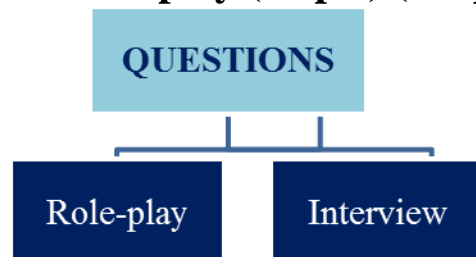
Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)

 <div data-bbox="499 867 562 932">1</div>	 <div data-bbox="1058 867 1121 932">2</div>	 <div data-bbox="1528 867 1591 932">3</div>	 <div data-bbox="2011 867 2072 932">4</div>	
 <div data-bbox="478 1338 562 1403">12</div>	<p>1. What's this?/ What does this sign mean? (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)</p> <p>2. How does he/ she go to school? (1, 4)</p> <p>3. How does his/ her father go to work? (2, 3, 4)</p> <p>4. Where should pedestrians cross the street? (6)</p> <p>5. It's a thing people must wear when they ride a motorbike. (7)</p>			 <div data-bbox="2011 1133 2072 1198">5</div>

 <div data-bbox="493 259 535 300">11</div>	<p>It's a mean of transport that you can see it flying on the sky (5)</p> <p>6. It's a place that children or students play games (8)</p>	 <div data-bbox="2005 259 2047 300">6</div>	
 <div data-bbox="483 552 525 592">10</div>	 <div data-bbox="1060 535 1102 576">9</div>	 <div data-bbox="1522 552 1564 592">8</div>	 <div data-bbox="2005 535 2047 576">7</div>

D. Interview/ Role-play (0.6pts) (~3 questions/ 1 student)



Student A - B/ / Student - Teacher
1. How do you go to school?
2. How far is it from your house to school?
3. How long does it take you to get there?
4. What are the problems of the traffic in your town/ city?
5. What causes these problems?
6. What should we do to reduce these problems?

KEYS: PART 2

1. BICYCLE	7. HELMET
------------	-----------

2. MOTORBIKE	8. PLAYGROUND
3. CAR	9. TRAFFIC LIGHTS
4. BUS	10. CYCLE LANE
5. PLANE	11. NO RIGHT TURN
6. ZEBRA CROSSING	12. BOAT

PART 3:

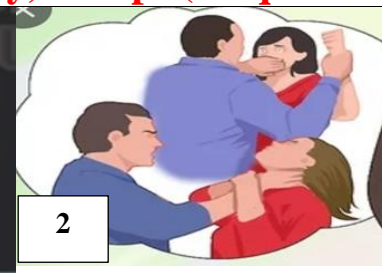

1. I go to school by_____
2. It's about _____ from my house to school.
3. It takes me about _____to get there.
4. They are traffic jams and traffic accidents/_____
5. Bumpy and narrow roads/ too many vehicles on the road/ some people not obeying traffic rules

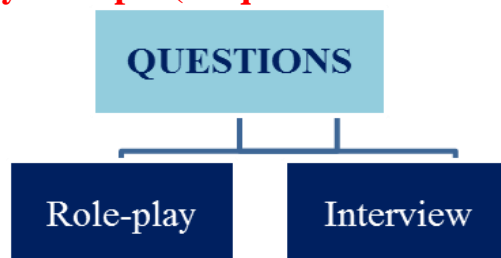
6. We should obey traffic rules/ use public transport when travelling on the road/ _____

TOPIC 2: FILMS**A. Introduction - 0.4 pts**

Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)

 <p>1</p>	 <p>2</p>	 <p>3</p>
 <p>12</p>		<p>4. What type of film is it (A nightmare/ Harry Potter/ Tom and Jerry/ Bean's Holiday)? (1, 3, 6, 11)</p> <p>5. What is film/ Mr Bean/ A Polluted Planet/like? (2, 7, 10, 12)</p> <p>6. A film that tries to make the audience laugh? (6,7)</p> <p>A film that shows real life events or stories? (5)</p> <p>4. A film that sets in the future, often about science. (8)</p> <p>5. A man who has magical powers? (4)</p> <p>6. (A noun)=> Something that is good that you think others should see it? (9)</p>
 <p>11</p>		
<p>POLLUTED PLANET</p>  <p>10</p>		
<p>must-see</p>		 <p>8</p>

C-Interview/ Role-play – 0.6 pts (~3 questions/ 1 student)

Student A - B// Student - Teacher
1. Do you like cartoon/ fantasy? Why or why not?
2. What is your favourite film?
3. What kind of film is it?
4. Who is the main character?
5. What is the film about?
6. What do people say about the film?

KEYS:

PART 2

1. Horror film	2.	7. funny	8. Science
Violent		fiction film	
3. Fantasy	4.	9. must- see	10.
wizard		shocking	
5. Documentary	6.	11. Comedy	12.
Cartoon/ comed	1	frighteni	2

PART 3:

7. Yes, I do./ No, I don't. Because it's.....
8. My favorite film is.....
9. It's.....
- 10.....is the main character.
- 11.It's about.....
- 12.They say it is a must-see for teens/

UNIT 9 : FESTIVALS

A. Introduction - 0.4 pts

Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)





6. What festival is this? (1, 4, 5, 6, 7, 9, 11, 12)
7. What do they prepare for this festival? (2, 3)
8. Which events happen at this festival? (3, 7, 8, 10, 12)
9. It is the symbol of the winner's prize. (11)
10. You can watch this traditional dance on Mid-Autumn Festival. (12)
6. It is a noun that means "Two children born to the same [8] at the same time". (6) [9]



C-Interview/ Role-play – 0.6 pts (~3 questions/ 1 student)

12

QUESTIONS

Role-play

Interview

11 Student A - B // Student - Teacher

1. What festival do you like best?
2. Does your family celebrate Thanksgiving/ Easter Festival?
3. How was the Mid-Autumn last year?
4. What do you often do at Christmas festival/ Tet ?
5. Why do people celebrate Hoi Mua Festival?
6. What do people often do at Thanksgiving ?

KEYS:

PART 2

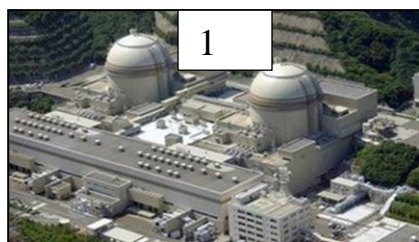
1. Halloween	2.	7. Easter/ Enjoying chocolate eggs
Five fruit tray		8. Lighting lights
3. Carving pumpkins	4.	9. Throwing water
Christmas		10. Throwing tomatoes
5. Flowers.	6.	11. Cannes Film Festival/ The Golden Palm
Twins		12. Lion dances

PART 3

1. I like.....best
2. Yes, we do. We go out and enjoy the food we like...../ No, we don't. We never celebrate it.
3. It was.....
3. I often..... 11.....
4. I usually buy presents for my family...../ decorate my house.....
5. They celebrate it to thank the Rice God and pray for the better new crop.
6. Family members and friends usually gather to have a feast, then they play board games.

TOPIC 4 : ENERRGY SOURCES**A.Introduction - 0.4 pts**

Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)

1

2

3



12



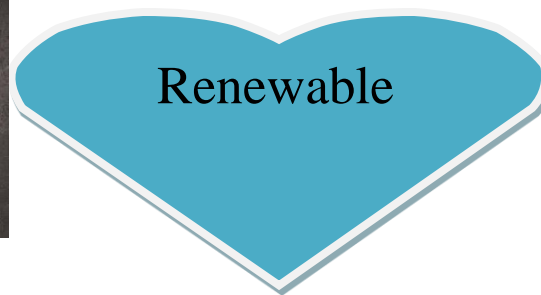
2. Where does (1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12) energy come from?

6. What type of energy is this? (1, 2, 6, 11)

7. What energy comes from wind/ nuclear/sun? (2, 1, 6)

8. It is a type of energy that we can't run out of. (8)

6. It is a thing that gets energy from the sun. (3)



10

9

8

C-Interview/ Role-play – 0.6 pts (~3 questions/ 1 student)

QUESTIONS

Role-play

Interview

Student A - B/ / Student - Teacher

1. Do you turn off the light when going to bed? Why or why not??
2. How should you go to school to save energy?
3. How many types of energy are there?
4. What are renewable sources?
5. What do you usually do to save energy?
6. What are the benefits of saving energy?

KEYS:

PART 2

1. Nuclear energy	2.	7. sun	8. Renewable
Wind energy		energy	
3. Solar panel	4. Oil	9. Electricity/	10. water
5. Natural gas	6.	11. Hydro energy	12. Coal
Solar energy			

PART 3

1/ Yes, I do. I turn off it but sometimes I forget./ No..... Because I wan

2/ We should go to school by.....

3/ There are 4: Solar energy, Wind energy, Hydro energy, Nuclear energy.

LE TH 4/ They are energy that comes from the sun, wind and water.

C. Homework: *Prepare Unit 12: Getting started*

Week 33 Period 97	UNIT 12: ENGLISH – SPEAKING COUNTRIES Lesson 1: GETTING STARTED	Date of preparing 3/ 5/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:**1. Knowledge:**

- To set the context for the introductory conversation
- To introduce the topic of the unit.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences: Listening and reading to get information about Phong's holiday.

- Communication, self-learning capability, creative capacity, ability to use of language.....

3. Character qualities: working hard, love to explore famous tourist destinations in the country and the world.

II. TEACHING AIDS: - Grade 7 textbook, Unit 12, Getting started, plan, computer, TV, Internet, sachmem.vn.

III. PROCEDURES:**1. Warm – up:** Matching (Flags with name of countries)

* *Aim:* To activate students' knowledge on the topic of the unit.

- T divides class into 4 groups and asks students to write flags with the name of country.
- Ss write down on the groupboard and stick it on the board.
- The group who has more correct words is the winner.

Canada The USA The UK New Zealand Australia



1.

.....

2.

3.



4.

5.

Answer key: 1. Canada 2. New Zealand 3. The USA
4. The UK 5. Australia

2. Pre- stage:

* Aims:

- To teach the vocab, set the context for the introductory text and introduce the topic of the unit “A holiday in Australia”.
- To help students use key language more appropriately before they listen and read
- To help students get the main idea of the dialogue.

a. Vocabulary

- T uses different techniques to teach vocab (*explanation, visual, pictures, etc.*)

+ Australia (n): nước Úc

+ ask for direction: hỏi đường

+ local (a): thuộc về địa phương



+ island (n) hòn đảo

+ (to) take a tour : đi tham quan



+ penguin (n): chim cánh cụt

+ amazing (a): ngạc nhiên (một cách thích thú)



+ landscapes (n): phong cảnh



+ sunset (n) hoàng hôn

* **Checking vocab:** R.O.R

b. Activity 1: Listen and read.

- Teacher asks Ss to look at the picture (p.124,125), answer the question:

2, What are Phong and Mark talking about?

A. Phong's holiday in Australia

B. English-speaking countries

C. The tour to Phillip Island



Answer: A

- Teacher plays the recording twice for students to listen and read along.

- Ss underline the words that are related to the topic of the unit while they are listening and reading.

- T invites some pairs of students to read the dialogue aloud.

3. During – stage:

* **Aims:** To have students get specific information of the text.

To check students understanding of the conversation and help students use the words in context

Activity 2: Read the conversation again and tick (✓) the information you can find in the conversation. P/ 125

1. In Australia, Phong used English in real life.

2. Phong visited some museums.

3. Phillip Island is far from Melbourne.

4. Australia is beautiful

5. Australians love outdoor activities

- Have Ss work individually or pairs
- Ask Ss to read the sentences and encourage them to do the task without referring to the text.
- Ss may read the conversation again to confirm their answers before giving the answers to T
- Call on some Ss to give the answers. Ask them where they find the information
- Check the answers as a class

Answer key:

1; 4; 5

Activity 3: Complete the sentences with the words and phrases from the box. P/ 125

island, sunset, landscape, Australians, penguin watching

1. This is a picture of the _____ in my village.
2. – Where did you go _____?
– On the beach.
3. – Is Phu Quoc a(n) _____?
– Yes, it is.
4. We had dinner on the beach after _____.
5. Most _____ like outdoor sports and games.

- Ask Ss to read the words and phrases in the box and work on their meanings. Ask Ss to do the task. They can work independently or in pairs
- Check the answers as class.

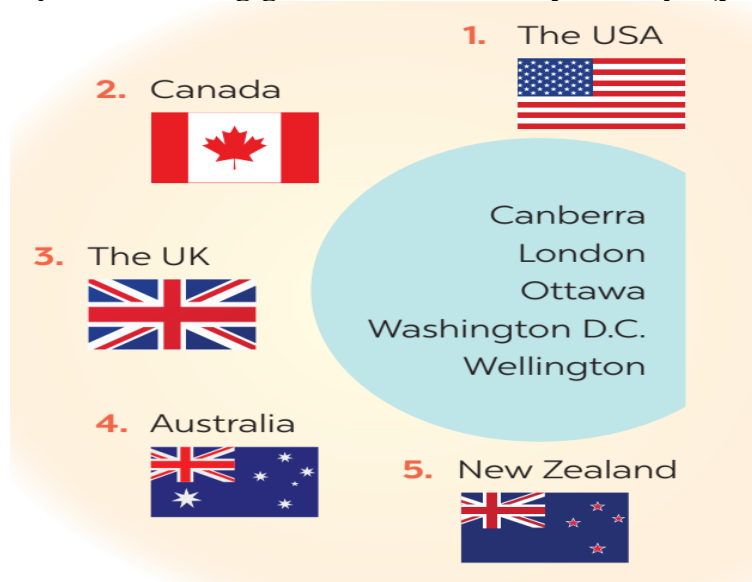
Answer key:

1. landscape 2. Penguin watching 3. Island 4. Sunset 5. Australians

4. Post- stage:

*** Aim: To introduce the names of five English- speaking countries and their capitals through the games**

Activity 4: Matching game: What's its capital city? (p. 125)



- T divides the class into 4 groups.
- Write the countries and the capitals on the board
- Ss have 1-2 minutes to discuss it in their groups and do the task. Ask them to write the answers on the piece of paper
- Ask all the groups to show their answers at the same time. The group with the most correct answers wins.
- Say the names of the countries, the the capitals aloud and ask Ss to repeat. Make sure they pronounce the names correctly.
 - * Key: 1: Washington DC; 2: Ottawa; 3: London; 4: Canberra; 5: Wellington

5. Wrap –up: **Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Words related to the topic *A holiday in Australia.*

Conversation

related to people and places in English-speaking countries and do the tasks

6. Homework:

- Learn by heart all the new words.
- Prepare next lesson: Unit 12: (A closer look 1). Students learn and use some words/ phrases about people and place related to the topic English- speaking countries and recognise and practise the rising and falling intonation for questions.

* **Feedback**.....

Week 34 Period 98	UNIT 12: ENGLISH- SPEAKING COUNTRIES Lesson 2: A CLOSER LOOK 1	Date of preparing: 7/ 5/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Students learn and use some words/ phrases about people and place related to the topic English- speaking countries.
- Recognise and practise the rising and falling intonation for questions.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competence:

- Students learn and use some words/ phrases about people and place related to the topic English- speaking countries and recognise and practise the rising and falling intonation for questions.

3. Character qualities: Love learning English

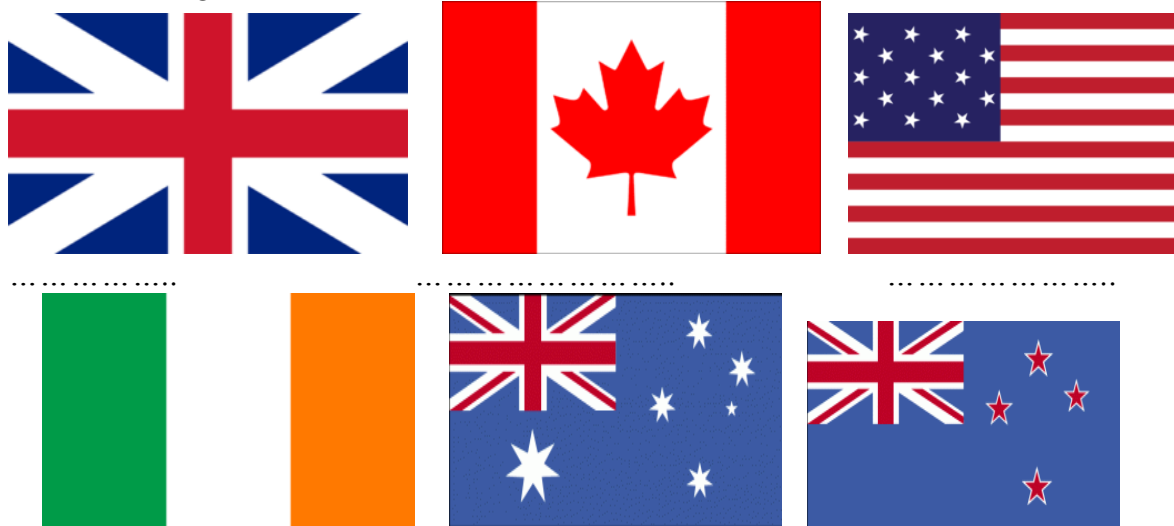
II. TEACHING AIDS: Textbook, plan, computer, TV, Internet, sachmem.vn.

III. PROCEDURES:

1. Warm – up: Matching

**Aim: To activate students’ prior knowledge and vocabulary related to the topic.*

Students work in groups and write the names of countries under the flags
The USA, England, Canada, Newzealand, Ireland, Australia



2. Pre- stage:

**Aim: To teach students some more words related to the topic.*

a. Vocabulary:

- T uses some techniques to elicit some new words (definition. Synonym, pictures, examples,..)
- island country: (n) quốc đảo

- tattoo (n): hình xăm [picture]



- kangaroo (n): [picture]



- coastline (n): đường bờ biển [picture]



- Scottish kilt (n): [picture]: váy truyền thống của đàn ông Xcôt-len
- unique (adj): [explain]: độc nhất
- ancient (adj) [explain]: cổ xưa
- native: (adj) [explain]: bản ngữ



b. Checking vocabs: R.O.R

3. During – stage:

**Aims: To practice vocabularies about English- speaking countries, and identify how to say the rising and falling intonation for questions.*

a. Task 1: Write the words or phrases under the correct pictures. (p. 126)

- T asks Ss quickly to do the exercise individually.
- T asks Ss to answers.

Answer key:

- | | | |
|------------------|-------------------|--------------|
| 1. Kangaroo | 2. island country | 3. tattoo |
| 4. Scottish kilt | 5. castle | 6. coastline |

b. Task 2: Work in pairs. Tell your partner the activities in 1 you can or can't do. (p. 126)

- T asks Ss quickly to do the exercise individually.
- T asks Ss to answers.

Examples:

- | | | | | |
|------------|------------|-----------|---------|------------|
| 1. amazing | 2. ancient | 3. unique | 4.local | 5. native. |
|------------|------------|-----------|---------|------------|

c. Task 3: Work in pairs. Discuss and write the word or phrase in the box next to its explanation. (p. 126)

- Ss work in pairs and write the word or phrase in the box next to its explanation.
- T asks Ss to answers.

Answer key:

- | | | | |
|----------|----------|-----------|-------------|
| 1. tower | 2.symbol | 3.Capital | 4.boat ride |
|----------|----------|-----------|-------------|

d. Pronunciation

Task 4: Listen and repeat the sentences. (p. 126)

- Teacher plays the recording and asks students to listen and repeat the statements. Remind students of the the rising and falling intonation for questions.
- Teacher ask some students to read out the statements and invite comments from other students.

4. Post- stage:

**Aim: To provide Ss with more practice in the intonations of questions.*

Task 5: circle the correct intonation. Then listen and repeat. (p. 126)

- T ask students to do the exercise in pairs
- T plays the recording for students to listen and repeat
- T asks some students to perform in front of the class.
- Other students give comments
- Teacher gives more comments if needed.

5.Wrap –up:

Aim: To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

Island, Tattoo, kangaroo, Coastline
,Scottish kilt ,Unique, ancient ,
Native

Pronunciation

Remind students of the the rising
and falling intonation for
questions.

6. Homework:

- Learn by heart all the new words.
- Practice using the rising and falling intonation for questions
- Prepare for next lesson: A closer look 2: + Understand the use of use articles
+ Practice using articles correctly
- Project preparation
 - + Teacher informs student of the final project of the Unit's project
 - + Explain the requirements of the project: Design a poster to introduce a place in an English-speaking country.
 - + Students will show their posters and present their ideas in Lesson 7 – Looking back and Project.
- + Explain students :
 - its name
 - its location
 - its attractions
- + Students do the project in groups and ask them to discuss how to assign tasks for each member. Help them set a deadline for each task.

*

Feedback.....
...
.....
.....
.....

Week 34 Period 99	UNIT 12: ENGLISH- SPEAKING COUNTRIES Lesson 3: A CLOSER LOOK 2	Date of preparing: 7/ 5/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Understand the use of articles.
- Practice using articles correctly.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character qualities:

- Develop self-study skills
- Raise students' awareness of the need to learn languages

II. Teaching aids:

- Grade 7 textbook, Computer connected to the internet, Projector/ TV/ pictures and cards, Sachmem.vn

III. Procedures:

1. Warm up:

Aims: To activate students' prior knowledge related to the targeted grammar: articles.

- Teacher asks students to describe the picture.



- Students look at the picture and describe it.
- Teacher and students discuss some sentences used to describe the picture:
 - *I see a clock. The clock is The Big Ben Clock Tower.*
 - *I see two buses. The buses are double-decker ones.*
- Teacher corrects students' answers if needed and confirms the use of articles "a/an" or "the"

2. Pre-stage:

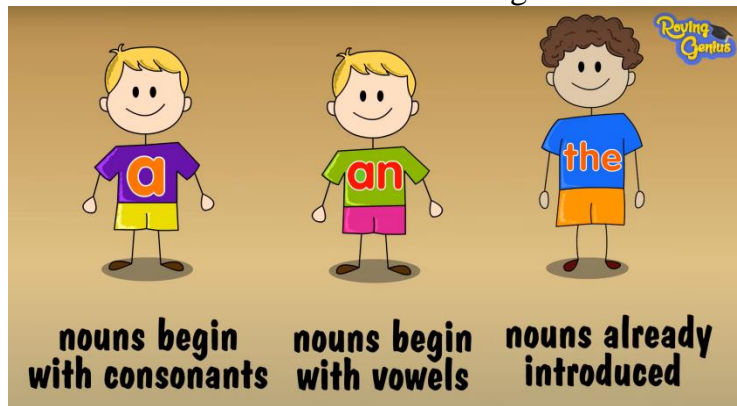
Aims: To teach students the use of articles "a/an" or "the"

- Teacher lets students watch the following video and asks them to summarise the use of articles "a/an" or "the":

<https://www.youtube.com/watch?v=drTyYqbz6Xk>

- Teacher then asks students to study the grammar box and give some more examples.
- Teacher and students discuss the examples.

- Teacher confirms the answers and gives feedback.



Task 1 : * Grammar notes

To help students revise the uses of articles they have learnt in Grade 6.

Task 1: Complete the sentences with “a / an” or “the” (p. 127)

- Teacher has students work individually.
- Students work individually to complete sentences with the articles.
- Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).
- Teacher confirms the answers and gives feedback.

Answer key:

1. the 2. an 3. a 4. a 5. the

3. During- stage:

Aims: To help students practise the uses of the as presented in the Remember! box, teach students the use of articles with nationalities, give students further practice in articles.

Task 2: Put in "the" where necessary. (p. 127)

- Teacher has students work individually.
- Students work individually to complete the sentences.
- Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).
- Teacher confirms the answers and gives feedback.

Answer key:

1. The – x 2. x – the 3. the – the 4. the 5. the – the

Task 3: Put in “a / an” or “the”. (p. 127)

- Teacher allows students some time to read the table first, then do the exercise.
- Students work in pairs to complete the task.
- Teacher then has students compare their sentences. Teacher can go around to help students.
- Teacher confirms the answers and gives feedback. (Note: The English, the Japanese, the French, but Australians, Canadians, Russians.)

Answer key:

1. a 2. an 3. an 4. the 5. a

Task 4: Complete the sentences with “a / an”, or “the” (p. 128)

- Teacher has students do this exercise individually.
- Students complete the exercise individually.
- Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).
- Teacher confirms the answers and gives feedback.

Answer key: 1. an 2. The 3. The 4. The 5. an 6. the

4. Post-stage:

*** Aim:** *To provide students with more advanced practice in articles.*

Task 5: Game – Faster detective.

- Teacher introduces the rules of the game:
 - The class will be divided into 2 teams.
 - Each team will have to detect errors in some sentences (if any) then make correction as fast as possible.
 - The team with more correct answers will be the winner.
- Students play the games.
- Teacher lets the 2 teams discuss and give comments to their answers.
- Teacher confirms the correct answers and gives compliments to the winner.

Answer key:

1. “What do you call a person from England?” – “The Englishman.” → Correct
2. Edinburgh is a capital city of Scotland. → the
3. Queenstown is a amazingly beautiful town. → an
4. Are ancient castles an attraction of Scotland? → ✓
5. Where can you see a red telephone box? → ✓

5. Wrap-up:

*** Aims:** *To consolidate what students have learnt in the lesson.*

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
the use of articles “a/an” or “the”	- Complete the sentences - Put in "the" where necessary - Put in “a / an” or	Game – Faster detective

6. Homework: Reactivate the knowledge that students have gained.

- Do more exercises in workbook.
- Prepare for Unit 12- Lesson 4: Communication: Students are going to learn how to express amazement

***Feedback:**

.....

.....

.....

Week 34 Period 100	UNIT 12: ENGLISH- SPEAKING COUNTRIES Lesson 4: COMMUNICATION (page 128)	Date of preparing: 7/ 5/ 2024
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I. Objectives:**1. Knowledge:**

Students are going to learn how to express amazement

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

By the end of the lesson, students can practice the dialogue about express their amazement. Write the name of the English-speaking countries.

3. Character qualities:

Practice in pairs or groups to express the amazement and talk about countries speaking English.

II. Teaching aids:

Textbook, laptop, loudspeaker, projector, pictures

III. Procedure**1. Warm up:**

***Aims:** To activate students' knowledge related to the targeted grammar: expressing amazement.

- Teacher asks students to guess the remaining of the picture: Men or women?

**2. Pre-stage:**

***Aims:** To introduce to Ss two ways to express amazement;

To provide Ss some practice in expressing amazement.

Task 1: Listen and read the conversations, paying attention to the highlighted parts (p128)

- Play the recording; Ss listen to and read the conversations. Ask Ss to pay attention highlighted parts.
- Elicit the expression of amazement.
- Have Ss practise the conversation in pairs.
- Highlight the expressions of amazement

Suggestion: to expression amazement, you can use:

+ Wow.... I didn't know that!

+ Amazing

Task 2: Work in pairs. Make similar conversations with the following situations, using expressions of amazement. (p 128)

- Ask Ss to work in pairs to make conversations with the situations provided, using expressions of amazement.

- Comment on their performance.

3. During-stage:

**Aims: To help students learn some facts about English- speaking countries through a quiz.*

To provide Ss with more facts about English-speaking countries and encourage interaction through responding

Task 3: Work in groups. Discuss and write the name of the country next to the fact. (p 129)

- Have Ss work in groups to read the facts. Discuss and do the matching. This is learning with fun, so don't pressure Ss.

- Confirm the correct answers as a class.

Key:

1. Australia 2. The USA 3. Canada 4. The UK 5. New Zealand

Task 4: Work in pairs. Read some facts about English-speaking countries and tick (v) the column true for you. Then role-play by one person saying one statement aloud and the other responding to it. (p 129)

- Ask Ss to read the introductions, then the example to know what they have to do.

- Let Ss read the facts and tick the column true for them. Then ask them to work in pairs and take turns to role-play with one saying a statement aloud and the other responding to it with his/her answer.

- Call on 2-3 pairs to role-play in front of the class

4. Post-stage:

**Aims: To encourage Ss to share what they know about English- speaking countries with the class.*

Task 5: Work in groups. Share with your group some interesting facts you know about English-speaking countries. The group take notes and presents its finding to the class. (p 129)

- Ask Ss to work in group. Allow them time to think about a facts they know and how to say it.

- Have Ss share the facts in the group. The group leader takes notes of the facts. Some Ss may repeat facts which have previously appeared in the unit. This is also a revision activity.

- Call on some groups to share the facts with the class.

5. Wrap – up:

Aims: To consolidate what they have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Words related to English-Speaking Countries

Everyday English

Expressing amazement

Tasks

Exercises about English-Speaking Countries

- Learn how to express amazement.
 - Write a paragraph about one of the English- speaking countries (70 words).
 - Prepare for the next lesson (Lesson 5: Skills 1): reading specific information about New Zealand and talk about Scotland
- * **Feedback:**

Week 34 Period 101	UNIT 12: ENGLISH- SPEAKING COUNTRIES Lesson 5: SKILLS 1 (page 130)	Date of preparing: 8/ 5/ 2024
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I. Objectives: By the end of this lesson, Ss will be able to gain:

1. Knowledge:

- Develop reading skill for specific information about New Zealand
- Develop speaking skill: talk about Scotland

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Core competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills
- Raise students' awareness of the need to learn languages.

II. Teaching aids:

- Grade 7 textbook, Unit 12, Skills 1
- Projector/ TV/ pictures and cards, - sachmem.vn

III. Procedures:

1. Warming-up:

***Aims:** To lead to the new lesson:

Guessing: What country is it? Watching series pictures / video of New Zealand
→ NEW ZEALAND

2. Pre-Stage:

Aims: To provide students with some lexical items before reading the text.

To lead in the text about New Zealand

VOCABULARY

- Teacher introduces the vocabulary.
- 1. shining (adj) : sáng, tỏa nắng
- 2. historic (adj): nổi tiếng hoặc quan trọng trong lịch sử
- 3. rich (adj): giàu, giàu có
- 4. unique tattoos: nghệ thuật xăm trổ
- 5. Maori culture : Văn hóa người New Zealand
- 6. an experience : sự trải nghiệm
- Teacher confirms student's answers and checks their pronunciation and gives feedback.
- 1. Pre-questions: (Task 1)
- 1. Where is New Zealand? (SS' answer)
- 2. What is New Zealand famous for ? (Ss' answer)

Task 1: Work in pairs. Discuss and choose the correct answer A, B, or C. (p. 130).

- Teacher asks students to work in pairs to discuss and predict to answer the questions.
- Students work in pairs to complete the task. - Students discuss the answers.

3. During-stage/ Practice :

Aims: To help students develop their reading skill of guessing the meaning of a word by using its context. To help students develop their reading skill for specific information (scanning).

- Read the text to check Ss' prediction
- Teacher asks some pairs to share their answers. (Don't confirm the answers. Leave them till the end of the reading.)

Answer key: 1. A 2. B

Task 2: Read the passage and match the words in bold from the passage (1-4) with their meanings (a-d). (p. 130)

- Teacher asks students to work individually to read the passage and find the highlighted words.
- Students read the text in detail, paying attention to the words in bold.
- Teacher asks students to read the sentences where the words appear, and before and after it.
- Teacher calls some students share their answers then check the answers as a class.

Answer key: 1. c 2. d 3. a 4. b

Task 3: Read the passage again and choose the correct answer A, B, or C. (p. 130)

- Teacher asks some students to do the task individually: read each question, locate where it appears in the text, read that part carefully and circle the correct answer.
- Students work individually to complete the task.
- Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.
- Teacher calls a student to write his/her answer on the board, then check the answers as a class.

Answer key: 1. C 2. B 3. B 4. A 5. C

4. Post-stage: Speaking/ Writing

Aims: To give students an opportunity to express their own feelings about what they personally like about New Zealand.

Task 4: Work in pairs. Note two things you like about New Zealand. Share them with your partner. (p. 130)

- Teacher allows students to work individually first, referring (if necessary) to the text and list the two things they like most about New Zealand.
- Students work in pairs to share their ideas with their partners, using the suggested opening provided.
- Students should give some reasons for their choice.

Suggestion for the opening:

There are two things I like about New Zealand. They are ...

Task 5: Work in groups. Prepare a short introduction of Scotland and present it to the class. (p. 130)

- Teacher asks students to read the facts about Scotland first. Teacher explains that the introduction consists of four parts (as shown in the box).
- Students work in groups, refer to the reading to see how the ideas are used to discuss, then form complete sentences from the information given.

Scotland : Where/ what famous for/ What people can do there/ What people is like

Some facts about Scotland

- Location: in the north of Great Britain
- Famous for: rich culture, beautiful nature, ancient castles
- To-do list:
 - + see unique Scottish activities like drumming, dancing ...
 - + visit: the Edinburgh Castle, the Royal Mile, Loch Ness ...
- People: friendly, creative

5. Wrap-up:

Aims: Teacher asks students to talk about what they have learnt in the lesson

To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

New Zealand

Where/ what famous for/ What people can do there

Scotland

Where/ what famous for/ What people can do there.

Homework :

1. Talk and write about New Zealand/ Scotland : Where/ what it famous for/ What people can do there.?
2. Prepare : Unit 12 : Skill 2: listen for specific information about a tour of a city; write a diary entry about a tour of a city.

Week 34
Period 102

UNIT 12: ENGLISH- SPEAKING COUNTRIES
Lesson 6: SKILLS 2 (page 131)

Date of preparing:
8/ 5/ 2024

I. Objectives

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

1. Knowledge:

- listen for specific information about a tour of a city;
- write a diary entry about a tour of a city.

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Core competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills
- Raise students' awareness of the need to learn languages.

II. Teaching aids:

1. Textbooks, Unit 12 – Lesson 6: Skills 2
2. Equipment: computer accessed to the Internet, projector, loudspeaker
3. sachmem.vn

III. Procedures:

1. Warm- up: Aims: To lead in the topic of the lesson.

Guessing game: What city is it?

* Teacher divides the class into 2 teams. Each team will guess the name of the city based on pictures given gradually by the teacher.

** Teacher introduces the topic of the listening task: A tour around London.



2. Pre-stage:

Pre-Listening:

Aims: To prepare students for the listening by introducing two key phrases visually.

- Vocabulary: a guard, a tour guide

Task 1:

- Teacher asks students work in groups to read the phrases and match them to the pictures.
- Students discuss with partners.

Answer key:

1. Changing of the Guard

2. Buckingham Palace

Prediction:

Task 2: A tour guide is talking about the schedule for a day trip in London. Listen and fill in the times. (p. 131)

- Teacher helps students revise the use of time in the listening and note taking skills by saying 3 - 4 different times for students to write down.
- Teacher has students read the questions quickly and predict the answers to fill in the times.

- T collect Ss' predictions

3. During-stage:

While-Listening

Aims: To help students develop their skill of listening for specific information, in this case: times.

- Ss listen to the tape then check their predictions
- Teacher has students exchange answers in pairs, invites some pairs to read their answers and confirm the correct ones
- Teacher confirms the answers and gives feedback.

Answer key: 1. 11:30 a.m. 2. 1:00 p.m. 3. 3:15 p.m. 4. 5:00 p.m.

Task 3: Listen again and complete each sentence with ONE word. (p. 131)

Aims: To help students further develop their listening skill for specific information

- Teacher has students read the questions and determine what information they need for answering the questions, reminds them that the questions ask for one-word answers.
- Teacher plays the recording again twice for students to listen and complete the sentences.
- Teacher plays the recording again if needed, stopping at each place where the answers appear.

Answer key: 1. Queen 2. garden 3. Clock 4. photos 5. attractions

4. Post –stage: Aims: To help students summarise the content of the listening in notes.



Suggested answers:

Time	Place	Activity
9:30 a.m.	Buckingham Palace	– see the Queen's garden – see the Queen's collection of artworks
11:30 a.m.	Buckingham Palace	watch the Changing of the Guard
1 p.m.	Around Big Ben	– have lunch – tour the place and take photos
3:15 p.m.	The River Thames	take a boat ride
5:00 p.m.		return to the hotel

Task 5: Imagine that you took the tour of London. Write a diary entry of about 70 words about your tour, based on the table in 4 or use your imagination. (p. 131)

Aims: To teach students how to write a diary entry about a tour they have taken.

To peer check, cross check and final check students' writing.

- Teacher explains to students what a diary entry is: It is a description of what you do during a tour and how you feel about it.
- Teacher allows students to peer check first, Teacher goes around to help (if necessary).

Suggested answers:

The tour of London began at 9:30 a.m. First, we went to Buckingham Palace. We visited the Queen's Garden and saw her collection of artworks. At 11:30 a.m. we watched the Changing of the Guard. We then went to Big Ben. We took a lot of photos there. At 3:15 p.m., we took a boat ride on the River Thames. We saw many historic attractions along the river. I enjoyed the tour very much.

5. Wrap-up: Aims: To consolidate what students have learnt in the lesson.

- Listening: What you listened about the schedule for a day trip in London
- Writing: What you write about the London tour.

Teacher asks students to talk about what they have learnt in the lesson

Listening

Writing

What you listened about the schedule
for a day trip in London

What you write about the
London tour

6. Homework:

1. Rewrite the diary on your notebook.
2. Prepare for the next lesson (Unit 3-Lesson 7: Looking back and Project): Review the vocabulary and grammar of Unit 12 and apply what they have learnt (vocabulary and grammar) into practice through a project

*Feedback:

Week 35 Period 103	UNIT 12: ENGLISH- SPEAKING COUNTRIES Lesson 7: LOOKING BACK & PROJECT	Date of preparation 15/ 5/ 2024
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I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:

- Review the vocabulary and grammar of Unit 12
- Apply what they have learnt (vocabulary and grammar) into practice through a project

HSKT: In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and creativity
- Develop presentation skill and critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities:

- Be more creative when doing the project
- Develop self-study skills

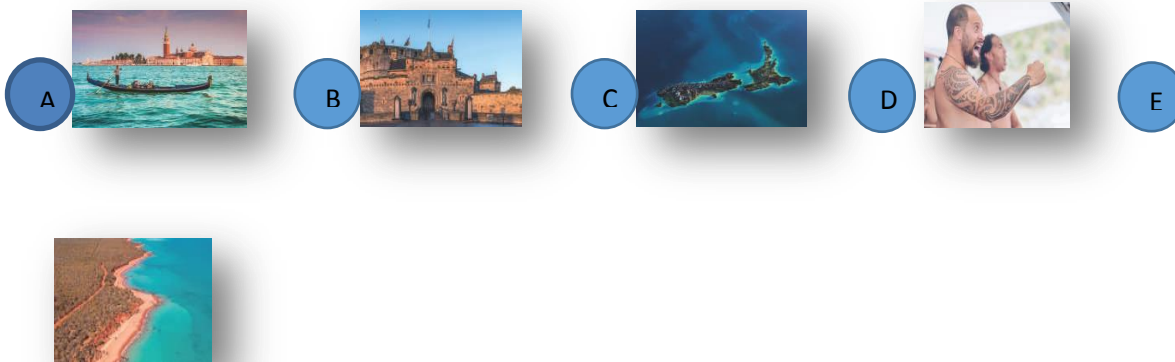
II. Teaching aids:

- Grade 7 textbook, Computer connected to the internet, Projector/ TV/ Sachmem.vn

III. Procedures:

1. Warm up: MATCHING

* **Aims:** To revise the vocabulary related to the topic and lead in the next part of the lesson.



1. Coastline 2. Island 3. Castle 4. Boat ride 5. Tattoos

- T asks Ss to work in teams

• **Answer key:** 1+ E; 2+ C; 3+ B; 4+ A; 5 + D

2. Pre- Stage:

*Looking Back:

***Aims:** To help students revise more vocabulary they have learnt in the unit.

*VOCABULARY

a) **Task 1/ p132:** Look at the pictures and write the correct words or phrases to complete the sentences.

- Teacher asks students to depend on Warm up to complete the sentences
- Teacher gives feedback as a class discussion.

***Answer key:** 1. island 2. castle 3. boat ride 4. tattoos 5. coastline

b) **Task 2/ p132:** Choose the best answer A, B, or C to complete each sentence.

- Teacher asks students to complete the task individually.
- Students exchange their textbooks with their partners.
- Teacher gives feedback as a class discussion.

* **Answer key:** 1. A 2. B 3. B 4. C 5. A

3. During- Stage:

*GRAMMAR

* **Aims:** - To help students revise the use of articles.

- To help students recognise mistakes in the use of the articles and correct them.

a) **Task 3/ 132:** Complete the sentences with "a / an" or "the".

- T asks Ss to remind using: a/ an/ the
- T asks Ss to complete the task individually.
- Students exchange their textbooks with their partners.
- Teacher gives feedback as a class discussion.

* **Answer key:** 1. the – the 2. A – a 3. the – the 4. a – the 5. An – an

b) **Task 4/ P132:** Underline and correct the article mistakes in the sentences below.

- Teacher asks students to do this exercise in pairs.
- Ss read each sentence carefully and discuss to find out which article is incorrect, then correct it.

- Teacher asks them to check their answers with a partner before discussing the answers as a class.

- Teacher confirms the answers and explains if necessary.

***Answer key:** 1. *Ottawa is a capital of Canada.* → **the**

2. *He's the Englishman. He lives in Oxford.* → **an**

3. *When people travel, they use an map to find their ways round.* → **a**

4. *Can you see a Big Ben from where you are standing?* → **the**

5. *Canadians love ice hockey, the winter sport.* → **a**

*** Project: EXPLORE ENGLISH- SPEAKING COUNTRIES**

***Aims:** To guide students how to find information for a poster introducing a place in an English-speaking country.

a) Task 1+ 2/ p133:

- Teacher has students work in groups and gives instructions to students as follow:

+ Discuss and choose a place in an English-speaking country.

+ Find information about it, including:

its name

its location

its attractions

b) Presentation:

- T asks each group to hang their poster on the board and present it.

- Ss from another group give some questions

- Students vote for the best poster.

- Teacher gives feedback.

5.Wrap –up:

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Words related to English-Speaking Countries

Grammar

Articles: a/ an/ the

Project

Discuss about a place in an English- Speaking Country

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

Now I can....	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the words related to people and places in English-speaking countries. • use rising and falling intonation for questions correctly. • use the articles (<i>a / an</i> and <i>the</i>) correctly. • express amazement. • read about New Zealand. 			

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • talk about Scotland. • listen to a guide about a tour of a city. • write a diary entry about a tour of a city. | | | |
|--|--|--|--|

6. Homework:

- Revise Unit 12.
- Do more exercises in workbook.
- Prepare for the Review 4: Language: revise the language they have learnt in *Units 10-12*.

*Feedback:.....

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Week 35
Period 104

REVIEW 4 (UNITS 10-12): LANGUAGE

Date of preparing: 15/ 05/ 2024

I. OBJECTIVES: By the end of the lesson, students will be able to:

1. Knowledge:- Ss will have revised the language they have learnt in *Units 10-12*.

HSKT:In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Develop communication skills and creativity
- Develop presentation skill and critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities:

- Be more creative when doing the project
- Develop self-study skills

II. Teaching aids:

- Grade 7 textbook, Computer connected to the internet, Projector/ TV/ Sachmem.vn

III. Procedures:**1. Warm up:**

* Aim: To help Ss recognise the words through their definitions.

Task 2: Write the words in the box next to their definitions.p/134.

- T runs through the words (*Ex 2, p.134*) first.
- T asks Ss to work individually.
- Ss read the words carefully and make sure they remember their meanings.
- T asks Ss to categorize the activities
- T allows Ss to share their answers before discussing as a class and encourages them to pronounce the words / phrases correctly.

- T checks the answers as a class and gives feedback.

* **Answer key:** 1. source 2. bamboo-copter 3. symbol 4. coal 5. attraction

2. Pre- Stage:

* **Pronunciation:**

***Aim:** To help Ss review the stress in two- and three-syllable words.

Task 1: Mark(‘) the stress syllables in the underlined words. Then listen, check and repeat.p/134.

Write some two- and three-syllable words on the board. Ask Ss to read the words aloud. Remind Ss of the rules.

Ask Ss to read the underlined words in the sentences and mark the stressed syllables.

Play the recording for Ss to listen and check their answers.

Check Ss' answers as a class.

Play the recording again for Ss to listen and repeat in chorus and then individually.

* **Answer key:**

2. Driverless trains will be 'popular.

3. Niagara Falls is Canada's most famous 'natural at'traction

4. We can save 'energy by re'cvcling.

5. All plants and 'animals need 'energy.

6. He's reading Guidance for Visitors to Scotland.

3. During- Stage:

* **Vocabulary:**

***Aim:** - To help students revise some key adjectives from Units 10- 12 and use them in context.

- To help Ss revise the use of the present continuous and the future simple.

Task 3 : Complete the sentences with the words below. /p. 134

- Have Ss do this exercise individually or in pairs.

- Ask Ss to read the adjectives in the box and make sure they remember their meanings.

- Ask Ss to read each sentence and decide what adjective can fit in.

- Highlight the key words in each sentence to help Ss do the task.

- Confirm the correct answers.

* **Answer key:** 1. public 2. natural 3. national 4. renewable 5. native 6. electrical

Task 4 : Use the correct tense and form of each verb in brackets to complete the sentence. /p. 134

- Ask Ss to read the sentences first and underline the signals to help them decide if the verbs are used in the present continuous or future simple.

- Ask Ss to do the task individually. Note to Ss to use the correct forms of the verbs as well.

- Check as a class. Explain if necessary. T may then call on some Ss to read aloud the correct sentences.

*Answer key: 1. is doing 2. will visit 3. is building 4. will use 5. will have

4. Post- Stage:

***Aim:** To help Ss identify the wrong use of the articles and correct them.

Task 5: Find and cross(-) ONE incorrect article in each sentence and write the correct one. /p. 134

- Ask Ss to read the sentences first and underline all the articles in each sentence.
- Look at each article and the word it goes with and decide if it is used correctly.
- Check as a class. Explain if necessary. T may then call on some Ss to read aloud the correct sentences

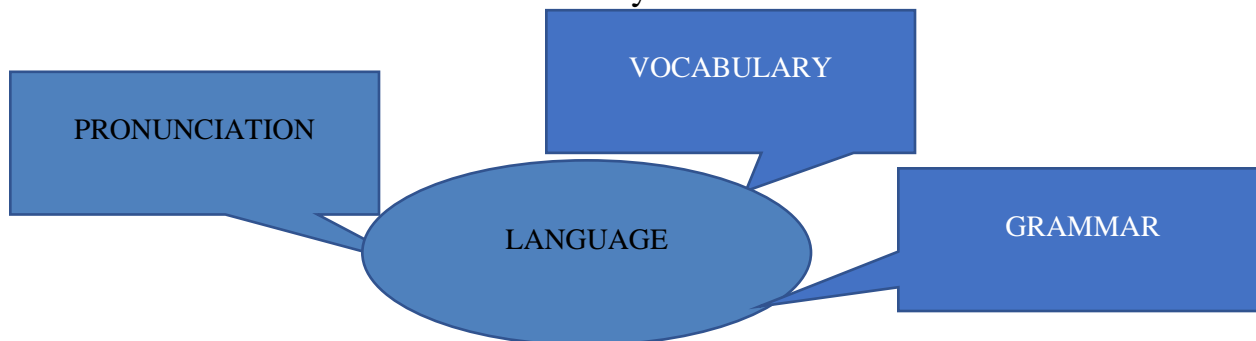
*** Answer key:**

	Correct
1. A Roadster is the automatic electric car.	an
2. What is the meaning of a word 'eco-friendly'?	the
3. A Statue of Liberty is in the USA.	The
4. The teacher is talking about means of transport in <i>a</i> future.	the
5. Can you give me a example of an electrical appliance?	an
6. The Maori are <i>a</i> native people of New Zealand.	the

5. Wrap –up:

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson



6. Homework:

- Revise vocabulary, grammar points in Units 10-12
- Prepare Review 4: Skills: Revise the skills they have learnt in Units 10-12
Reading, speaking, listening and writing skills.

***Feedback:**

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Week 35 Period 105	REVIEW 4 (UNITS 10-12) SKILLS	Date of preparing: 15/ 05/ 2024
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I. OBJECTIVES: *By the end of the lesson, students will be able to:*

1. Knowledge

- practice reading for specific information about one English-Speaking country
- practice talking about energy-saving activities
- practice listening for specific information about new product “the flying bike”.
- practice writing a paragraph about future means of transport.

HSKT: *In class 7.4 student can understand the lesson well and can cooperating well with teacher and friends.*

2. Core competence

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. TEACHING AIDS : Grade 7 textbook, Review 2 – Skills, Computer connected to the internet, Projector/ TV/ pictures and cards, sachmem.vn

III. PROCEDURES

1. Warm up: Chatting

* **Aims:** To increase students’ interest and lead them into the lesson.



2. Pre- Stage:

Reading:

* **Aims:** *To develop Ss' knowledge of the vocabulary.*

To help Ss practise reading for specific information through multiple choice questions.

Task 1a: Read the passage. Find a word and a phrase from the passage and write them under their correct picture.p/135.

Ask Ss to look at the pictures first, then read quickly through the passage and find the word / phrase for each picture.

- Check the answers as a class.

* **Answer key:** 1. float plane 2. dogsled

Task 1b:

- Ask Ss to read the text fully to have a general idea of what is mentioned in the text.

- Ask Ss to read the questions and choose the correct answers.
- Check the answers as a class. Ask Ss where they find each answer. Explain if needed.
- * **Answer key:** 1. C 2. A 3. B 4. A

3. During- Stage:

Speaking

- * **Aims:** *To help Ss revise and talk about energy-saving activities.*

Task 2: Work in groups. Read the list of activities and discuss which ones are not. Explain your answer.p/135

- Ask Ss to work in groups.
- Ask Ss to read each sentence and decide if it saves energy. Discuss why it does or it does not. Ask Ss to take notes of their answers.
- Call on some groups to report their answers to the class. Each group may answer just one question to allow time for more groups.
- Listen and comment, especially on the explanation.
- If time allows, call on 1 - 2 groups to present the answers to all three questions.

* **Answer key:** Energy-saving: 1,3,4,5

Not energy-saving: 2 and 6

The focus is on how a student explains his / her answer.

Listening

- * **Aims:** *- To help students practise listening for specific information.*

Task 3: Listen and complete each sentence with ONE word. P/ 135

- Have Ss read the questions first to get an overall idea of what they are going to listen to and to decide on the needed information to fill in the blanks.
- Play the recording twice and allow Ss some time afterwards to complete their answers.
- Check the answers as a class. Play the recording again and stop after the answer to each question if needed.

* **Answer key:** 1. flying 2. Parents 3. lanes 4. traffic 5. Land

Audio script :

Next month, we will hold a meeting to introduce our new product, the flying bike.

Most of our customers will be school children and their parents. Here are some of the questions they may ask you.

1. There are special lanes for bicycles on land, how about in the air? If you don't have lanes for them, the bicycles will crash into each other.

2. Are there any air traffic laws? If there are, are they similar to those on land? How will the children learn them ?

3. How can a flying bike find a place to land by itself? Will children have an electronic map? What will happen if the map does not work?

4. Can you add any more questions?

4. Post- Stage:

Writing

** Aims: To help Ss practise writing a paragraph describing a future means of transport.*

Task 5: Choose of the future means of transport below. Write a paragraph of about 70 words about it.p/ 135

- Ask Ss to decide what means of transport they choose for their writing.
- Ask Ss to read the suggested information they can include in their description.
- Allow Ss 6 - 8 minutes to write their paragraphs.
- Call on some Ss to read their descriptions. Give comments.



1. bamboo-copter



2. balloon



3. driverless car

You can mention:

- its name
- its speed (fast / slow)
- its use of energy (little / much / none)
- the number of people it can carry
- its safety (safe / dangerous)

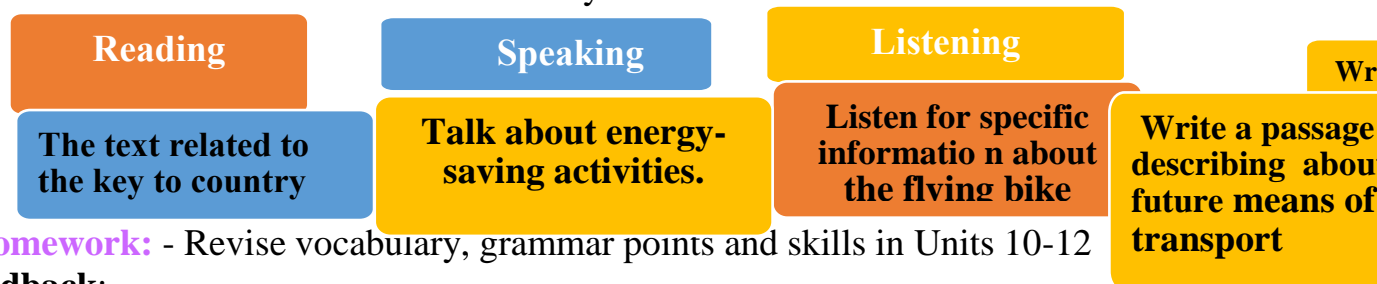
Suggested paragraph:

The bamboo-copter will be a popular means of transport in the future. It's not very fast, so it's safe to ride. It's cheap, and it doesn't use much energy. Most people can afford it. It's also convenient because you can go anywhere: in a busy city, to the sea, or to the mountains. The copter is small and can carry only one person, so it doesn't take up much space. I love it.

5. Wrap –up:

**Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson



6. Homework: - Revise vocabulary, grammar points and skills in Units 10-12

***Feedback:**

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