**GIÁO ÁN TIẾNG ANH 7**

Date of planning:

Date of teaching:

**Period 1**

**HƯỚNG DẪN SỬ DỤNG SÁCH GIÁO KHOA, TÀI LIỆU HỌC TẬP, PHƯƠNG PHÁP HỌC TẬP BỘ MÔN**

**I. Objectives**

- By the end of this lesson , Ss can know something about England.

- Helps stunderstand sth about English and have the effective ways to learn it.

**II. Teaching aids.**

- Book, planning, picture

**III. Procedure**

1. Class organization.

- Greeting.

- Checking attendance: 7A4…………………..

1. New lesson.

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| --- | --- |
| Sts’ and T’s activities | Contents |
| **1. Warm up.**  - Chatting: What aspects of learning English do you find the most difficult?  **2. Activities**  A- T. asks sts some questions about England.  - What do you know about England?  T. gives sts something about England and English.  \* English is an international language.  Sts work in groups to talk about England in Vietnamese.  B- Introduce the English book. Student book and Workbook   * How can you learn English well.   **5.Home work:** | - Listening…  - It located in North-west coast of Europe with very mild weather not too hot but not too cold.  - It consists of four parts: England, Wales, Scotland and Ireland.  - It’s official name is the UK  - Each part has its own flag of UK.  -There are many interesting things of England and you’ll gradually know about them in the progress of learning English.  English is used all over the world in every aspect of life.  It’s the international language of every fields: communication,trade,economic, cooperation......  It consists of 6 units   * Unit 1: My hobbies – 7 lessons * Unit 2: Health * Unit 3: community service * Review 1 * Unit 4: Music and arts * Unit 5: Vietnamese food and drink * Unit 6: The first University in Viet Nam * Review 2   - English is not too difficult but it requires your working hard.  - Focusing on vocabulary you come across. Write sentence with the new words to understand more  - Review the lesson everyday.  - Practise English everyday  Prepare for unit 1: My hobbies. |

Week: 5th

Date of planning: 13/9/2018

Date of teaching: (Dạy bù chương trình)

**Period: 2**  **UNIT 1: My hobbies**

**Lesson 1: Getting started- My favourite hobby**

**I. Objectives.**

By the end of the lesson, Ss will be able to listen and read for information about the topic “My favourite hobby”, practice asking and answering with “ Do you like + Ving..?,Play game ....

**II. Teaching aids:**

- Stereo, CD.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A4…………………..

**II. New lesson.**

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| --- | --- |
| **T’s and Ss’ activities** | Content |
| **1.Warm up**  Chatting: What do you like doing in your free time?  Do you like collecting dolls?  Do you like collecting glass bottles?  Do you enjoy mountain climbing?  + What all these activities are called?  **2. Activities**  ***+ Activity 1:*** ***Open your book and look at the picture on page 8 and answer the questions below:***   1. Can you guess who they are? 2. Where are they? 3. What can you see on the shelf?   What may the hobby be?  - Play the recording  - Ss listen and read  - After you listen and read a conversation, tell me whether your answers correct or not?  - Do you know the meaning of the idoms “ a piece of cake” from the conversation?  - Tell me any other idoms you know?  - Read the conversation again and decide if they are true or false?  - Share your answer with a partner.  - Write the collect answers on the board.    - Now answers the questions in part b orally.  - Ask some Ss to go to the board and write their answers.  - other Ss read the conversation and check their answers.  - T corrects  ***+ Activity 2: Listen and repeat.***  - Ss listen to the recording and repeat the words/ phrases.  - Have some Ss practise the words/ phrases.  ***+ Activity 3: \* Matching***  -Ss work individually to match the words/ phrases from 2 with the pictures. Have them compare the answers with a partner  - Ask for Ss’ answers  - Give feedback and confirm the correct answers.  \* Work in pairs and complete the table.  - Write their answers on the board.  - May ask ss to explain their answers.  - Have Ss add more words to the table.  ***+ Activity 4: game***  Set a time 3-5 minutes for Ss to do this activity  -Complete the table, using “ Do you like...?”The student with the most names wins, He/she has to read aloud the names on the list.  **3. Homework.**  - Do exercise in workbook.  - Prepare a closer look 1. | I like collecting stamp  I like playing computer games  .......  Yes/ No...  HOBBIES  **1.Listen and read**  1. They are Nick, Elena ( Nick’s sister) and Mi  2. They are at Nick’s house  3. I can see so many dolls on the shelf. The hobby may be collecting dolls.  It means “ a thing that is easy to do”  - as easy as a pie/ as ABC = very easy, or very easily; all of a piece = all at the same time...etc...  ***a. Are the sentences below true (T) or false (F)?***  1. F (They go upstairs to her room)  2. T  3. F( Mi’s hobby is collecting glass bottles)  4. F ( Her parents, aunt and uncle)  5. T  ***b. Answer the following questions.***  1. She receives dolls on special occasions.  2. No, they aren’t.  3. She keeps them after using them.  4. No, she doesn’t.  5. No, he hasn’t.  ***2. Listen and repeat.***  ***3. Choose the words/ phrases in 2 that match the pictures below. Write them in the spaces.***  1. playing board games.  2. taking photos.  3. bird-wattching  4. cycling  5. playing the guitar  6. gardening  7. cooking  8. arranging flowers  9. skating  ***4. Work in pairs...***  Cheap hobbies:  -playing board games, gardening, bird-watching, collecting old bottles,...  Expensive hobbies:  -Taking photos, cycling, playing the guitar, cooking, arranging flowers, collecting watches...  Easy hobbies:  Playing board games, gardening, bird-watching, collecting old bottles, taking photos,...  Difficult hobbies:  -playing the guitar, cooking, arranging flowers, making short films...  ***5. Game : Find someone who...***  a. Ask as many classmates as you can about which hobbies from 3 they like. Use the question” Do you like...?”  Example:  A: Do you like gardening?  B: No, I don’t |

Week: 5th

Date of planning: 13/9/2018

Date of teaching: (Dạy bù chương trình)

**Period: 3**  **UNIT 1: My hobbies**

**Lesson 2: A closer look 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to use lexical items related to hobbies. Pronounce the sounds /ə / and / ɜ :/ in context.

**II. Teaching aids:**

- Stereo, CD.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A4…………………..

**II. New lesson.**

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| --- | --- |
| **T’s and Ss’ activities** | **The content** |
| **1.Warm up**  - Have some Ss repeat the words/ phrases indicating the hobbies they learnt in the previous lesson.  **2. Activities**  **A- Vocabulary**  Ex1: -Have Ss read the action verbs in column A and match them with the suitable words/ phrases in column B.  - A verb can go with more than one word/phrase.  - Ss work in pairs to compare their answers before giving teacher the answers.  - T corrects  Ex2: - Ss work in pairs to do this activity. Have ss read all the sentences carefully to make sure they understand the sentences.  - Ss share their answers.  - Write the correct answers on the board.  Ex3:- Ask Ss: Do you know what a key word is? – A key word help you understand a text quickly, and it is usually a noun, verb, adjective or adverb.  -Look at sentence 2 in activity 2 and read out the keywords .  - In pairs Ss do the same  \* Game: Competitive game. Call some pairs to write their sentences on the board. The pair with the most words is the winner.  Ex 4: Game: Ss work in group to play the guessing game.   1. Work in group. 2. Each student thinks of a hobby and says keywords out loud. 3. The rest of the group tries to guess what the hobby is..? 4. The St with the most points is the winner.   **B- Pronunciation**  /ə / and / ɜ :/  Ex5: - Have some Ss read out the words first.  -Play the recording  - Ss listen and tick the words they hear.  Ex6: Play the recording again  -Ask Ss to put the words in the correct column while they listen.  - Ss compare their answers with the whole class.  Ex7: - Ss do individually  -Compare and check their answers  - Say the word that has /ə / and / ɜ :/  3. Homework  - Do exercise in Workbook.  - Prepare: A closer look 2 | - collecting stamp  - bird-watching  - playing the guitar  **1.Vocabulary.**  Ex1: Match the correct verbs with the words or phrases. Some words/ phrases may be used with more than one verb.   1. i,d,e 2. g 3. b,c,j 4. f,h 5. c 6. a   Ex2: Fill in each blank in the sentences with one hobby or one action verb from the box below.   1. Swimming, swim 2. Listen, listening to music 3. Plant, gardening 4. Catch, fishing 5. Painting, paints   Ex3: Do you know what a key word....  Look out! ( Page 12)   |  |  | | --- | --- | | Hobby | Keywords | | Listening to music | Melody, songs, headphones, noise..... | | gardening | Trees, flowers, gaarden. | | fishing | Lake, pond, catch, fish.. | | painting | Creative,colours,artist.. | | swimming | Pool, fun, keep fit, swim.... |   Ex4: The keys to my hobby!  E.g:  A: water, grow, flowers, vegetables  B: Is it gardening?  A: Yes, it is.  **2. Pronunciation: / ə / and / ɜ :/**  Ex5: Listen and tick the words you aear. Repeat the words.   |  |  | | --- | --- | | bird-watching | √ answer | | √ away | √ neighbour | | √ burn | singer | | √ hurt | √ heard | | √ Birth | √ common |   Ex6: Listen again and put the words in the correct column.   |  |  | | --- | --- | |  |  | | away  answer  neighbour  common | burn  birth  hurt  heard |   Ex 7: Listen to the sentences and tick /ə / or / ɜ :/. Practise the sentences.   |  |  |  | | --- | --- | --- | |  |  |  | | 1 | √ |  | | 2 | √ |  | | 3 |  | √ | | 4 | √ |  | | 5 |  | √ | |

Week: 6th

Date of planning: 13/9/2018

Date of teaching: (Dạy bù chương trình)

**Period: 4**  **UNIT 1: My hobbies**

**Lesson 3: A closer look 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to use the present simple, the future simple and verbs of liking + V-ing correctly and appropriately.

**II. Teaching aids:**

- Stereo, CD.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A4…………………..

**II. New lesson.**

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| **T’s and Ss’ activities** | **The content** |
| **1.Warm up.**  Ss present the form and usage of these two tenses  **2. Activities**  A- The Present simple and the future simple: Review  Ex1:- Ss do this exercise individually  - Compare their answers.  - Check the answers and write the correct answers on the board.  Ex2: - Ask Ss to look at the table and make sure that they understand it.  -Explain: That x 3 per week means three times a week  - Work in pairs  - Check the answers and write the correct answers on the board.  Ex3a: - Work in groups  -Explain: “ frequency” means how often someone does something in a given time frame.  Ex3b: - Each group writes a short report similar to Nick’s report in 2  -Read the comment and votes for the best report.  B- Verbs of liking + V-ing  -Have Ss read the Look out! Box.  - May call some Ss to make sentences with the verbs of liking.  Ex4: - Ss do the exercise individually, then compare their answers with a classmate  -Call some Ss to read out the answers.  Ex5: - Work in pairs  -Have Ss read the example and explain the way to do this activity. Ss write sentences using the pictures as clues. Call some students to write their sentences on the board. Check and comment on Ss’ sentences.  Ex6: Ss do this exercise individually, then compare their sentences with a classmate. Call on some Ss to write their sentences on the board. Ask other Ss for their comments. Correct any mistakes.  **3.Homework**  Do exercise A1,2 B1-6 in the Workbook.  Prepare: Communication | **Form:**  **Usage:**  **Grammar:**  ***1.The present simple and the future simple ( Review)***  Ex1: Complete the sentences. Use the present simple or future simple form of the verbs.  1.loves; will not/won’t continue  2. take  3. does...do  4. will enjoy  5. Do...do  6. Will...play  Ex2: The table below shows the results of Nick’s survey on his classmates’ hobbies. Read the table and complete his report using the present simple.  1.Likes 2. Watch 3. Don’t love  4. go 5. Enjoy 6. Play  7. plays 8. Doesn’t like 9.plays  Exercise 3a: Work in groups.  Ex3b: Write a report about what you have found out.  ***2. Verbs of liking + Ving***  \* Look out ! ( In Studentbook)  Ex4: Complete the sentences, using the –ing form of the verbs in the box.  1.riding 2. Watching; going  3. talking 4. Playing  5. eating 6. Walking  Ex5: Look at the pictures and write sentences...  1.He doesn’t like eating apples.  2. They love playing table tennis  3. She hates playing the piano.  4. He enjoys gardening.  5. She likes dancing.  Ex6: What does each member in your family like or not like doing?  Write sentences.   1. My father likes... 2. My father hates...   ............................ |

Week: 6th

Date of planning: 17/9/2018

Date of teaching: (Dạy bù chương trình)

**Period: 5**  **UNIT 1: My hobbies**

**Lesson 4: Communication**

**I. Objectives.**

By the end of the lesson, Ss will be able to describe and give opinions about hobbies.

**II. Teaching aids:**

- Stereo, CD.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A4…………………..

**II. New lesson.**

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| **T’s and Ss’ activities** | **The content** |

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| **1. Warm up**  - Go through the extra vocabulary  **2. Activities**  - Teaching vocabulary  - Ex1: Ss do this exercise individually and give T the answers, Confirm the correct answers.  Ex2: Have the Ss look at Look out! Box. Write some example sentences on the board and underline the two structures.  E.g: I find swimming interesting  Find + doing + sth + adj.  They think (that) + doing sth + is + adj  Ss work individually and tick the appropriate boxes. Then, they move on to complete the five sentences.  - St model the first sentence  - Compare their sentences with a partner.  - Ask some Ss to write their sentences on the board.  - Other Ss and T give comments  Ex3: Ss work in pairs to make conversations as in the example  - Ss take turns being the person who asks the questions. This St has to note down his/her partner’s answers to report to the class  - Some Ss report the answers to the class.  \*Game: Ss are divided into two big groups.  T says an activity/hobby and poits at a student from one group. This St has to make a correct sentence, using the structure in the look out! Box togetther with a reason.  - If he/she makes a correct sentence , he/she earns one point, then he/she point to ather St from the other group. This St make sentence….  - T keeps record of the groups’ points on the board and announces the winner at the end of the game.  **3. Homework.**  - Doexercise: C1,2 in the workbook  - Prepare: Skill 1 | ***1. Extra vocabulary***  - Making pottery: making pots,dishes…from clay  - Making models: making copies of things, usually smaller than the original objects.  - Carving wood: making objects, and patterns by cutting away material from wood.  - Unusual: different from what is usual or normal.  - Take up sth: learn or start to do something, especially for pleasure.  ***2. What do you think about the hobbies in 1? Look at the table below and tick the boxes. Then, complete the sentences below by writing one reason to explain your choice.***   |  |  |  |  | | --- | --- | --- | --- | |  | boring | unusual | interesting | | Making pottery |  |  |  | | dancing |  |  |  | | Ice-skating |  |  |  | | Making models |  |  |  | | Carving wood |  |  |  |   1. I find making pottery……because…….  2. I think dancing is……because ………..  3. I find ice-skating is……because ………..  4. I think making models is……because …  2. I find carving wood is……because ………  ***3 Game***  Now, interview a classmate about the hobbies in 1. Take notes and present your partner’s answers to the class.  You: What do you think about making pottery?/ How do you find making pottery?  Mai: I think it is…/ I find it…  You: Why?  Mai: Because…  You: Will you take up making pottery in the future?  Mai: Yes, I will/ I’m not sure. |

Week: 6th

Date of planning: 17/9/2018

Date of teaching: (Dạy bù chương trình)

**Period: 6**  **UNIT 1: My hobbies**

**Lesson 5: Skill 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to read for general and specific information about an unusual hobby. Talk about hobbies.

**II. Teaching aids:**

- Stereo, CD.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A4…………………..

**II. New lesson.**

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| **T’s and Ss’ activities** | **The content** |  |  |
| **1. Warm up**  - You are going to read about an unusual hobby.  **2. Activities.**  **\* Reading**  Ex:1. Ss work in pairs. They look at the pictures and answer the three questions.  - Elicit the answers from Ss and quickly write them on the board. Ss quickly read the text and compare their guessive with the information from the text.  Ex2: Ss read the text again and answer the questions individually and then compare their answers with a classmate. Ask for Ss’ answers and have them explain their answers. Ss can either paraphrase the original information from the text or read out loud the part of the text where the answer to each question is located. Confirm the correct answers.  Ex3: Ss complete the sentences without reading the text again. Then Ss can underline parts of the text that help them find the answers. Ss share their answers with a partner. Check and confirm the correct answers.  **Speaking**  Ex4: Ss work in pairs to discuss the uses of carved eggshells. Encourage Ss to think creatively.  Ex5: Ss work in groups and take turns talking about their hobbies. The they vote for the most exciting hobby. Call on some Ss to talk about the most exciting hobby of their group. T monitor the conversations and note down common errors.  - T corrects the errors with class.  **3. Homework.**  - Do exercise: D 1,2,3 workbook  - Prepare: Skill 2 | **1. Reading:**  ***Ex1: Work in pairs. Look at the pictures and discuss the questions below.***  Key:  1. I can see a teddy bear, a flower and a bird  2. They are made of eggshells.  3. The hobby is carving eggshells.  ***Ex2: Read the text and answer the questions.***  1. He thinks his father’s hobby is unusual because eggshells are very fragile and his father can make beautiful pieces of art from them.  2. He saw the carved eggshells for the first time in art gallery in the USA.  3. They find it difficult and boring.  4. Yes, he does.  ***Ex3: Read the sentences below….***  1. carving eggshells.  2. the Us  3. the internet  4. time  5. gifts.  2. Speaking  ***Ex4: Nick says that carved eggshells can be used as gifts for your family and friends. In pairs, discuss other uses of these pieces of artwork. Share your ideas with the class.***  Some uses: decorations at home, sourvenirs, lights (with bigger eggs)..  Ex5: Work in groups. Take turns…  1. What is the name of your hobby?  2. When did you start your hobby?  3. Is your hobby easy or difficult? Why?  4. Is your hobby useful? Why? Why not?  5. Do you intend to continue your hobby in the future? |  |  |

Week: 6th

Date of planning: 17/9/2018

Date of teaching: (Dạy bù chương trình)

**Period: 7**  **UNIT 1: My hobbies**

**Lesson 6: Skill 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to listen to get specific information about an unusual hobby.

**II. Teaching aids:**

- Stereo, CD.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A4…………………..

**II. New lesson.**

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| **T’s and Ss’ activities** | **The content** |
| **1. Warm up.**  Chatting: Ex1: Ask Ss if they know anything about collecting glass bottles and if they think it is useful.  2. Activities.  Listening  Ex2: - You are going to listen an interview about Mi’s hobby. Ss read through the word web. Have Ss guess the word/phrase to fill in each blank and write their guesses on the board. Play the recording and ask Ss t 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.  Play the recording a second time for pairs to check their answers.  - Ask for Ss’ answers and write them on the board next to their guesses.  **Mi’s hobby:**  1. Name of the hobby  2. Started  3. Person who shares the hobby with Mi:  4. To do this hobby you have to:  a, collect bottles after use+ get them from..  b, Make ………….vases….or…  c, use them as……..decorations  5. Feelings about the hobby.  6. Future: will  Writing  Ask Ss to write a paragraph about a classmate’s hobby. Tell Ss they will use the word web as a way to organise their idea.  Ex3: Ss work in pairs and interview each other about heir hobby. Ask Ss to take notes on each other’s answers in the word web  Ex4: Ss write their paragraphs individually based on the information in their word webs. Ask one St to write his/her paragraph on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writings to correct at home  **3. Homework.**  - Do exercise: E1,2 workbook  - Prepare: Looking back | **1. Listening**  ***Ex1: Do you know anything about collecting glass bottles? DO you think it is a good hobby? Why? Why not?***  ***Ex2: Listen to an interview about hobbies…***  1. collecting glass bottles.  2. two years ago.  3. mother  4. a, grandmother;  b, flower; lamps  c, home  5. useful  6, continue the hobby  2. Writing  Writing tip: You can use a word web as a way to organise the ideas for your writing  Ex3: Work in pairs. Ask and answer questions about each other’s hobbies. Take note below:  ………’s hobby  1. Name of the hobby  2. Started  3. Person who shares the hobby with Mi:  4. To do this hobby you have to:……  5. Feelings about the hobby….  6. Future: will…….  Ex4: Now, write a paragraph about your classmate’s hobby. Use the notes from Ex3. Start your paragraph as shown below.  ………..is my classmate. His/her hobby is……………………………………………  …………………………………………….. |

Week: 6th

Date of planning: 17/9/2018

Date of teaching: (Dạy bù chương trình)

**Period: 8**  **UNIT 1: My hobbies**

**Lesson 7: Looking back + Project ( hobby collage)**

**I. Objectives.**

By the end of the lesson, Ss will be able to review vocabulay, grammar. Practice communication and do project

**II. Teaching aids:**

- Stereo, CD.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A4…………………..

**II. New lesson.**

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| --- | --- |
| **T’s and Ss’ activities** | **The content** |
| **1. Warm up.**  Chatting: We are going to to review some vocabulary….  2. Activities  VOCABULARY  Ex1: Ss do this activity individually then compare their answers with a partner. Check and confirm the correct answers. Then Ss read their sentences out loud for other Ss in the class to guess the hobby.  Ex2: Ss do this activity individually then compare their answers with a partner. Check and confirm the correct answers.  Ex3: Ss do this activity in pairs. Allow them 5 minutes to add as many hobbies to the table as possible. It can be a competition. The pair with the most hobbies wins and goes to the board to write down their answers.  - Give feedback.  GRAMMAR  Ex4: Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board.  Ex5: Ss do this exercise individually then compare their sentences with a partner. Some Ss write their sentences on the board. Give feedback.  COMMUNICATION  Ex6: Brainstorm interview questions on the board with the class .  - Ss work in pairs. One St interviews the other about his/her hobbies.  - Ask some pairs to act out the interview in front of the class. Vote for the best interview.  Finished!  Ask Ss to complete the self-assesment. Identify any difficulties/ weak areas and provive further practice.  PROJECT  - Collage: is the art of making apicture by ticking pieces of colourd paper, cloth, or photographs onto a surface. It can also a picture that you make by doing this.  - Ask Ss to read the four instructions in the book  - Ss work in group to do the project.  **3. Homework.**  - Review Unit 1. Do project  - Prepare: Unit 2: Getting started | **1, Vocabulary.**  ***Ex1: Complete the sentences with appropriate hobbies.***  1. collecting  2. bird-watching  3. playing board games  4. arranging flowers  5. Making pottery  6. dancimg  ***Ex2: Put one of the verbs from the box in each blank. Use the correct form of the verb.***  1. listens  2. go  3. plays  4. read  5. do  6. collect  ***Ex3: Add hobbies to each of the following lists.***  \* Easy hobbies:  - collecting labels.  - collecting leaves  - playing board games.  \* Difficult hobbies:  - skating  - cooking  - painting  \* Cheap hobbies  - collecting used books.  - collecting leaves.  - painting  \* Expensive hobbies.  - collecting cars  - taking pictures  - travelling.  **2. Grammar**  ***Ex4: Use the present simple or future simple form of each verb to complete the passage.***  1. have 2. likes 3. plays 4. doesn’t like  5. enjoys 6. walks 7. will join 8. loves  9. don’t like 10. will read.  Ex5: Write true sentences about yourself.  1. I like …  2. I enjoy…  3. I love…  4. I don’t like…  5. I hate…  **COMMUNICATION**  Ex6: Role ply:  Work in pairs. Student A is a reporter. Student B is a famous person  E.g: A: I’m a reporter from a magazine. Can I ask you some questions about your hobbies?  B: Yes, of course  …………..  PROJECT  Hobby collage |

Week: 6th

Date of planning: 18/9/ 2018

Date of teaching: (Dạy bù chương trình)

**Period: 9**  **UNIT 2: HEALTH**

**Lesson 1: Getting started- Going out, or staying in?**

**I. Objectives.**

By the end of the lesson, Ss will be able to talk about health issues and give advice on healthy living; use “have a/an; feel” to talk about health problems

**II. Teaching aids:**

- Stereo, CD.

**III. Procedure**

**A. Class organization.**

- Greetings.

- Checking attendance: 7A4…………………..

**B. New lesson.**

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| --- | --- |
| **T’s and Ss’ activities** | Content |
| **1.Warm up**  Brainstorming: Teacher writes the word ‘HEALTH’ on the board and askes Ss to call out words related to health. If the class is advanced, the teacher can make two lists on the board, healthy & unhealthy, Ss can brainstorm words related to each list.  **2. Activities**  ***+ Activity 1:* Listen and read**  T: Asks Ss to open their books to the picture. T can ask Ss prediction questions about the picture and generally focus Ss attention on the topic of the lesson. Questions may include:  • What can you see in the picture?  • What time is it?  • What do you think the people in the picture are talking about?  • Who do you think is healthier?  Ss answer the question as a class. T then plays the dialogue and has the Ss follow along. Ss may track the dialogue with their fingers as they listen to the recording.  T: elicits some new words  a. T Asks Ss to complete the task individually or in pairs. T can check answers and ask Ss to use each item in a sentence.  b. T asks Ss to read the conversation again and complete the table. T may write the table on the board while Ss are working individually, then correct the exercise as a class by asking Ss to come to the board and tick the correct column.  ***+ Activity 2: Match the health issuses in the box with the pictures. Then listen and repeat.***  T asks Ss to look at the pictures. As a class Ss can call out which word they think matches each picture. T asks Ss to write the words below each picture. T plays the recording and Ss repeat. T corrects the exercise with the whole class.  a. In groups or pairs T asks Ss to brainstorm more health issues and add them to the box. Then, Ss share ideas as a class.  b. T asks Ss to write a numbered list in their notebooks from 6 to 1. T then asks Ss to rank the health issues from most common to least common and share with a partner. T should encourage Ss to give rasons for their rankings.  ***+ Activity 3:***  T asks one S to read though the list of advice aloud.  T asks Ss to complete the matching activity individually and corrects the activity as a class.  ***+ Activity 4: Game***  Before class T can make cards with problems and advice. T divides the class into two groups and gives one group ‘problem’ cards, and one goup ‘advice’ cards. T instructs Ss to walk around the room and read their cards to each other and stand next to the person who has the matching advice or problem card. T can call on some pairs to read their cards aloud. T can repeat the activity as many times as time permits.  T may also extend the activity by asking Ss to create a dialogue around the problem/advice cards. Ss may do this in class or as homework.  **3. Homework.**  - Do exercises in workbook.  - Prepare a closer look 1. | Strong sick  **1. Listen and read**  **\*Vocabulary**  Down (adj): buồn, thất vọng  Junk food (n): đồ ăn nhanh, đồ ăn vặt  Put on weight: tăng cân  Flu (n): bệnh cúm  **Sun**burn (n): bị cháy nắng  Spots (n): mụn nhọt  **Al**lergy (n): dị ứng  **Ex: *1a. Can you find a word or phrase that mean:***  1. Zooniverse  2. I don’t feel like it.  3. sound down  4. putting on weight  5. won’t take no for an answer  ***b. Read the conversation again. Who wants to do the following things?***  1. Phong 2. Phong  3. Nick 4. Nick 5. Phong  **2. Listen**  ***Ex2: Match the health issuses in the box with the pictures. Then listen and repeat.***  1. e 2. f 3. d  4. c 5.b 6.a  **3. Practice**  ***a. Can you think of any more health issues? Add them to the box:***  - Diabetes  - common cold  ………………  ***b. Which problems do you think are the most common with your classmates?***  1.,Flu  2,….  3,…..  ***Ex3: Now look at the advice. The people have the wrong advice. Can you matchthe correct advice with each person.***  *1. c 2. d 3. e*  *4.b 5.a*  ***Ex4: Game***  E.g:  A: I have spots.  B: Oh, I’m sorry. My advice is “ Wear a sun hat”/ Yes! My advice is “ Wash your face regularly” |

Week: 6th

Date of planning: 18/9/ 2018

Date of teaching: (Dạy bù chương trình)

**Period: 10**  **UNIT 2: HEALTH**

**Lesson 2: A closer look 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to use lexical items related to health issues and advice on healthy living; pronounce the sounds / f / and / v / correctly.

**II. Teaching aids:**

- Stereo, CD.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **T’s and Ss’ activities** | **The content** |
| **1.Warm up**  T writes the numbers 1-6 on the board and asks the Ss if they can remember (without opening their books) the vocabulary for health problems from *Getting Started, Activity 2.*  **2. Activities.**  **VOCABULARY**  T writes *have a/an, have,* and *feel* on the board. T asks a S to read the words from the first column. T writes the words in a word web around *have a/an.* T encourages ss to add more words( from the six words in Warm up stage). T repeats this for the next two columns.  T asks Ss if they can make a movement for each of the different health problems. The Ss should say the health problem while doing the movement. *For Example:* ‘I have a cough’ (Ss pretend to cough).  EX1**:** T explains the noun ‘patient’ to make sure that Ss are familiar with it. T asks Ss to do the exercise individually. T corrects the exercise as a class.  EX2: T asks Ss to complete the exercise individually. T corrects the exercise as a class.  EX3: T asks one S to come to the front of the class. T models the role-play in the book with the St. Try to make it as fun and dramatic as possible. Then, T divides Ss into pairs. T encourages Ss to think about how each person (Doctor and patient) feels and will act. Ss choose a problem and make a role-play. They may choose more than one. T gives Ss about 5 minutes to practice their role-plays. T then asks some pairs to perform their role-plays for the class. After each role-play T asks the class comprehension questions about what they just saw. Eg: *What was Mai’s problem? What advice did Dr. Thao have?*  **Ex4:**T asks four Ss to model the example convesation. Then, T divides the class into groups and asks Ss to talk about a health problem. T may ask Ss to extend the conversation by trying to figure out what the most common health problem is in the group and then report back to the class.  **PRONUNCIATION**  Ex5:T may want to sart by drilling the sounds/f/ and /v/ and asking Ss to think of any words they know with these souns in them. T can write Ss ideas on the board. Then, T says the words in 5 and asks the Ss to repeat. Finally, T plays the recording and has Ss circle the words they hear. T may play the recording as many times as necessary.  EX 6: T asks Ss to listen to the sentences once and repeat. T then asks Ss to circle the words with /f/ or /v/ sounds. T has the Ss listen to the recording again and gives the correct answers to the entire class.  **3. Homework**  - Do exercises in workbook.  - Prepare a closer look 2. | **1.Vocabulary.**  **Have a/ an:** cough, headache, sorethroat, temprature, an allergy, a spot, (a) sunburn, a sickness…..  **Have:** (the) flu, stomachache, toothache, earache, spots……  **Feel**: sick, tired, weak,……  ***Ex1: Look at the pictures. Write the problem below the picture of each patient****.*  *1. Flu 2. Sunburn*  *3. Allergy 4. Tired/Weak*  ***Ex2: Now, read the doctor’s notes about his patients and fill in the missing words.***  1. (a) sunburn 2. the flu  3. tired, temperature  4. sick, stomachache  5. sore throat  ***Ex3: Role-play the meeting with the doctor.***  Hi, doctor Thao.  Hi, Hung  I was outside all day yesterday. I feel very hot and my face is red.  I see. I think you have a sunburn.  ***Ex4: Choose a health problem. Work in groups. Tell your group about the last time you had that problem.***  E.g: A: I had flu two weeks ago.  B: Me too, I felt so weak.  C: Oh. I had a sore throat yesterday.  D: I had toothache. I think I ate too many sweets.  **2. Pronunciation**  ***Ex5: Listen and circle the words you hear.***  1. fat 2. ferry 3. vas  4. vault 5. save 6. leave  ***Ex6: Listen and circle the words with the /f/or /v/ sound. Then say the sentences.***  1. Fast, food  2. have, felt  3. fatter  4. having, lifestyle  5. give |

Week: 6th

Date of planning: 18/9/ 2018

Date of teaching: (Dạy bù chương trình)

**Period: 11**  **UNIT 2: HEALTH**

**Lesson 3: A closer look 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to use: imperatives with *more* and *less;* form compound sentences and use them corretly.

**II. Teaching aids:**

- Extra- boards

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  T can give Ss simple classroom commands. Eg: *stand up, sit down, raise your hand, open your book, close your book.* Ss do the command as the T says it.  **2. Activities**  **GRAMMAR**  **\* Imperatives with *more* and *less***  **Introduction:** Teacher writes the word IMPERATIVE on the board and explains to children that the imperative can be used for direct, commands, orders or suggestions.  T asks Ss to open their books and read through the yellow box (tracking the words with their fingers) as T reads the tex aloud. T may want to check the Ss comprehension by asking some comprehension checking questions. Eg: *When I feel tired should I sleep more or less? What should I do if I am doing poorly in school? What should I do if I want to lose weight? Put on weight?*  Ex1: T asks Ss to look at the four pictures and calls on Ss to tell the class what they see. T divides the Ss into pairs and asks pairs to give advice to each person in the picture. In more advanced classes Ss can also give reasons for the advice. T gives Ss 2-3 minutes to come up with ideas for advice and then T calls on some groups to share with the class.  Ex2: T asks Ss to look at the yellow *Grammar Box* again. T asks Ss to think for a moment about which 6 pieces of advice are most important to teens. Then, T asks Ss to discus their ideas in pairs or groups of three.  T asks a few groups to share their ideas. T takes a quick class poll to see which 6 pieces of advice the class thinks are most improtant. T writes the ideas on the board.  Ex3: T asks Ss to read through the *Teen Health Website* individually and complete the headings. T asks Ss if the ideas from the class and the ideas from the website are the same. T may want to encourage class discussion here about why some pieces of advice are more important than others.  **\* Compound sentences**  **Introduction:** T writes AND, OR, BUT, and SO on the board. T asks Ss what these words are called.  Ss: Conjunction ( Ss may answer in English or Vietnamese).  T asks Ss to read the first paragraph of the *Yellow Box* and asks: *What do we call a sentence made by linking two simple sentences?*  ***Answer:*** *A compound sentence.*  T asks Ss to read the second paragraph of the *Yellow Box* and again: *What does a coordinating conjunction do?*  ***Answer:*** *It joins two simple sentences.*  T divides the class up into three large groups. The first group is ‘Independent clause 1’, the second group is ‘Conjunction’, and the third group is ‘Independent Clause 2’. The whole class reads the table aloud. Each group chorally chants their part of the sentence when T calls out the name of their group.  The class repeats this process for the rest of the sentences in the table.  Once they have finished T asks the class: *‘Where does the comma go in a comound sentence?’*  ***Answer:*** *It goes after the first independent clause*  Ex1: T asks Ss to complete the exercise individually. T corrects the exercise with the class.  Ex2:T asks Ss to complete the exercise individually. T corrects the exercise as a class.  Ex 3:T asks Ss to complete the exercise individually.  Ex4:T asks Ss to read the quotes aloud. T asks comprehension questions to make sure that Ss understand the vocabulary.  T asks Ss to dicuss the similarities and differences of quotes. For less able classes, T may want to lead the conversation as a class. T may ask Ss if they can think of any Vietnamese proverbs with a similar meaning.  **3.Homework**  Do exercises in the Workbook.  Prepare: Communication | **1. Grammar**  **\* Imperatives with *more* and *less***  Eg: - Relax more.  - Watch less TV.  \* Câu mệnh lệnh dùng để hướng dẫn, ra lệnh, yêu cầu hoặc gợi ý.  ***Ex1: Look at the pictures. Which advice would you give to each of these people? Use the imperatives with more or less above.***  *Suggested answers:*  a. Spend less time reading  b. Spend less time mobile phone  c. eat less fat food  d. sleep more  ***Ex2: Top Health Tips for Teens***  Ss’ ideas.  ***Ex3: Look at the article on the Teen Healthwebsite. Fill in the blanks to complete their top six health tips.***  1. Do more exercise!  2. Sleep more!  3. Eat less junk food  4. Wash your hands more.  5. Watch less TV  6. Spend less time playing computer games.  **2. Compound sentences**  **Conjunction(liên từ):** and, or, but, so.  Eg: Nam does morning exercise everyday, so he is well- built.  Simple sentence 1, Conj Simple sentence 2.= **Compound sentence**  Liên từ dùng để nối 2 câu đơn thành câu Phức (câu ghép). Câu ghép sử dụng 4 liên từ trên (BASO) gọi là câu ghép đẳng lập.  Trước các liên từ này luôn có dấu phảy.  **\* Game :**  ***Example:***  ***To says:*** Independent Clause 1  ***Group 1 says:*** The Japanese eat a lot of rice.  ***T says:*** Conjunction  ***Group 2 says:*** AND  ***T says:*** Independent Clause 2  ***Group 3 says:*** They eat a lot of fish.  ***Ex1 : Make compound sentences by joining the two simple sentences. Use the conjunction given. Remember to add a comma.***  1. I want to eat some food, but I have a sore throat.  2. The Japanese eat healthily, so they live for a long time.  3. I feel tired, and I feel weak.  4. You can go and see the doctor, or you can go to bed now and rest.  ***Ex2: Match the beginnings of the sentences with the picture that comlete them.***  1. a 2.c 3.a 4.b  ***Ex3: Now, complete the second part of the compound sentences.***  1, so he doesn’t have flu  2. , and he doesn’t do exercise  3. , or she should try to relax more  4. , she does exercise, too.  ***Ex4: Read the quote about health below. Explain each quote to your partner. Discuss the similarities and differences.***  Eg: *Where does someone ride when she rides on horseback? What does it mean to go somewhere on foot?*  *When you value something to you think it’s important or not?* |

Week: 6th

Date of planning: 18/9/ 2018

Date of teaching: (Dạy bù chương trình)

**Period: 12**  **UNIT 2: HEALTH**

**Lesson 4: Communication**

**I. Objectives.**

By the end of the lesson, Ss will be able to talk about health facts or myths

**II. Teaching aids:**

- A CD, a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  \*Brainstorming: T writes the words Healthy and Unhealthy on the board. The class brainstroms about things that are healthy or unhealty.  **2. Activities**  **EXTRAVOCABULARY**  T pre-teaches the vocabulary in th *Extra Vocabulary Box*  **COMMUNICATION**  **Ex1:** T divides the class into pairs and asks them to complete the exercise by ticking the sentences they think are true and putting a cross next to the sentences they think are false. T gives the Ss 2-3 minutes to complete the exercise. T chooses a few groups to share their aswers with the class.  **Ex2:** First, T asks Ss to close their books, listen, and take notes. T plays the recording. Ss then open their books and correct their answers using their notes (or from memory). T then plays the recording again for Ss to check a second time.  Ex3: T asks Ss to work in pairs, as suggested in the student’s book.  T divides Ss into groups and has them complete the exercise. T sets a time limit.  Ex4,5: When the time limit for exercise 4 is finished T puts groups together to quiz one another. In order to keep things organised, each group chooses one spokesperson for the group. The spokesperson can consult his/her group, but the spokesperson is the only one who can answer.  **3.Homework**  Do exercises in the Workbook.  Prepare: Skills 1 | Do exercise Stay up late  **1. Vocabulary**  Myth (n): huyền thoại, việc hoang đường  Sushi (n): su- si  Vitamin (n): Vitamin  Sleeping in (n): ngủ nhiều, ngủ nướng  Vegetarian (n): Người ăn chay  **2. Practice**  ***Ex1. Work in pairs. Discuss these sentences. Do you think they are true or false? Tick (🗸) the sentences you think are true. Put a cross (x) next to ones you think are false.***  1. T 2.F 3.F 4.F 5.F 6.F  ***Ex2: Listen to the radio show about “health facts or myth’s and check your answers in 1.***  - Ss listen and take notes.  ***Ex3: Discuss the following in groups.***  1. Which sentence are you most surprised by? Why?  2. Do you know any health facts or myths about health in Viet Nam? Where did you hear them?  ***Ex4: Work in groups. Think of some sentences about health that are not true. Then think of some that are fasle.***  ***Ex5: Test another group to see how many of your health myths they can spot.*** |

Week: 6th

Date of planning: 18/9/ 2018

Date of teaching: (Dạy bù chương trình)

**Period: 13**  **UNIT 2: HEALTH**

**Lesson 5: Skill 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to read and talk about health issues and give advice on healthy living.

**II. Teaching aids:**

- A CD, a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up**  T writes the word CALORIE on the board  T brainstorms with the class any words that they associate with CALORIE.  **2. Activities**  **READING**  - Who can tell me the topic of the reading we are going to read?  Ex1: Ask Ss to complete the exercise. Then T corrects.  Ex2: Ss work in pairs to complete ex2. Ss can use dictionaries. T elicits the meaning of words from different groups.  Ex3: T ask Ss to complete the activity individually. T then corrects the answers with the class.  Speaking  Ex4: T draws Ss attention to the table and explains that the activities are listed next to the number of calories used in one hour. T may ask comprehension question such as “ If I do aerobics for 3 hours, how many calories will I use?”  T puts Ss in pairs, or groups of three and asks them to discuss the questions. T walks around the room monitoring. When Ss have finished discussing the questions, T asks them to move on to exercise 5.  Ex5: T asks Ss to complete the table and think about how many calories each activity will take. If the activity they like to do is not on the table Ss can guess the number of calories by comparing with the table 4. Ss share their table with groups.  **3.Homework**  Do exercises in the Workbook.  Prepare: Skills 2 | - Food, drink…  1. Reading  ***Ex1. Quickly read the text. Match the correct headings with the paragraphs***.  1. b  2. a  3. c  ***Ex2: Find the following words/ phrases in the text. Discuss the meaning of each word/ phrase with a partner. Then check the meaning.***  Essential - necessary  Pay attention - notice, be aware  Diet (n) - the food that you eat on a daily  basis.  Diet (v) - meant a special eating routine  to lose weight or accomplish  another health goal.  Expert - someone who has studied a lot  about a subject or topic and  understands it well.  Stay in shape - stay healthy.  ***Ex3: Now answer the following questions.***  1. A calorie is energy that helps us do our everyday activities.  2. If we eat too many calories we get fat.  3. To stay healthy you need between 1,600 and 2,500 calories.  4. Sports activities and running use a lot of calories.  5. People listen to his advice because he is an expert.  2. Speaking  ***Ex4: Look at the table and discuss the following questions.***  1. Why do you think some activities use more calories than others.  2. Which activity uses more calories: gardening or walking?  3. How many calories do you use doing aerobics for 2 hours?  4. What do you think happens when we have too few calories, but too many calories?  ***EX5: Choose two or three activities you like to do. Complete the chart about those activities.***  ***Ex6: Present your chart to the class***  Ss’ performances. |

Week: 6th

Date of planning: 18/9/ 2018

Date of teaching: (Dạy bù chương trình)

**Period: 14**  **UNIT 2: HEALTH**

**Lesson 6: Skill 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to listen and write a reply giving advice to someone with a health problem.

**II. Teaching aids:**

- A CD, a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up.**  T draw the Olympic rings on the board and ask Ss what these represent.  - Brainstorm with Ss as a class different words that come to mind when Ss think of the Olympic.  2. Activities  LISTENING  Ex1: T divides the class into pairs and asks them to discuss the questions.  Ex2: Asks Ss to listen to the recording and circle the health problem they hear.  Ex3: T asks Ss to listen to the recording again and choose the right respond.  Ex4: Have Ss complete the task individually. T can ask an early finisher to come up to the board and write his/her answers on the board and the class can check them.  Ex5: T divides the class into groups and give them a time limit for discussion and feedback as a class.  WRITING  EX6/7: Asks if Ss remember who Dr. Dan is( He is a diet expert) .Then T asks Ss to read the questions and advice, then underline the different ways Dr. Dan gives advice. When the majority of the class has finished, T can correct the answers then discuss different ways to give advice.  Ex8: T divides Ss into A and B then put them in pairs. T asks one student A to write a health problem on a piece of paper ( using the frompts from the book), T then asks Student A to pass the paper to Student B and Student B can write a response.  - Share their questions and responses with the class.  **3.Homework**  Do exercises in the Workbook.  Prepare: Looking back | **1. Listening**  ***Ex1: Look at the picture below. Discuss the following questions with a partner.***  1. What sports do people do in the Olympics?  2. The Olympic sport below is sometimes called “ the ironman event, Why?”  ***Ex2: Listen to the interview. Which problems did he have as a child?***   * sick * allergy   ***Ex3: Listen to the interview again. What advice does he give about preparing for the event?***   * Do more exercises * Sleep more * Eat more fruit/ vegetables   ***Ex4: Are the following sentences true (T) or false (F)***  1. T 2. F 3. F 4. F 5. T  ***Ex5: Now discuss the following in groups.***  1. Why is the triathlon a difficult event?  2. Can you think of other Olympic sports that are harder/ easier?  3. Would you like to try the triathlon one day? Why? Why not?  **2. writing**  ***Ex6: Look at Dr. Dan’s advice page. Can you match the problems with the answers?***  1. c 2. b 3. a  ***Ex7: Look at the answers again. Underline the ways Dr. Dan gives advice.***   * You should… * You can… * It will be good if you… * Do something more/ less…   ***Ex8: Now , with a partner choose one of the following problems….***  Anna: played outside all day/ has sunburn/ has a temprerature  Ngoc: feels weak/ feel tired/ sleeps in  Khang: ate too much/ has stomachache/ feels sick. |

Week: 7th

Date of planning: 20 /9/ 2018

Date of teaching: (Dạy bù chương trình)

**Period: 15**  **UNIT 2: HEALTH**

**Lesson 7: Looking Back and Project**

**I. Objectives.**

By the end of the lesson, Ss will be able to review the vocabulary and grammar items in unit 2; do a health survey.

**II. Teaching aids:**

- Extra- boards.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  \* Brainstorming: Health problems  **2. Activities**  **VOCABULARY**  Ex1:Ss can complete this task individually or in pairs. Ss should be encouraged to write down their answers. T can correct the exercise on the board to check spelling.  Ex2:T asks what the see in each picture. After a brief discussion time, Ss can comlete the exercise individually  **GRAMMAR**  Ex3: Ss can complete the exercise individually.  **Compound sentences.**  Ex4: Ss can do the exercise with a partner.  **COMMUNICATION**  Ex5: T can divide the Ss into pairs. T can ask one pair to come up and role-play the example in the book. T then asks the Ss to create their own role-plays from the sample problems in the book. T can choose a pair or two to do their role-plays in front of the class.  **EX6:** Ss can remain in the same pairs as in exercise 5 and discuss the sentences in 6. T can set a time limit and after a few minutes Ss can report back to the class. The class can decide what’s true and what’s a myth.  **Project: Health survey**  This project can be done as homework.  1. T divides the class into groups and each group comes up with questions to find out more about health and health habits of the people around them. Ss can ask other groups in class or ask people outsede of the class (other students/teachers in school, family members, friends).  2. If done in class the groups should discuss the main health problems they discovered and what they would like to do to fix them. T may assign extension activities (i.e. making a poster, a song, etc.) for homework or extra points.  If done at home, some Ss can make a brief report about the health problems they discovered and tell their groups/the class about what they found.  **3. Home work**  Do exercises in the Workbook.  Prepare: Unit 3; Getting started | **I. Vocabulary**  Health issues and advice  ***1: What health problems do you think each of these people has?***  a. sunburn  b. spots  c. put on weight  d. stomachche  e. flu  ***2: Look at the pictures above. Write the health problem below each person.***  1. spots  2. put on weight  3. sunburn  4. stomachche/ sick  5. flu  **II. Grammar**  **Imperatives with more or less.**  ***3: Complete the health tips below.***  1. less 2. more 3. more  4. Go outside…  5. Watch **less** TV…  6. Do **more** exercise  ***4: Draw a line to link a simple sentence, to a coordinator, to another simple sentence.***  **Suggested answers:**  1. I want to eat some junk food, but I am putting on weight.  2. I don’t want to be tired tomorrow, so I should go to bed early.  3. I have a temperature, and I feel tired.  4. I can exercise every morning, or I can cycle to school.  **III- Communication**  ***5: Choose one of the following health problems. Role play a discussion. Student A is the patient. Student B is the doctor.***  Example: A: Hi, doctor. I feel weak and sick.  B: Did you have enough calories? You should eat more, and I think you should get more exercise too.  A: OK. Thank you doctor  ***6: Discuss the following sentences about health with a partner. Do you think they are facts or myths?***  E.g: When you have a headache, you should rub an egg on your head.  A: I don’t think this is true. It’s a myths.  B: Yes, I agree/ No, I disagree….. |

Week: 7th

Date of planning: 20 /9/ 2018

Date of teaching: (Dạy bù chương trình)

**Period: 16**  **UNIT 3: COMMUNITY SERVICE**

**Lesson 1: Getting started**

**I. Objectives.**

By the end of the lesson, Ss will be able to talk about community service and volunteer work.

**II. Teaching aids:**

- A CD, and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2…………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  To start the lesson, write ‘Green Summer Campaign’, ‘working for the community’, and ‘having a beach holiday’ on the board. Ask Ss to guess which two phrases connect to each other. Once Ss have found the answer, follow-up by asking them why they think ‘green summer’ relates to ‘ working for the community’, and what activities a person can do. If T has some volunteer experience, he/she can share with the class.  **2. Activities**  LISTEN AND READ  Ex1:Ask Ss to open their books to the picture. T can ask Ss prediction questions about the picture.  - What can you see in the picture?  - Who do you think they are?  - What are they talking about?  Ss answer the questions as a class.  T presents some new words  T plays the recording and has Ss follow along. After the first listening, T asks Ss to recall in formation from the listening.  - Global Citizen is …… (the name of the radio programme).  - Hai Ba Trung School/is… (the school where Mai and Phuc go to).  - Be a Buddy is …… (the organisation that Mai is from).  - Go Green is ………(the organisation that Phuc is from).  a. Ss work individually to answer the questions. Ss compare their answer with a partner and then discuss as a class. T goes through each statement and asks Ss how the text in the dialogue supports their answers. After the discussion T writes the correct answers on the board.  (Teacher may explain the differences between an environmental non-profit orgamosation and an environmental business).  b. Have Ss look at where the phrase’ make a difference’ is located in the dialogue (People donate books and clothes to homeless children, and that makes a difference). Ask Ss to think about how books and clothes can help to better the children’s lives. If needed, explain to Ss that’ make a difference’ means doing something good, especially to improve a situation.  Then ask Ss to think of a community garden in their neighborhood. Have Ss discuss the last two questions in pairs. Then T elicits answers as a class.  Ex2.Ss work individually to do the task then compare their answers with a partner. Tell Ss they can put some words in more than one column. T writes correct answers on the board  **Look out!**  Draw Ss’ attention to the box. Ask Ss to identify the words in exercise 2 which can be both nouns and verbs, or verbs and adjectives, Ask Ss if they can add more examples of the words they know  Ex3:Ss complete the exercise individually then T checks the answers as a class.  Ex4:T may tell Ss to look at the list of the verbs Ss have already got from exercise 2.  Have Ss complete the exercise in pairs or individually.  Ex5:T draws the word webs on the board. Have Ss work in groups to complete the word webs in 4-5 minutes on a sheetof paper at their tables. Encourage Ss to think of as many words as possible. When time is up, swap the sheets among groups to check each other’s answers. Together with the class T elicits answers to complete the word webs on the board. Then ask each group to count how many (correct) wrds their friends’ group has. The group who has the most correct words is the winner.  Ex6: **Game: Vocabulary Ping Pong.**  Model the game with a student first, then have the class play the game as instructed  **3. Home work**  Do exercises in the Workbook.  Prepare: A closer look 1 | **I- Listen and read**  ***a. Read the conversation again and tick T (true) or F (False).***  1.T 2. T  3. T 4. F 5. T  ***b. Read the conversation again. Answer the following questions***  1. Make a difference : not the same  2. It plants trees...  3. It’s a non-profit organization  ***2. Look at the words in the box. Can you put them in the right groups ?***   |  |  |  | | --- | --- | --- | | **Nouns** | **Verbs** | **Adjectives** | | help  benefit  volunteer  plant | donate  help  benefit  volunteer  recycle  plant  provide  clean  encourage | clean  emvironmental |  * **Look out!**   There are many words that are both verbs and nouns, e.g. volunteer, plant, help, benefit…  ***3. Fill the gaps with the words in the box.***  1. volunteer  2. homeless people  3. donates  4. community service  5. make a difference  ***4.Describe the pictures with the verbs in 2.***  1. donate 2. plant  3. help 4. clean  5. recycle  ***5. Create word webs.***  donate: books, blood, money, clothes, toys, etc.  Help: children, street people, old people, the poor, etc.  Clean: streets, lakes, rivers, beaches, etc.  Provide: food, attention, life skills, education, houses, help, books, etc.  ***6. Game: Vocabulary Ping Pong***  A: provide  B: food  A: homeless people  B: help |

Week: 7th

Date of planning: 20 /9/ 2018

Date of teaching: (Dạy bù chương trình)

**Period: 17**  **UNIT 3: COMMUNITY SERVICE**

**Lesson 2: A Closer Look 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to - pronounce words containing sounds/k/and/g/with increased fluency and accyracy; - use the lexical items related to community service and colunteer work

**II. Teaching aids:**

- A CD, a CD player and a picture.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2…………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  T brings a big picture of people in need to class (children in mounatainous areas who do not have enough books). Have Ss discuss what difficulties they think people in that situation face, and what they need  **2. Activities**  Let Ss do the matching individually. T writes the correct answers on the board then asks Ss to discuss these questions as a class: ‘What do you see in the pictures?’ ‘What are the difficulties they face?’ ‘What do they need?’  **Activity 2**  T can ask Ss about how the people in each of the situation in 1 can be helped.  Divide Ss into pairs to do the task. Once Ss have finished, elicit ideas from the whole class.  **Activity 3**  a. Ask ‘What do you see in the photos?’ ‘ Does our community have similar problems?’ Tell Ss the provided words include solutions as well. Then have Ss work individually to complete the task.  b. Have Ss work in pairs to work out some solutions for the problems in a. Encourage Ss to add their own ideas in addition to using the words provided. Once Ss have finished, elicit their ideas as a class  **Activity 4**  Play the recording and ask Ss to repeat. T may pause the recording to drill difficult items. T may play the recording as many times as necessary.  **Activity 5**  Tell Ss that they will hear one word from each row. Play the recording and instruct Ss to circle the word that they hear. After giving correct answers, have Ss practise both words (the minimal pairs) from each row.  **Activity 6**  Play the recording and ask Ss to repeat. T may use back-chaining technique if Ss find it difficult to read the sentences. T begins with the last word of the sentence for Ss to repeat. T continues to read the words in reverse order for Ss to repeat until the beginning of the sentence.  **3. Production**  **Activity 7**  Model this game with two Ss first before dividing Ss into groups.  For more advanced classes, T may ask Ss to think of other minimal pairs as in the table in 5. Ss can make their own tables for further pratice.  **4. Home work**  Do exercises in the Workbook.  Prepare: A closer look 2 | **I. Vocabulary**  **Activity 1**  1. disabled people: người tàn tật  2. elderly people: người già  3. homeless people: người vô gia cư  4. Sick children: trẻ em bị bệnh  5. people in a flooded area: nạn nhân vùng lũ  **Activity 3**  **a.**   |  |  | | --- | --- | | rubbish | a | | tracffic jams | c | | too many advertisemnets | b | | dirty beaches | a | | no trees | a, c | | graffiti | b |   **II. Pronunciation.**  **Activity 5**  cold green  clothes girl goal |

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Date of planning: 25/ 9/2018

Date of teaching: / 10/ 2018

**Period: 18**  **UNIT 3: COMMUNITY SERVICE**

**Lesson 3: A Closer Look 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to: understand the difference between the past simple and the present perfect; use the time expressions that go with the past simple and the present perfect

**II. Teaching aids:**

- A CD, a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2 …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  Verb form checking: T divides the class into 2 groups. T reads some verbs in bare form, group 1 say aloud the verbs in past simple form, group 2 say aloud the verbs in past participle form.  **2. Presentation**  Ask Ss to keep books closed. Write the following on the board:  Draw their attention to the difference between sentense (1) and sentence (2) by asking Ss questions such as: When fo you think these actions happened: in the past, at present, or in the future? Which sentence tells you exactly when it happened?  **Activity 1**  a. Have Ss open the books and do exercise 1 individually. Ask Ss to identify the diffrrence between the actions they have underlined ‘Last year we provided evening classes for fifty children’ and ‘We’ve asked people to donate books and clothes to the children’.  b. T shows Ss the rule box, and asks them to try to work out the rule first. Ask them if they know the time expressions that often go with the present perfect and the past simple.  **Remember!**  Go through the Remember! Box with Ss. Ask them to make sentences with these words and add more time expressions if they can.  **3. Activities**  **Activity 2**  Ask Ss to complete the exercise individually. Then give feedback as a whole class activity. Before giving correct answers, T asks Ss to tell him/her which phrases in the sentences help them to decide if the verb should be in the present perfect or the past simple.  **Activity 3**  Ss do the exercise individually, then compare the answers with a partner. T writes the correct answers on the board. T may explain the differences between the present perfect and the past simple in sentenxes 3-4 and 5-6.  **Activity 4**  Ss write sentences about themselves using the time expressions, then share them with a partner. If time is short, the work can be divided between two Ss, but T should ensure that all items are covered.  **4. Production**  **Activity 5**  Remind Ss of what they learned in ‘Getting Srarted’ about ‘Be a Buddy’ and ‘Go Green’. Divide students into pairs. Tell Ss that to complete this task they will need to use the present perfect and the past simple.  Remind Ss that this is a speaking activity and that they should communicate in complete sentences. While Ss do the task, go round to monitor to ensure they do not just look at the table and say out the phrases for each other to copy down. Take note of any common errors and correct them as a class later.  **5. Home work**  Do exercises in the Workbook.  Prepare: Communication | Eg: help- helped- helped  See- saw- seen …..  **I. Grammar:**  **Present perfect vs. Past Simple**  **Eg:**   |  |  |  | | --- | --- | --- | | Last year | I went to Hoi An | (1) | |  | I have been to Hoi An | (2) |   Both sentences say that the person spent some time in Hoi An in the past, but sentence (1) describes a particular trip which happened last year, while sentence (2) emphasizes that the person had an experience of Hoi An and does not focus on when it exactly happened.  \* NOTE: - Thì quá khứ đơn dùng để mô tả một hành động bắt đầu và đã kết thúc trong quá khứ.  - Thì hiện tại hoàn thành diễn tả một hành động mới diễn ra và còn để lại hậu quả hoặc kết quả ở hiện tại ; hoặc đã diễn ra nhưng không đề cập thời gian.  Một số trạng từ thường ssuwr dụng với thì QKĐ: yesterday, last month, 2 years ago…  Một số trạng từ thường ssuwr dụng với thì HTHT: ever, never, so far= recently= lately, for several times, for a long time, for ages, for, since…  **II. Activities**  **Activity 2**  1. cleaned 2. have collected  3. collected 4. has flown; went  5. Have you ever seen; saw  **Activity 3**  1. b 2. b  3. a 4. a  5. c 6. b |

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Date of planning: 25/ 9/2018

Date of teaching: / 10/ 2018

**Period: 19**  **UNIT 3: COMMUNITY SERVICE**

**Lesson 4: Communication**

**I. Objectives.**

By the end of the lesson, Ss will be able to know the activities that teenagers in the USA and in Viet Nam have done to help the community.

**II. Teaching aids:**

- Pictures.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  Elicit different volunteer activities from Ss. Tell Ss to think of the activities both in the local community/city/town/Viet Nam, and from other places that they may have read about, or seen in books, or on TV, or the Internet etc.  **2. Presentation**  Refer to any words in the Extra Vocabulary box that Ss do not yet know and ask Ss to try to guess what the meanings are, and how that may relate to community services and volunteer work.  **II. Activities**  **Activity 1**  Ask Ss to look at the photos and describe what they see. Then tell them to compate their ideas with the text.  **Activity 2**  This can be done as a whole class activity. Tell Ss now they will leam about volunteer activities in Viet Nam. Ask Ss what they think the volunteers in the photos are doing. If Ss cannot recognise the activities, draw Ss’ attention to small details in the photos such as words written on the coupons, or in the poster. Then do the matching together with Ss. After that, T may ask if Ss know any other actual information about these volunteer activities,or if they know any other similar activities that take place in Viet Nam.  **Activity 3**  Ask Ss to complete the exercise in groups. Each group chooses one person from the group to report back to the class.  **Activity 4**  This can be done as a mingling activity, where each S has to interview at least 3 classmates. Ss should take notes of their classmates’ answers so later, they can share the most interesting answers with the class.  **3. Home work**  Do exercises in the Workbook.  Prepare: Skills 1 | **I. Vocabulary**  Tutor (v) (n): dạy kèm, gia sư  nursing home (n): nhà dưỡng lão  blanket (n): chăn  shelter (n): nhà tình thương  mural (n): tranh khổ lớn vẽ lên tường  graffiti (n): tường công cộng(có vẽ tranh cổ động)  sort (n), (v): loại  **II. Activities**  **Activity 2**    1. b 2. c 3. e  4. a 5. d |

Week: 8th

Date of planning: 25/ 9/2018

Date of teaching: / 10/ 2018

**Period: 20**  **UNIT 3: COMMUNITY SERVICE**

**Lesson 5: Skills 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to read a passage about community service and volunteer work; talk about community service and volunteer work.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A……….. 7B: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  \*Students- Teacher Exchange:  Have you ever done volunteer work?  **2.Presentation**  Present some new words  \* Checking technique: Slap the board  **3. Activities**  **Activity 1**  Ask Ss to read the text and underline any words they don’t know. As whole class, T and Ss discuss any unfamiliar words from the passage.  **Activity 2**  Remind Ss of some of the American volunteer activities they learnt about in the last lesson (Communication). Call on Ss to read the statements from exercise 2 aloud. Ask Ss to guess if the statements are true or false.  Ss work individually. T asks Ss to explain their choices (with support from the text) before giving corrective feedback.  **Activity 3**  Ask Ss to read the passage again and answer the questuons. Correct the answer as a class.  **Activity 4**  Give time for Ss to work individually to complete this task. Encourage them to think of all the volunteer activities they have learnt so far in this unit, and any other activities that they know. Tell Ss they only need to write in note form and not in full sentences.  **Activity 5**  Divide the class into groups of four or five. Explain that after each person shares his or her ideas from 4, the group will need to choose one idea and develop it in more detail.  For example, if the group chooses the idea’ make postcards and sell them’ as a way to raise funds, they will need to think of answers to questions such as: What types of postcards? What are the postcards made of? What is written on the postcards? Who can make the postcards? Where should the postcards be sold? How will we let people know about our project?  If time allows, each group can make a short presentation of their plan to the class.  **4. Home work**  Do exercises in the Workbook.  Prepare: Skills 2 | **I. Vocabulary**  Statistics (n):  Population (n):  Force (v): bắt buộc  Raise money for: quyên góp tiền cho  Labour (n):  Mentor (v):  **II. Activities**  **Activity 2**    1. T 2. T 3. F  (The text says Americans have had the tradition of vounteering since the early days of the country. The USA was “born”, or declared its independence, in 1776.)  4. F  (Americans volunteer because they enjoy it, and not because they are forced or paid to do it).  **Activity 3**   |  |  | | --- | --- | | 1. providing care for animals |  | | 2. raising money | ✓ | | 3. cooking meals | ✓ | | 4. donating blood |  | | 5. cleaning streets | ✓ | | 6. teaching young children | ✓ | |

Week: 8th

Date of planning: 25/ 9/2018

Date of teaching: / 10/ 2018

**Period: 21**  **UNIT 3: COMMUNITY SERVICE**

**Lesson 6: Skills 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to listen for specfic information; write a paragraph about volunteer work.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A……….. 7A2…………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  Discussing:  Why do people do volunteer work?  **2.Presentation**  T elicits new words  **3. Activities**  **Activity 1**  Ask Ss to pick choose a volunteering idea from the previous lessons. Ask the class: ‘Who do you think benefits from that volunteer work?’ ‘In what way?’  Then discuss as a class the two questions in exercise 1.  If T has some volunteer experience himself/herself, talk about it with the class and tell Ss what it means to you.  **Activity 2**  Remind Ss of the interview between the Global Citizen reporter and the two students Mai and Phuc from Hai Ba Trung School who do volunteer work with Be a Buddy and Go Green. Recall what happened in the first part of the interview (in Getting Started). Ask Ss it they can guess what Mai and Phuc will talk about in the second part of the interview.  Play the recording and elicit from Ss the gist of this recording. (It’s about the benefits Mai and Phuc think that volunteer work brings about.)  Play the recording as many times as necessary and have Ss answer the questions. Note that another purpose of this exercise is to prepare Ss for the Writing section later where they learn how to give reasons for their ideas and opinions.  **Activity 3**  Play the audio again and let Ss fill in the blanks.  **Activity 4**  Go through the study Skills box with the class. Explain that ‘because’ is used to introduce the reason for something, and it can be put at the beginning of the sentence or in the middle. For exercise 4, Ss will need to identity which sentence is the reason.  For a more advanced class, T may introduce ‘as’ and ‘since’, which are similar in meaning and use to ‘’because’.  **Activity 5**  Tell Ss now they will write a paragraph using the ideas they generated in Speaking 4. it time is short, T may ask Ss to make notes in class then develop the notes into a paragraph as homework.  **4. Home work**  Do exercises in the Workbook.  Prepare: Looking back and project | **I. Vocabulary**  self- confident (adj): tự tin  special (adj): đặc biệt  **II. Activities**  **Activity 2**  1. Phuc does volunteer work because he thinks it makes a difference in the community.  2. Phuc feels more self-confident because he has made many new friends.  3. The reporter thinks Phuc is confident because Phuc has answered the interview questions very well.  4. Mai thinks volunteering is special because she can help others, and because she can see how happy the street children are when they learn.  **Activity 3**  1. volunteer 2. feel  3. because 4. because, children  **Activity 4**  (Answers with ‘because’ put in another suitable place are also correct.)  1. Because he didn’t wear enough warm clothes, he’s had a cold for two days.  2. I stayed home because it rained.  3. Because the lake is full of rubbish, they’ve decided to clean it up.  4. Because she works in that small town, she has lived there for three years.  5. They think they should move there because the neighbourhood is nice and quiet |

Week: 8th

Date of planning: 25/ 9/2018

Date of teaching: / 10/ 2018

**Period: 22**  **UNIT 3: COMMUNITY SERVICE**

**Lesson 7: Looking back and project**

**I. Objectives.**

By the end of the lesson, Ss will be able to revise section of the unit.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up.**  **Revision:**  T reminds Ss of the wordwebs about “donate”, “provide” and “help” then Ss complete Activity 1 individually. Less advanced classes can complete this exercise in pairs. Tell Ss that some words in the box can be matched with more than one verb in blue.  **2. Activities**  **Activity 2**  Ss complete this task individually. T may ask Ss to explain why the option they choose is suitable to complete the sentences but the other two options are not.  **Activity 3**  Ss conplete this task individually then share their answers with a partner and/or the class. Before giving correction, T may ask Ss to explain the differences between sentences 2 and 3, and 4 and 5. T can quickly review the past simple and present perfect if necessary.  **Activity 4**  Ss complete the exercise individually or in pairs. T may ask Ss to swap their witings with each other for peer correction.  **Activity 5**  Divide Ss into pairs. Tell Ss to read their role cards and ask answer questions with each other. It time permits, T may ask Ss to role-play in groups of 3: One student is a reporter interviewing the other two, the other two about their volunteer work. (T may refer to the Global Citizen interview.)  Then Ss can role play the interview for the class.  **3. Production**  Ss propose their own volunteer project: Give Ss several days to complete the project, and ask them to present their project in the form of a poster. If the project is useful and practical, T can even help, or ask the school to help, to realize the proposal!  **4. Home work**  Do exercises in the Workbook.  Prepare: Review 1 | **I. Activities**  **Activity 1**  **\***donate: food, books, clothing, blood  \*provide: evening classes, food, care, books, education, clothing, attention  \*help: the community, homeless people, the elderly, the disabled.  **Activity 2**  1. never 2. Last week  3. already 4. yet  5. yesterday  **Activity 3**  1. has ever met 2. visited  3. has visited  4. did Shakespeare write  5. has she written  **Activity 4**  1. the engine is very good  2. it is going to be cold this evening  3. she’s kind.  4. they are not as lucky as we are.  5. she works very hard to improve her teaching. |

Week: 9th

Date of planning: 25/ 9/2018

Date of teaching: / 10/ 2018

**Period: 23**  **Review 1 ( Units 1-2-3)**

**Lesson 1: (Language, Vocabulary, Everyday English)**

**I. Objectives.**

By the end of the lesson, Ss will be able to revise pronunciation, vocabulary, grammar, everyday English.about hobbies, health and community service.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up**  Role play: Patient and doctor  **2. Activities**  LANGUAGE  Pronunciation  Ex1: T asks Ss to pronounce these words first and correct Ss’ mistakes. He / She then plays the recording as many times as needed.  Ex2: In order to do this exercise correctly, Ss have to be able to pronounce the words correctly themselves. T may let Ss do it in groups and encourage them to read the words out loud among themselves. Then T checks them as a class and encourages Ss to repeat the words.  Ex3: All these activities have been taken from the first three units, so they are expected to be quite easy for Ss to do. T gives Ss about 10 minutes to read and write down the phrases into the correct columns and tick their activities. For more advanced Ss, T can ask them to add more activities into the columns.  Ex4: This exercise is a combination of reading comprehension and vocabulary use. T helps by making suggestions or giving the first letter of the word. At the end, T writes the correct answers on board.  GRAMMAR  Ex5: This is a revision of the use of simple present, simple past and present perfect and the time signals that go with each. Ss can complete this exercise with ease.  Ex6: T may let Ss read the beginnings and the endings for a few minutes, then match individually. T calls on some Ss read their answers. T corrects their answers. T corrects the answers if necessary.  EVERYDAY ENGLISH  Ex7: Suggested interpretation of your answers:  If you answer “ Yes” to all the questions, you do have very healthy eating habits. For each wrong answer, take off 1 point. If your score is under four, change your habits!  **3. Home work**  Do Test yourself in the Workbook.  Prepare: Review 1: Skills | **I- Language**  ***1. Listen and tick (🗸) the word if it is the same as what you hear and cross ( X) if it is different.***  1.lock x 7. cream x  2. community 🗸 8. grocer x  3. kind x 9. vampire 🗸  4. cracker x 10. bread 🗸  5. flavour 🗸 11. fruit 🗸  6. fear 🗸 12. vary x  ***Tapescript:***  1. log 7. gleam  2. community 8. closer  3. find 9. vampire  4. fracture 10. bread  5. flavour 11. fruit  6. fear 12. carry  ***2. Choose the word in which the underlined sound is pronounced differently.***  1. A 2. C 3. C 4. B 5.  VOCABULARY  ***3. Put the phrases below into the correct categories and tick the activity/ activities you do yourself***   |  |  | | --- | --- | | Activities to help… | | | yourself | Your community | | - washing your hands before meals  - tidying up your room  - gardening  - eating a lot of fruit | - helping the old  - raising money for the poor  - collecting rubbish in your area  - opening classes for street children |   ***4. How much can you remember?***  ***Choose one of the words/ phrases below to match the description. The first one is an example.***  Key: 1. obeysity 2. cleaning the street  3. calories 4. staying in shape  5. donating 6. hobby  GRAMMAR  ***5. Choose the best answer A, B, or C to complete the sentences.***  1. A 2. C 3. A 4. B 5. C 6. B  ***6. Match the beginnings in A with the endings in B.***  1. d 2. e 3. a 4. c 5. b  EVERYDAY ENGLISH   * If you answer “ Yes” to all the questions, you do have very healthy eating habits. * If your score is under four, change your habits! |

Week: 9th

Date of planning: 25/ 9/2018

Date of teaching: / 10/ 2018

**Period: 24**  **Review 1 ( Units 1-2-3)**

**Lesson 2: (Skills)**

**I. Objectives.**

By the end of the lesson, Ss will be able to revise reading, speaking, listening and writing about hobbies, health and community service.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up**  Chatting: What should you do if you have sore eyes?  **2. Activities**  READING LIVE TO BE HAPPY  1. T asks Ss to read the questions first and identify the keywords in each question. Ss can then read the text and choose the answers.  SPEAKING  ARE YOU A COMMUNITY PERSON?   * Let Ss start with the question-and-answer through speaking and listening. Then they can exchange their results and take turns to report it to class.   LISTENING  - T plays the recording  - Ss listens  - T helps if necessary  - Check the results  WRITING  T asks Ss to determine the subjects and the verbs of each sentence to see if it is a simple or a compound sentence. T may allow Ss to translate the sentences into Vietnamese.  - T checks all the answers before betting Ss do the second task of the exercise.  **3. Home work**  Do Test yourself in the Workbook.  Prepare for the 45 minutes test. | **I- Reading.**  LIVE TO BE HAPPY  ***1. Read the passage, then choose the most appropriate answer A, B or C to each question.***  1. A 2. B 3. C 4. B  **II- Speaking**  ARE YOU A COMMUNITY PERSON?  ***2.Work in pairs. Interview each other to complete the questionaire below. Circle the correct answers and report the results to your class.***  1. Do you know of hygienic problems Yes 🖵  in your area? If yes, what is it? No 🖵  2. How often does your community Yes 🖵  organise an activity? Is it to help the No 🖵  needy or to improve the environment?  3. Have you ever taken part in a Yes 🖵  community activity? If yes, what is it? No 🖵  4. How much do you think you Yes 🖵  Would enjoy a community activity? No 🖵   * I like doing it * I feel OK * I don’t like it at all but I have to do it.     5. How much do you think your Yes 🖵  Contribution means to your No 🖵  Community?  **III- Listening**  ***3. Listen to two friends talking about different sistuations and tick the correct answer to each question.***  Conversation1: 1. A 2. B  Conversation2: 1. B 2. C  **IV- Writing**  ***4. Make complete sentences from the prompts below and put them under the correct pictures.***  **Picture 1:**  5. This activity is often done in spring.  6. They dig a hole to put the young tree in.  1. They water and take great care of the trees during the first month.  **Picture 2:**  2. They carry recycle bags to put the rubbish in  4. They walk along the beach and collect all the rubbish.  3. The community organizes this activity once a month. |

Week: 10th

Date of planning: 5/ 10/2018

Date of teaching: 22/10/2018

**Period: 25**  **BÀI KIỂM TRA SỐ 1**

**Môn: TIẾNG ANH LỚP 7- Năm học: 2018- 2019**

**(Dành cho học sinh tham gia học thí điểm theo Dự án ngoại ngữ Quốc gia 2020)**

**I. Objectives.**

- T checks Ss’ understanding from Unit 1 to Unit 3 about three topics ( My hobbies/ Health/ Community service.

**II. Teaching aids:**

* A CD and a CD player,
* Paper test

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Chủ đề** | ***Nhận biết*** | | ***Thông hiểu*** | | ***Vận dụng*** | | ***Tổng*** |
| ***KQ*** | ***TL*** | ***KQ*** | ***TL*** | ***KQ*** | ***TL*** |  |
| ***I .Pronunciation*** | ***5*** |  |  |  |  |  | ***5*** |
| ***0.2 mark*** |  |  |  |  |  | ***1mark*** |
| ***II. Grammar*** | ***5*** |  |  |  |  |  | ***5*** |
| ***0.4 m*** |  |  |  |  |  | ***2marks*** |
| ***III. Vocabulary*** |  |  |  |  | ***5*** |  | ***5*** |
|  |  |  |  | ***1mark*** |  | ***1mark*** |
| ***IV. Reading*** |  |  |  | ***5*** |  |  | ***5*** |
|  |  |  | ***2marks*** |  |  |  |
| ***V.Listening*** |  |  |  |  |  | ***5*** | ***5*** |
|  |  |  |  |  | ***0.4mark*** | ***2marks*** |
| ***VI. Writing*** |  |  |  |  |  |  | ***2marks*** |
|  |  |  |  |  |  |  |
| ***VI. Total*** |  |  |  |  |  |  |  |
|  |  |  |  |  |  | ***10marks*** |

**Paper test**

**I:** **Choose the word whose underlined part is pronounced differently from that of the other words in each group**.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. A. teenager | B. together | C. guess | D. regular |
| 2. A. meat | B. reader | C. sea | D. realize |
| 3. A. horrible | B. hour | C. hundred | D. hold |
| 4. A. much | B. drug | C. future | D. buffalo |
| 5. A. serious | B. symptom | C. sugar | D. sauce |

**II: Choose the best option to complete the following sentences.**

6. I have known her………………..two years.

|  |  |  |  |
| --- | --- | --- | --- |
| A. with | B. for | C. since | D. in |

7. He ......... many old books for 5 years.

|  |  |  |  |
| --- | --- | --- | --- |
| A. recycled | B. is recycling | C. has recycled | D. will recycle |

8. To prepare for the new year, I .................. my house again since last month .

|  |  |  |  |
| --- | --- | --- | --- |
| A. paint | B. painted | C. have painted | D. has painted |

9. They ………..the used plastic bottles with water several times yesterday.

|  |  |  |  |
| --- | --- | --- | --- |
| A. washed | B. is washed | C. are washed | D. were washed |

10. It is dangerous ............. quickly.

|  |  |  |  |
| --- | --- | --- | --- |
| A. driving | B. drove | C. to drive | D. driven |

**III:** **Match the verbs in A with the phrases in B**

|  |  |
| --- | --- |
| **A** | **B** |
| 11. donate | a. flu |
| 12. have | b. eggshells |
| 13. have a | c. a mural |
| 14. carve | d. blood |
| 15 . paint | e. temprature |

**IV:** **Read the text and answer the questions.**

The first reason why many families do volunteer work is that they feel satisfied and proud. The feeling of fulfillment comes from helping the community and other people. In addition, volunteering is a great way for families to have fun and closer. But many people say they don’t have time to volunteer because they have to work and take of their families. If that’s the case, try rethingking some of your free time as a family. You could select just one or two projects a year and make them a family tradition. For instance, your family can make and donate gift blankets for the old homeless people on holidays. Your family can also spend only one Saturday morning a month collecting rubbish in your neighborhood.

16. How do people often feel when they volunteer?

…………………………………………………………………………………………..

17. How can your family benefit from doing volunteer?

…………………………………………………………………………………………..

18. Why don’t some people have time to volunteer?

…………………………………………………………………………………………..

19. How can your family help the old homeless people?

…………………………………………………………………………………………..

20. Is collecting rubbish in the neighborhood an example of volunteer work?

…………………………………………………………………………………………..

**V: Listen: You will some information about a place called Sea world. Listen and complete questions 21-25. You will hear the information twice.**

**Sea world**

Open: Tuesday – Sunday

Closed during month of: 21……………………………………

Watch a film about the sea in: 22……………………………………

Dolphin show starts at: 23…………………………………….

Shop sells: 24…………………………………….

Child’s ticket costs: 25…………………………………….

**VI: Writing: Imagine that you are a doctor. Write an e-mail to respond your patient who is putting on weight. Give him/ her your advice.**

…………………………………………………………………………………………..

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**V. Key**

**Question I:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. A. | 2. D | 3. B | 4. C | 5. C |

**Question II:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6. C | 7. C | 8. C | 9. A | 10. C |

**Question III:** **Match the verbs in A with the phrases in B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 11. d | 12. a | 13. e | 14. b | 15. c |

**Question IV:**

16. They feel satisfied and proud.

17. Your / Our family has fun and closer.

18. Because they have to work and take of their families.

19. Your/ Our family can make and donate gift blankets for the old homeless people on holidays.

20. Yes, it is.

**V: Listen: You will some information about a place called Sea world. Listen and complete questions 21-25. You will hear the information twice.**

21. March 22. Centre 23. 2.15 24. toys and books 25. £4.25

**VI: Writing: Imagine that you are a doctor. Write an e-mail to respond your patient who is putting on weight. Give him/ her your advice.**

- Write an e-mail

- Give advice to help patient with He/She health’s problem.

- Spelling

Week: 10th

Date of planning: 5/ 10/2018

Date of teaching: 24/10/ 2018

**Period: 26**  **UNIT 4: Music and Arts**

**Lesson 1: Getting started ( Making plans for the weekend)**

**I. Objectives.**

By the end of the lesson, Ss will be able to use the lexical items related to the topic Music and Arts.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up.**  T writes on the board: Music + Arts  + Then asks:  - Do you often listen to music? When? How often?  - What kind of music do you like? Why?  - What is art/ are arts? Give example?  + T asks Ss to look at the title/ the picture and guess what the conversation between Duong and Nick might be about.  **2. Activities**  1. Ask Ss question about the picture:  e.g: Who are Duong and Nick?  What are they going to do?  - Play the recording. Ss listen and read.  a, Ss work independently or in pairs to answer the questions. Then T may let them discuss in groups. T then checks their answers, and gives explanation.  b, Ss work individually to fill the gaps in the sentences. T lets them check the answers in pairs or groups, then T gives the key. Calls some Ss to read the sentences.  c, Colloquial expressions  - Refer back to the conversation to find the phrases. Ss practise saying them together. Explain the meaning to the Ss, then give some examples.  d, Ask Ss to practise the short conversations in pairs before creating their short role-plays.  2. Ss write the words/ phrases under the right pictures. Then T plays the recording. Let Ss listen and repeat. Check and correct their pronunciation. Give them the meaning of the words.  3. Ask Ss to write the correct words in the spaces. Allow Ss to check their answers. The class gives comments, and T gives correction.  **3. Home work**  Do exercises Workbook.  Write newwords  Prepare: A closer look 1 | **Art**: the use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture.  - **the arts** ( in general): art, music, theater, literature, etc…When you think of them as a group.  **1. Listen and read**  ***a, Are these sentences true (T) or false (F)***  1. T  2. F  3. T  4. F  5. F  ***b, Finish the following sentences by writing one word/ phrase from the conversation.***  1. as good as  2. loud  3. fantastic  4. in person  5. cinema  ***c, Find these expressions in the conversation. Check what they mean.***  1. used to show your interest or surprise.  2. used when you are thinking what to say or reply.  3. used to show that you don’t agree with what Sbd has said.  4. used to show that you don’t like something.  ***d, Work in pairs. Make short role-plays with the expressions above. Then practise them.***  *Example:* A: There’ll be a music concert on teacher’ Day.  B: Really? Are we going to sing?  A: Yes, of course.  ***2. Write the correct word/ phrase under each of the pictures. Then listen and repeat***.  1. microphone 2. camera 3. painting  4. musical instrument 5. portrait  6. art gallery 7. crayons 8. museum  9. opera 10. painbrush  ***3. Complete these sentences with words from 2.***  1. art gallery  2. paintings  3. museum  4. camera  5. opera. |

Week: 10th

Date of planning: 5/ 10/2018

Date of teaching: 25/10/ 2018

**Period: 27**  **UNIT 4: Music and Arts**

**Lesson 2: A closer look 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to use the lexical items related to the topic Music and Arts. Pronounce sounds / ʃ / and / ʒ / correctly in isolation and in context.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up.**  Brain storm with the Ss: Let them find all the words they know related to music and arts. Encourage them to read out as many words as possible.  **2. Activities**  VOCABULARY  1. Play the recording and let Ss listen. Play it again with pauses for them to repeat each word. Correct their pronunciation.  2. Ss work individually to match the words with the phrases.  T calls one or two Ss to write the combinations on the board. Then T checks the answers.  3a, T lets Ss work in pairs and put the letters in order to form the correct words. Then check their answers.  3b, Let Ss work in pairs. T checks their answers. Then let them read the words after T checks their answers. Then let them  talk about these musical instruments.  4. Give Ss enough time to do the task individually. Some Ss may write the answers on the board. Then let class comments. T calls some Ss to read the sentences.  PRONUNCIATION 5. Let Ss practice the sounds / ʃ / and / ʒ / together. Show Ss how to pronounce the two sounds. Play the recording and let Ss listen and repeat. Correct their pronunciation.  6. Plat the recording 2 or 3 times. Help Ss distinguish the two sounds / ʃ / and / ʒ /, and put the words in the right columns. Ask Ss to give more words having two sounds.  7. Play the recording as many times as possible and let Ss repead the sentences. Correct their pronunciation and help them do the task as directed.  \* Sound / ʃ / can be presented by sh/ ch/ s/ t/ c  \* Sound / ʒ / can be represented by s  **3. Home work**  Do exercises Workbook.  Write newwords  Prepare: A closer look 2 | VOCABULARY  ***1. Listen and repeat these words.***  painter artist actress musician  puppet dancer singer song writer  ***2. Match a word in A with a phrase in B***  1. e 2. b 3. a 4. d 5. c  ***3a, Put these letters in order to make musical instruments.***  1. drum 2. piano 3. cello 4. guitar  5. violin 6. saxophone.  ***3b, Write the type of musical instrument in the box under each picture.***  1. a guitar 2. a drum 3. one string guitar  4. a violin 5. a cello 6. a piano  7. a saxophone  ***4. Put one of these words in each blank to finish the sentences.***  1. painter 2. Pop 3. singer 4. draw  5. puppets 6. instrument  PRONUNCIATION  / ʃ / and / ʒ /  ***5. Listen and repeat. Pay attention to the sounds / ʃ / and / ʒ /.***  Tapescript:  / ʃ /: condition ocean shy sugar machine  / ʒ /: measure pleasure usual vision  decision  ***6. Listen to the words and put them into two groups.***   |  |  | | --- | --- | | / ʃ / | / ʒ / | | anxious  musician  dishwasher  rubbish | closure  occasion  leisure  version |   ***7. Listen and repeat…***  1. Can you show me the new machine  2. They sing the song “ Auld Lang Syne”  on some **occasions**  3. The musician is very anxious about the  next performance.  4. She wanted to share her **pleasure** with other people.  5. The new cinema is opposite the bus station.  6. Are you sure this is a modern **version** of “Romeo and Juliet?” |

Week: 11th

Date of planning: 20 / 10/2018

Date of teaching: 29/10/ 2018

**Period: 28**  **UNIT 4: Music and Arts**

**Lesson 3: A closer look 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to use comparisons: (not) as……..as / the same as / different from. Express agreement using too & either.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up**  - Set the sence: We are going to learn:  +Comparisons: (not) as……..as / the same as / different from.  +Express agreement using too & either.  **2. Activities.**  ***+Comparisons: (not) as……..as / the same as / different from.***  - Explain the uses of the three structures to Ss and give some examples.  Ex1: Let Ss work by themselves and write down the missing words. Correct Ss’ mistakes. After that, T asks some Ss to read the sentences.  Ex2: Let Ss do the task individually. First Ss read the text by themselves, then put a suitable word in each gap, and compare their answers with a classmate. T corrects Ss’ answers. T may call some Ss to read out their answers separately. T explains if necessary. Let Ss read in chorus. Correct their pronunciation.  Ex3: Let Ss work in pairs. Help them interpret the table first. Give them instructions on how to do the task.  - Encourage Ss to talk as much as possible with fluency and accuracy.  ***+Express agreement using too & either.***  - T explains to the class the use and location in the sentence of too and either. Let them read the examples. Tell them to give sentences of their own.  Ex4: Ss work independently, writing down the answers. Then let them work in groups to check and read out the sentences. T goes round and corrects mistakes or gives help when and where necessary.  Ex5: Let Ss work independently, writing down their sentences to make a list of the likes and dislikes. They have their choices, so long as their sentences are correct grammatically. Encourage them to give their own ideas.  Ex6: Now Ss work in pairs to share their lists of ideas. Then T may ask some more able Ss to report their results to the class.  **3. Home work**  Do exercises Workbook.  Write newwords  Prepare: Communication | \* Grammar:  ***1. Comparisons***  (not) as……..as / the same as / different from  - as + adjective + as to show that two things are similar.  - not as + adjective + as to mean something is more or less than something else.  - the same as… to show similarity.  - different from to show that two or more things are different.  Example: ( in the text book.)  ***1. Put as, than, or from in the gaps.***  1. as 2. as 3. as 4. from 5. as 6. as  ***2. Put a suitable word in each gap in the following passage.***  1. the same as 2. as quiet as  3. different from 4. as narrow as  5. friendly as 6. the same as  ***3. Work in pairs. Compare the two music clubs in the town. Young talent and Nightingale.***  E.g: Young talent is more friendly than Nightingale.  Nightingale is not as friendly as Young Talent, but it is safer.  ***2. too & either***  - too: used to express agreement with a positive statement.  - either: used to express agreement with a negative statement.  ***Ex4: Complete the following sentences with “too” or “either”***  1. too 2. either 3. either 4. too 5. too  ***Ex5: What music and arts are you interested, or not interested in? Make a list by completing the sentences below. ( You can use the words given or your own ideas.)***  E.g: I’m very interested in…..Pop music…  ***Ex6: Work in pairs. Share your list with your partner. Then, report to the class using too/ either.***  E.g: Nam is interested in drawing and I am too.  Phong doesn’t like folk music and I don’t either. |

Week: 11th

Date of planning: 20 / 10/2018

Date of teaching: 30/10/ 2018

**Period: 29**  **UNIT 4: Music and Arts**

**Lesson 4: Communication**

**I. Objectives.**

By the end of the lesson, Ss will be able to talk/ sing or do other activities related to music and arts.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up.**  - Brainstorm with Ss to give the names of famous musicians, actors, actresses, painters, and music bands they know. This can be done in groups. Each group then has to show the list they have written. ( The group that has the longest list wins the game).  **2. Activities**  - Pre- teach vocabulary  Ex1: Ss work in pairs and find answers. Then T gives the correct answers.  Ex2: Give Ss plenty of time to work independently, read the text, and understand the main ideas. Then divide the class into groups of four or five to discuss the questions. T goes round the class to give support if necessary.  Ex3: Ss work in groups of four to six to make a list from the most useful to least useful subjects given. How can the top three subjects on the list help them in other areas of school and life?  After the discussion, each group presents their list, and gives a talk to the class. T then gives comments.  **3. Home work**  Do exercises Workbook.  Write newwords  Prepare: Skill 1 | **1. Extra vocabulary.**  composer (n): nhà soạn nhạc  originate (v) : bắt đầu, khởi đầu  anthem (n) : bài quốc ca  curriculum (n) : chương trình giảng dạy  academic( adj) : thuộc trường cao đẳng,  đại học  compulsory (adj): ép buộc, bắt buộc  unimportant (adj) : không quan trọng  **2. Communication.**  ***1. Music Quiz: What do you know?***  ***Work in groups and answer the questions.***  1. B 2. C 3. A 4. C 5. B 6. B  ***2. Read the following pasage. In groups, discuss the questions below.***  - Do you think music and the arts should be compulsory subjects at schools in Viet Nam? Why or Why not?  ***3. Look at the different subjects below. In groups, make a list from the most useful to the least useful in the space below. How can the top three subjects on your list help you in other ares of school and life?***  - Music  - Dancing  - Singing  - Painting  - Photography. |

Week: 11th

Date of planning: 20 / 10/2018

Date of teaching: 31/10/ 2018

**Period: 30**  **UNIT 4: Music and Arts**

**Lesson 5: Skill 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to read for specific information about tradictional arts.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up**  - Asks Ss to name the art forms they know  **2. Activities**  READING  - Work in pairs to discuss the questions given.  - Tell Ss to read the passage two or three times. Set a trict time limit to ensure Ss read quickly for specific information.  Ex1: Ss work individually to find the words. Call on some Ss to say the words or write them on the board. T gives correction.  Ex2: Ask Ss to read the passage again, then answer the questions. Then call on some individuals to read aloud to the class. Check their pronunciation and intonation. Explain the new words and clarify anything difficult.  \* If there is still time, let Ss talk about other forms of trditional arts in Viet Nam ( or in the region/ world). Refer to famous trditional arts in some countries ( e.g: Lam Vong dance of Laos, Chinese traditional opera, ballet of France and Russia…)  SPEAKING  Ex3: Ss work in pairs and match the two columns.  After that allow Ss some time to talk about their favourite kind of music: what kind they like best and why, whether they play any musical instruments, when and how often they listen to music, and how music is useful to them.  Ex4: Game: T explains the rules of the game Tic Tac Toe to Ss  Ss work in pairs. Decide which partner is X , which is O and who will go first. The first player chooses a box and calls out a number.  E.g:  Player 1: “ I want number 2”  Player 2: OK, sing a song in English!  Then he/she has to sing a song in English.  If the first player answers the question for that box correctly he/ she can put an X or an O in the box. The first person to get three Xs or three Os in a row, wins!  **3. Home work**  Do exercises Workbook.  Prepare: Skill 2 | **1. Reading**  ***+ Discuss the questions below with a partner.***  - What kinds of traditional Vietnamese performance do you know about?  - Do you know about water puppetry? Have you been to a water puppet show? If yes, did you like it? Why/ Why not?  ***1. Find the words in the text which mean:***  1. special or different  2. started  3. showed or presented  4. from the countryside  5. events or celebrations  ***2. Answer the following questions.***  1. It began in the 11th century.  2. It takes place in a pool.  3. They are controlled by puppetteers.  4. They are made of wood  5. They are about everyday life in the countryside and about folk tales.  **2. Speaking**  ***3. Match the types of music in A with the adjectives to describe them in B***  1. e 2. a 3. b 4. c 5. d  ***4. Game: Tic Tac Toe***  1. Give the names of two Vietnamese musical instruments.  2. Sing a song in English.  3. Who is your favourite singer? Why?  4. Talk for 30 seconds about what you see when you visit an art gallery.  5. How often do you go to a concert? Tell your partner about the last concert you went to.  6. Who is your favourite Vietnamese musician? Why?  7. Talk about 30 seconds about your favourite instrument.  8. Name one of your favourite painters.  9. Who can draw the best in your class? What does he/ she often draw?  Decide which partner is X , which is O and who will go first. The first player chooses a box and calls out a number.  E.g:  Player 1: “ I want number 2”  Player 2: OK, sing a song in English! |

Week: 12th

Date of planning: 20 / 10/2018

Date of teaching: 5/11/ 2018

**Period: 31**  **UNIT 4: Music and Arts**

**Lesson 6: Skill 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to listen to get information about an artist, write an informal letter of invitation.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up**  T explains Listening Tip to Ss, telling them if they are going to apply the listening tip, then they must be given time to take notes.  Then tell Ss to look at the picture and say what they know about Picasso.  **2. Activities**  LISTENING  Ex1. Ask the Ss to close their books. Tell Ss they should listen and note down the keywords in their notebooks. Play the listening once. Ask Ss what they learned about Picasso. Ask Ss to open their books. Play the recording again and ask Ss to listen carefully and circle the words they hear in the passage.  Ex2: Play the recording again. While Ss listen, they have to circle A, B, or C for their answers.  Ex3: Play the recording again once more. As a class, Ss discuss how the listening is organised.  WRITING  Informal letter of invitation.  Ask Ss why they would write an informal letter of invitation and to whom ( to invite sb to do sthing, and to sb who has close relationship to you)  The focus their attention on the writing tip.  Ex4: Have Ss read the sample letter carefully, and note down the useful expressions (cues) for writing an informal letter of invitation. T writes them on the board. Tell Ss to choose the correct answers.  Ex5: Ss read the cues carefully, then practise wriitng the letter.  Tell Ss to play special attention to spelling and punctuation.  T may collect some Ss’ writing papers and mark them, then give comments to the class.  If possible, have Ss write their own letter as homework.  **3. Home work**  Do exercises Workbook.  Prepare: Looking back and project | **1. Listening.**  **Listening tip:** When you listen, it is very useful to take notes. Try to note down the keywords ( important words). This helps you to remember the main ideas.  ***1. Listen to the passage about Picasso and circle the words you hear.***  1. artists 2. training 4. portrait  6. paintings.  - Look at the words you’ve circled. Do you know what all of these words mean?  ***2. Listen to the passage again and choose the correct answers.***  1. A 2. B 3. A 4. C  ***3. Listen to the passage one more time. As a class, discuss how the listening is organized ( according to a timeline, the order of important events, or another way)***  **2. Writing**  **Informal letter of invitation.**  **Writing tip**  When you write an informal letter of invitation, you use:  How about + V-ing ?  ***4. Read the following letter and choose the correct answer.***  1. A 2. B  ***5. Now write a letter to invite a friend to an art exhibition, using the following.***  - Event: Exhibition of Modern Art.  - Time: 9 o’clock, Saturday morning  - Place: Arts centre  - Time to meet: 8.15 |

Week: 12th

Date of planning: 20 / 10/2018

Date of teaching: 6/11/ 2018

**Period: 32**  **UNIT 4: Music and Arts**

**Lesson 7: Looking back and project.**

**I. Objectives.**

By the end of the lesson, Ss will be able to look back the vocabulary, grammar, communication and do project related to the topic music and arts.

**II. Teaching aids:**

- A CD and a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up**  Chatting: What topic we are working on ?  - Ask Ss to tell some vocabularies related to the topic music and arts.  **2. Activities.**  VOCABULARY  1. Ss do this task individually to match the words in two columns. T corrects their mistakes.  2. Let Ss work in pairs. Tell Ss to write the answers in their notebooks. Give explaination if necessary. Then T corrects the mistakes. T may let Ss read the passage in chorus or individually.  GRAMMAR  3. Have Ss work in pairs or in groups and write their answers in their notebooks. T checks their answers.  4. Ss work individually first to write the sentences. Then they work in pairs to swap their sentences. T gives correction and calls some Ss to red the sentences aloud.  5. Ss do the task individually. Then they can check their answers with a partner.  COMMUNICATION  6. Ss read the questions and answers once or twice. Then match them.  Ss work in pairs and role-play the questions and answers, then write all sentences in their notebooks.  Finish!  Finally ask Ss to complete the self-assessment. Identify any weakness and provide further practice if necessary.  **PROJECT**  1. Ss work in groups. T tells them to look at the pictures and read the passage carefully. Explain words and anything difficult for Ss. Make sure they understand everything thoroughly.  2. Ss work independently. T encourages them to use their imaginations and make their own paintings. T helps Ss organise a painting shows among the class members. Write sentences to compare those paintings.  **3. Home work**  Do exercises Workbook.  Prepare: Unit 5: Vietnamese food and drink.- Getting started | **1. Vocabulary.**  ***1. Match the words in column A with the ones in column B.***  1. e 2. c 3. b 4. a 5. d  ***2. Put a word from the box in each gap to complete the passage.***  1. music 2. arts 3. stages 4. go 5. films  2. Grammar.  ***3. Put the words/ phrases from the box in the gaps to complete the sentences.***  1. art gallery 2. artistic 3. films  4. in person 5. sung  ***4. Rewrite these sentences, using the words in brackets.***  1. The photograph is not as big as the paiting.  2. My painting is not as expensive as this painting.  3. This picture is not different from the picture in our room.  4. This film is the same as the one we saw last week.  5. The journey was not as long as we thought at first.  ***5. Complete the following sentences, using “too” or “ either”***  1. too 2. either 3. either 4. too 5. too  COMMUNICATION  ***6. Match the questions 1-6 with the answers A-F.***  1. B 2. A 3. E 4. C 5. D 6. F  Finish! Now I can….  **PROJECT**  1. Work in groups. Look at the following pictures and read the information below.  2. Based on the information about Dong Ho paintings and your own ideas, draw a picture of animals or the things around you…. |

Week: 12th

Date of planning: 20 / 10/2018

Date of teaching: 7/11/ 2018

**Period: 33**

**CHỮA BÀI BÀI KIỂM TRA SỐ 1**

**I. Objectives:**

- To correct the test number 1. Give comments to encourage the students to study hard. Discuss the ways to improve the test score.

**II. Teaching aids:**

- Testing papers.

**III. Procedure:**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**A. Remark on the tests:**

-The number of the tests: 7A1:

+Exellent tests:

+Good test

+Average:

+Under average:

-The number of the tests: 7A2:

+Exellent tests:

+Good test

+Average:

+Under average:

-In general, all Ss have achieved the basic knowledge.

-There are many exellent and good tests.

- Some Ss' skill of doing general test is not good.

-The teacher shows some best and worst tests to correct before class:

**B. Key**

**Question I:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. A. | 2. D | 3. B | 4. C | 5. C |

**Question II:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6. C | 7. C | 8. C | 9. A | 10. C |

**Question III:** **Match the verbs in A with the phrases in B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 11. d | 12. a | 13. e | 14. b | 15. c |

**Question IV:**

16. They feel satisfied and proud.

17. Your / Our family has fun and closer.

18. Because they have to work and take of their families.

19. Your/ Our family can make and donate gift blankets for the old homeless people on holidays.

20. Yes, it is.

**V: Listen: You will some information about a place called Sea world. Listen and complete questions 21-25. You will hear the information twice.**

21. March 22. Centre 23. 2.15 24. toys and books 25. £4.25

**VI: Writing: Imagine that you are a doctor. Write an e-mail to respond your patient who is putting on weight. Give him/ her your advice.**

- Write an e-mail

- Give advice to help patient with He/She health’s problem.

- Spelling

**B. The ways to overcome:**

-The teacher should help Ss more by concentrating on practice skills such as: listening and reading skills.

-Especially, teacher should check their homework and orally more often.

**C. Homework:**

- Review all knowledge from the three units.

- Prepare unit 4.

Week: 13th

Date of planning: 20 / 10/2018

Date of teaching: 12/11/ 2018

**Period: 34**

**UNIT 5: VIETNAMESE FOOD AND DRINK**

**Lesson 1: Getting stared**

**I. Objectives:**

- By the end of the lesson, Ss will be able to understand the content of the dialogue. Ss ask and answer different traditional food.

- Develop listening and speaking skills

**\*Content:**

Vocab - The lexical items related to the topic “ Food and Drink”

**II. Teaching aids**

- Materials: Ss’ books, text books, tape recorder and CD…

**III. Procedure**

A. Class organization.

- Greeting.

- Checking attendance: 7A1…….., 7A2……

B. New lesson.

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up:**  Ask Ss about the picture:  Where are Phong and his mum?  What might be happening to them?  What are they doing?  What is there in the fridge?  **2Activities**  *\* Teaching new words:*  Elicit some new words (pictures, realias, situations ….)  Have Ss read twice  \* Checking vocab: matching  1. Play the recording. Sts listen and read.  Ss word and share their answers with friends. T correct.  Have Ss work independently.      T. asks Ss not to look at the book and try to remember which foods and drinks.  2. Have Ss quickly match each word/ phrase with its picture.  3. Ask Ss to think about their favorite food and drink.  Ss work in pairs  4. Ss listen and repeat the adjectives.  Ss can add some more adjectives to talk about the food and drink in 2.  5. Ss work in groups. One student describes his favourite food or drink. The rest of the group tries to guess which food or drink it is.  **3. Homework:**  Be ready for a closer look 1.  Learn by heart some words | Ss answer questions:  ***Vocabulary:***  - **to**fu(n): đậu phụ  - **nood**les (n): mì, mì sợi  - warm sth up ( v): hâm nóng gì  - mineral water (n): nước khoáng  - **car**ton (n): hộp bìa cứng  ***1. Listen &read:***  ***a) Read the conversation and answer the questions:***  1. Because his parents are going to the opera tonight and they won’t be home until 9 pm.  2. There’s some rice left from lunch.  3. Phong should warm it up.  4. She’ll buy some milk tomorrow.  5. He can have some orange juice instead of milk.  ***b) Find the word about Food and Drink.***   |  |  | | --- | --- | | Food | Drink | | meat | milk | | tofu | Juice | | fried vegetables | mineral water | | bread | orange juice | | noodles |  | | rice |  |   **2. Match the food and drink with the pictures.**  1- J, 2 - F, 3 - A, 4- B, 5 - D, 6 - I, 7- G,  8 - H, 9- E, 10 - C.  **3. Think about their favorite foods and drinks.**  Example:  A: What’s your favorite food?  B: It’s pho bo - beef noodle soup.  A: When do you usually eat it?  B: In the morning.  **4. Listen and repeat the adjectives.**  1. bitter 5. salty  2. delicious 6. spicy  3. tasty 7. fragrant  4. sweet 8. sour  **5. Game: What ‘s your favorite food and drink?**  Example:  A: It’s my favourite drink. It’s a bit sour, but It’s also sweet.  B: Is it lemonade?  A: Yes, it is / No, try again. |

Week: 13th

Date of planning: 20 / 10/2018

Date of teaching: 13/11/ 2018

**Period: 35**

**UNIT 5: VIETNAMESE FOOD AND DRINK**

**Lesson 2: A Closer look 1**

**I. Objectives:**

- By the end of the lesson, Ss will be able to use some verbs to make the pancake with some vegetables. Ss can practice pronouncing / ɒ / and / ɔ: / fluently.

- Develop listening and speaking skills

**\* Content:**

- Vocab: - The lexical items related to the topic “ Food and Drink”

- Grammar: Imperative

**II. Teaching aids**

- Materials: Ss’ books, text books, tape recorder and CD…

**III. Procedure**

A. Class organization.

- Greeting.

- Checking attendance: 7A1…….., 7A2……

B. New lesson.

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up:**  Play game: slap the board  **2. Activities**  Uses some techniques to teach vocab  Checking: Rub out and remember:  1. Play the recording twice.  Ss repeat chorally and individually.  2. Ask Ss to do the exercise individually and then check with the whole class.  3. Check Ss’ understanding of the meanings of the nouns given.  Ss put the nouns in the correct columns.  4. T models the sounds / ɒ / and / ɔ: / first and let Ss see how the sounds are formed.  Ask Ss to practice the sounds together.  Plays the recording  Sts listen and circle the words they hear  **3. Homework:**  Prepare for next.  Learn by heart some words | Words about food and drink  **Vocabulary:**  - heat (v): đun nóng  - pour (v): rót  - fold (v) gấp, cuộn  - beat (v) đánh  - serve (v) phục vụ  - **tur**meric (n) củ nghệ  - **pe**pper (n) hạt tiêu  ***1. Look at the pictures and complete the instructions with the verbs in the box. Then, listen, check and repeat the instructions..***  1. Beat  2. Heat  3. Pour  4. Fold  5. Serve  ***2. Put the words in the correct order to make sentences.***  1. Beat the eggs together with sugar, flour , and milk***.***  2. Pour ¼ cup of the mixture into the pan at a time.  3. Heat the oil over a medium heat in a frying pan.  4. Cook until golden.  5. Serve the pancake with some vegetables.  ***3. P*ut the nouns in the correct columns.**   |  |  | | --- | --- | | **Dishes** | **Ingredients** | | pancake, beef noodle soup, spring rolls, noodles, pork, omelette, sandwich. | salt, cooking oil, flour, pork, turmeric, pepper, noodles. |   **Pronunciation:**  ***4. Listen and repeat the words. Pay attention to the sounds*** / ɒ / and / ɔ: /.  - / ɒ / : soft, hot, bottle, pot, rod.  - / ɔ: / : pork, salt, fork, sport, sauce.  ***5. Listen to the sentences and circle the correct words you hear.***  1. cod  2. port  3. sports  4. fox  5. short |

Week: 13th

Date of planning: 20 / 10/2018

Date of teaching: 15/11/ 2018

**Period: 36**

**UNIT 5: VIETNAMESE FOOD AND DRINK**

**Lesson 3: A Closer look 2**

**I. Objectives:**

- By the end of the lesson, Ss will be able to use How much and How many to ask about quantity.

- Distinguish countable nouns and uncountable nouns.

**\*Content:**

- Vocab: - The lexical items related to the topic “ Food and Drink”

- Grammar: Nouns (countable nouns and uncountable nouns)

How much and How many?

a/ an/ some/ any

**II. Teaching aids**

- Materials: Ss’ books, text books, tape recorder and CD…

**IV. Procedures**

A. Class organization.

- Greeting.

- Checking attendance: 7A1…….., 7A2……

B. New lesson.

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up:**  Brainstorming:  **2. Activities**  T asks Ss to study the Grammar Box. Draw Ss’ attention to the difference between countable nouns and uncountable nouns.  Ss give some more examples.  1. Ask Ss to do the grammar exercise individually. Remind them to refer to the Grammar Box.  2. Ask Ss to study the Grammar Box. Draw Ss’ attention to the use of a, an, some and any by analyzing the instructions and examples in the Grammar Box.  3. Demonstrate the game to the class first. Then when Ss know exactly what to do. Ask them to work in groups.  4. Ss work individually.  5. Ask Ss to study the Grammar Box.  How many + ( countable noun) Ns  How much + (uncountable noun) N  6. Ask Ss to perform.  **3. Homework**:  Be ready for Communication  Learn by heart some words and grammar. | Two Ss go to the board and write the adjs about food and drink they’ve learnt. (in 5 minutes).  The person who writes more words is winner.  ***I. Grammar:***  For uncountable nouns we can use phrases like a bottle of, a piece of, a bar of, a glass of , a kilo of, a bag of, a lot of…  **1. Which of the following nouns are countable and which are uncountable?**  ***Key:***  **Countable:** banana, apple  **Uncountable:** bread, beef, pepper, pork, turmeric, spinach.  **Countable nouns:**  **Singular: Plural**  There is **an** egg. There are **some** eggs.  **Uncountable nouns:**  There is **some** milk  There isn’t **any** milk  Is there **any** milk?  **Note :**  We can use **Some** in an offer or a request.  Example: Would you like some bananas?  Can I have some milk, please?  **2. Game: Give me an egg!**  **One team says words related to food or drink.**  **The other team add s some /a/ an.**  Example:  Team 1: egg  Team 2: an egg  **3. Fill the blanks with a/ an / some or any in the following conversation.**  1. any  2. some  3. some  4. any  5. a  6. an  ***4. Fill each blank with How many or How much.***  1. How many  2. How much  3. How many  4. How many  5. How much    ***5.* Use the suggested words to make questions with How much/ How many, the interview your partner.**  Example:  How much milk do you drink every morning? |

Week: 14th

Date of planning: 18 / 11/2018

Date of teaching: 22/11/ 2018

**Period: 37**

**UNIT 5: VIETNAMESE FOOD AND DRINK**

**Lesson 4: Communication**

**I. Objectives:**

- By the end of the lesson, Ss will be able to talk about different types of Vietnamese food, drink and recipes.

- Develop listening and speaking skills

**\* Content:**

- Vocab: - The lexical items related to the topic “ Food and Drink”

**II. Teaching aids:**

- Materials: Ss’ books, text books, tape recorder and disk…

**III. Procedure**

A. Class organization.

- Greeting.

- Checking attendance: 7A1…….., 7A2……

B. New lesson.

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up:**  Chatting:  **2. Activities**  1- Elicit some new words through translation and situations.  Have Ss understand the meaning of the words.  Ss predict.  Read aloud 3 times and then have students read individually.  \* Checking vocab: Rub- out and remember.  2- Play the recording 🡪 Ss listen and check their predictions.  - First, have Ss read the questions in the table carefully and ask them to note their answers. Then ask Ss to share their answers in pairs to find out what they have in common their partners.  Ask Ss to move around and ask different classmates every question.  3- T calls on some Ss to report the results of the ir interviews before the whole class.  **3. Homework:**  Prepare for Skills 1  Learn by heart some new words. | Ss ask and answer some questions about food and drink..  ***Vocabulary:***  - sticky rice: (n) xôi  - sauce: (n) nước sốt  - **sau**sage: (n) xúc xích  - **yo**ghurt: (n) sữa chua  - **tu**na: (n) cá ngừ  - ham : (n) giăm bông  ***1. Listen to a celebrity chef, Austin Nguyen talking about his favorite food. Which food in Extra vocabulary does he talk about?***  ***2. What are your favorite foods and drinks? Write your answers in the table below.***  *Example:*  My favorite food is spring roll.  It tastes delicious.  ….  **3. Interview three students about their favorite foods and drinks.**  **4. Report your results to the class.** |

Week: 15th

Date of planning: 18 / 11/2018

Date of teaching: 26/11/ 2018

**Period: 38**

**UNIT 5: VIETNAMESE FOOD AND DRINK**

**Lesson 5: Skills 1**

**I. Objectives:**

- By the end of the lesson, Ss will be able to make a bowl of noodles “ Pho” and omelette.

- Read for specific information about Pho, a popular food in Viet Nam.

- Develop reading and speaking skills.

**\* Content:**

- Vocab: - The lexical items related to the topic “ Food and Drink”

-Review : a/ an / some /any...

**II- Teaching aids**

- Materials: Studentbooks, teacherbook, projector, pictures…

**III. Procedures:**

**I. Organization**

**Checking attendance.**

7A1…….., 7A2……

**II. New lesson**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up**  T asks Ss to look at the picture of a bowl of Pho. Ask them:  - What dish do you think it is?  - Which place is famous for this dish?  - What are the ingredients for it?  When do people often have it?  Do you like to have it? Why or Why not? | Ss give the answers. |
| **2. Activities**  1- T uses some techniques to present new words  Check understanding: Rub-out and remember. | 1. **New words:**   stew (v) (picture) : hầm  bone (n) (pic) xương  broth (n) : nước luộc thịt, nước xuýt  **bon**eless (adj không xương  **teas**poon (n) (pic) thia cà phê  pinch (n) nhúm  ingredient (n) thành phần |
| 2- Ask Ss to scan the passage to answer the questions.  T gives the feedback.  T asks Ss to note where they found the information that help them to answer the questions.  Ss can compare answers before discussing them as a class.  T gives the key and Ss check.  3- T reminds Ss of the form and use of a/an/ some /any…  Ss work in pairs, asking and answering questions about the ingredients for an omelette. | 1. **Practice**   **\*Reading:**  **Exercise 2. Read Phong’s blog again and answer the questions.**   1. We can enjoy pho all kinds of meals during a day, from breakfast to dinner and even for a late night snack. 2. They are made from the best variety of rice. 3. The broth for ph obo is made by stewing the bones of cows for a long time in a large pot. The broth for pho ga is made by stewing chicken bones. 4. It is boneless and cut into thin slices.   **\* Speaking:**  **Exercise 3. Look at the list of ingredients below. Work in pairs. Ask and answer questions about the ingredients for an omelette.**  Example:  A: I want to cook an omelette. What ingredients do I need?  B: You need….  A: How much/ How many?..... |
| T asks Ss to work individually, using the phrases in the box to complete the instructions on how to cook an omelette. | **4. Look at the picture of how to cook an omelette.**  Example:   1. d 2. e 3. a 4. b 5. c   **5. Work in pairs. Practicing giving instructions on how to make a dish or drink.** |
| **3.Homework.**   * Learn by heart new words. * Do ex. D1,2,3 ( workbook) * Prepare for the next. |  |

Week: 15th

Date of planning: 18 / 11/2018

Date of teaching: 27/11/ 2018

**Period: 39**

**UNIT 5: VIETNAMESE FOOD AND DRINK**

**Lesson 6: Skills 2**

**I. Objectives:**

- By the end of the lesson, Ss will be able to listen for specific information about different traditional food.

- Write about some popular foods or drinks.

- Develop listening and writing skills.

**\*. Content:**

- - Vocab: - The lexical items related to the topic “ Food and Drink”

**II- Teaching aids**

- Materials: Studentbooks, teacherbook, projector, pictures…

**III. Procedures:**

**I. Organization**

**Checking attendance.**

7A1…….., 7A2……

**II. New lesson**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| 1. **Warm-up**   T invites two groups of 5 students to take part in the game and gives some rules of the game. | Chain game:  Eg: drinkey…….. |
| **2. Activities**  1- T uses some techniques to present some new words. | **I. New words:**  eel (n) lươn  turmeric (n)  shrimp (n) tôm |
| 2- T asks Ss to read the instructions carefully and remind them to remember the name of three places and three dishes mentioned in the conversation they are going to listen.  T plays the recording.  3- T asks Ss to read the rubric and study the table carefully.  Ss read the rubic and study the map carefully.  T calls on some Ss to write their answers on the board.  4- T asks Ss to make notes about some popular foods or drinks where they live.  Ss do not have to write full sentences and they can use abbreviations. | **II. Practice.**  **\* Listening**   1. **Listen to three people talking about traditional dishes where they live. Match the places with the dishes.**   **Key:**  1. b 2. a 3. c  **2. Listen again. Tick the ingredients for each dish. Some ingredients are in more than one dish.**  **Key:**  banh tom : shrimp  sup luon : eel, pepper, turmeric,  my quang : rice noodles, shrimp, pork  **\* Writing**  **3. Make notes about some popular foods or drinks in your neighbourhood.** |
| **4. Post-tasks**  Set up the writing activity.  Ss write a draft first. Then have them write their final version in class or at home. | **4. Write a paragraph about popular foods or drinks in your neighborhood. Choose one or more. Use the information in 3, and Phong’s blog , as a model.** |
| **3. Homework**   * Complete the writing tasks into your notebook. * Do exercise E 1, 2 ( workbook ) * Prepare for the next**.** |  |

Week: 16th

Date of planning: 18 / 11/2018

Date of teaching: 3/12/ 2018

**Period: 40**

**UNIT 5: VIETNAMESE FOOD AND DRINK**

**Lesson 7: Looking back + Project**

**I. Objectives:**

- By the end of the lesson, Ss will be able to cover the whole unit and do exercises.

- Know some ways of using “ a/ an / some and any…”.

- Communication.

**\*. Content:**

- Vocab: - The lexical items related to the topic “ Food and Drink”

- Grammar: Nouns (countable nouns and uncountable nouns)

How much and How many?

a/ an/ some/ any

**II. Teaching aids**

- CD player, CD

**III. Procedures:**

**I. Organization**

**Checking attendance.**

7A1…………………………..., 7A2……………………….

**II. New lesson**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm-up**  T calls on some Ss to go to the board and add the words or phrases they have learnt to the column. | **1. Add the words or phrases they have learnt to the column.**  Key:  **Dishes**: omelette, pancake, beef noodle soup, chicken noodle soup, rice, noodle pork, sandwich, meat, tofu, bread, spring roll…  **Ingredients:** shrimp, salt, cooking oil, flour,  Pork, turmeric, pepper, noodle, vegetable, egg, meat, tofu…  **Phrases:** a slice, a can, a bottle, a kilo, a bar, a glass, a bag, a teaspoon, a tablespoon… |
| **2. Activities**  1. Ss read the sentences carefully, and complete them with the verbs from the box. | **2. Fill each gap with a verb from the box.**  1. Fold  2. Pour  3. Beat  4. Heat  5. Serve |
| **2.** Grammatical exercises.  T asks Ss to work individually first.    3. Ss do exercise 3.  4. Ss do exercise 4, 5  T asks Ss to go to the board and write. | **Exercise 3. Choose a/ an or some for the following words.**  **Key:**  1. a 2. some 3. some 4. some  5. some 5. some 6. some 7. an  8. some  **Exercise 4. Complete the sentences with some or any.**   1. any 2. some 3. any 4. some/ any 5. any/ some   **Exercise 5. Make questions with How many/ How much for the underlined words in the following sentences.**  2. How much milk is there in the bottle?  3. How many cans of lemonade do you need?  4. How many apples does Peter got in his bag?  5. How much rice is there left in the electric cooker? |
| 5. T asks Ss to role-play in pairs. | **6. Choose sentences (A - D) to complete the following conversation. Practice the conversation with a partner.**  **Key:**  1. D  2. B  3. A  4. C  **7. Role-play the questions and answers.** |
| **3. Homework**  - Project  - Prepare for the next**.** |  |

Week: 16th

Date of planning: 1/12/ 2018

Date of teaching: 4/12/2018

**Period: 41**  **revision**

**I. Objectives.**

By the end of the lesson, Ss will be able to listen and write a reply giving advice to someone with a health problem.

**II. Teaching aids:**

- A CD, a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| Teacher’s & SS’ activities | Contents |
| **1. Warm up**  - Chatting: Ask Ss to repeat the topic of unit 4,5.  - Who is your favourite actor?/ actress?  - What is your favourite food?  **2. Activities**  **\*Listening**  -Ask Ss to focus on the listening skill.  -Practice listening.  **\*Reading**  - Focus on how to do T/F exercises  + Read the statements first  + Scan the passage to find the information  + Compare the information with the statements  + Decide whether the statement is T or F  + Write T/F on your paper test.  - Reading comprehension:  Ask Ss to do exercises in workbook.  **\*Writing**  - Review:  1. as + adj + as to show that two things are similar  Not as + adj + as to mean something is more or less than something else.  - The same as…..to show similarity.  - different from to show that two or more things are different.  2. Structure : It (only) takes/ took sbd time to V…  How much/ how many?  **\*Language focus**  + Review : N/Ns/ Nu  Phrases: a bottle of, a piece of, …  **3. Homework**  Review Unit 4,5  Prepare for a 45-minute test . | -Unit 4: Music and arts  - Unit 5: Food and drink  **1. Listening**  ***1-Listen to Sarah talking to a friend about her holiday photographs. What place is each person in?***  Example: 0 Sarah’s mother E   |  |  | | --- | --- | | People | Places | | 1. Caroline 2. Jack 3. Sarah 4. Peter 5. Sarah’s father | A. castle  B. cathedral  C. hotel  D. market  E. mountains  F. museum  G. restaurant  H. sea |   **2. Reading**  ***1-Read the blog about Vietnamese food. Tick (🗸) which sentences are true and which sentences are false.***  ***( Exercise D1 – page 40workbook)***  1. T  2. F  3. T  4. T  5. F  ***2- Practice exercise1,2,3 P33-34,***  ***2P41- Workbook***  **3. Writing**  ***Exercise E1 P34 workbook.***  Key:  1.The tickets to the show cost too much.  2. Giang can’t paint as well as Khanh can.  3. A lot of children are attracted by Charles Dickens’ novels.  4. Her book is different from mine.  5. It only takes us half an hour to get to the art gallery…  - Exercise 6 P38 workbook.  **4. Language focus**  Exercise 3- P.37 workbook. |

Week: 16th

Date of planning: 18 / 11/2018

Date of teaching: 4/12/ 2018

**Period: 41 BÀI KIỂM TRA SỐ 2**

**Môn: TIẾNG ANH LỚP 7- Năm học: 2018- 2019**

**Time: 45 minutes**

**(Dành cho học sinh tham gia học thí điểm theo Dự án ngoại ngữ Quốc gia 2020)**

**------------------------------------------**

**I. Objectives.**

- T checks Ss’ understanding from Unit 1 to Unit 3 about three topics ( My hobbies/ Health/ Community service.

**II. Teaching aids:**

* A CD and a CD player,
* Paper test

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Chủ đề** | ***Nhận biết*** | | ***Thông hiểu*** | | ***Vận dụng*** | | ***Tổng*** |
| ***KQ*** | ***TL*** | ***KQ*** | ***TL*** | ***KQ*** | ***TL*** |  |
| ***Listening*** | ***5*** |  |  | ***5*** |  |  | ***10*** |
|  |  |  |  |  |  |  |
| ***Reading*** | ***5*** |  |  |  | ***5*** |  | ***10*** |
|  |  |  |  |  |  |  |
| ***Writing*** |  | ***5*** |  |  |  | ***5*** | ***10*** |
|  |  |  |  |  |  |  |
| ***Language focus*** | ***5*** |  | ***5*** |  |  |  | ***10*** |
|  |  |  |  |  |  |  |
| ***VI. Total*** |  |  |  |  |  |  |  |
| ***15*** | ***5*** | ***5*** | ***5*** | ***5*** | ***5*** | ***10marks*** |

**I- Listening:**

***1. Listen to Diane talking to a friend about a trip to London. For questions from 1-5, tick (🗸) A,B or C. You will hear the conversation twice.***

**Example:**

**0** Diane went to London yesterday.

A. morning B. afternoon C. evening ***🗸***

1. Diane went to London by………

A. car B. bus C. underground

2. Diane and her friends ate…………

A. Mexican food B. Chinese food C. Spanish food.

3. Diane says the restaurant was …………..

A. full B. expensive C. quiet

4. After the meal, Diane and her friends.

A. sat and talked B. saw a film C. walked by the water.

5. During Diane’s trip to London,………….

A. it rained B. it snowed C. It was windy

***2- You will hear a woman talking to a shop assistant about buying a video film for her daughter.. Listen and complete. You will hear the conversation twice.***

VIDEO

Actor in film: Brad Smith

Name of film: Blue (1) …………………………..

For people : (2)…………………………years old or more.

Cost : (3) £………………………

Video shop in: (4)………………………..Street

Opposite (5)………………………………

**II- Reading.**

***1- Read the reading below, say whether the statements are true ( T ) or false ( F ).* *(Write T or F at the end of the statement.)***

**HELPING MORTHER AT HOME**

Every child should love his mother. A girl or boy learns’ many good things from mother. Mother teachers us to be obedient, helpful and friendly to others.

Ever since my young days I have always helped my mother in the kitchen. I get up early in the morning and help my mother prepare breakfast. Then I clean the kitchen and sweep the floor. I also help mother wash the post and pans.

On Sunday I follow my mother to the market and help her to carry vegetables and fish back home. Some times my mother asks me to cut vegetables. I readily do I wash vegetables. I like to give small help whenever I am free from school work.

One day when my mother was sick, I cooked dishes for lunch. My mother is always happy and tells me that I should be good to everyone.

Every mother will be happy if her children help her at home.

1. It’s a useful lesson for children to love their parents.

2. Children can learn a lot of good things from their mother.

3. The writer seldom helps her mother at home.

4. She gets up late and does nothing in the morning.

5. On Sunday she goes shopping alone.

***2- Read the following passage and the unfinished sentences carefully. Then choose the best answer and circle your choice.***

When springtime comes, everything begins to wake up. Many animals in the woods have been asleep all winter. Birds have been away. Under the snow, the ground has been hard and still.

Then, all at once, it is spring! The days begin to grow long. From the south the birds fly back, ready to build their nests. Animals wake up and start to look for food.

Trees grow new leaves. Plants begin to flower. Baby birds and animals are born. Farmers are busy from morning until night.

In many countries, people greet the spring with songs and dancing. Springtime is a happy time all over the world.

1. The story as a whole is about……………

a. living in winter. b. birds flying south. c. flowers. d. springtime

2. Spring is the time when ………………

a. birds fly to the south. b. it starts to snow.

c. baby birds and animals are born. d. farmers have more free time.

3. Farmers ……………………… in the spring.

a. have little to do b. begin to look for food

c. sing and dance to greet the spring. d. begin to get very busy.

4. Many animals go to sleep in winter because ……………………

a. it is difficult for them to find food.

b. they have been awake during the other seasons.

c. it is too cold for them to look for food.

d. they don’t need to eat

5. Birds fly south in winter because …………………

a. there are more trees for them there.

b. it is warmer in the south than it is in the north.

c. they want a warmer place to lay eggs.

d. the days there are longer.

**III- Writing :**

**1-*Rewrite these sentences, so that their meaning stays the same, using the beginning given for each.***

1. The tickets to the show are too expensive for us.

⭢ The tickes to the show cost………………………………………………..

2. Nam is a better painter than Lan.

⭢ Lan can’t……………………………………………………………………

3. Charles Dickens’ novels attract a lot of children.

⭢ A lot of children……………………………………………………………..

4. Her book is not the same as mine.

⭢ Her book is…………………………………………………………………..

5. We can get to the art gallery in half an hour.

⭢ It only………………………………………………………………………..

***2- Use the phrases in the box to complete the instructions below.***

|  |
| --- |
| a. eggs together with salt, pepper, and cold water.  b. the egg mixture into the pan and cook for 2 minutes.  c. the omelette in half  d. the omelette on a place and serve it with some vegetables.  e. the oilover high heat in a frying pan. |

1. First, beat……………………………………………………………………..
2. then, heat……………………………………………………………………..
3. Next, pour…………………………………………………………………….
4. After that, fold………………………………………………………………..
5. Finally, put…………………………………………………………………….

**IV- Language focus**

***1. Choose the one word or phrase A, B, C or D- that best completes sentences.***

1. Turn the TV off. The show is…………………

|  |  |  |  |
| --- | --- | --- | --- |
| A. exciting | B. peaceful | C. tiring | D. boring |

2. What are you doing with all that paper and glue, Giang?

- I am trying to…………..a collage.

|  |  |  |  |
| --- | --- | --- | --- |
| A. make | B. play | C. draw | D. do |

3. We all enjoyed the play so much that we………..for ten minutes.

|  |  |  |  |
| --- | --- | --- | --- |
| A. smiled | B. screamed | C. cried | D. applauded |

4. Mozart was one of the famous……………….of classical music.

|  |  |  |  |
| --- | --- | --- | --- |
| A. actors | B. composers | C. artists | D. makers |

5. His daughter wants to become a well-known……….but she has no talent at all.

|  |  |  |  |
| --- | --- | --- | --- |
| A. act | B. actor | C. actress | D. action |

***2. Match the phrases in column A with the nouns in column B.***

|  |  |
| --- | --- |
| A | B |
| 1. a bottle of | a. cereal |
| 2. a bar of | b. oil |
| 3. a carton of | c. tuna |
| 4. a tin of | d. orange juice |
| 5. a bowl of | e. chocolate |

**Key:**

**I- Listening: ( 2.5 marks- 0,25 mark for each correct answer)**

***1. Listen to Diane talking to a friend about a trip to London. For questions from 1-5, tick (🗸) A,B or C. You will hear the conversation twice.***

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

***2- You will hear a woman talking to a shop assistant about buying a video film for her daughter.. Listen and complete. You will hear the conversation twice.***

1. café 2. 12/ twelve 3. £5.99 4. Shirley 5. (the) bank

**II- Reading. ( 2.5 marks- 0,25 mark for each correct answer)**

***1- Read the reading below, say whether the statements are true ( T ) or false ( F ).* *(Write T or F at the end of the statement.)***

1. T 2. T 3. F 4. F 5. F

***2- Read the following passage and the unfinished sentences carefully. Then choose the best answer and circle your choice.***

1. d 2. c 3. d 4. a 5. d

**III- Writing : ( 2.5 marks- 0,25 mark for each correct answer)**

**1-*Rewrite these sentences, so that their meaning stays the same, using the beginning given for each.***

1. ⭢ The tickes to the show cost too much for us

2. ⭢ Lan can’t paint as well as Nam

3. ⭢ A lot of children are attracted by Charles Dickens’ novels.

4. ⭢ Her book is different from mine

5. ⭢ It only takes half an hour to get to the art gallery.

***2- Use the phrases in the box to complete the instructions below.***

|  |
| --- |
| a. eggs together with salt, pepper, and cold water.  b. the egg mixture into the pan and cook for 2 minutes.  c. the omelette in half  d. the omelette on a place and serve it with some vegetables.  e. the oilover high heat in a frying pan. |

1. First, beat……………………a………………………………………………..
2. then, heat……………………e………………………………………………..
3. Next, pour……………………b……………………………………………….
4. After that, fold………………c………………………………………………..
5. Finally, put……………………d……………………………………………….

**IV- Language focus ( 2.5 marks- 0,25 mark for each correct answer)**

***1. Choose the one word or phrase A, B, C or D- that best completes sentences.***

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

***2. Match the phrases in column A with the nouns in column B.***

1. b 2. e 3. d 4. c 5. a

Week: 17th

Date of planning: 1 / 12/2018

Date of teaching: 17/12/ 2018

**Period: 43**

**UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**

**Lesson 1: Getting stared**

**I. Objectives:**

- By the end of the lesson, Ss will be able to understand the content of the dialogue. Ss ask and answer questions about historic places such as “ the Temple of Literature and the Imperial Academy.”.

- Develop listening and speaking skills

**\* Content:**

Vocab - words about historic places and things to take on a trip.

**II- Teaching aids**

- CD playe, CD…

**III. Procedure**

A. Class organization.

- Greeting.

- Checking attendance: 7A1…………………..., 7A2……………….…

B. New lesson.

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up:**  T introduces something about the Temple of Literature and the Imperial Academy and asks Ss some questions:  Who are they?  What are they doing?  What are they talking about?  **2. Activities**  *Teaching new words:*  Elicit some new words (pictures, realias, situations ….)  Have Ss read twice  \* Checking vocab: Rub-out and remember.  Ex **1:** Play the recording. Ss listen and read.  Ss can read the conversation in pairs and answer the questions.  T corrects and gives the feedback.  Have Ss work independently.      T. asks Ss to read the conversation again and underline the things Mai needs to take and why.  **Ex2:** Ss look at the table and tick the items they would like to take with them.  Ss work in pairs.  **Ex3:** Ask Ss to ask and answer the questions in groups about how to plan a trip to a place.  **Ex 4:** Ss read the conversation in pairs and translate it into Vietnamese.  **3. Homework:**  Prepare for A closer look 1.  Learn by heart some new words. | Ss look at the picture and answer the questions:  ***Vocabulary:***  - Imperial Academy (n): Quốc Tử Giám  - historic (adj): có thật trong lịch sử  - cultural ( adj): thuộc văn hóa  - surround (v): bao quanh  - definitely (adv): = completely  ***1. Listen &read:***  **a) Read the conversation again and answer the questions:**  1. She is going to visit the Temple of Literature - the Imperial Academy.  2. It’s the first university in Viet Nam.  3. About one thousand years ago. / in the 11 century.  4. In the center of Ha Noi.  5. Because It will be cold.  **b) Read the conversation again. Complete the table.**  Keys:  Things Mai needs to take and why:  - Warm clothes - will be cold  - camera - take photos of interesting things.  Things Mai doesn’t need to take and why not.  - an umbrella - cold (winter) and not much sunlight and rain.  **2. Imagine that you are going to take a trip to a temple or a pagoda.**  **a) Look at the table and tick the items you would like to take with you.**  **b) Work in pairs**  Example:  I’ll take warm clothes because it’ll be cold.  …  **c) Give advice to your partners.**  Examples:  Partner A : I want to take a trip to Sapa.  Partner B : You’d better take warm clothes because it’s cold.  **3. Think about their favorite foods and drinks.**  Example:  A: Where will you go?  B: We’ll go to Huong Pagoda.  A: When will you go?  B: ….. |

Week: 17th

Date of planning: 1 / 12/2018

Date of teaching: 18/12/ 2018

**Period: 44**

**UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**

**Lesson 2: A Closer look 1**

**I. Objectives:**

- By the end of the lesson, Ss will be able to know about some historic places in Viet Nam. Ss can practice pronouncing / **tʃ** / and / **dʒ** / fluently.

- Develop listening and speaking skills

**\* Content:**

- Vocab: - words about historic places and things to take on a trip.

Grammar: Passive voice

Prepositions of positions.

**II. Teaching aids:**

- CD, CD player

**III. Procedure**

A. Class organization.

- Greeting.

- Checking attendance: 7A1…………….….., 7A2………………….

B. New lesson.

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up:**  **Activity 1:**  Matching:  T asks Ss to match the words with the pictures.  **2. Activities**  Uses some techniques to teach vocabularies.  Checking: Rub out and remember:  **Ex:** Play the recording twice.  Ss guess the names of five sections (1-5) in the layout.  Ex: Have Ss describe the layout using the prepositions suggested. T may ask some to write the sentences on the board.  **Pronunciation**  T models the sounds / **tʃ** / and / **dʒ** / first and then play the recording.  Ask Ss to practice the sounds together and write the words in the correct columns.  Ss sing the chant.  **3. Homework:**  Prepare for next.  Learn by heart some words | **1. Matching**  **Key:**  1.d  2.c  3.e  4.b  5.a  **Vocabulary:**  - well (n) : giếng  - stone tablet (n) bia đá  - pavilion (n) đình, tạ  - heritage (n) di sản  - architectural (adj) thuộc kiến trúc  ***2. Read the names in 1 again and listen to the recording. Complete the layout of the Temple of Literature.***  Key:  1. Van Mieu Gate  2. Khue van Pavilion  3. Thien QuangTinh Well  4. Doctor’s stone tablets  5. The Temple of Literature  ***3. With a partner, use the prepositions in the box below to describe the layout of the Temple of Literature.***  Example:  Thien Quang Tinh Well is in the middle of the Temple of Literature.  ….  **Pronunciation:**  ***4. Listen and write the words in the correct columns. Pay attention to the sounds*** / **tʃ** / and / **dʒ** /.  - / **tʃ/** : children, chair, architectural, cultural, watch, teach, question.  - / d / : job, jeans, engineer, heritage, village.  ***5. Listen and repeat the chant.***  **6. Write the words from 5 with the sounds / tʃ / and / dʒ /**  Key:  **/ tʃ / :** chicken, chop, cherry, chip, cheap, cheaper, which, lunch.  **/ dʒ / :** orange, jam, juice, jill, John |

Week: 17th

Date of planning: 1 / 12/2018

Date of teaching: 20/12/ 2018

**Period: 45**

**UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**

**Lesson 3: A Closer look 2**

**I. Objectives:**

- By the end of the lesson, Ss will be able to master the form, the use of the present simple passive.

**\*Content:**

- Vocab: - words about historic places and things to take on a trip.

Grammar: Passive voice, Prepositions of positions.

**II. Teaching aids:**

- CD, CD player

**III. Procedure**

A. Class organization.

- Greeting.

- Checking attendance: 7A1…………….….., 7A2………………….

B. New lesson.

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up:**  Chatting with Ss  **2. Activities.**  T asks Ss to look at the table and explains how the present simple passive is used.  **Activity 1:**  Ask Ss to do the grammar exercise individually.  **Activity 2:**  Have Ss study the example to know how to write the sentences.  Ask Ss to write sentences individually.  **Activity 3:**  T asks Ss to make sentences.  **Activity 4:**  Ss work individually.  **Activity 5:**  Ask Ss to read and put the passage in the correct order.  **Activity 6:**    **3. Homework**:  Be ready for Communication  Learn by heart some words and grammar. | ***Grammar:***  Eg:  Active: People speak English all over the world.  Passive: English is spoken all over the world.  **Form**  **Affirmative:**  **S + be + Ved/ p2 + (by sb).**  **Negative:**  **S + be not + Ved/ p2 + (by sb).**  **The use:**  We use the present simple passive when the action is more important than the person who does it.  **New words.**  **re**lic (n) di tích  re**gard** (v) coi  con**struct** (v) = build  **Em**peror (n) hoàng đế **scho**lar (n) người có học thức  e**rect** (v) xây dựng  **1. Complete the passage using the past participle.**  ***Key:***  1. located 2. surrounded  3. displayed 4. taken  5. considered  **2. Using the verbs in brackets,**  **Singular: Plural**  Key:  1. Many precious relics are displayed in the Temple of Literature.  2. Many old trees and beautiful flowers are taken care of by the gardeners.  3. Lots of souvenirs are sold inside the Temple of Literature.  4. Khue Van pavilion is regarded as the symbol of Ha Noi.  5. The Temple of Literature is considered as one of the most important cultural and historical places in Viet Nam.  3**. Using the words in the box to make sentences.**  Eg: The Temple of Literature is surrounded by brick walls.  **4. The past simple passive.**  **Form**  **Affirmative:**  **S + was/ were+ Ved/ p2 + (by sb).**  **Negative:**  **S + wasn’t/ weren’t + Ved/ p2 + (by sb).**  **Key:**  1. was 2. constructed 3. were  4. regarded 5. renamed  **5. Put the parts of the passage below in the correct order. Then circle the examples of the past simple passive in the text.**  **Key: D-C- A -B**  ***6. Can you make sentences in the present and past passive voice about the places below?***  Example: The One Pillar pagoda is located in the center of Ha Noi.  The One Pillar was pagoda built in 1049. |

|  |  |
| --- | --- |
| **Consonants** | |
| **p** | *pen, copy, happen* |
| **b** | *back, baby, job* |
| **t** | *tea, tight, button* |
| **d** | *day, ladder, odd* |
| **k** | *key, clock, school* |
| **g** | *get, giggle, ghost* |
| **tʃ** | *church, match, nature* |
| **dʒ** | *judge, age, soldier* |
| **f** | *fat, coffee, rough, photo* |
| **v** | *view, heavy, move* |
| **θ** | *thing, author, path* |
| **ð** | *this, other, smooth* |
| **s** | *soon, cease, sister* |
| **z** | *zero, music, roses, buzz* |
| **ʃ** | *ship, sure, national* |
| **ʒ** | *pleasure, vision* |
| **h** | *hot, whole, ahead* |
| **m** | *more, hammer, sum* |
| **n** | *nice, know, funny, sun* |
| **ŋ** | *ring, anger, thanks, sung* |
| **l** | *light, valley, feel* |
| **r** | *right, wrong, sorry, arrange* |
| **j** | *yet, use, beauty, few* |
| **w** | *wet, one, when, queen* |
| **ʔ** | *(glottal stop) department, football* |

|  |  |
| --- | --- |
| **Vowels** | |
| **ɪ** | *kit, bid, hymn, minute* |
| **e** | *dress, bed, head, many* |
| **æ** | *trap, bad* |
| **ɒ** | *lot, odd, wash* |
| **ʌ** | *strut, mud, love, blood* |
| **ʊ** | *foot, good, put* |
| **iː** | *fleece, sea, machine* |
| **eɪ** | *face, day, break* |
| **aɪ** | *price, high, try* |
| **ɔɪ** | *choice, boy* |
| **uː** | *goose, two, blue, group* |
| **əʊ** | *goat, show, no* |
| **aʊ** | *mouth, now* |
| **ɪə** | *near, here, weary* |
| **eə** | *square. fair, various* |
| **ɑː** | *start, father* |
| **ɔː** | *thought, law, north, war* |
| **ʊə** | *poor, jury, cure* |
| **ɜː** | *nurse, stir, learn, refer* |
| **ə** | *about, common, standard* |
| **i** | *happy, radiate. glorious* |
| **u** | *thank you, influence, situation* |
| **n̩** | *suddenly, cotton* |
| **l̩** | *middle, metal* |
| **ˈ** | *(stress mark)* |

Week: 19th

Date of planning: 1 / 12/2018

Date of teaching: 24/12/ 2018

**Period: 46**

**UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**

**Lesson 4: Communication**

**I. Objectives:**

- By the end of the lesson, Ss will be able to talk about what they should do and shouldn’t do while taking tourist trips.

- Give tips for trips.

- Develop speaking skills

\***Content:**

- Vocab: - words about historic places and things to take on a trip.

Grammar: Passive voice

**II. Teaching aids**

- Sub-board, Cd player, CD

**III. Procedure**

A. Class organization.

- Greeting.

- Checking attendance: 7A1 …….., 7A2……..

B. New lesson.

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up:**  Game cards.  Preparation: Ss have five pieces of paper on which the following phrases are written: grow rice, speak English, keep the keys here, visit Van Mieu, do the homework.  T explain how the game is played;  **2. Activities**  T reminds Ss of the structures: Giving advice:  Have Ss understand the meaning of them.  Ss predict.  Read aloud 3 times and then have students make sentences individually.  **Activity 1:**  Ss work individually.  **Activity 2:**  Let Ss have time to think about their advice.  **Activity 3:**  T calls on some Ss to change the sentence into the present simple passive voice.  **3. Homework:**  Prepare for Skills 1  Do exercises in the workbook. | ***Vocabulary and structures***  in advance (adv) trước  You’d better…..because…  It’s a good idea to ….. because…  I think you should……  You’d better…..so (that)…..  ***1. Tips for trips.***  **a. Imagine some overseas friends are planning a trip to Ha Noi. Advise them what they should and shouldn’t do. Write Do or Don’t in each box.**  1. Do  2. Do  3. Don’t  4. Don’t  5. Do  6. Don’t  7. Don’t  8. Do  9. Don’t  10. Do  ***b. Work in pairs. Practise giving advice to your partner.***  *Example:*  You’d better book a hotel in advance so that you are sure you have a room.  ….  **2.**  **b. Instructions:**  Example:  S1: They grow a lot of trees and flowers in the Temple of Literature.  S2: A lot of trees and flowers are grown in the Temple of Literature.  ….. |

Week: 19th

Date of planning: 1 / 12/2018

Date of teaching: ………./12/ 2018

**Period: 46**

**UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**

**Lesson 5: Skills 1**

**I. Objectives:**

- By the end of the lesson, Ss will be able to know about some famous scholars and Emperors in Viet Nam.

- read a passage about the first university in Viet Nam for specific information.

- Develop reading and speaking skills.

**\* Content:**

- Vocab: - words about historic places and things to take on a trip.

Grammar: Passive voice

**II. Teaching aids:**

- CD, CD player. Sub-boards

**III. Procedures:**

**I. Organization**

Checking attendance. 7A1:………, 7A2……………

**II. New lesson**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents.** |
| **1. Warm up**  T asks Ss to look at the pictures and discuss the questions.  - Do you think the Temple of Literature- the Imperial Academy is a good English name for Van Mieu - Quoc Giam?  - Why do many Ss pay a visit to the Temple of Literature - the Imperial Academy before their exam?  - What do you think will happen to this historic place in the future? | Ss give the answers. |
| **2. Activities**  T uses some techniques to present new words  Check understanding: Rub-out and remember. | **I. New words:**  **sta**tue (n) bức tượng  **re**cognize (v) công nhận  recog**ni**tion (n) sự công nhận  recon**struct** (v) = rebuild |
| **Activity 1:**  Ask Ss to scan the passage to answer the questions.  T gives the feedback.  **Activity 2:**  T asks Ss to note where they found the information that help them to match.  **Activity 3:**  T asks Ss to do exercise 4 in groups. And ask some Ss to give answers in front of the class. The rest of the class listens and gives comments.  T gives the key and Ss check.  **Activity 4:**  Ss work in groups. | 1. **Practice**   **\*Reading:**  **Exercise 2. Read the passage and answer the questions.**  1. in 1076  2. Because thousands of Vietnamese scholars graduated from it.  3. Chu Van An was.  4. It is considered the first university in Viet Nam.  **3. Read the passage again and match the time in A with the events in B.**  **Key:**  1D 2A 3B 4C  **\* Speaking:**  **Exercise 4. Look at the four statues and talk about them. You can use the information in 2 or 3 and the other parts of the unit to help you.**  Key:  Emperor Ly Thanh Tong is considered the founder of the Temple of Literature.  Emperor Ly Nhan Tong is regarded as the builder of the Imperial Academy.  The erection of the first doctors’ stone table was ordered by King Le Thanh Tong. |
| **3. Homework.**   * Learn by heart new words. * Do ex. D1,2,3 ( workbook) * Prepare for the next. |  |

Week: 19th

Date of planning: 1 / 12/2018

Date of teaching: ………./12/ 2018

**Period: 47**

**UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**

**Lesson 6: Skills 2**

**I. Objectives:**

- By the end of the lesson, Ss will be able to listen to a passage about a famous person for specific information.

- Write a short passage about a historic place.

- Develop listening and writing skills.

**\* Content:**

- Vocab: - words about historic places and things to take on a trip.

Grammar: Passive voice

**II.Teaching aids:**

- CD player,CD

**III. Procedures:**

**I. Organization**

**Checking attendance.** 7A1:……………..…,7A2……………..…..

**II. New lesson**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| 1. **Warm-up**   T invites two groups of 5 students to take part in the game and gives some rules of the game. | Chain game:  Eg: Literature…….. |
| 1. **Activites**   T uses some techniques to present some new words.  Check understanding: Rub- out and remember. | **I. New words:**  **Dis**trict (n) huyện  **doc**toral (aj) thuộc tiến sỹ  **re**gional (aj) thuộc vùng  **roy**al (aj) thuộc hoàng gia  ca**reer** (n) sự nghiệp |
| **Activity1:**  First, Have Ss read each sentence and discuss the option ( A, B, C) that is most appropriate to complete the sentence.  T plays the recording.  **Activity2:**    T calls on some Ss to write their answers on the board.  T asks Ss to discuss in groups to find the information to complete the table. | **II. Practice.**  **\* Listening**   1. **Listen to the recording and circle the appropriate answer (A, B, or C).**   **Key:**  1. C 2. B 3. B 4. A  **2. Listen to the passage again and write short answers to the questions below.**  **Key:**  1. in 1292  2. He was an honest man.  3. He continued his career and wrote books.  4. 78  **\* Writing**  **3. Discuss the table in groups. Complete the table about the Temple of Literature- the Imperial Academy.**    **Key:**  1070 - Emperor Ly Thanh Tong  1076 - First university in Viet Nam  1484 - King Le Thanh Tong  2003 - Founders and developers of the Temple of Literature. |
| **Activity 3**  T tells Ss to write a short passage about the history of the Temple of Literature - the Imperial Academy. | **4. Write a passage about the history of the Temple of Literature - the Imperial Academy.** |
| **3. Homework**   * Complete the writing tasks into your notebook at home. * Do exercise E 1, 2 ( workbook ) * Prepare for the next**.** |  |

Week: 19th

Date of planning: 1 / 12/2018

Date of teaching: ………./12/ 2018

**Period: 48**

**UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**

**Lesson 7: Looking back**

**I. Objectives:**

- By the end of the lesson, Ss will be able to cover the whole unit and do exercises.

- Understand the form of the present simple and past passive to do exercises

- Communication.

**\* Content:**

- Vocab: - words about historic places and things to take on a trip.

Grammar: Passive voice

**II- Teaching aids:**

- CD player, CD, sub-board

**III. Procedures:**

**I. Organization**

Checking attendance. 7A1:……………….……,7A2………………..…….

**II. New lesson**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm-up**  T calls on some Ss to go to the board and write the past participle of the following verbs. | **1. Write the past participle of the following verbs.**  Key:   |  |  | | --- | --- | | Base Form | Past Participle | | Sell | sold | | grow | grew | | speak | spoke | | buy | bought | | build | built | | see | saw | |
| **2. Activity 1:**  Ss complete the exercise individually. | **2. Complete the sentences with the past participle form.**  1. considered, stated  2. named  3. spoken  4. located  5. recognized |
| **Activity 2:**  Grammatical exercises.  T asks Ss to work individually first.    Ss do exercise 3.  Ss do exercise 4, 5  T asks Ss to go to the board and write.  Ss work in pairs. | **Exercise 3. Change the sentences from the present simple active into the simple present passive.**  **Key:**  1. Tickets are sold at the gate of the tourist site.  2. A lot of flowers are grown in Da Lat  3. The Hung King’s Temple is visited by thousands of people every day.  4. Many beautiful Cham Towers can be seen by tourists in Binh Duong province.  5. many kinds of goods can be bought by tourists in Ben Thanh Market.  **Exercise 4. Change the sentences from the past simple passive into the past simple active.**  1. Emperor Ly Thai Tong founded One Pillar Pagoda.  2. Emperor Ly Nhan Tong constructed the Imperial Academy.  3. King Le Thanh Tong ordered the erection of the first Doctor’s stone tablet.  4. They built Tan Ky House in Hoi An two centuries ago.  5. They completed the construction of Tu Duc Tomb in 1876.  **Communication**  **Exercise 5 Ask and answer questions about the Temple of Literature-**  Eg:  A: Where is the Temple of Literature?  B: It’s located in the centre of Ha Noi.  ….. |
| **Activity 3:**  T asks Ss to work in groups. | **6. Report your discussions, using the information in 5.**  Example:  The Temple of Literature is located in the centre of Ha Noi. |
| **3. Homework**  - Project  - Prepare for the next**.** |  |

Week: 19th

Date of planning: 10 / 12/2018

Date of teaching: /12/ 2018

**Period: 49**

**CHỮA BÀI BÀI KIỂM TRA SỐ 2**

**I. Objectives:**

- To correct the test number 1. Give comments to encourage the students to study hard. Discuss the ways to improve the test score.

**II. Teaching aids:**

- Testing papers.

**III. Procedure:**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**A. Remark on the tests:**

-The number of the tests: 7A1:

+Exellent tests:

+Good test

+Average:

+Under average:

-The number of the tests: 7A2:

+Exellent tests:

+Good test

+Average:

+Under average:

-In general, all Ss have achieved the basic knowledge.

-There are many exellent and good tests.

- Some Ss' skill of doing general test is not good.

-The teacher shows some best and worst tests to correct before class:

**B. Key**

**I- Listening: ( 2.5 marks- 0,25 mark for each correct answer)**

***1. Listen to Diane talking to a friend about a trip to London. For questions from 1-5, tick (🗸) A,B or C. You will hear the conversation twice.***

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

***2- You will hear a woman talking to a shop assistant about buying a video film for her daughter.. Listen and complete. You will hear the conversation twice.***

1. café 2. 12/ twelve 3. £5.99 4. Shirley 5. (the) bank

**II- Reading. ( 2.5 marks- 0,25 mark for each correct answer)**

***1- Read the reading below, say whether the statements are true ( T ) or false ( F ).* *(Write T or F at the end of the statement.)***

1. T 2. T 3. F 4. F 5. F

***2- Read the following passage and the unfinished sentences carefully. Then choose the best answer and circle your choice.***

1. d 2. c 3. d 4. a 5. d

**III- Writing : ( 2.5 marks- 0,25 mark for each correct answer)**

**1-*Rewrite these sentences, so that their meaning stays the same, using the beginning given for each.***

1. ⭢ The tickes to the show cost too much for us

2. ⭢ Lan can’t paint as well as Nam

3. ⭢ A lot of children are attracted by Charles Dickens’ novels.

4. ⭢ Her book is different from mine

5. ⭢ It only takes half an hour to get to the art gallery.

***2- Use the phrases in the box to complete the instructions below.***

|  |
| --- |
| a. eggs together with salt, pepper, and cold water.  b. the egg mixture into the pan and cook for 2 minutes.  c. the omelette in half  d. the omelette on a place and serve it with some vegetables.  e. the oilover high heat in a frying pan. |

1. First, beat……………………a………………………………………………..
2. then, heat……………………e………………………………………………..
3. Next, pour……………………b……………………………………………….
4. After that, fold………………c………………………………………………..
5. Finally, put……………………d……………………………………………….

**IV- Language focus ( 2.5 marks- 0,25 mark for each correct answer)**

***1. Choose the one word or phrase A, B, C or D- that best completes sentences.***

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

***2. Match the phrases in column A with the nouns in column B.***

1. b 2. e 3. d 4. c 5. a

Week: 19th

Date of planning: 10/12/ 2018

Date of teaching: /12/2018

**Period: 50**  **review 2**

**Language ( Pronunciation, vocabular, Grammar and every day English)**

**I. Objectives.**

By the end of the lesson, Ss will be able to review the unit 4 to 6. Preparing for the coming test

**II. Teaching aids:**

- A CD, a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  - Tell the purposes of this lesson  - Using the review as a self-test  **2. Activities**  - Ss do the test in 30 minutes, then T checks their answers with the whole class.  **Pronunciation**  Ex1: Ss do the exercise individually, and then share their answers. T writes the correct answers on the board.  **Vocabulary**  Ex2: Ss do the exercise individually, then T writes the correct answers on the board.  **Grammar**  Ex3: After Ss have done this exercise individually, T quickly checks Ss’s answers.  Ex4: T checks the answers with the whole class.  Ex5: Asks Ss to write his/her answers on the board. T checks with the whole class.  **Everyday English**  Ex6: T may call a pair of Ss to do the exercises in front of the class. Check Ss’ answers. Ask them for explaination if necessary.  **3. Homework**  - Review unit 4-6  - Do exercises in workbook.  - Prepare for the coming test. | **Pronunciation.**  *1. Circle the word in which the underlined sound is pronounced differently. Listen, check and repeat the words.*  1. sure  2. cinema  3. compose  4. architect  5. question  **Vocabulary**  *2. Do the crossword puzzle and complete the sentences.*  1. music  2. food  3. art  4. drink  5. university  6. Temple  **Grammar**  *3. Complete the following two passages about camping. Use the words or phrases in the boxes.*  1. How many 2. How much 3. How much  4. How many 5.a 6. much 7. some 8 many  *4. Write the sentences using the suggested words or phrases.*  1. I think classical music is as exciting as country music.  2. These clothes are not as expensive as I thought.  3. My taste in art is the same as hers ( her taste)  4. The price of foods in HaNoi is not the same as it is in Hai Phong.  5. Life in Viet Nam is different from life in England.  *5. Rewrite the sentences in the passive*.  1. The song Auld Lang Syne is sung on some occasions.  2. Vietnam’s anthem Tien Quan Ca was composed by Van Cao.  3. Water puppetry is ferformed in a pool.  4. A lot of meat was bought ( by his mother ) yesterday.  5. The rice noodles are made from the best variety of rice.  6. Complete the conversations with the questions in the box. Act them out with your partner.  1. C 2. E 3. A 4. B 5. D |

Week: 19th

Date of planning: 10/12/ 2018

Date of teaching: /12/2018

**Period: 51**  **review 2**

**Skills ( Reading, speaking, listening and writing)**

**I. Objectives.**

By the end of the lesson, Ss will be able to review the unit 4 to 6. Preparing for the coming test

**II. Teaching aids:**

- A CD, a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  Chatting: - Tell me the good way to learn Newwords.  **2. Activities**  **Reading**  Ex1: For exercise 1, ask Ss to complete the answers individually. T gives the correct answers.  **Speaking**  Ex2: Have Ss work in pairs, asking and answering question with the suggestions. T may go around to help weaker Ss.  Ex3: Have Ss work in groups taking turns to talk about arrangements for the trip. Then ask each group to choose the St who does the task best to talk in front of the class. Ask some Ss give comments.  **Listening**  Ex4: Have Ss look at the adjectives which the man uses to describe his meal in a restaurant. Play the the recording once for Ss to listen and tick their answers.  Ex5: Have Ss look at the menu. Play the recording again for Ss to complete the menu.  **Writing**  Ex6: Set up the writing activity. T reminds Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss may use the sequence of activities ( first, then, next, after that, and finally)  **3. Homework**  - Review unit 4-6  - Do exercises in workbook.  - Prepare for the coming test. | **Reading**  *1. Read their descriptions and tick the boxes.*  - Gone with the Wind: 3,5  - A Space Odyssey: 1,2, 4  **Speaking**  *2. Work in pairs. Plan a trip to a place…*  - Where and when you go  - Who you go with  - How you travel  - What you bring  - What you do  *3. Work in groups. Take turns talking about the arrangements fro the trip.*  **Listening**  4. Listen to a man talking about his meal in a restaurant and tick the adjectives you hear.  1. great 3. fresh 4. delicious  5. sweet 6. tasty 8. good  *5. Listen again and complete the menu.*   |  |  | | --- | --- | | Menu | | | Appetizer | Salad | | Main dish | Fish, vegetables | | Dessert | An ice cream | | Drink | A cup of tea |   **Writing**  6. Look at the pictures below. Write the instructions of how to cook a mushroom omelette.  First, slice the mushrooms.  Then, beat the eggs in a bowl  Next, add salt to the egg mixture.  After that, pour the eggs into a frying pan. Add the mushrooms and cook.  Finally, fold the omelette in half. |

Week: 19th

Date of planning: 15/12/ 2018

Date of teaching: /12/2018

**Period: 53**  **revision**

**I. Objectives.**

By the end of the lesson, Ss will be able to listen and write a reply giving advice to someone with a health problem.

**II. Teaching aids:**

- A CD, a CD player.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| 1. Warm up  - Tell me the instruction how to cook rice.  2. Activities  **\*Listening**  -Ask Ss to focus on the listening skill.  -Practice listening.  **\*Reading**  - Focus on how to do T/F exercises  + Read the statements first  + Scan the passage to find the information  + Compare the information with the statements  + Decide whether the statement is T or F  + Write T/F on your paper test.  - Reading comprehension:  Ask Ss to do exercises in workbook.  **\*Writing**  - Review:  1. as + adj + as to show that two things are similar  Not as + adj + as to mean something is more or less than something else.  - The same as…..to show similarity.  - different from to show that two or more things are different.  2. Structure : It (only) takes/ took sbd time to V…  How much/ how many?  **\*Language focus**  + Review : N/Ns/ Nu  Phrases: a bottle of, a piece of, …  **3. Homework**  Review Unit 4,5  Prepare for the first term test . | **1. Listening**  ***1-Listen to a holiday in England and fill in the missing words.***  Holiday in England  November 21st -26th  Monday: leave at 6.30a.m   1. Tuesday : visit…Castle…… 2. Wednesday: sleighing.in hills. 3. Thursday: go to…museum 4. Friday: play volleyball   5. Saturday: buy presents….  **2. Reading**  ***1-Read the blog about Vietnamese food. Tick (🗸) which sentences are true and which sentences are false.***  ***( Exercise D1 – page 40workbook)***  1. T  2. F  3. T  4. T  5. F  ***2- Practice exercise1,2,3 P33-34,***  ***2P41- Workbook***  **3. Writing**  ***Exercise E1 P34 workbook.***  Key:  1.The tickets to the show cost too much.  2. Giang can’t paint as well as Khanh can.  3. A lot of children are attracted by Charles Dickens’ novels.  4. Her book is different from mine.  5. It only takes us half an hour to get to the art gallery…  - Exercise 6 P38 workbook.  **4. Language focus**  Exercise 3- P.37 workbook.  **5. Test yourself** |

|  |  |
| --- | --- |
|  | Period 53. **english test for the first term .**  *( §Ò phßng gi¸o dôc)* |

|  |  |
| --- | --- |
| *Week :*  *Date of preparation:*  *Date of teaching:* | Period 54 . **correction the test for the first term.** |

**I. Objectives:**

-  *Correction the written test*

*- Help Ss how to learn.*

**-**  *Correction the test.*

*- Find out bad and good students to help them to learn.*

*- Communicative.*

**II. Teaching aids:**

*- Lesson plan, test and key.*

**II. Teaching procedure:**

**Correct the test following the key of Phuc Yen education and training department**

Week: 21st

Date of planning: 11/1/ 2019

Date of teaching: 13 /1/2019 (bù chậm)

**Period: 55**  **Unit 7: TRAFFIC**

**Leson 1: Getting started – Monday in the playground**

**I. Objectives.**

By the end of the lesson, Ss will be able to know some words, phrases related to traffic topic. The usage of “How” to ask about means of transport.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  - T introduces the topic “ Traffic”  Ask: How/ By what means do you go to school every day?  On foot? By bicycle? By bus? On your parents’ motorbike…  - What means of transport is faster? What mean is safer? What means do you like most?Why?  - What can you see on the way to school every day?  - Who are Mai and Oanh?  - What may they talk about?  + Play the recording. Ss listen and read.  **2. Activities.**  1-a: Ss work independently or in pairs to choose the correct answer to the questions. T then checks their answers, and gives explaination if necessary.  b- Ss work in pairs. T lets them check the answers in pairs or groups, then gives the keys. If there’s time, call some pairs to read the questions and give answers.  C- Colloquial expressions.  Tell Ss to refer back to the conversation to find the phrases. Ss practise saying them together ( T plays the recording again if necessary). Explain the meaning to the Ss, then give some examples.  d. Ask Ss to role-player the short conversations in pairs before creating their short role-plays. More able Ss can try to extend the conversation.  2. Ss work in pairs and write the means of transport under the right pictures. Then T lets Ss read each word correctly. Check and correct their pronunciation.  3. Ss work individually to do the task, and write their answers in their notebooks. T checks their answers.  4. Let Ss stand up and go round the class to ask everyone the question:  Ss have to take notes, and then some of them report their result to the class.  **3. Homework**  -Learn new words and phrases  Prepare A closer look 1. | **1. Getting started**  ***a. Choose the correct answer.***  1. B 2. A 3. B 4. C  ***b. Answer the following questions.***  1. She played with her brother/ stayed at home.  2. It’s about 2 kilometers.  3. She usually goes to school with her dad.  4. Because sometimes there are traffic jams  5. She goes to school by bike.  ***c. Can you find the following in the conversation? Do you know what they mean?***  1. to have someone’s attention.  2. when you strongly support or agree with something.  3. very excited and keen to do something.  ***d. Work in pairs. Make short role-plays with the expressions above. Then practice them.***  Example: - How about cycling to school with me tomorrow?  - Great idea!  **2. Means of transport.**  ***Write the words using the first letter given.***  1. bike/ bicycle  2. bus  3. plane  4. boat  5. ship  6. train  7. motorbike  8. car  **3. Match a verb on the left with a means of transport on the right. There may be more than one correct answer.**  1. ride a bike 2. drive a car  3. fly by plane 4. sail on/ in a boat  5. get on/ get off a bus/ a train/ a bike/ a motorbike.  **4. Find someone in your class who never.**  - How often do you walk to school/ go to school by bus…?  - Do you (often walk to school/ go to school by bus? |

Week: 21st

Date of planning: 11/1/ 2019

Date of teaching: 13 /1/2019 (bù chậm)

**Period: 56**  **Unit 7: TRAFFIC**

**Lesson 2: A closer look 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to use the lexical items related to the topic “Traffic”. Pronounce sounds /e/, /ei/ correctly in isolation and in context.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  - Brainstorm the Ss: let them give all road signs they see every day on the way to school, or elsewhere, and all the words they know related to the topic of traffic and transport. Encourage them to say out as many words as possible.  **2. Activities.**  VOCABULARY  1. Ss work in pairs to talk about the meaning of the road signs, then write out their answers.  2. Ss work individually to label the road signs in 1 with the words/ phrases.  Look out: There are usually three kinds of signs: informative, prohibitive, and warning.  3. Let Ss work in pairs and talk about the traffic signs they see on the way to school ( or else). T goes around and gives assitance if necessary, and check their answers.  PRONUNCIATION  4. First, T give examples of the sounds /e/, /ei/. Let Ss practise the sounds together. Ask Ss to observe the T’s mouth and listen to the teacher for these two sounds carefully. Play the recording and let Ss listen and repeat as many times as required. Correct their pronunciation.  5. Play the recording 2 or 3 times. Help Ss distinguish the sounds /e/ , /ei/ and recognize all the words with the two sounds, then underlined them as assigned  6. Refer back to the page 8. Ask Ss to find all the words having sounds /e/, /ei/  **3. Homework**  -Learn new words and phrases  Prepare A closer look 2. | **I- Vocabulary**  **ROAD SIGNS**  ***1. Have you seen these road signs? Talk about the meaning of the signs below with a partner.***  ***2. Label the signs in 1 with the words/ phrases below*.**  1. trafic lights. 2. no parking  3. no right turn 4. hospital ahead  5. parking 6. cycle lane  7. school ahead 8. no cycling  **Look out!**  **- *A sign within a red triangle will warn you of something.***  ***- Signs with red circle are mostly prohibitive- that means you can’t do something.***  ***- Signs in blue are usually to give information.***  3. Work in pairs. Discuss which of the signs you see on the way to school.  Example:  A: On the way to school, I can see a “ no left turn” sign.  B: On my way to school there is a hospital, so I can see a “hospital ahead” sign.  **II- PRONUNCIATION**  **/e/ /ei/**  ***4. Listen and repeat. Pay attention to sounds /e/, /ei/***  /e/: left, ahead, present, helicopter, centre, never, seatbelt  /ei/: plane, way, station, train, indicate, mistake, pavement, break.  ***5. Listen to these sentences carefully. Single-underline the words with sound /e/, and double-underline the words with sound*** /ei/  /e/: 1. ever /ei/: break, way  2. very railway, station  3. 0 always, obey, safety  4. left, when UK  5. next They, waiting, train  ***6. Read a loud*** |

Week: 21st

Date of planning: 11/1/ 2019

Date of teaching: 13 /1/2019 (bù chậm)

**Period: 57**  **Unit 7: TRAFFIC**

**Lesson 3: A closer look 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to use “it” for distances, use “ used to” to talk about past habit or state.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  Chatting: You have already learned it as the formal subject to indicate time and weather, climate,…In this unit, it appears to indicate distance.  2. Activities  GRAMMAR  ***It indicating distance***  - T explains, then give example  1. Let Ss work by themseves and write down the sentences. T observes and help when and where necessary. After that ask some Ss to read their sentences. T corrects Ss’ mistakes.  2. Ss work in pairs. They ask and answer qustions about distances in their neighbourhood, following the example. Encourage them to talk as much as possible. T corrects their answers, and their pronunciation and intonation.  ***Used to***  Explain to the Ss that used to is the same form for all persons. It is used to discribe an action, a habit or a state that happened regularly in the past, but does not happen now.  3. Ss work independently, writing down the answers. Then let them work in groups to check and say out the sentences. T goes round giving help when and where necessary. Some Ss may write their answers on the boards. Other Ss give comments and T give corrections.  4. Let Ss work individually to rewrite the sentences in their notebooks.  While Ss do their task, T goes round to monitor the whole class. When Ss finish their task, call some to read out their sentences. Let others give comments, T corrects mistakes if necessary.  5. Ss work in groups. They take turns to ask and answer questions. Then T may ask some Ss to report their result to the class.  One S may report to the class.  **3. Homework**  - Do exercise part A, B workbook  Prepare: Communication | **I. It indicating distance**  **- *We can use it in the position of the subject to indicate distance***  **1. Write sentences with it. Use these cues.**  1. It is about 700 metres from my house to Youth Club  2. It is about 5 km from my home village to the nearest town.  3. It is about 120 km from Ho Chi Minh to Vung Tau.  4. It is about 384,400 km from the Earth to the Moon.  5. It is not very far from HaNoi to Noi Bai Airport.  **2. Work in pairs. Ask and answer questions about distances in your neighbourhood.**  Example:  A: How far is it from your house to school?  B: It’s about a kilametre.  II- Used to  - We use used to to describe an action or a state that happened regularly in the past but does not happen at present.  Example: There used to be many trees on the street, but now there are only shops.  Form:  (+) S + used to + V  (-) S + didn’t use to + V  (?) Did + S + use to  Watch out: In questions and negative sentences, the final “d” in used is dropped.  **3. Complete the sentences with used to or use to and the verbs in the box below.**  be ride play go feel  1. used to ride  2. used to be  3. used to go  4. Did…use to play  5. did…..not use to feel  **4. Rewrite the sentences using used to.**  1. My mum used to live in a small village when she was a girl.  2. There did not use to be (as) many vehicles on the road.  3. We used to cycle to school two years ago.  4. Now there are more traffic accidents that there used to be.  5. My uncle used to be a bus driver some year ago, but now he has a desk job.  **5. Work in groups. Did you use to do those things? Ask and answer.**  Example: Did you use to play marbles?  Yes, I did  ………… |

Week: 22nd

Date of planning: 11/1/ 2019

Date of teaching: 13 /1/2019

**Period: 58**  **Unit 7: TRAFFIC**

**Lesson 4: Communication**

**I. Objectives.**

By the end of the lesson, Ss will be able to know names of some countries and some strange laws in other countries.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  - Have you ever heard about strange laws in other countries?  **2. Activities**  - Pre- teach vocabulary.  - First, have Ss read the new vocabulary after the teacher saying that they will appear in the task that follow. Explain their meaning.  1: Ss work in groups and give the names of the five countries.  2. Play the recording. Ss listen carefully and check their answer to 1. Then T gives the correct answers  - Play the recording again. Let Ss complete the table by themselves, then share their answer with a partner. T goes round the class to give support if necessary.  3. Ss work in pairs, discussing to find one false driving law.  T may ask the question: Which one do you think seems most unreasonable? Then let Ss think and give the answer.  4. Ss work in groups and dis cuss the laws in 3 and put them in order from the strangest ( N01) to the least strange ( N05). T may ask Ss to explain why.  .  **3. Homework**  - Do exercise part C workbook  Prepare: Skills 1 | **I- Extra vocabulary.**  roof: nóc, mái nhà  illegal: bất hợp pháp, trái luật  Laws: luật, phép tắc  Reverse: đảo, nghịch, lùi xe  Right-handed: thuận tay phải  **II- Practice**  **1: Look at the flags of some countries. Give the names of these countries.**  1. The UK  2. Australia  3. India  4. Thailand  5. Malaysia  **2. Now listen and check your answers. Complete the blanks. Share your answer with a partner.**  Reasons this happened:  1. some countries used the same system as UK.  2. many people are right-handed ( so on the left-hand side, it is easier for them to use a sword or something when they are on horseback – in the past)  **3. Look at the strange driving laws below. Five of them are true, but one is false. In pairs, can you find the fasle driving law?**  - “In France, you can only reverse your car on Sundays”. This sentence is false!  **4. Now, work in groups. Discuss the laws and put them in order from the trangest (1) to the least strange (5)**  The groups may have different results |

Week: 22nd

Date of planning: 11/1/ 2019

Date of teaching: 15 /1/2019

**Period: 59**  **Unit 7: TRAFFIC**

**Lesson 5: Skills 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to read for specific information about traffic rules/ laws. Talk about obeying traffic rules/ laws, and how to use the road safely.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  - Chatting: Look at the picture. What can you see in the picture?  **2. Activities.**  **READING**  1. T tells Ss to look at the picture and say why it is dangerous.  Example: It is dangerous to ride a motorbike on the pavement.  2. Ss work in pairs to do the matching. T checks their results.  Then T asks Ss which they can see in the picture in 1.  3. Ss work in group. Tell them to answer the question:  When you are a road user, what should you Not do?  Then they make a list to compare with other groups.  T may give some cues: not pay attention, not look around, go in red light,….  4. Tell Ss to read the passage two or three times. Set a strist time limit to ensure Ss read quickly for specific information.  Explain the new words and clarify anything difficult. T may ask questions to see if Ss understand the passage.  5. Ask Ss to read the passage again, than they work with a partner to answer the questions.  Speaking  6. Ss do the class survey. After that call some Ss to report to the class.  7. Allow some time for Ss to read individually. Then they work in groups to discuss who is using the raod safely, and who is acting dangerously, and give reasons.  **3. Homework**  - Do exercise part D workbook  - Prepare: Skills 1 | **I- Reading.**  **1. Look at the picture. Can you see anything that is dangerous?**  **2. Now match these words to make common expressions.**  1. g 2. d 3. b 4. c  5. a 6. h 7. f 8.e  **3. Answer the following question.**  - not pay attention  - not look around  - not go in red light,..  + Make a list:  **4. Read the following text and do the tasks below.**  **5. Answer these question.**  1. We should cross the street at the zebra crossing.  2. He/ She must always fasten the seabelt.  3. No, He/ She shouldn’t. Because it is dangerous.( He/ She may cause an accident.)  4. We must give a signal.  5. Because the other road users can see them clearly and avoid crashing into them.  **II- Speaking**  **6. Class survey. Ask your classmates the question.**  How do you go to school every day?  + Make a list of the means of transport that is used the most, and use the least.  **7. Read the following sentences. In groups, discuss who is using the road safely, and who is acting dangerously. Give reasons**.  1. safely  2. dangerously ( because he is likely to have an accident)  3. safely  4. dangerously ( it is difficult for him to see the road properly, and to ride)  5. dangerously ( a car or motorbike may crash into him)  6. dangerously ( She may have an accident if something happeneds unexpectedly.) |

Week: 22nd

Date of planning: 11/1/ 2019

Date of teaching: 17 /1/2019

**Period: 60**  **Unit 7: TRAFFIC**

**Lesson 6: Skills 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to listen to get information about traffic problems in big city, write a paragraph about traffic problems in a city/ an area.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  - Show pictures of traffic problems in big cities.  **2. Activities.**  LISTENING  1. Ss work in groups. They study the picture and answer the tow questions.  2. Tell Ss to look at the newspaper headline and check their answers.  3. Play the recording one or two times. Ask Ss to listen carefully and circle the correct answers.  WRITING  - What do you think about traffic problems in big cities in Viet Nam are.  4. Have Ss look at the pictures, read the pgrases and tick the problems  Then Ss write full sentences. Call some Ss to write on the board. Others give comments. T gives corrections.  5. Tell Ss to study the sentences they have written, then practise writing the paragraph.  Tell Ss to use proper connector: first/ firstly, second/ secondly, ……and pay attention to spelling and punctuation.  - Collect some Ss’ writing papers and mark them, then give comments to the class.  **3. Homework**  - Do exercise workbook  - Prepare: Looking back | **I- Listening.**  **Traffic problems in a big cities**  ***1. Work in groups. Where do you think this picture was taken? Why is it special?***  - In a big city…..  ***2. Look at the following headline and check your answers.***  - In Brazil  - long traffic jam ( very long line of vehicles).  ***3. Now listen to the passage and choose the correct answer.***  1. B 2. C 3. A 4. C  **II- Writing**  ***4. Tick the traffic problems in big cities in Viet Nam.***  Picture: 1,2,3,4,6  Writing:  - There are too many vehicles ( on the road).  - Many roads are narrow and bumpy  - There are traffic accidents every day.  - Many young children ride their bikes dangerously.  ***5. Write a paragraph about the traffic problems where you live, or in a town, or a city you know well. Use the cues above, and the following outline.***  Introduction:  Problem1:  Problem 2:  Problem 3:  Conclusion: ( Reason or advice/ suggestion) |

Week: 23rd

Date of planning: 11/1/ 2019

Date of teaching: 20 /1/2019

**Period: 61**  **Unit 7: TRAFFIC**

**Lesson 7: looking back + Project**

**I. Objectives.**

By the end of the lesson, Ss can use what they have learnt during the unit to help them answer the questions. Ss need to see how for they have progressed, and which areas need further practice.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  - Chatting: What is the topic of Unit 7.  **2. Activities.**  VOCABULARY  1. Ss do this task individually to write the meaning below each sign. T corrects their mistakes and lets them read the words correctly.  - Then let Ss work in groups and put the signs into the correct boxes.   1. Let Ss work in pairs. Tell Ss to write the answers in their notebooks. T checks their answers.   GRAMMAR  3.Have Ss work in pairs or in groups and write their answers in their notebooks. T checks their answers.  4.Ss work individually first to write the sentences. Then they work in pairs to swap their sentences. T gives correction and calls some Ss to read the sentences aloud.  COMMUNICATION  5. Ss read the questions and answers once or twice ( they can read alound), then match them.Ss work in pairs and role- play the questions and answers, then write all sentences in their notebooks.  Finished!  Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if need be.  PROJECT  1- Ss work in groups.  **3. Homework**  - Make some traffic signs of your own out of paper, cardboard or other materials.  - Prepare: Unit 8- Getting started | **I- Vocabulary**  ***1. What do these signs mean? Write the meaning below each sign. Then put them into the correct box.***  1. Traffic lights 2. School ahead  3. Hospital ahead 4. Cycle lane  5. Parking 6. No parking  7. left turn only 8. No cycling  Prohibition signs: 6,8  Warning signs: 1,2, 7  Information signs: 3,4,5  ***2. Write the names of means of transport in the word web below. Then draw lines joining the correct verbs to the transport.***  - Suggestion: bicycle, motorbike, car, bus, taxi, train, plane, boat, ship…  **II- Grammar**  ***3. Change the sentences according to the prompts in brackets.***  1. Did you use to go to school on foot?  2. Mr. Van didn’t use to ride his motorbike dangerously.  3. Did the streets use to be cleaner and more peaceful?  4. I used to go out on Sundays.  5. They didn’t use go to on holiday together.  ***4. Write sentences using these cues.***  1. It is over 100 km from my home-town to HCM city.  2. It is about 25 km to my grandparents’s house.  3. I used to ride a small bike in the yard before my flat.  4. There used to be a bus station in the city centre, but it was/ has been moved to the suburbs.  5. Children must learn about road safety before they are allowed to ride a bike on the road.  **III- Communication**  ***5. Match the questions 1-6 with the answers a-f***  1. b 2. a 3. e 4. d 5. f 6. c  **Finish! Now I can…**  Talk about road signs and means of transport  Use it to talk about distance  Use used to to talk about a past habit  Write a paragraph about traffic problems. |

Week: 23rd

Date of planning: 11/1/ 2019

Date of teaching: 22 /1/2019

**Period: 62**  **Unit 8: Films**

**Lesson 1: Getting started ( What film shall we see?)**

**I. Objectives.**

By the end of the lesson, Ss will listen and read about topic” What film shall we see?”. Use the lexical items related to the topic “ Films”

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  - Write the title on the board “Films”. Elicit any information Ss know about films by asking about types of film they know, the latest films they have seen, their favourite films and film stars.  **-** What the picture might show or what the conversation might be about.  **2. Activities.**  1. Ask Ss questiona about the picture:  - Where are Phong and his sister Mai? What might be happening to them? What are thet doing? What are they talking about?  - Can you guess what kind of films Phong and Mai would like to see.  - Have you ever gone to see a film with your brothers/ sisters? When and where? What film did you see then? How did you feel then?  - Plat the recording. Ss listen and repeat.  a. First, have Ss work independently. Then allow them to share answers before discussing as a class.  b. First, Ask Ss not to look at the book and try to remember what questions Mai asks Duong about the film they are going to see. Then let Ss open their books and check their answers.  2. Have Ss quickly match the types of film with their definitions. Then play the recording for Ss to check their answers.  - Do you often see a sci-fi/ horror film…..?  3a. Have Ss work independently, filling in the table with the information of the film they have seen recently. Remind them to use the words and phrases they have learnt in 2 and from the conversation in 1.  b. First, model this activity with a more able Ss. Then ask Ss to work in pairs. T may go around to help weaker Ss. Call some pairs to practice in front of the class.  **3. Homework**  - Listen and read the getting started again  - Prepare: Unit 8- A closer look 1 | **I- Getting started**  **1. Listen and read**  ***a. Read the conversation again and and answer the questions.***  1. b 2. a 3.a 4. c 5. b  ***b. Find the questions in the conversation that ask about Coconut Crazy. Then listen, check and repeat the question.***  a. What kind of film is it?  b. Who does it star?  c. What is it about?  d. What do critics say about it?  ***2. Match the types of films with their definitions. Then listen, check and repeat.***  1. d 2. f 3. a 4. c 5. b 6. e 7. h 8.g  ***3a. Think of a film. Fill in the blank below.***  Type of film……………….  Actors/ stars……………….  The plot……………………  Reviews……………………  ***b. In pairs, interview each other and try to guess the film.***  Example:  A: What kind of film is it?  B: It’s an action film  A: Who does it satr?  B: It stars Daniel Craig.  A: What is it about?  B: It’s about a spy called 007.  A: Is it Skyfall?  B: Yes! |

Week: 23rd

Date of planning: 11/1/ 2019

Date of teaching: 24 /1/2019

**Period: 63**  **Unit 8: Films**

**Lesson 2: A closer look 1**

**I. Objectives.**

By the end of the lesson, Ss will use the lexical items related to the topic “Films”. Know the meaning and how to use –ed and –ing adjectives. Pronounce correctly the –ed ending in verbs.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  **Chatting:** Do you know the adjectives which are often used to describe films?  **2. Activities**  VOCABULARY  1. First, hace Ss work independently. Then, ask them to share their answers with one or more partners. With weaker class, ask for translation of some adjectives in the box to check their understanding. Ask Ss to make some examples with the adjectives they have learnt.  Remember: -ed and – ing adjectives  Ask Ss to study the Remember Box.  2. Have Ss compare the table individually. Then have some Ss write their answers on the board before checking with the whole class.  3. Ask Ss to do the exercise individually and then check with the whole class. When checking, ask Ss to refer to the Remember Box to make the meanings of the adjectives clearer to them.   1. (a+b) First, model this activity with some more able Ss. Then, ask Ss to work in pairs. T may go around to help weaker Ss. Call some pairs to practise in front of the class.   PRONUNCIATION  5. T models the sounds /t/ /d/, and /id/ in different words with the ending –ed. Play the recording and ask Ss to listen and repeat the words, paying attention to the sounds /t/, /d/, and /id/ at the end of each word. T may play the recording as many times as necessary. Then, ask Ss to put the words in the correct columns while they listen. Ss compare their answers in pairs. T checks.  Remember: Ask Ss to look at the rules in the remember Box. Tell them the rules of pronunciation.  6. First, model this activity with a more able Ss. Then ask Ss to work in pairs. T may go around to help  - Call some pairs to practice in front of the class. T checks pronunciation.  **3. Homework**  - Do exercise A in workbook  - Prepare: Unit 8- A closer look 2 | **I- Vocabulary**  ***1. The following are adjectives which are often used to describe films. Can you add some more?***  1. hilarious 2. moving  3. boring 4. gripping  5. shocking 6. scary  7. violent 8. entertaining  \* Remember: -ed and –ing adjectives  ***2. Complete the table with the –ed and –ing forms of the adjectives.***  1. interested 2. embarrassing  3. exciting 4. disappointed  5. exhausted 6. surprising  7. confused 8. frightening  ***3. Choose the correct adjectives.***  1. moving 2. frightened  3. disappointed 4. amazed  5. terrified  ***4a. Work in pairs. Look at the questions below. Tell your partner how you felt, using –ed adjectives.***  Example: I felt terrified before my last Maths test.  ***4b. Now use –ing adjectives to describe these things and experiences in your life.***  Example: The last film I saw was called Norwegian Wood. It was really moving.  **II- Pronunciation**  ***5. Listen and repeat the verbs. Pay attention to the sounds /t/, /d/, and /id/ at the end of each verb.***   |  |  |  | | --- | --- | --- | | /t/ | /d/ | /id/ | | watched  danced  walked | waited  needed  hated | played  bored  closed |     \* Remember:  ***6. Work in pairs. Ask and answer questions about the pictures. Then listen to the recording.***  Example:cry a lot/ laugh a lot  A: He cried a lot, didn’t he?  B: No, he didn’t. He laughed a lot. |

Week: 24th

Date of planning: 4/2/ 2019

Date of teaching: 7 /2/2019

**Period: 64**  **Unit 8: Films**

**Lesson 3: A closer look 2**

**I. Objectives.**

By the end of the lesson, Ss will use although, despite, and in spite of to express contrast between two prices of information in the same sentence. Use however and nevertheless to express contrast between two sentences.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  **Chatting:** We are going to learn about although, despite/ in spite of; however/ nevertheless.  **2. Activities**  Grammar  **Although, despite/ and in spite of**  - Ask Ss to study the Grammar Box. Draw Ss’ attention to the meaning and use of although, despite, and in spite of by analysing the examples in the grammar Box. Then ask some more able Ss to give some more examples.  - For 1,2and 3, tell Ss what they should do. Ask Ss to do the grammar exercises individually. Remind them to look back to the Grammar Box and use a dictionary if necessary. Then have Ss compare answers in pairs before checking with the whole class.  **However and nevertheless**  Ask Ss to study the Grammar Box. Draw Ss’ attention to the meaning and use of however and nevertheless by analysing the instruction and examples in the Grammar Box. Then ask some more able Ss to give some more examples.  4. Tell Ss what they should do. Ask Ss to do the grammar exercise individually. Remind them to look back to the Grammar Box and use a dictionary if necessary. Then Ss compare answers in pairs before checking with the whole class.  5. Read the instructions.  Ask Ss to do the exercise individually, using their own ideas to write sentences. Then have them work in pairs, comparing their sentences.  **3. Homework**  - Do exercise B in workbook  - Prepare: Unit 8- Communication | **GRAMMAR**  **Although, despite/ and in spite of**  ***We use although, despite/ in spite of to express contrast between two pieces of information in the same sentence. We use although before a clause and despite/ in spite of before a noun or a phrase.***  **1. Complete the sentences. Use although**  **+ a clause from the box.**  1…..although few people came to see it  2. Although they spent a lot of money on the film  3. Although the acting is exellent.  4. ….although it was a comedy  5. …although it is set in modern times.  **2. Complete the sentences, using although, despite/ in spite of. Sometimes, two answers are possible.**  1. Although 2. despite/ in spite of  3. although 4. Despite/ In spite of  5. Although  **3. Rewrite these sentences using the words in the brackets. Change other words in the sentence if necessary.**  1. I don’t think…..although he is…  2. Although many…, …  3. Despite having to work…,…..  4. Although he has….,…..  5. In spite of (having) a happy ending,…  **However and nevertheless.**  ***We also use however and nevertheless to express contrast between two sentences. We usually use a comma after them.***  **4. Complete the sentences…**  1. However/ Nevertheless  2. Despite/ In spite of  3. However/ Nevertheless  4. Although  5. Although  **5. Use your own ideas…**  Ss’ ideas |

Week: 25th

Date of planning: 4/2/ 2019

Date of teaching: 10 /2/2019

**Period: 65**  **Unit 8: Films**

**Lesson 4: Communication**

**I. Objectives.**

By the end of the lesson, Ss will do a survey on favourite actors/ films…then report their results to those group members.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  - What kind of films you like to see? Who are your favourite actors/ actresses?  **-** Today, we are going to do an interview with your classmate about films. Please think of the questions you may ask your friends in your interview with them.  **2. Activities**  - Translate the meanings of the words in extra vocabulary.  1. Ask Ss to look at the picture and read the conversation and guess what the missing words from the blanks may be. T plays the recording and lets Ss check their guesses. Play the recording again for Ss to check the answers.  2. Ask Ss to work in group of six or eight, asking their group members one set of questions. Remind them to write the names of names of the people they interview and note the answers in the table.  3. T has Ss make notes of their survey result, using the suggestions in Student’s book. T may have them practice reporting the results of their surveys in pairs or in groups.  4. Ask Ss to join another group, reporting the results of their survey to the new members. Choose some Ss to report the results of their interviews before the whole class. After each S has finished his/her report, T invites some comment from other Ss. Then T makes comments and corrects Ss’ mistakes.  **3. Homework**  - Do exercise part C in workbook  - Prepare: Unit 8- Skill 1 | **I- Extra vocabulary**  survey: cuộc khảo sát  go ahead: cứ làm đi, cứ tự nhiên  violence: có nhiều cảnh bạo lực  **1. Listen to the conversation and fill in the blanks with the words you hear.**  1. survey 2. actor 3. Tom Cruise  4. actrwess 5. Angelina Jolie  **2. Work in groups of six or eight. Each of student chooses one of the following sets of survey questions.**  - Survey on favourite actors  - Survey on the best films.  - Survey on action films  - Survey on cartoons  **3. Make notes of your results.**  - Most people I have surveyed….  - About half of the people I have surveyed  - Almost no one I have surveyed….  **4. Join another group. Report your results to those group members.** |

Week: 25th

Date of planning: 4/2/ 2019

Date of teaching: 12 /2/2019

**Period: 66**  **Unit 8: Films**

**Lesson 5: Skills 1**

**I. Objectives.**

By the end of the lesson, Ss will read for specific information about someone’s review of his/her favourite film. Talk about film (its plot, main characters, cast, etc.)

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  Now, look at the picture of the film Titanic.   * Have you ever seen this film? * Do you know who actor and actress in the picture are? * Do you like him/her? Why/ Why not?   2. Activities.  READING  1- Ask Ss to scan the passage to find where the words sinking, must-see, special effects, and visuals are in the passage. T may help Ss work out the meanings of these words out of the context.  2- T may set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.  SPEAKING  3- First, ask Ss to read every film poster. T may help them with the new vocabulary. Then ask Ss to work in pairs, talking about the films they would/ wouldn’t like to see. - T may go round to help.  - Calls some pairs to practise in front of the class.  4- First, ask Ss to work in pairs, asking and answering about the films from the posters.  - T may go round to help.  - Calls some pairs to practise in front of the class.  5- First, remind Ss of the words phrases about films. Ss may refer to the words and phrases they can use to talk about films.  - Ss work in groups; T goes around to provide support if necessary.  **3. Homework**  - Do exercise part D in workbook  - Prepare: Unit 8- Skill 2 | **I- Reading**  ***1. Read Nick’s review of the film Titanic on his blog. Then find and underline the words from the box below. What do they mean?***  sinking: (sự) chìm, sự đánh chìm  must-see: bộ phim hấp dẫn cần xem  special effects: kỹ xảo đặc biệt, hiệu ứng  đặc biệt  visuals: thị giác, nhìn  ***2. Read Nick’s blog again and answer the questions.***  1. It is a romantic film.  2. It stars Leonardo DiCaprio and Kate Winslet.  3. It is about the sinking of the ship Titanic on its first voyage.  4. The main characters are Jack Dawson and Rose Dewitt Buckater. Jack saves Rose from killing herself by jumping from the ship. Although they are from different social class and Rose is already engaged, the two fall in love.  5. The ending of Titanic is very sad.  6. They say it is a must-see in the 20th century.  **II- Speaking**  ***3- Look at the film posters below. Work in pairs. Talk about the films you would/ wouldn’t like to see.***  ***4- Now, ask and answer questions about the films.***  Example: A: I want to see War of the Worlds.  B: What kind of film is it?  A: It’s a science fiction  B: What is it about?  A: It’s about….  ***5- Hotseating: In groups, choose a student to play the role od a character in any of the films above. Brainstorm questions you’d like to ask. Then interview the student.***  Example questions:   * Can you describe your new film in three words? * Did you enjoy making the film? * Why should we watch this film? |

Week: 25th

Date of planning: 4/2/ 2019

Date of teaching: 14 /2/2019

**Period: 67**  **Unit 8: Films**

**Lesson 6: Skills 2**

**I. Objectives.**

By the end of the lesson, Ss will listen for special information about someone’s favourite film star; Write a review of a film.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  - Ask Ss to tell about their favourite actors/ actresses. Ask them: Who is your favourite actor/actress? What does he/she look like? What are his/her sucessful films? What awards/ prises has he/she won?What do critics say about him/her?  **2. Activities**  LISTENING  1. Ask Ss to read the instruction carefully and remind them to remember key words in the statements. Play the recording and ask Ss to correct the statements. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.  2. Ask Ss to read the rubric and study the questions carefully. Ss may work in pairs to discuss the answers from the information they have heard in 1.  Play the recording again and have Ss answer the questions as they listen. Ss can share their answers with their partners. Call some Ss to write their answers on the board.  WRITING  3. Ask Ss to make notes about one of their favourite films. Remind them that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T asks some Ss to read aloud.  4. Set up the writing activity. T reminds Ss that the first and important thing is always to think about what they are going to write. In this case, Ss do not have to find out so many ideas of what they have to write because they may have made in 3. So T only has to brainstorm Ss for the language necessary for writing.  - Ask Ss to write the draft first. Then have them write their final version in class or at home.  **3. Homework**  - Write the final version  - Prepare: Unit 8- Looking back | **I- Listening**  ***1. Nick and his father are talking about Tom Hanks, a Hollywood film star. Listen to their conversation and correct the following statements.***  1. Tom Hanks is Nick’s father’s favourite film star.  2. Tom Hanks isn’t a handsome actor.  3. Tom Hanks has won two Oscars.  2. Listen again. Answer the questions below.  1. He has won the Oscar for Best Actor twice.  2. They say he is one of the best actors in Hollywood.  3. He plays the role of a soldier in Saving Private Ryan.  4. Because it is one of the best comedies in the 1990s.  **II- Writing**  ***3, Make notes about one of your favourite films.***  - Name of the film, type of film, and actors or director.  - The plot: What happens in the film? How is the film? ( gripping/ moving/ hilarious) What about the ending?  - Other aspects of the film, the acting, the music, the special effects, the visuals, etc…  - Critics’ reviews, your onerall opinion.  ***4, Write a review of your ffavourite film…***  **Introduction** ( paragraph 1)  **Body**  Paragraph 2  The plot: What happens in the film? How is the film?( gripping/ moving/ hilarious) what about the ending?  Paragraph 3:  Other aspects of the film: the acting, the music, the special effects, the visuals, etc..  **Conclusion** ( Paragraph 4)  Critics’ reviews, your overall opinion ( Why you recommend the film to everyone) |

Week: 26th

Date of planning: 4/2/ 2019

Date of teaching: 17 /2/2019

**Period: 68**  **Unit 8: Films**

**Lesson 7: Looking back + Project**

**I. Objectives.**

By the end of the lesson, Ss will revise the knowledge they have learnt about the topic “films”.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  - Chatting: What topic have you learnt in Unit 8?  - How to write a film review?  **2. Activities**  VOCABULARY  1. Ask Ss to think of as many examples of different types of films as possible. Then ask some Ss to say out their examples in front of the class.  2. Ask Ss to read the sentences carefully and decide which types of films the people are talking about. Remind that the adjectives in the sentences will provide the context for them to choose the correct types of films.  3, 4: Ask Ss to do individually. Check the results with a partner. T gives feed back.  GRAMMAR  5, First, ask Ss to do individually. Then ask them to check their answers with a partner before discussing the answers as a class. Remind Ss to keep a record of their original answers so that they can use that information in their Now I can…statement.  COMMUNICATION  6, First, ask Ss to do the task individually to number the lines of the dialogue. Then ask them to check their answers with the whole class. After finishing, ask Ss to practise saying the dialogue with their partners.  **Finished!**  Finally, ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.  PROJECT  1. Ask Ss to read the film posters and point out what information should be included in a film poster. Then ask Ss to work in pairs/ groups to discuss the question in 1. Each Ss may make notes about the ideas from his/her partner or other group member.  2. Ask each s to choose one of their favourite films, and design a poster for it. They may use the ideas from the notes for their task.  3. Display Ss’ leaflets on the wall. T choose some of the posters of the film posters and ask Ss to give comments.  **3. Homework**  - Do exercise in work book ( The rest ones)  - Prepare: Unit 9- Festival around the World. | **I- Vocabulary**  ***1. Think of an example of every type of films in the box.***  Example: Mr. Bean is a comedy.  **“**Big Ben Down” is an action film  ***2. Read the sentences. What types of films are people talking about?***  Key:  1. It’s a comedy.  2. It’s a horror film   1. It’s a documentary. 2. It’s a romantic comedy. 3. It’s a Sci-fi film.   ***3. Fill in the blanks with -ed or –ing adjectives that are formed from the verbs in brackets.***  1. terrified 2. disappointing  3. annoying 4. satisfied 5. shocking  ***4. Complete the second sentences…***  1. They were excited about the film.  2. The film was boring so they left halfway through it.  3. We were moved at the ending of the film.  4. You’ll be surprised at his new film.  5. Lots of people find the way he behaves/ his behaviour confusing.  **II- Grammar**  ***5. Match the first half in A with the suitable half in B.***  1. d 2. e 3. a 4. b 5. c  **III- Communication**  ***6. Number the lines of the dialogue in the correct order.***  1. E 2. I 3. A 4. D 5. F 6. B 7. G 8. C 9. H  **IV- Finished!**   |  |  |  |  | | --- | --- | --- | --- | | Finished! Now I can… | 🗸 | 🗸🗸 | 🗸🗸🗸 | | \* Use words and phrases for different types of films.  \* distinguish the uses of –ed adjectives and –ing adjectives.  \* use connectors: althpugh, despite, in spite of, however, and nevertheless  \* talk about your favourite films  \* write a film review |  |  |  |   PROJECT  1. Look at the film below. Think about the following questions.  - What is the purpose of a film poster?  E.g: To give information of a film.  2. Choose one of your favourite films and design a poster for it.  3. Then organise an exhibition of film posters in your class. |

Week : 27th

Date of planning: 16/2/2019

Date of teaching: 19/2/2019

**Period: 69**  **Unit 9: FESTIVALS AROUND THE WORLD**

**Lesson 1: Getting started – The Festival Project**

**I. Objectives.**

By the end of the lesson, Ss can use the lexical items related to the topic “ Festivals around the world” and read for specific information about an unusual festival.

**II. Teaching aids:**

- Projector, cassette players, disc…

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  - Play games: Solve the crossword below.  - Review the previous unit before Ss open their books by asking them to solve a crossword puzzle.  **2. Activities.**  T uses some techniques to present some new words.  Checking the understanding by making sentences with the new words.  1-a: Ss work independently. Allow them to share answers before discussing as a class. T then checks their answers, and gives explanation if necessary.  b- Ss read the conversation again to do this exercise. Ask for Ss’ answers as well as the explanation for their choices.  2. Tell Ss that in the box are some festivals. Ss do this activity in pairs.  T plays the recording for Ss to listen, check and repeat their answers. Make sure that Ss pronounce correctly the name of the festivals.  3. Explain to Ss that festivals are held for different reasons.  Ask Ss if they know the meaning of these words.  Seasonal (aj) relate to or happening a during a period in the year.  Religious (aj) connected with religion or with a particular religion.  Superstitious (aj) based on the belief that particular events happen in a way that cannot be explained by reason or science.  4. Ss work with classmate and compare their answers. T reminds them to follow the model conversation in the box.  5. Organize a competition game for this activity.  **3. Homework**  -Learn new words and phrases  Prepare A closer look 1. | T shows keys on the projector.  **New words**  **fas**cinating (aj) hấp dẫn  a**ma**zing (aj) đáng ngạc nhiên  re**li**gious (aj) thuộc tôn giáo  **fire**work (n) pháo hoa  make a camp (v) cắm trại  **1. Getting started**  ***a. Answer the following questions.***  1. No, she didn’t because she said “ Oh really?” to show her surprise.  2. People light candles and display/ let off fireworks.  3. It’s La Tomatina  4. Because to celebrate the festival people go to the desert, make a camp, and have a party.  5. They should write up reports and hand them in to the teacher.  ***b. Tick (v) T (true) or F (false).***  1. T 2. T 3. F 4. T  ***2. Write the festivals in the box under the pictures. Then listen and repeat.***  1. Water festival 2. Cannes Film Festival  3. Ghost Day 4. Tet  5. Rock in Rio 6. Christmas  7. Halloween 8. Easter  ***3. Match the festivals below with the reasons they are held.***  ***Key:***  Religious: Halloween, Ghost Day  Music /Arts Rock in Rio, Cannes Film Festival  Seasonal: Tet, Water Festival  Religious: Christmas, Easter    **4. Compare your answers with a partner.**  Example:  A: I think Rock in Rio and the Cannes Film Festival are music or arts festivals.  B: I agree.  A: Which do you think are seasonal festival?  B: I think Christmas and Easter. How about you?  A: I think Halloween and Ghost day.  **5. Can you add more festivals to the groups in 3?** |

Week: 27th

Date of planning: 16/2/2019

Date of teaching: 21/2/2019

**Period: 70**  **Unit 9: FESTIVALS AROUND THE WORLD**

**Lesson 2: A closer look 1**

**I. Objectives.**

By the end of the lesson, Ss can use adverbial phrases correctly and appropriately. The lexical items related to the topic “Festivals around the world”. Pronounce two-syllable words with correct stress in isolation and in context..

**II. Teaching aids:**

- Projector, cassette player, disc…

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  - T asks Ss some questions about festivals in their home village.  **2. Activities.**  VOCABULARY  T uses some techniques to present some new words.  Checking the understanding by making sentences with the new words.  1. a. Ss work individually to complete the table and compare their answers with a partner.  T plays the recording for Ss to check their answers.  b. Have them read all the sentences and guess the part of speech of the word to be filled in each blank.  T comments on and confirms the correct answers.  2. Ss work in groups, Ss do the activity. They choose one activity and take turn to lengthen their sentences by adding the activities.  PRONUNCIATION  3. T explains the rules:  T can give some examples to illustrate.  Ss listen and repeat the words.  Have Ss read out the words first. Then play the recording.  5. Ss do this exercise individually first then compare their answers with a partner.  **3. Homework**  -Learn new words and phrases  Prepare A closer look 2. | Ss answer:  **I- Vocabulary**  cele**bra**tory (aj) mang tính kỷ niệm  pa**rade** (n) cuộc diễu hành  **car**nival (n) ngày hội  **joy**ful (aj) vui mừng  a**dopt** (v) kế tục  **pum**pkin (n) quả bí ngô  ***1.***  ***a. Can you complete the table below with appropriate verbs, nouns and adjectives?***  ***Listen and check your answers.***  ***Key:***  1. celebration  2. festive  3. parade  4. culture  5. performance  **b. Now complete the following sentences with the words from the table.**  **Key:**  1. festival 2. celebrate  3. celebrations4. culture  5. parade 6. performers  ***2. In groups, choose a festival. Take turns to say the festival.***  Example:  A; I am going to Rio Carnival to watch performers dance.  B: I am going to Rio Carnival to watch performers dance, and musicians play samba music.  …  **Look out!**  ***In two-syllable words the mark’ represents the stress syllable.***  **- Most nouns and adjs have two syllables: Stress falls on the first syllable.**  **- Most verbs have two syllables: Stress falls on the second syllable.**  **Exceptions: the sound / ə /, / i /,…. hardly falling on.**  Key:  **Stress on 1st syllable:** gather, picture, artist,  lovely, famous  **Stress on 2nd syllable:** relax, enjoy, hotel, describe, rename.  ***4. Circle the word with a different stress pattern from the others. Then listen and check.***  ***Key:***  1. balloon 2. complete 3. prepare  4. alone 5. tidy  ***5. Read the following sentences and mark***  ***“ ’ ” the stressed syllable in the underlined words.***  1. ‘project  2. ‘dancers  3. a‘ttend  4. ‘answer  5. ‘music |

Week: 27th

Date of planning: 22/2/2019

Date of teaching: 24/2/2019

**Period: 71**  **Unit 9: FESTIVALS AROUND THE WORLD**

**Lesson 3: A closer look 2**

**I. Objectives.**

By the end of the lesson, Ss can review H/ Wh questions and use adverbial phrases.

Do exercises.

**II. Teaching aids:**

- Projector, cassette player, disc….

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  Chatting: T chats with Ss about festivals in the pictures.  Ask Ss to look at the pictures and think of the information they want to get about the festival.  **2. Activities**  **GRAMMAR**  1. Adverbial phrases:  - T explains and gives examples:  +Adverbial phrases made with nouns:  Eg: every year, every day, last year….  + +Adverbial phrases made with prepositions:  Eg: in 2018, in a small town, with beautiful plants.  +Adverbial phrases made with to- infinitive:  Eg: to enjoy the party, to have more friends.  2. Tell Ss that they are going to read information about the Cannes Film Festival and complete the table.  3. Think about a festival you know in VietNam.  4. Ss do exercise individually, and then compare their answers with a classmate.  Check Ss’ answers and confirm the correct ones.  5. Ss do this activity in pairs. Check Ss’ answers and have them role play the conversation.  6. Ss work independently, writing down the questions.  T can call on some Ss to write their answers on the boards.  Other Ss give comments and T give corrections.  7. Ss work in groups. One student thinks of any festival he/she likes. Other Ss ask questions about the festival to find out what festival it is. Remember to use H/Wh-questions and adverbial phrases.  **3. Homework**  - Do exercise part A, B workbook  Prepare: Communication | **Grammar:**  **Look out! An adverbial phrase gives extra information about the time, place, manner, etc. of an action. Adverbial phrases are made with nouns, prepositions or infinitives. They can be used to answer different questions.**  **Type/ question:**  **When ⭢ time**  **Where ⭢ place**  **How often ⭢ frequency**  **Why ⭢ reason**  **How ⭢ manner**  **What ⭢ thing**  **2. Now look at the webpage. Complete the table about the festival.**  Key:   |  |  | | --- | --- | | What? | A film festival | | Who? | By film star, | | Where? | In a city in France | | When? | May | | How often? | Every year | | How? | In a very serious way | | Why? | To win the Palme Do’r |   **4. Join the questions to the types of answers**.  Key: who **⭢** person  Why **⭢** reason  Which **⭢** whole sentence  ……  **5. Phuong is doing an interview for VTV**.  **6. Now make questions for the underlined parts.**  **Key:**  1.Where did you buy this T- shirt?  2. How often do you go to the music festival?  3. Why did your friends save money?  4. When did you go to the Flower Festival in Da Lat?  **7. Games.**  Example:  A: Where is the festival held?  B: In the USA and some other countries in the world.  C: When do people celebrate it? ………… |

**Week: 27th**

Date of planning: 22/2/2019

Date of teaching: 26/2/2019

**Period: 72**  **Unit 9: FESTIVALS AROUND THE WORLD**

**Lesson 4: Communication**

**I. Objectives.**

By the end of the lesson, Ss will be able to ask and answer questions about festivals.

**II. Teaching aids:**

- Projector, cassette player, disc…

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  - T asks Ss to tell some festivals in their home village.  - Make some questions about festivals.  **2. Activities**  - Pre- teach vocabulary.  - First, teacher uses some techniques to present new words. Then have Ss read the new vocabulary after the teacher.  Check the understanding: Make sentences with the new words.  1. Ss look at the picture and discuss the questions in pairs.  2. Play the recording. Ss listen carefully and check their answer to 1. Then T gives the correct answers  3. Ss work in pairs to decide if the statements are true or false.  4. Ss work in pairs. Imagine that one of them is a student from the US and the other is from Phu Yen, Viet Nam. Explain that the only the Ss from Viet Nam read the information on page 35.  T calls some pairs to act out the conversations in class.  **3. Homework**  - Do exercise part C workbook  Prepare: Skills 1 | **I- Extra vocabulary.**  thanksgiving: (n) lễ tạ ơn chúa  **stu**ffing: (n) lông vũ, gối ôm  feast: (n) bữa tiệc  **gra**vy: (n) nước sốt thịt  **cran**berry: (n) quả man việt quất  **II- Practice**  **1: Look at the animal below. Discuss the following questions with a partner.**  Key:  a. A turkey  b. It’s one of the traditional foods of important festival.  c. Thanksgiving  **2. Now listen and check your answers.**  **3. In pairs, write true (T) or false (F) for the following sentence.**  **Key:**  1. F ( It’s also held in Canada)  2. F ( It’s celebrated on the fourth Thursday of November and in Canada it’s celebrated on the second Monday of October.  3. T  4. F ( Children also take part in food preparation.)  5. T  6. F ( Some people like to go for a walk or takes naps)  7. F  **4. Work in pairs. Imagine that one of them is a student from the US and the other is from Phu Yen, Viet Nam.**  **Ask and answer about Thanksgiving and Hoi Mua, a harvest festival in Phu Yen.** |

Week 28th

Date of planning: 22/2/2019

Date of teaching: 26/2/2019

**Period: 73**  **Unit 9: FESTIVALS AROUND THE WORLD**

**Lesson 5: Skills 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to read for specific information about an unusual festival. Help Ss to read quickly ( scanning).

**II. Teaching aids:**

- Projector, cassette player, disc…

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up**  - In pairs, look at the picture below. They are all from the La Tomatina festival in Spain. Put them in the order you think they happen at the festival.  - Present some new words.  **2. Activities.**  **READING**  2. Ss read the text quickly and check the answers.  3. Ss read the text again and answer the questions:  Ss can underline parts of the text that help them with the answers.  4. Ss work in groups and read the newspaper headlines.  They discuss what is unusual about the festivals.  Have some Ss present their group’s ideas.  5-6. Tell Ss that the table includes information about the two festivals in 4. Ss work in groups and prepare a short presentation about the festival they like.  **3. Homework**  - Do exercise part D workbook  - Prepare: Skills 2 | **I. New words.**  **grea**sy (aj) vấy mỡ, dính mỡ  pole (n) cái cột  **can**non (n) súng  jet (n) vòi phun nước  **cha**os (n) sự lôn xộn  **go**ggle (v) gương mắt, trợn tròn mắt  **2. Now quickly read the texts below and check your answers.**  **Key:** C – D – A - B  **3. Answer the following questions.**  1. It is celebrated on the last Wednesday every August.  2. He stayed up late  3. They placed a ham on top of greasy pole.  4. They had to wear goggles to protect their eyes.  5. It was a jet from water cannon.  6. It was red with rivers of tomato juice.  **Speaking**  **4. Work in groups and read the newspaper headlines.**  **5. Choose one festival to teach your group about. .**  Suggestion questions:  1. What do they often do at Season festival?  2. Where do they organize activities?  3. When does the festival take place?  …… |

Week 29th

Date of planning: 28/2/2019

Date of teaching: 3/3/2019

**Period: 74**  **Unit 9: FESTIVALS AROUND THE WORLD**

**Lesson 6: Skills 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to listen to get specific information about a music festival.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

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| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  - Look at the pictures below.  What kind of festival do you think it is?  Share your ideas with a partner.  **2. Activities.**  LISTENING  2. Ss read the statements in exercise 2 and guess if they are true or false. Write the guesses on the board.  - Play the recording one or two times. Ask Ss to listen carefully and check their guesses.  3. T plays the recording again.  Ss answer the questions.  Have Ss compare their answers in pairs before giving T the answers.  WRITING  4. Think of a festival they attended and make notes about it.  - What was the festival?  - Who celebrated it?  - Where was it held?  - When was it held?  - How was it held?  - Why was it held?    5. Ss write a paragraph individually based on the notes they have made.  T can ask one or two Ss to write the paragraph on the board. Other Ss and teacher comment on the paragraphs.    **3. Homework**  - Do exercise workbook  - Prepare: Looking back | Suggestions:  It is a music festival.  **I- Listening.**  ***2. Listen to Nick talk about a music festival he attended. Tick (V) T (true) or F (false). Correct the false sentences.***  1. F ( one of the most famous festivals)  2. T  3. F ( They stayed in a tent)  4. F ( He’s Nick’s father’s favorite singer)  ***3. Now listen and answer the questions.***  1. It takes place every June.  2. They are music bands.  3. He interested the audience with the hit song.  4. They also went to the Bohemian Woods.  5. They enjoyed a mixed of good music from around the world.  **II- Writing**  ***4. Think about a festival you attended. Make notes about it below.***  Writing:  - answer Suggestions.  It was a cock fighting festival.  It was held in the common house’s yard in my village.  It was held on January 15th ( Lunar New Year)  ……..  ***5. Write a paragraph about the festival you attended use the notes above.***  Ss can start like this.  Last week I attended a festival. It was called “ Harvest festival” It was held by farmers in my village.  …. |

Week 29th

Planning date: 28/2/2019

Teaching date: 5/3/2019

**Period 75**

**Unit 9: FESTIVALS AROUND THE WORLD**

**Lesson 7: looking back + Project**

**I. Objectives.**

By the end of the lesson, Ss can cover the whole unit: Grammar, vocabularies and structures. Ss apply them to do exercises.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**  - Cain game:  T divides the class into two teams and calls on some representatives to go to the board.  **2. Activities**  **VOCABULARY**  1. Ss do this activity individually then compare their answer with a partner. T asks Ss to go to the black board to write the answers.  2. Ss do this activity individually then compare their answer with a partner.  GRAMMAR  3. Ss do this exercise individually. Check their answers. Accept all the answers if they make sense.  4. Ss make up their own sentences with the adverbial phrases in the box.  Have two Ss write their sentences on the board. T goes around and observes and take notes of Ss’ mistakes.  Other Ss comment on the sentences on the board.  5. Ss work in pairs to role-play. They ask and answer about their favorite festival. Ask some pairs to act out the role-play.  Other Ss comment and vote for the best conversation.  PROJECT  1- Ss work in groups.  **3. Homework**  Get to know about some festivals  - Prepare for: Unit 10. | **Start like this:**  Festivalikegg……..  **I/ VOCABULARY**  ***1. Rearrange the letters to make reasons for holding festival. Then match them to the pictures of the festivals.***  1. religious ( Christmas)  2. music ( Glastonbury)  3. superstitious ( Day of the Dead)  4. seasonal ( Thanksgiving)  ***2. Complete the sentences with the correct form of the words in brackets.***  **Key:**  1. cultural  2. parade  3. celebratory  4. festive  5. performance  6. celebration  **II- Grammar**  ***3. Complete each question with a suitable H/Wh- question word. More than one question word may be accepted.***  **Key:**  1. What  2. Where  3. How  4. Which  5. Where/ When / How / Why  6. When  ***4. Make your own sentences with the adverbial phrases from the box.***  1. My father went to Ho Chi Minh city last week.  2.  3.  4.  5.  **III- Communication**  ***5. Role-play in pairs. Student A is a reporter. Student B is a secondary school student. Continue the conversation below.***  *Reporter:* I’m a reporter from Culture Magazine. Can I ask you some questions about your *favorite festivals?*  *Student:* Yes, of course. I like……….best.  Reporter: Where’s the festival held?  **Finish! Now I can…**  Talk about the festival…. |

Week 29th

Date of planning: 4/3/2019

Date of teaching: 7/3/2019

**Period 76**

**REVIEW 3**

**Lesson 1**

**I. Objectives.**

By the end of the lesson, Ss will be able to review the pronunciation, vocabulary, and grammar that they have learnt from unit 7 to unit 9.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1: ……….... 7A2: ……….

**II. New lesson.**

|  |  |
| --- | --- |
| **Sts’ and T’s activities** | **Contents** |
| **1. Warm up:**  **Brainstorming**  ? What have you learnt in unit 7, 8, 9 in terms of language?  **2. Activities**  1. Ss do this exercise individually then share their answers with a partner before giving T the answers. Write the correct answers on the board. Have some Ss read out the words.  2. Organise this as a game. Ss do this in pairs. Which pair adds the most words will go to the board and write their answers. Other pairs may want to add more words. Write other words on the board.  3. Ss do this individually and then share their answers with a partner. Check Ss’ answers.  4. Ask Ss what kind of word can be filled in each blank (i.e. noun, verb, etc). Elicite answers. Ss do this exercise individually. Two Ss write their anwers on the board. Confirm the correct answers.  5. This can be done as a small competion game. The student who solves the crossword the fastest is the winner  6. Elicit the kinds of H/Wh question. Ss do this exercise individually. Chech Ss answers and write the correct answers on the board.  7. 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.  8. Ss do this in pairs. Afer checking their answers, ask one or two pairs to act out the conversation.  **3. Homework**  - Review the target knowledge  - Prepare for Review- Skills | Unit 7  Pronunciation  Vocab  Grammar      Unit 8  Pronunciation  Vocab  Grammar  …..  **I. Pronunciation**  **Activity 1**  1. B 2. C 3. C 4. A 5. B  **Activity 2**  **Suggested answers:**  - O’bey: receive, polite, perform - ‘Dancer: beauty, copy, teacher  **II. Vocabulary**  **Activity 3**  1. Ahead only 2. No crossing  3. No U-turn 4. Right turn only  5. Railway crossing  **Activity 4**  1. celebrations 2. cultural  3. performances 4. parades 5. festive  **Activity 5**  1. documentary 2. hilarious  3. boring 4. thriller  5. moved 6. animation  **III. Grammar**  **Activity 6**  1. c 2. f 3. a 4. b  5. d 6. e  **Activity 7**  1. It’s about 1,877 kilometres from Ha Noi to Can Tho.   1. How far is it from Hue to Da Nang? 2. There didn’t use to be many traffic jams when I was young. 3. In spite of being tired/their tiredness, they wanted to watch the film./ They wanted to watch the film in spite of being tired/their tiredness.   5. Although the festival took place in a remote area, a lot of people attended it./ A lot of peole attended the festival although it took place in a remote area.  **IV. Everyday English**  **Activity 8**  \_\_\_\_6\_\_\_ Yeah. Things have changed. Oh, the most important thing before we forget… What will we see?  \_\_\_7\_\_\_ Haha. Look at this. I think this new animation is interesting. Read these comments: ‘hilarious’, ‘exciting’ and ‘worth seeing’…  \_\_\_1\_\_\_ Mai, let’s go to the cinema this Saturday.  \_\_\_4\_\_\_ That’s fine. How far is it from your house to the Cinemax?  \_\_\_5\_\_\_ It’s only two kilometres. You can cycle to my house, and then we can walk there. Remember? Two years ago there didn’t use to be any cinemas near our house.  \_\_\_2\_\_\_ Great idea, Mi. Which cinema sahll we go to?  \_\_\_8\_\_\_ OK. That’s a good idea. I’ll be at your house at and we’ll walk there. Remember to buy the tickets beforehand.  \_\_\_3\_\_\_ How about the Cinemax? It’s the newest one in Ha Noi. |

Week: 30th

Date of planning: 7/3/2019

Date of teaching: 10/3/2019

Period 77:

**REVIEW 3**

**Lesson 2**

**I. Objectives.**

By the end of the lesson, Ss will be able to review the 4 skills related to the topics that they have learnt among unit 7, 8, 9.

**II. Teaching aids:**

- Sub-board, a tape and a cassette player, worksheets (survey).

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Sts and T’s activities** | **Contents** |
| **1. Warm up**  ? Let ss look at the picture and ask:  What is this? (It’s a cup.)  Who can receive this cup? (People who win the Oscars.)  **2. Activities**  - Give ss some tip to do this kind of reading text: Read the headings first. Then read the paragraph quickly. Find the main point of each paragraph by finding topic sentence.  1. Ss read the text quickly and match the headings with the paragraphs. Ss compare their answers with a partner before giving the teacher the answers. Confirm the correct answers.  2. Ss do these exercises individually, check their answers with a partner before giving the answers to T. Two Ss go to the board and write their answers if time allows.  3. Ss work in groups and discussed the questions. Ss report their group’s answers to the class. Summarise Ss’ideas.  4. Play the recording for the first time. Ss listen and decide if the statemennts are true or false. Elicit the answers from Ss and write them on the board. Don’t confirm the correct answers at this stage.  5. Ss listen to the recording again and answer the questions. Ss compare their answers before giving T their answers. Write their answers on the board.  Now play the recording again to check the answers to exercise 4 and 5.  6. Ss read Mai’s email to understand the context. Ss write their email individually. Ask one S to write the email on the board. Other Ss and T comment on the email on board. Collect some emails to correct at home.  **3. Homework**  - Review unit 7, 8, 9  - Prepare for the 45 test | **I. Reading**  **Activity 1**  A. 2 B. 3 C.1  **Activity 2**  1. They were first organised in 1929.  2. They are named after the Oscar statuette.  3. He is the preson who designed/ He designed the Oscar statuette  4. Emil Jannings received the first Oscar statuette  5. It is the prize for/ given to the best film.  **II. Speaking**  **II. Listening**  **Activity 4**  1. F (Because Mrs Hoa said: It’s the first time you’ve come to my house, isn’t it?)  2. F (Because the photos are on the wall)  3. T 4. T 5. T  **Activity 5**   |  |  |  | | --- | --- | --- | |  | **Ms Hoa** | **Nick** | | 1.tried Dutch foods and drinks | ٧ |  | | 2. watched traditional Dutch dancing | ٧ | ٧ | | 3. watched parades |  | ٧ | | 4. listened to folk music | ٧ |  | | 5. was interested in the festival | ٧ | ٧ |   **III. Writing** |

Week: 30th

Date of planning: 8 / 3/2019

Date of teaching: 12/3/ 2019

**Period: 78 BÀI KIỂM TRA SỐ 3**

**Môn: TIẾNG ANH LỚP 7- Năm học: 2018- 2019**

**Time: 45 minutes**

**(Dành cho học sinh tham gia học thí điểm theo Đề án ngoại ngữ Quốc gia 2020)**

**------------------------------------------**

**I. Objectives.**

- T checks Ss’ understanding from Unit 1 to Unit 3 about three topics ( My hobbies/ Health/ Community service.

**II. Teaching aids:**

* A CD and a CD player,
* Paper test

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Chủ đề** | ***Nhận biết*** | | ***Thông hiểu*** | | ***Vận dụng*** | | ***Tổng*** |
| ***KQ*** | ***TL*** | ***KQ*** | ***TL*** | ***KQ*** | ***TL*** |  |
| ***Listening*** | ***5*** |  |  | ***5*** |  |  | ***10*** |
|  |  |  |  |  |  |  |
| ***Reading*** | ***5*** |  |  |  | ***2*** |  | ***7*** |
|  |  |  |  |  |  |  |
| ***Writing*** |  |  |  |  |  | ***5*** | ***5*** |
|  |  |  |  |  |  |  |
| ***Language focus*** | ***5*** |  | ***5*** |  |  |  | ***10*** |
| ***10*** |  |  |  | ***8*** |  | ***18*** |
| ***VI. Total*** |  |  |  |  |  |  |  |
| ***15*** | ***5*** | ***5*** | ***5*** | ***5*** | ***5*** | ***10marks*** |

Paper test

**Q1: Listening -*You will hear a tour guide talking to a group of tourists about a coach trip. Circle the correct option A, B or C.***

1. What is the change of plan?

A. They will visit two towns

B. They will look round a university.

C. They will visit a wildlife park.

2. Where will they stop for coffee?

A. near a waterfall B. by a lake C. on a mountain

3. The town of Brampton became well known because of its.

A. shops B. university C. museum

4. What animals will they see in the wildlife park?

A. lions B. monkeys C. tigers

5. What time will they arrive back at the hotel?

A. 5.30 B. 6.45 C. 7.15

**Q.2: Choose the word whose underlined part is pronounced differently from the others.**

6. A. play**ed** B. frighten**ed** C. excit**ed** D. bor**ed**

7. A. h**a**nd B. tr**a**nsport C. ch**a**racter D. celebr**a**tion

8. A. wash**ed** B. attend**ed** C. decid**ed** D. disappoint**ed**

**Q. 3: Choose the word that has a different stress pattern from the others.**

9. A. traffic B. agree C. noisy D. student

10. A. listen B. visit C. borrow D. obey

**Q.4: Choose the correct answer to complete each following sentence by circling A, B, C or D.**

11. Lan used to \_\_\_\_\_\_\_\_ morning exercise when she got up early.

A. did B. does C. doing D. do

12. My father \_\_\_\_\_\_\_\_\_\_the bus to work every day, but I cycle.

A. catches B. drives C. goes D. runs

13. You should look right and left when you go\_\_\_\_\_\_\_\_the road.

A. down B. across C. up D. along

14. Bus is the main public\_\_\_\_\_\_\_\_in Viet Nam.

A. travel B. tricycle C. transport D. vehicle

15. The play was so boring. \_\_\_\_\_\_\_\_, Hoa saw it from beginning to end.

A. Therefore B. Despite C. However D. Although

16. She’s sure that they will find the film\_\_\_\_\_\_\_\_\_.

A. entertaining B. entertain C. entertainment D. entertained

17. – “ Do you like seeing a film?” – “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

A. No, I don’t like it at all B. Sure. What film shall we see?

C. Who is in it? D. I’m sorry, I can’t.

18. \_\_\_\_\_\_\_\_\_\_\_\_ being frightened by the images, Lan still liked the film so much.

A. In spite B. Despite C. Although D. Nevertheless

19. \_\_\_\_\_\_\_\_\_\_\_\_ is La Tomatina celebrated? – Every August.

A. Where B. Why C. When D. Which

20. My father liked the \_\_\_\_\_\_\_\_\_\_\_\_ of that singer.

A. perform B. performer C. performance D. performing

**Q.5: Put the following in correct order to make a dialogue. Write your answer into the left column.**

|  |  |
| --- | --- |
| 21.\_\_\_\_\_\_\_\_\_\_\_\_\_  22.\_\_\_\_\_\_\_\_\_\_\_\_\_  23.\_\_\_\_\_\_\_\_\_\_\_\_\_  24.\_\_\_\_\_\_\_\_\_\_\_\_\_  25.\_\_\_\_\_\_\_\_\_\_\_\_\_  26.\_\_\_\_\_\_\_\_\_\_\_\_\_  27.\_\_\_\_\_\_\_\_\_\_\_\_\_  28.\_\_\_\_\_\_\_\_\_\_\_\_\_ | A. That would be perfect. Where shall we meet?  B. Great. I’ll meet you guys there.  C. Hey Kien! I’m going to join Thinh Temple Festival with some friends. Do you want to come?  D. Sunday morning.  E. Let’s meet at the school gate at nine o’clock.  F. Who else is going?  G. Just some of my close friends.  H. When are you guys going? |

**Q. 6: Read the following text carefully and choose the correct answer A, B, C or D for each of the gap.**

Ewan McGregor was (29)\_\_\_\_\_ in Scotland in 1971. He decided to be an (30)\_\_\_\_\_\_ when he was only nine and he (31)\_\_\_\_\_his first film in 1992. So far in his career he has appeared (32)\_\_\_\_\_ a lot of different types of films, including comedies, musical, dramas and the Star Wars movies. In his career Ewan has worked with (33)\_\_\_\_\_ like Cameron Diaz and Nicole Kidman, and his films have won (34)\_\_\_\_\_ of awards. He loves acting and when he finished (35)\_\_\_\_\_\_\_ the musical, Moulin Rouge, he said, “I have never been happier to do anything in my life”.

29. A. bear B. born C. bearing D. beared

30. A. acting B. actress C. actor D. action

31. A. made B. played C. worked D. starred

32. A. at B. on C. with D. in

33. A. directors B. actors C. actresses D. writers

34. A. a lots B. lots C. much D. some

35. A. to film B. filmed C. film D. filming

**Q.7: Writing**

**A. Rewrite these following sentences using given words.**

36. What is the distance between Vinh Phuc and Ha Noi city?

=> How…………………………………………………………….?

37. I often walked to school when I was a student.

=> I used……………………………………………………………

38. Although they are short, they still love playing sports.

=> In spite of……………………………………………………………

=>…………………………………………………………………………

**B. Make questions for the underlined parts in each following sentence:**

39. It’s about 8 km from Phuc Yen town to Ha Noi.

=>……………………………………………………………………….

40. Last year I went to Hai Luu Buffalo Fighting Festival with my parents.

=>…………………………………………………………………………

- T hands in the test.

- Gives comments.

Week: 30th

Date of planning: 8 / 3/2019

Date of teaching: 14/3/ 2019

**Period : 79**

**UNIT 10: SOURCES OF ENERGY**

***Lesson1 : Getting Started - A different type of Footprint.***

**I. Objectives:**

- By the end of the lesson, Ss will have some information about **energy SOURCES** and they are able to talk about the different types of energy sources

- Develop Ss’ listening, speaking ,reading and writing skills .

- Vocabulary: Types of energy sources

- Grammar: Future continuous tense and simple future passive form.

**II. Teaching Aids :**

- Projector.

**III. Procedures:**

**I. Organization.**

- Greetings.

- Checking attendance. 7A1……….. 7A2: …………..

**II. New lesson**

|  |  |
| --- | --- |
| **Sts’ and T’s activities** | **Content** |
| **\* Warm- up.**  - Have Ss play games related to the topic  - Have Ss read the words 3 times in chorus  - Ask Ss to describe the picture ( Who, where , what ….. ? )  - Asking some questions  - Set the sense  - Lead to the new lesson | **\* Networds**  **Oil**  Gas  Solar  **ENERGY**  A, What types of energy do you know ?  B, Where do they come from ?  ( renewable & non-renewable )  **I. Vocabulary.** |
| **2. Activities.**  **1. Pre-teach some new words.**  - Elicit some new words from the P and situations , realias    - Read many times in chorus  -Checking vocab: Slap the board  - Call some individuals | |  |  |  | | --- | --- | --- | | 1. energy 2. source => source of energy 3. resource 4. renewable 5. >< non-renewable 6. to last ( forever) 7. to use up 8. to run out 9. to produce 10. negative effect =   carbon footprint | (n)  (n)  ( Adj)  ( v)  ( Np) | Nang luong  ………….  …………….  …………..  …………  ………..  ……….  ………..  ………… | |
| 2.Have Ss do Ex1-a  - Guide Ss how to do Ex1  - Call some Ss to give the answer  - provide the answers  - Then, do Ex1-b  ( Group-work )  - Ask some groups to present their work before the class  3.Ask Ss to do Ex2 in chorus  - call some individuals  - cross – check    4. Ask Ss to do Ex3  (individually)  - cross – check  -T provide the keys | **II. Practice .**   1. ***Listen and read .*** 2. ***Read the conservation again and answer the questions .***   1, It’s about the negative effects we have on the environment .  2, “ Non-renewable energy” means that it will run out if we use it up .  3, Sunlight is a renewable energy because we can’t use it all up or it will last forever .  4, Mai thinks she has a small carbon footprint because she recycles the products she uses and she goes everywhere by bike.  5, The products that we use are bad for the environment or the energy that we use produces carbon dioxide might create a big carbon footprint .   1. ***Complete the network below using the information from the conservation .***  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | SOURCES OF ENERGY | | | | | | | Renewable sources | | | Non-renewable sources | | | | wind | Wave | solar | coal | Gas | oil |  1. ***Listen and repeat the words or phrases .***  |  |  |  |  | | --- | --- | --- | --- | | Wind | Coal | Natural gas | Nuclear | | Biogas | oil | Hydro | Solar |  1. ***Put the words into the correct groups below.***  |  |  | | --- | --- | | Renewable sources | Non-renewable sources | | Wind , coal , hydro , nuclear …… | Natural gas , biogas , oil, solar …… | |
| 5.Divide the class into 6 groups   * Have Ss make up the dialogues then role-play * the groups take turns to present their dialogue * T Listen and feedback | 1. ***Ask and answer the questions about renewable and non-renewable resources*** .   A: What type of energy source is wind ?  B: It’s a renewable source of energy .  A: What type of energy source is coal ?  B: It’s a non-renewable source of energy .  A: …………………………………….. |
| **3. Homework**  - Learn by heart all the new words.  - Prepare for next lesson ( find the meaning of the new words in the next lesson )  - Do B1, B2 ( workbook) | \* Do homework at home |

Week: 31st

Planning date: 15/3/2019

Teaching date: 17/3/2019

**Period 80**

**UNIT 10 : SOURCES OF ENERGY**

***Lesson2 : A Closer Look 1***

**I- Objectives:**

- By the end of the lesson, Ss will be able to talk about types of energy sources, and know how to stress in the three-syllable words .

- Develop Ss’ listening, speaking and writing skills

- Vocabulary: Advantages & Disadvantages of energy .

- Phonetics : How to tress in the three-syllable words .

**II. Teaching Aids :**

- Projector.

**D. Procedures:**

**I. Organization**

- Greetings.

-Checking attendance.

7A1: ……. 7A2:…………..

**II. New lesson**

|  |  |
| --- | --- |
| **Sts’ and T’s activities** | **Content** |
| **I. Warm- up**    - Have Ss play game “ spider-web of words ”  - Read 3 times in chorus  - Lead to the new lesson | **\* play games**   |  |  | | --- | --- | | Benefits of  Renewable energy source | Effects of  Non-renewable energy source | | safe , clean , cheap …………………………………. | Dangerous , harmful , expensive ….. |   **I. Vocabulary**  \* Advantages and Disadvantages of energy sources . |
| **2. Activities**  1- Elicit some new words ( pictures , realias , situations ….)    - Have Ss read many times in chorus  - call some individuals  - Checking vocab: Hang-man | |  |  |  | | --- | --- | --- | | \* Advantage = benefit   1. unlimited 2. available 3. abundant = plentiful 4. convenient   ( cheap , clean , safe …..) | (n)  (Ad) |  | | \* Disadvantage   1. limited 2. harmful 3. polluting 4. exhausted   ( expensive , dangerous) | (n)  (Adj) | …  …  …... | |
| 2, Have Ss do Ex1 on the text book   * Guide how to do * Ask Ss to do in 5 minutes   - Provide the keys  3, Have Ss work in pairs to do ex2   * Cross –check * T feedback   4, Have Ss do Ex3 on the text book.   * Guide how to do * Ask Ss to do   - Provide the keys  - Ask Ss to write down on the notebooks | ***\* Practice .***   1. ***Put the words below into the table to describe the types of energy .***  |  |  |  | | --- | --- | --- | | Sources of energy | Advantages | Disadvantages | | Wind | Abundant , unlimited | Not available | | Water / hydro | Clean , safe | Expensive ,  not available | | Solar | Renewable , plentiful, available , clean , safe | Expensive | | Biogas | Renewable , plentiful, clean , safe | Abundant , cheap | | Nuclear | Renewable , clean , safe | Expensive , dangerous | | Coal, oil , natural gas … | Abundant | Harmful, exhausted , polluting |  1. ***Compare your answers with your partner.***   ***For example :***  A: I think biogas is renewable .  B: Me, too. I also think it is abundant  and cheap.  ……………………………………..   1. ***look at the pictures and complete these sentences , using the words in1.*** 2. solar – clean / safe 3. non-renewable 4. wind – clean 5. expensive – dangerous |
| **Pronunciation.**  1- Guide Ss how to stress the nouns and the adjectives with three syllables  2- Give examples  - explain the rules  - Have Ss practice in chorus  3- Ask Ss to do Ex 4 & 5 to distinguish the two ways of stressing three-syllable words  4- Have Ss practice  - cross-check  - call some individuals | ***II. Pronunciation .***  ***\* How to stress in three-syllable Nouns and Adjectives***  .  ***Rule1 : Ooo*** *When Sylablel2 &3 are short vowels.* ( very popular)  Eg : **e**xcellent , d**i**fficult , pr**e**sident , pl**e**ntiful , **e**nergy **a**ccident , d**a**ngerous  ***Rule2 : oOo*** *When Syllable 2 is a long vowel or a dipthong and Syllable3 is a short vowel or dipthong*  ***/ou/*** . ( popular)  Eg : dis**a**ster , pot**a**to , en**o**rmous , exp**e**nsive , conv**e**nient , adv**a**ntage ..  ***\* Practice*** .  ***4. Listen and repeat . Which words are stressed on the first syllable and which ones are stressed on the second syllable ? Put them in the correct columns .***   |  |  | | --- | --- | | **Ooo** | **oOo** | | * dangerous * plentiful * limited * easily * energy | * expensive * abundant * convenient * enormous * advantage |   ***5. Read the following sentences and mark the stressed syllable in the underlined words . Then listen , check and repeat* .**   * 1. Coal will be replaced by an**o**ther re**new**able resource.   2. Wind power is con**ve**nient and ab**u**ndant .   3. Natural gas is **li**mited and it is harmful to the en**vi**ronment .   4. Solar **e**nergy is **ple**ntiful and it can be replaced **ea**sily .   Nuclear power is ex**pen**sive and **dan**gerous . |
| **3. Homework**  - Learn by heart all the new words.  - Prepare for next lesson ( find the  meaning of the new words in the  next lesson )  - Do a \* b1,2 . ( workbook) | \* do at home |

Week: 31st

Planning date: 15/3/2019

Teaching date: 19/3/2019

**Period : 81**

**UNIT 10 : SOURCES OF ENERGY**

***Lesson 3: A Closer look 2***

**I. Objectives:**

- By the end of the lesson, Ss will be able to talk about ENERGY SOURCES and they master the uses of the future continuous tense and the simple future passive.

- Develop Ss’ listening , reading and writing skills.

- Vocabulary: Energy sources .

- Grammar: The future continuous tense and the simple future passive

**II. Teaching Aids :**

- Projector.

**III. Procedures:**

**I. Organization**

- Greetings.

- Checking attendance.

7A1: ……. 7A2:…………..

**II. New lesson**

|  |  |
| --- | --- |
| **Sts’ and T’s activities** | **Content** |
| **I. Warm- up.**  - Have Ss answer some questions  - Lead to the new lessons    **(old Lesson if have time** | ***\* Questions : Review simple future tense***   1. What will it be tomorrow ? 2. Where will you go for this summer vacation ? 3. When will you have a party for your next birthday ? 4. **How will the world change if we use up all the non-renewable energy sources** ?  |  | | --- | | **S Will V (inf)……**  **( simple future tense)** | |
| **II. Activity**    1 - Give examples  - Explain other uses of  - Give the form  - Have Ss work in pairs to do Ex 1,3  ( work individually)  - Call someone to present their answers.  - Cross –correct  - Provide the keys  - Ask Ss to write down on their notebooks | **\* Grammar .**  **I. The future continuous tense .**  \* Examples :  - At 8.00 tomorrow morning, I ***will be learning*** Math at school.  - **This time next summer , we *will be visiting* Paris**  => *expressing an action in progress at a definite point of time in the future* .   |  | | --- | | (+) **S**  + **will be** + **V-ing**  (-) **S**  + **will not be** + **V-ing**  **(?) Will + S**  + **be** + **V-ing ?** |   Note 1 : The future continuous often company with a definite point of time in the future ( Adverbs of time )such as  On Sunday next week ,  At 8.00 tomorrow morning  This time next summer  By 2020 ,……………  ***\* Practice*** :   * 1. ***Complete the sentences using the future continuous form of the verbs in*** brackets.   1, will be putting 2, will be taking  3, will be installing 4, will be spending  5, will be using  ***3.Complete the conversation with the verbs in brackets ( simple future or future continuous tense ).***  1, will watch 2, will we put  3, will be having 4, will travel  5, will walk or cycle  6, will be cycling 7, will be going |
| 2- Give the form  - Give examples  - Explain other uses of the passive voice .  - Have Ss work in pairs to do Ex5  ( work individually)  - Call someone to present their answers.  - Cross –correct  - Provide the keys  - Ask Ss to write down on their notebooks | ***II. The future simple passive form.***  ***\* Form***   |  | | --- | | (+) S + will be + Vpp ( by O ) .  (-) S + will be + Vpp ( by O ) .  (?) will + S + be + Vpp ( by O ) ? |   \* For Examples .  **-Solar panels *will be put* on the roof of the houses**.  - The exercises *will be finished* tomorrow.  - Low energy light bulbs *will be used* widely.  NOTE 1 : Passive form is used when….  - the doer is not known and not important  - the object is not important  NOTE2 : If the doer is definite and still important , we can add “ by O ” at the end of the sentence .  ***\* Practice*** :  ***5. Complete the magazine article with the passive form of the verbs in the table*** .  1, be provided 2, be used  3, be placed 4, be stored 5, be solved |
| 3- Ask Ss to work in pairs / in groups of four.  - Call some pairs / groups to present their answers  - Cross -check  - T feed-back | ***\* Further Practice .***  ***4.Work in pairs . Tell your partner what you will be doing at the following point of time***.  ***Eg***: This time tomorrow  I will be learning English this time tomorrow  Or  **This time tomorrow , I will be learning English**   1. Tomorrow afternoon 2. this weekend 3. this time next week 4. when you are fifteen years old   ***7. Look at the pictures and write what will be done in the future .***  **\* Suggestions**   1. A hydro power station will be built in the region to increase the electricity. 2. Solar panels will be put / installed on the roof of the buildings . 3. A network of wind turbines will be installed to generate electricity . 4. Bicycles will be used to travel in the city |
| **III. Homework**  - Learn by heart all the new words.  - Prepare for next lesson ( find the  meaning of the new words in the  next lesson )  - Do B3,4,5,6 ( workbook)  - Redo section 2,6, – students’ book | ***( Do at home if necessary)***  ***2.Write what these students will be doing tomorrow afternoon.***  1, Jenny will be giving a talk about saving energy .  2, Helen will be putting solar panels in the playground .  3, Susan will be checking cracks in the water pipes .  4, Jack will be putting low energy light bulbs in the classrooms.  5, Kate will be showing a film on types of renewable energy sources.  ***6. Change these sentences into the passive voice*** .   1. Waves will be used as an environmentally friendly energy source . 2. A network of wind turbines will be installed to make electricity. 3. In the countryside , plants will be burntn to produce heat . 4. Energy consumption will be reduced as much as possible . 5. Alternative sources of energy will be developed . 6. Solar energy will be used to solve the problem of the shortage of energy. |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Week: 31st

Planning date: 15/3/2019

Teaching date: 21/3/2019

**Period : 82**

**UNIT 10 : SOURCES OF ENERGY**

***Lesson 4: Communication***

**I. Objectives :**

- By the end of the lesson, Ss will be able to talk about their carbon footprint as well as the ways how to save energy in life .

- Developing Ss’ reading and speaking skills.

- Vocabulary: ways to save energy in life .

- Skills : take a survey.

**II. Teaching Aids :**

- Projector.

**III. Procedures:**

**I. Organization**

- Greetings.

- Checking attendance:

7A1: …………………… 7A2: ……………………..

**II. New lesson**

|  |  |
| --- | --- |
| **Teacher’s & Students’ activities** | **Content** |
| I.Warm - up:  - Have Ss answer the questions  - Set the sense .  - Lead to the new lesson  **II. Activities**  1- Elicit some new words from pictures and situations  - Read aloud many times in chorus  - Checking vocab: **matching game**  - Call some individuals | **\* Questions :**   1. What did you do to save energy ? 2. What do you usually do to save energy ? 3. What will you do to save energy **?**   **Answers :**   * I ………………………… * I…………………………. * I…………………………   ( students’ answers )  **I-Vocabulary.**  **\* How to save energy .**   |  |  | | --- | --- | | - to take a shower  - to ride a bike  - to use public transport  - to use a hand-fan  - to use low energy light bulbs  - to turn off electricity things  - to use biogas  - to ………………….. | ………  ………  ………  ….. | |
| **2-Practice**  - Have Ss do a test / do ex1  - Guide how to do ( individually)    - Ask Ss to work in groups of six  1 student is the monitor  5 student are the participants  - Call some groups to represent their works .  - Feedback  - Give the answers | **II. Practice**   1. ***Do a test by answering the following questions with the number from 1 to 4.***  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **QQuestions**  **Do you ………?** | **Always**  **( = 1 )** | **Often**  **( = 2)** | **Some**  **Times**  **(= 3)** | **Never**  **( = 4 )** | | **1, take showers...**  **2, walk or ride..**  **3, use public transport……**  **4, use a handfan**  **5, use low energy**  **6, turn off the ….**  **7, only use as much water as…**  **8, only use a little electricity**  **9, use biogas ….**  **10, go to school by bike** |  |  |  |  |   ***Look up the score and answer the following question***  .  1, What is your total score ?  ………………  ……………..  ………………  ***Then explain how well your partner saves energy*** “How big your partner’s carbon footprint is.”  Student1 : …………………  Student2 : ……………………  Student 3 : …………………..  Student 4 :……………………..  Student5 : …………………….  Keys :  10-20 : Your footprint is small . You are  really environmentally friendly .  21-30 : Your footprint is quite small.  Remember to care about , and respect  , the world around us .  31- 40: Your footprint is quite big . You do  something to save energy , but there’s  always room for improvement . |
| 3 - Have Ss work in pairs  - Call some Ss/ pairs to represent their report before the class  - Feedback | 1. ***Report your partner’s carbon footprint to your groups / class . Use the following prompts*** .   For example :  *My partner’s carbon footprint is bog . He is considerate because uses lots of baths . He could try harder to use showers instead of baths . By reducing the baths , he can help to save energy in the future .*  ( Ss’answers ) |
| **III. Homework.**  - Do Speaking ( workbook)  - Write a report about ***your own carbon footprint*** . | **Do at home** |

Week: 32nd

Planning date: 22/3/2019

Teaching date: 24/3/2019

**Period : 83**

**UNIT 10 : SOURCES OF ENERGY**

***Lesson 5: SKILLS 1***

**I. Objectives:**

- By the end of the lesson, Ss will get some more information about **ENERGY SOURCES** as well as well be able to talk about their advantages and disadvantages .

- Develop Ss’ reading and speaking skills.

- Vocabulary: Advantages and disadvantages of energy sources .

- Skills : How to make a speech about advantages and disadvantages of energy.

**II. Teaching Aids :**

- Materials: Ss’ books, , an extra- board, a CD & a cassette player

, reference books and projector.

**III. Procedures:**

**I. Organization**

- Greetings.

- Checking attendance.

7A1: ……. 7A2:…………..

**II. New lesson**

|  |  |
| --- | --- |
| **Sts’ and T’s activities** | **Content** |
| **I. Warm- up**  - Have Ss play game “ spider web ”  - Read 3 times in chorus  - Set the sense  - Lead to the new lesson  ***\* Discussion*** :  - Have Ss work in groups to discuss the following questions .  - Listen and feedback | **\* Network . ( old lesson)**  wind  **Names of energy sources**    sun  water  nuclear     1. ***Discuss the following questions .***   1, What are the main sources of energy in Viet Nam ?……***coal , oil, hydro power***, …  2, What types of energy sources will be used in the future ?………………………  ( ….***solar energy , wind energy*** …..) |
| **II. Activities**  1- Elicit some new words ( pictures , realias , situations ….)  - Have Ss read many times in chorus  - Call some individuals  2\* Checking vocab: **Slap the board and remember** | |  |  |  | | --- | --- | --- | | **I. Vocabulary***.* | | | | Fossil fuel | (n) | ………. | | - to create  = to produce  = to generate  - To replace  - to turn ( turbines)  - to convert into  - to value | (v) | ………  ………….  …….. | | - alternative | (adj) | ………… | | - a great deal of  = a lot of |  |  | |
| 3- Guide Ss the way how to do Ex3-a  - Give examples  - Ask Ss to work individually  - Call some Ss to the black-board  - Provide the correct answers  4- Guide Ss the way how to do Ex3-b  - Give examples  - Ask Ss to practice in pairs  - Cross –check  - Call some Ss to the black-board  - Provide the correct answers  - Ask Ss to write down on their notebooks | ***II. Practice .***  ***A. Reading .***  **2. Read the text below and check your ideas .**  **3. Read the text then answer the questions .**  ***a. Match the verbs with the nouns*.**   1. – c . create energy 2. – a . drive machinery 3. - e . generate electricity 4. – b . turn turbines 5. –d . heat houses .   ***b. Answer the questions*** .   1. Two. They are renewable and non-renewable . 2. Hydro power is limited because dams cannot be built in certain areas ,and nuclear energy is dangerous . 3. because the wind can turn turbines to make electricity . Solar energy can be changed into electricity or cab be used to heat or cool our houses . 4. We use hydro power most . 5. he think Viet Nam will use the wind and the sun as alternative sources of energy in the future . |
| **-** Have Ss work in pairs    - Call some pairs to role-play before the class  - Cross-check  - T feedback | **B. Speaking :**  ***4. Ask and answer questions about the advantages and disadvantages of each type of energy source*.**  **Example :**  A: What type of energy is oil ?  B: It is non-renewable source of energy ,  because it cannot easily be replaced .  A: What are its advantages and  disadvantages ?  B: It can be used to drive machinery ,  but it also pollutes the environment .  ………………………………..  ……………………………………… |
| 5- Divide the class into 4 groups  - Have Ss make a speech about the advantages and disadvantages of each type of energy source .  - T observe  - call some groups to represent their work  - Feedback | ***5. Talk about the advantages and disadvantages of each type of energy source .* ( speaking)**  **Example :**  Hydro power is a renewable source of energy because it comes from water . It is cheap and plentiful . Unfortunately , dams can only be built in certain areas . |
| **III. Homework**  **-**  Learn by heart all the new words.  - Prepare for next lesson ( find the  meaning of the new words in the  next lesson )  - Do Reading ( workbook)  - Redo Ex5 ( students’ book) | **Do at home** |

Week: 32nd

Planning date: 22/3/2019

Teaching date: 24/3/2019

**Period : 84**

**UNIT 10 : SOURCES OF ENERGY**

***Lesson 6 : SKILLS 2***

**I. Objectives:**

- By the end of the lesson, Ss will be able to write a passage about energy and the ways how to save energy in life .

- Develop Ss’ listening and writing skills

- Vocabulary: energy sources &ways to save energy .

- Skills : How to write a passage .

**II. Teaching Aids :**

- Materials: Ss’ books, , an extra- board, a CD & a cassette player

, reference books and projector.

**III. Procedures:**

**I. Organization**

- Greetings.

- Checking attendance.

7A1: ……. 7A2:…………..

**II. New lesson**

|  |  |
| --- | --- |
| **Sts’ and T’s activities** | **Content** |
| **I. Warm- up**  - Have Ss play game “ spider-web of phrases ”  - Read 3 times in chorus    - Discuss some questions  - Set the sense  - Lead to the new lesson | **I. Vocabulary.**    Use public transport  Ride to work  ……….  Turn off lights …..  What we should do to save energy   1. ***Look at the pictures . Discuss the followings* .**   1, What do you think is unusual about this means of transport ?  2, Have you seen any transport like this ?  3, What should we do to save energy in our life ? |
| **II. Activities.**  1- Elicit some new words ( pictures , realias , situations ….)  - Have Ss read many times in chorus  - Call some individuals  \* Checking vocab: **What & Where** | ***I . Vocabulary :***   |  |  |  | | --- | --- | --- | | ( in developing countries) | | | | 1. to use up 2. to lead to 3. to change 4. to heat up 5. to release 6. to solve ( the problem) 7. to protect 8. to invest 9. to increase >< to reduce 10. to avoid ( doing ST) | (v) | ………  ………….  …….. | |
| 2- Have Ss guess the answers before listening  - Cross-check  - Play the tapes  - Call someone to give their answers  - Play the tape again  - provide the keys  3- Ask Ss to work individually  - Cross –check  - Call some Ss to the black-board  - Provide the correct answers  - Have Ss work in groups to discuss what we should do to save energy  - T observe and feedback  - Ask Ss to write down the answers on their notebooks | ***II. Practice.***   1. **Listening .** 2. ***Listen to the passage and tick true or false to the statements* .**   1, T 2,T 3,T  4, F 5, T   1. ***Listen to the passage again and complete the sentences* .**   1, mountainous  2, Cooking and heating  3, air pollution  4, on the increase  5, wind and the sun   1. **Writing .** 2. ***Complete the article . Use the phrases below* .**   1 -E , 2 -D , 3 -A , 4-B , 5-C   1. ***Discuss the following ways to save energy . Decide on the 5 most important , then write them in the box***  |  | | --- | | **What should you do to save energy ?** | | 1. Reduce our electricity 2. Use public transport 3. Reduce the use of fossil fuel . 4. Increase the tax on petrol. 5. Use low energy light bulbs . | |
| 4- Divide the class into 6 groups  - Have Ss practice in group  - Present their works on the sub-boards    - T observe  - Feedback | 1. ***Write a short passage about what we should do to save energy*.**   ( maybe at home)  **Start like this :**  Every day, we use too much energy at home . We should …………………….. ………………………………………………………………………………………………………………………… |
| **III. Homework**  - Learn by heart all the new words.  - Prepare for next lesson ( find the  meaning of the new words in the  next lesson )  - Do Writing ( workbook)  - Redo Ex6 ( student’sbook) | Do at home |

Week: 32nd

Planning date: 22/3/2019

Teaching date: 24/3/2019

**Period : 85**

**UNIT 10 : SOURCES OF ENERGY**

***Lesson 7 : Looking back & Project***

**I. Objectives:**

- By the end of the lesson, Ss will be able to revise what they have learnt about **ENERGY SOURCES** in the previous lessons as well as make their own products slogans about how to save energy.

- Develop Ss’ listening speaking reading and writing skills.

- Vocabulary: Sources of energy & ways to save energy in life .

- Grammar: The future continuous tense and the future simple passive form .

**II. Teaching Aids :**

- Materials: Ss’ books, , an extra- board, a CD & a cassette player

, reference books and projector.

**III. Procedures:**

**I. Organization**

- Greetings.

- Checking attendance.

7A1: ……. 7A2:…………..

**II. New lesson**

|  |  |
| --- | --- |
| **Sts’ and T’s activities** | **Content** |
| **I. Warm up**  **-** Have Ss put the words into the correct groups to recall some new words  - Read 3 times in chorus  - Checking remembering by games  - Guide how to play  - observe & feedback | **I. Vocabulary. ( Review)**  1 . Put the words into the correct groups .   |  |  |  | | --- | --- | --- | | Sources of energy | Advantages | Disadvantages | | Biogas  Solar energy  Gas  Nuclear energy  Water power | Clean  Cheap  Plentiful  Available  unlimited | Polluted  Expensive  Limited  Exhausted/ dangerous  harmful | |
| **II. Activity**  1-Review briefly the usages and forms of the future continuous tense and the simple future passive voice .  - Give examples  - re-explain the uses and the form  ***2*** - Have Ss do Ex ( pair work &  group-work)  - cross- check   * call someone to represent their   answers.   * Provide the keys * Ask Ss to write down their   answers on their notebooks   * Have Ss look at the pictures and say out * Call some ones to present * Feedback and correct mistakes   if necessary | ***II. Grammar***: ( Review)  A, **The future continuous tense .**  => *expressing an action in progress at a definite point of time in the future* .   |  | | --- | | (+) **S**  + **will be** + **V-ing**  (-) **S**  + **will not be** + **V-ing**  **(?) Will + S**  + **be** + **V-ing ?** |   B, **The future simple passive form*.***  *Passive form is used when….*  *- the doer is not known /not important*  *- the object is not important*  ***\* Form***   |  | | --- | | (+) S + will be + Vpp ( by O ) .  (-) S + will be + Vpp ( by O ) .  (?) will + S + be + Vpp ( by O ) ? |   NOTE : *If the doer is definite and still important , we can add “ by O ” at the end of the sentence* .  ***\* Practice*** :  ***2. Complete the sentences using the verbs in brackets in the future continuous***.  1, will be wearing 2, will be lying  3, will be working 4, will be studying  5, will be building  ***3. Change the following sentences into the passive voice***.   1. **A lot of money will be spent on heating next year .** 2. **Biogas will be used for fuel in homes and for transport.** 3. **Renewable energy like wind and solar energy will be used to solve the problems of pollution.** 4. **The use of electricity will be reduced to save energy.** 5. **A hydro power station will be built in this area next year.**   ***4. Complete the dialogue, using the future continuous form of the verbs*** .  1, will be earning 2, will be doing  3, will be doing 4, will be hosting  5, will be doing  ***III. Communication***: How to save energy  ***5. Look at the pictures and answer the question below*** .   |  | | --- | | **What should you do to save energy ?** | | * **We should turn off the fire when the kettle is boiling .** * **We should turn off the faucet when the tub is full of water .** * **We should close the refrigerator’s door when we do not use it .** * **We should turn off the fan when we do not use it.** * **We should turn off the lights when there is no one in the room .** * **We should turn off the gas-stoves when we do not cook .** | |
| 3- Have Ss discuss the slogans  - Observe and feedback.  - Divide the class into 6 groups  - Have Ss work in groups to draw slogans about how to save energy.  - Call some groups to present their products ( exhibition)  - T observe  - Feedback | ***IV: Project.( Poster / sub-boards)***   1. ***Look at the slogans and answer the questions below*.**  * How are they used ? * Why are they important ?  1. ***Write a simple slogans in your groups about how to save energy* .**   ( exhibition their slogans )  ( maybe do at home ) |
| **III. Homework**  - Learn by heart all the new words.  - Prepare for next lesson ( find the  meaning of the new words in the  next lesson )  - Redo **3,5 and project**  (students’ book) | Do at home |

Week: 33rd

Date of planning: 27/3/2019

Date of teaching: 31/3/ 2019

**Period: 86**

**CHỮA BÀI BÀI KIỂM TRA SỐ 3**

**I. Objectives:**

- To correct the test number 1. Give comments to encourage the students to study hard. Discuss the ways to improve the test score.

**II. Teaching aids:**

- Testing papers.

**III. Procedure:**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**A. Remark on the tests:**

-The number of the tests: 7A1:

+Exellent tests:

+Good test

+Average:

+Under average:

-The number of the tests: 7A2:

+Exellent tests:

+Good test

+Average:

+Under average:

-In general, all Ss have achieved the basic knowledge.

-There are many exellent and good tests.

- Some Ss' skill of doing general test is not good.

-The teacher shows some best and worst tests to correct before class:

**B. Key**

Q1- Listening: ( 2.5 marks- 0,25 mark for each correct answer)

*You will hear a tour guide talking to a group of tourists about a coach trip. Circle the correct option A, B or C.*

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

Q2: Choose the word whose ….(0,25 mark for each correct answer)

6. C 7. D 8. A

Q3: ….(0,25 mark for each correct answer)

9. B 10. D

Q4 : ….(0,25 mark for each correct answer)

11. D 12. A 13. B 14. C 15. C 16. A 17. B 18. B 19. C 20.C

Q5: ….(0,25 mark for each correct answer)

21. C 22. F 23. G 24. H 25. D 26. A 27. E 28. B

Q6. 29. B 30. C 31. A 32.D 33. C 34. B 35. D

Q7: Writing ….(0,25 mark for each correct answer)

36. How far is it from Vinh Phuc to Ha Noi city?

37. I used to walk to school when I was a student.

38. In spite of being short, they still love playing sports.

39. How far is it from Phuc Yen town to Ha Noi?

40. Which festival did you go with your parents last year?

- T comments.

Week: 33rd

Planning date: 27/3/2019

Teaching date: 2/4/2019

**Period: 87 Unit 11: TRAVELLING IN THE FUTURE**

**Lesson 1: Getting started**

**I. Objectives.**

By the end of the lesson, Ss can:

- use lexical items ralated to future means of transport and movement.

- understand the difference between facts and opinions

- use will for future prediction

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  To start the lesson, ask Ss as a class to brainstorm on the board one or two means of transport that are now commonly used in Viet Nam. Connect this with what they have learnt in Unit 7 (Traffic) andUnit 10 (Energy) by asking Ss to describe how these means of transport work in which situations they are used, and the advantages and disadvantages of using them.  **2. Activities.**  **Presentation**  **-** Elicit the new words  Write ‘flying car’ on the board. Ask Ss what they think how a ‘flying car’ might be different from an ordinary car (e.g.appearance, energy, advantages, disadvantages, etc.)  Write ‘jet pack’ and ‘teleporter’ on the board. Ask Ss to guess what they are, them give explanations.  ‘Jet pack’: a jet-powered device you wear on the back that will help you to fly (“động cơ phản lực mini”) ‘teleporter’: an imaginary method of transportation in which one disappears at one point, usually in an instant, and reappear at another  - Check the new words: What and where  - Let ss predict how people travel in the future, then write some of the students’ answers on the board.  - Let ss draw the usage of “will” in this situation.  **Practice**  Have Ss cover the text and ask them to look at the piture only. Introduce the names of the students (Veronica, Mai, and Phuc). Ask them:  - What can you see in the picture?  - What are Veronica, Mai, and Phuc doing? What makes you think so?  - What do you think is on the screen? Is there a connection between what is on the screen with what Mai is thinking about?  - What topic are they talking about?  Ask Ss to uncover the text. Play the recording and ask them to locate the parts of ‘flying cars’, ‘jet pack’, and ‘teleporter’.  a. Ss work individually to answer the questions. Ss compare answers in pairs and then discuss as a class. T goes through each question and asks Ss how the text in the conversation supports their answers. (For question 2, however, T may draw Ss’ attention to the suffix-***less***. For question 4, T may remind Ss of the meaning of green in previous units). After the discussion, T writes correct answers on the board.  **Look out**  T emphasises-***less*** is added to a noun to make an adjective.  Ask Ss to give more examples. For a more able class, ask Ss to make sentences with the new adjectives created.  b. Ss work in pairs to ask and answer the question. After that call some pairs to ask and answer for the class to listen. For a more advanced class, questions 2 & # can be used as a team-based class debate.  2. Draw Ss attention to the *Remember box.* Give more examples if necessary and ask Ss to identify which are facts and which are opinions.  Ask Ss to work in pairs to tick the Facts vs. Opinions box. Then ask for their answers as a class. Ask Ss to explain their decisions before giving the keys. For question 5, tell Ss that a prediction is always an opinion. Ask Ss to expain before giving your own explanation.  3. a. Ss work individually to come up with the means of transport mentioned in the conversation.  b. T makes an example by giving a comvination, e.g. an electric car. Ask Ss to say how they think an electric car works. Then Ss work individually to make a list of the combined words.  **Production: 3C**  c. Tell Ss how to do this task by looking at the example given. Then ask Ss to work in pairs. After the discussion, ask the class how many comvined words they have. Elicit the words on the board. Then ask Ss to pick up one favourite combination from their list. Call on several pairs and have them to explain why they choose that means of transport as their favourite one.  **3. Homework**  -Learn new words and phrases  Prepare A closer look 1. | *Example:* “motorbikes”  - have motors powered by engines.  - use petrol  - used for road traiffic  - advantages, practical, personal transport  - disadvantages: not safe cause pollution  Ask Ss how people in Viet Nam will travel around in year 2100. Ask them to predict it theirmeans of transport mentionedon the board will still be used. Ask them to explain their preductions.  **I. New words**  **Fly**ing car (n): ô tô bay  Jet pack (n) : động cơ phản lực mini  Teleporter (n): dịch chuyển tức thời  **Driv**erless car (n): ô tô không người lái  Crash (v) (n): đâm, va chạm  A**void** (v): tránh  Helicopter (n) : máy bay trực thăng  Imaginative(n) : giàu trí tưởng tượng  **II. Model sentences:**  Eg: People **will own** driverless cars in the future.  Will + V: for future prediction.  **III. Activities**  **Activity 1**  ***a. Answer the following questions.***  **Key**  1. a 2. b 3. c 4. a  b.  ***Key***: 1. If there are too many flying cars, there will be traffic jams in the sky. Some means of transport will not be convenient in bad weather (e.g.jet pack). Future means of transport may use a lot of fuel which will make pollution worse.  2&3: Open answers from Ss.  **Activity 2**  Write a fact and an opinion (which could be your personal opinion) about flying cars on board. Ask Ss to decide which statement could be proved and which is what you feel.  1. F 2. O 3. F  4. O 5. O  **Activity 3**  **a.**  ***Key:*** flying car driverless car |

Week: 34th

Planning date: 4/4/2019

Teaching date: 7/4/2019

**Period: 88 Unit 11: TRAVELLING IN THE FUTURE**

**Lesson 2: A Closer Look 1**

**I. Objectives.**

By the end of the lesson, Ss can:

- appropriately use rising and falling intonation for Yes-No and Wh-questions.

- use lexical items ralated to future means of transport and movement.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  The class can be started with a game. Write the verbs: *drive, ride, fly, sail, pedal* on pieces of paper. Ask one S at a time to volunteer to perform the action looking at the verb and the class guess what action the S is doing.  After each correct guess, write the verb on the board. Ask Ss to add means of transport they know that go with that verb. Explain that there may be a means of transport that is not suitable for particular verbs.  **2. Activities.**  **Presentation**  Let Ss work in pairs to do activity 1then elicit the new words from the pictures  **Practice**  1. Check ss’ answer  After having the keys, Ss work in pairs again to say the correct pharases.  e.g.drive a train, drive a car, drive a bus.  2. Ask Ss to underline the most important key words in the thinking bubbles. Do the first item with Ss as an example. Ss then work individually and compare their answers in pairs.  3. Ss work individually then pairs. Explain the use of in and on in Remember box.  If time allows, ask Ss to ask and answer how they often go/travel to some places (school, supermarket, the sea, etc.)  Write two questions on the board: one Y/N question and one Wh-question. Tell Ss to say the questions aloud and ask them to notice how the two questions are said in different ways. Tekk Ss to find out the rules in *Look out! Box.* Ask Ss to give some questions and have more practice.  4. Play the recording. Ss work individually and tick in the appropriate box.  ***Audio script:***  1. What will be next?  2. Do you think you can use it in bad weather?  3. How much fuel will these means of transport use?  4. Will pollution be much worse?  5. Ss practise saying the questions individually then as a class.  6. Ss practise saying the questions individually and decide if they are spoken with rising or falling voices. Do not give the keys at this point. Play the recording for Ss to check their answers, then confirm their correct answers.  7. Ss work in pairs and ask and answer the question in 6.  **Production:**  **\* Survey**  Give ss survey form then guide them to conduct it ( pay attention to intonation when questioning)  **3. Homework**  -Learn new words and phrases  Prepare for A closer look 2. | **I. New words**  **Pe**dal (v), (n): đạp (xe), bàn đạp  Float (v): nổi  Heated (adj): nóng  Hot air balloon (n): kinh khí cầu  Tram (n):  **Bu**llet train (n): tàu hỏa siêu tốc (tàu viên đạn)  **II. Activities**  **Activity 1**  ***Key:***a. a motorbike (explain when *ride* is used and *drive* is used)  b. a car c. a train  d. a bus e. a plane  **Activity 2**  ***Key:*** a. a ship b. a bus c. a hot air balloon  d. a bicycle e. a plane f. motorbikes  **Activity 3**  ***Key:*** 1. in 2. on  3. on 4. in 5. in; on  **Activity 4**  ***Key:*** 1. falling  2. rising 3. falling 4. rising  **\* Survey:**  Have you ever (travelled in/on..)..?  What is your favorite means of transport? |

Week: 34th

Planning date: 4/4/2019

Teaching date: 11/4/2019

**Period: 89 Unit 11: TRAVELLING IN THE FUTURE**

**Lesson 3: A Closer Look 2**

**I. Objectives.**

By the end of the lesson, Ss can: - use will for future prediction

- use possessive pronouns

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  Set up the situation to lead into the lesson:  T- Ss exchange:  T: How do you go to school everyday?  Ss: I go to school by….. (by bike).  T: What color is your bike?  Ss: My bike/ It is red/…..  T: **Mine is white.**  And how **will** you **travel** when you are 25?  Ss: I **will** ……..  Lead into the objectives of the lesson are to use will for future prediction and use possessive pronouns.  **2. Activities.**  **Presentation**  1. Remind Ss of Phuc, Veronica, and Mai and the group’s project in *Getting Stated*. Ask Ss if they are talking about the past, the prensent, or the future. For more able class, elicit from Ss more information about what the group discuss. Ask Ss to cover the text to listen carefully to pick up any phrases/sentences that contain ***will***.  4. Go through the example with Ss. Say the two sentences have the same meaning.  Highlight the changes in the possessive in the two sentences.  Explain that we use possessive pronouns to avoid repeating information.  Draw Ss’ attention to the table:  The personal pronouns *I, you, she, he, it, we, they*, correspond the respective possessive adjectives *my, your, his, her, its, our, their*, and the respective possessive pronouns *mine, yours, his, hers, its, ours, theirs.*  **Practice**  4. Ss work individually to complete task 4. Then T calls on some Ss to write the answers on the board and gives feedback.  2. Ss work individually then compare their answers with each other.  **Production:**  3. Write ‘fortune teller’ on the board. Ask Ss why people want to visit a fortune teller, and what the fortune teller is expected to talk about. If you have experience asking a fortune teller to predict your future (or simi-lar), tell the class what the fortune teller says (in direct form). Ask Ss if they have ever talked with a fortune teller about the future, and if the predictions have become true or not.  Ss work in pairs to complete the task. Then T gives feedback to Ss as a class.  If time allows, ask Ss to play roles to predict the future of each other.  **5. Game**  Have Ss work in groups of 4 or 5. Each group member writes 5 sentences individually, then the group get together to see how many sentences they have. The group that has the most correct sentences wins.  For more advanced classes, this can be done using ‘Sentence - making race’.  Have groups write in 10 minutes as many sentences as possible. The group that has the most correct sentences wins.  **3. Homework**  -Learn new words and phrases  Prepare for Communication. | **I. Grammar**  **1. Will for future predition**  ***Key:*** We often use ***will*** to make a prediction about the future.   |  |  | | --- | --- | |  | **Prediction** | | Affirmative | S + will + V | | Negative | S + will not (won’t) + V | | Interrogative | Will + S + V? |   **2. Possessive pronouns**  This is your pen. ‘**your**’is a possessive adjective and it is put before the noun.  This pen is yours. ‘**yours**’ is a possessive pronouns and stands alone.  Instead of saying: *This pen is your pen* (which sounds repetitive), we say *This pen is yours.*  Instead of saying: *This bike is my bike, not his bike,* we say *This bike is mine, not his*  **II. Activities**  **Activity 4**  ***Key:***  1. This computer is theirs.  2. The black bike is mine  3. These shoes are his.  4. The cat is Veronica’s  5. The picture is ours  **Activity 2**  ***Key:***  1. Pepple won’t use flying cars until the year 2050.  2. Do you think the fuel price will increase next month?  3. The mail won’t arrive until next week.  4. I don’t think he will take the new position.  5. We will use more solar energy in the future  **Activity 3**  ***Key:***  1. Will I be  2. will be  3. Will I be  4. will be  5. Will I be  6. won’t be  7. will travel |

Week: 35th

Planning date: 12/4/2019

Teaching date: 14/4/2019

**Period: 90 Unit 11: TRAVELLING IN THE FUTURE**

**Lesson 4: Communication**

**I. Objectives.**

By the end of the lesson, Ss can: - talk about their footprint

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up**  **- Chatting:** What are renewable sources of energy and What are the non-renewable sources of energy?  **2. Activities**  + Ask Ss to look at the picture of the footprint at the bottom right hand side of page 43 and answer the questions: What does the carbon footprint mean? How big is your carbon footprint?  1. Have Ss read each item in 1 independently and write the number (from 1-4) in the boxes in accordance with what they always, often, sometimes or never do. Ask Ss to mark each other’s answers in pairs. After adding up the marks, ask Ss to write the score in the total score box.  2. Have Ss explain in pairs how well they save energy, using the three levels of scores in 2   1. Have Ss talk about their partners’ footprint in groups, using the prompts in c and the ideas in a.   3.Homework.  -Do exercise in workbook ( part C)  - Prepare: Skill 1 | * Non-renewable sources of energy: coal, oil, natural gas… * Renewable: wind, water, solar energy   ***1. Answer the questions below with a number from 1-4.***  1= always  2= often  3= sometimes  4= never  Do you….?  ***2. Work in pairs. Add up each other’s answers, and look up the score below. Then explain how well your partner saves energy.***  Score: 10-20: Your footprint is small…  Score: 21-30 : Your footprint is quite small…  Score 31-40: Your footprint is big…  3. Talk about your partner’s carbon footprint to your group. Use the following frompts.  \* My partner footprint is….  \* He/she is considerate because…  \* He/ she could try hard to…  \* by….in the future, he/she can help to… |

Week 35th

Date of planning: 12/4/2019

Date of teaching: 14/4/2019

**Period: 90 Unit 11: TRAVELLING IN THE FUTURE**

**Lesson 4: Communication**

**I. Objectives.**

By the end of the lesson, Ss can: - Talk about traffic problems and give solutions

**II. Teaching aids:**

- Worksheets.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  1. Start the lesson by telling the class one bad experience of yours about using a particular means of transport. Write the key words of the story on the board. Ask Ss if they have similar experience. You can also bring in one or two photos about transport problems where you live and discuss them with the class.  Ss work in pairs to do this tast. T then calls on some pairs to share their list with the class.  **2. Activities.**  **Presentation**  - Elicit the new words  - Checking technique: What and where  **Practice**  2. Ss read the two texts individually and underline the problems mentioned. As a class, elicit their answers on the board. Ask if they have similar problems where they live.  If time allows, ask Ss to suggest solutions to these problems.  3. Ss work in groups of 4 or 5 to design a future means of transport that will help people in Wonderland, using the prompt web provided. If possible, provide Ss with posters (A0 sized paper) and marker pens.  **Production:**  4. Prepare the evaluation form on A4 paper for each group to allow for more writing space if possible. Otherwise, ask the group to copy the table in their notebook. Explain they should listen carefully to other groups in order to give evaluation (as a group). (5 is the highest score and 1 is the lowest score).  After all groups have presented, T collects the evaluation and adds up the scores to find out the best presentation.  **3. Homework**  -Learn new words  Prepare for skills 1. | **I. New words**  **Me**tro (n): tàu ngầm(đi trong thành phố)  Skytrain (n): tàu trên không  Gridlocked (n): kẹt cứng, tắc nghẽn giao thông  Face (v): đối mặt với  **II. Activities**  **Activity 2**  ***Suggested answers:***  Biggest city without a metro of skytrain.  The city is getting gridlocked  There are too many cars (10 million in traffic every day) and more cars are coming  Serious pollution  Fewer buses  It takes too long to drive in the city |

Week 35th

Date of planning: 12/4/2019

Date of teaching: 16/4/2019

**Period: 91 Unit 11: TRAVELLING IN THE FUTURE**

**Lesson 5: Skill 1**

**I. Objectives.**

By the end of the lesson, Ss can: - read a text about special vehicles

- give facts or opinions

**II. Teaching aids:**

- An extra- board.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  Brainstorming: means of transport  **2. Activities.**  **Pre- reading and speaking**  1. Ask Ss to look at the pictures and describe what they see. If the pictures are too small, T can prepare bigger photos of a hover scooter, a monowheel, and a segway. Help Ss to find out the connection between the pictures by asking questions such as: How many people can travel on them? Where are these vehicles used? How can these people control the vehicles? Do not give the names of the vehicles at this point.  - Elicit the new words  **While- reading**  2. Ask Ss to read the text and try to identify which picture is a hover scooter, a monowheel, and a segway. Ask Ss to explain their decisions.  3. Ss work individually then compare the answers with their partners.  4. Ss work in pairs to complete the task. Ask Ss to underline the words in the text that help them to find the answers.  For more able class, ask Ss if they agree or disagree with what the author says and why.  **While- speaking:**  5. Explain the *Stydy Skill box* for opinion signal words. T may bring in some photos or write on the board some interestiong topics and ask Ss for their opinions. Ask Ss to use opinion signal words where possible.  Remind Ss of the difference between a fact and an opinion that they have learnt in *Getting Satrted.* Ss work in pairs to complete the task.  **Post- reading and speaking:**  6. Ss work in pair to prepare their presentation about the vehicle. Remind them to use statements about both facts and opinions. Ss can add their own ideas where possible. Call on some pairs to present it to the class.  **3. Homework**  -Learn new words and phrases  Prepare for skills 2. | ***Suggested answers:***  These are all personal of transport. One person can travel on them. They are all used for ground transport. People control them by using handle bars  **I. New words**  Flop (v): thất bại  Hover scooter (n): xe trượt trên mặt đất  Monowheel (n): xe đạp một bánh  Pedal (n), (v): bàn đạp  Segway (n): segway (tên một loại phương tiện giao thông di chuyển bằng sự di chuyển tay lái)  Pull (v): kéo> < push  Handle (n): tay cầm  Create (v) – Creation (n)  **II. Activities**  **Activity 3**  ***Key:***  1. invention 2. flop 3. weird  **Activity 4:**  1. The Segway.  2. Maybe because a personal hover scooter is expensive, and it may be difficult to park.  3. The monowheel.  4. The Segway  1. fact  2. opinion  3. opinion  4. fact  5. opinion  6. fact |

Week 35th

Date of planning: 12/4/2019

Date of teaching: 18/4/2019

**Period: 92 Unit 11: TRAVELLING IN THE FUTURE**

**Lesson 6: Skill 2**

**I. Objectives.**

By the end of the lesson, Ss can: - listen for specific information about inventions of future means of transport.

- Write a paragraph about future means of transport.

**II. Teaching aids:**

- Projector, CD

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  Chatting: Which transport do you think of in the future?  **2. Activities**.  1. Have Ss guess the answers first. Tell Ss that the questions ask about what they think, and not what is true about the vehicle. Remind them to use opinion signal words where possible. Do not give corrective feedback.  - Accept all answers from Ss and ask them to explain why they think so.  2. Play the recording and ask Ss to check their answers in 1.  3. Ss work individually to answer the questions and compare the answers with their partners.  4. Ss work in pairs to do the task. Give correct feedback and play the recording again if necessary.  5. Refer to the text in Reading to support Ss in this task.  6. Have Ss swap their writing with each other. Ask them to identify facts and opinions. For more able classes, ask Ss to give their own feedback about their friend’s writing.  **3. Homework**  -Learn new words and phrases.  - Exercise: Part D, E ( Workbook)  Prepare: Looking back and project. | **I- Listening**  ***1. Look at the picture. Which do you think are the correct options below.***  - Ss’ opinion  ***2. Now listen and check your answers.***  1. can  2. doesn’t  3. not easy  4. can’t  5. is  ***3. Listen again and answer the following questions.***  1. The vehicle is called TF-X  2. It can travel at 300 kph.  3. It was designed in 2018.  ***4. Tick the benefits of this vehicle that are mentioned in the recording.***  1. It can avoid traffic.🗸  2. It can avoid bad weather.( not mention)  3. It travels fast. 🗸  4. You can invite three of your relatives and three of your friends to travel with you on this vehicle at the same time.( the car has two seats)  5. Learning to drive the car is simple. 🗸  **II- Writing**  5. Write a short paragraph about a future means of transport in this unit. Include both facts and your opinions about the vehicle.  - name of mean of transport.  - how it looks  - how its functions.  - what you think about it.  6. Swap your writing with your partner. Find which sentences are facts, and which ones are opinions. Do you agree or disagree with your friend’s opinions? |

Week 36th

Date of planning: 12/4/2019

Date of teaching: 21/4/2019

**Period: 93 Unit 11: TRAVELLING IN THE FUTURE**

**Lesson 7: Looking back + Project**

**I. Objectives.**

By the end of the lesson, Ss can: - Look back the unit to review: -

**II. Teaching aids:**

- Projector, CD

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  Chatting: Ss talk about their future means of transport.  **2. Activities.**  + VOCABULARY  1. Have Ss work individually to combine the pictures together to form a phrase  2. Ss first work individually, then work in groups to fill the table.  + GRAMMAR  3. Ss work individually then compare their answers with each other.  4. Ss write the text and swap with each other for peer comments.  5. Ss work individually then compare their answers with each other.  + Project  Encourage Ss to draw picturesor use videos to illustrate their ideas. They may use posters or prepare a presentation using computer if possible.  **3. Homework**  -Learn new words and phrases.  - Exercise: Workbook  Prepare for the second term test. | **I- Vocabulary.**  ***1. Use the clues in the two pictures to form a phrase.***  b.solar-powered taxi  c. driverless plane  d. space car  e. underwater bus.  ***2. Complete this table.***  Transport possibilities in the future.   |  |  |  |  | | --- | --- | --- | --- | |  | Verb | Energy used | Characteristics | | bicycle | Ride, pedal | Wind-powered | Automated, high-speed | | car | drive | Water-powered | Flying, driverless | | train | drive | Solar-powerd | Underwater, supersonic | | airplane | Fly, drive | Solar-powered | driveless |   **II-Grammar**  ***3. Change the personal pronouns in brackets into suitable possessive pronouns.***  1.mine  2. yours  3.theirs  4. hers  ***4. Look at the information about skycycling tubes. Then write a description of this means of transport using will and won’t.***  Skycycling tubes will be easy to drive….  5.Complete the dialogues using will (+) or won’t (-).  1. (I don’t know).Perhaps we won’t travel in driveless cars in the future.  2. Will we have high speed trains in the next five years?  Yes, maybe we will  3. I think we will have electric taxis very soon.  Oh, I think we won’t have them until the year 2030.  III- Project.  Our own future transport.  In groups, brainstorm ideas for your future means of transport. Think about the following:  + Where does it travel? Does it fly, float, drive or something else?  + How does it travel? Do you pedal it?.....  …………………………………………… |

Week 36th

Date of planning: 12/4/2019

Date of teaching: 23/4/2019

**Period: 94 REVISION**

**I. Objectives.**

By the end of the lesson, Ss can review for the coming test.

**II. Teaching aids:**

- Projector, CD

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

**I:** **Choose the word whose underlined part is pronounced differently from that of the other words in each group**.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. A. teenager | B. together | C. guess | D. regular |
| 2. A. meat | B. reader | C. sea | D. realize |
| 3. A. horrible | B. hour | C. hundred | D. hold |
| 4. A. much | B. drug | C. future | D. buffalo |
| 5. A. serious | B. symptom | C. sugar | D. sauce |

**II: Choose the best option to complete the following sentences.**

6. I have known her………………..two years.

|  |  |  |  |
| --- | --- | --- | --- |
| A. with | B. for | C. since | D. in |

7. He ......... many old books for 5 years.

|  |  |  |  |
| --- | --- | --- | --- |
| A. recycled | B. is recycling | C. has recycled | D. will recycle |

8. To prepare for the new year, I .................. my house again since last month .

|  |  |  |  |
| --- | --- | --- | --- |
| A. paint | B. painted | C. have painted | D. has painted |

9. They ………..the used plastic bottles with water several times yesterday.

|  |  |  |  |
| --- | --- | --- | --- |
| A. washed | B. is washed | C. are washed | D. were washed |

10. It is dangerous ............. quickly.

|  |  |  |  |
| --- | --- | --- | --- |
| A. driving | B. drove | C. to drive | D. driven |

**III:** **Match the verbs in A with the phrases in B**

|  |  |
| --- | --- |
| **A** | **B** |
| 11. donate | a. flu |
| 12. have | b. eggshells |
| 13. have a | c. a mural |
| 14. carve | d. blood |
| 15 . paint | e. temprature |

**IV:** **Read the text and answer the questions.**

The first reason why many families do volunteer work is that they feel satisfied and proud. The feeling of fulfillment comes from helping the community and other people. In addition, volunteering is a great way for families to have fun and closer. But many people say they don’t have time to volunteer because they have to work and take of their families. If that’s the case, try rethingking some of your free time as a family. You could select just one or two projects a year and make them a family tradition. For instance, your family can make and donate gift blankets for the old homeless people on holidays. Your family can also spend only one Saturday morning a month collecting rubbish in your neighborhood.

16. How do people often feel when they volunteer?

…………………………………………………………………………………………..

17. How can your family benefit from doing volunteer?

…………………………………………………………………………………………..

18. Why don’t some people have time to volunteer?

…………………………………………………………………………………………..

19. How can your family help the old homeless people?

…………………………………………………………………………………………..

20. Is collecting rubbish in the neighborhood an example of volunteer work?

…………………………………………………………………………………………..

**V: Listen: You will some information about a place called Sea world. Listen and complete questions 21-25. You will hear the information twice.**

Open: Tuesday – Sunday

Closed during month of: 21……………………………………

Watch a film about the sea in: 22……………………………………

Dolphin show starts at: 23…………………………………….

Shop sells: 24…………………………………….

Child’s ticket costs: 25…………………………………….

**VI: Writing: Write about a festival you know.**

- T comments.

Week 36th

Date of planning: 12/4/2019

Date of teaching: 25/4/2019

**Period: 95 TEST ( NUMBER 4)**

**I. Objectives.**

- Check the Ss’understanding. Have a future plan.

**II. Teaching aids:**

- Paper test

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

**I- Listening.**

***Listen and complete the missing words or phrases in the passage.***

She …………(1) the book. It is her …………..(2) book. It has a …………….(3) cover. It has ………….(4) pages. It has many …………..(5). It ……..(6) pictures of many animals. She likes animals. She has ……..……(7) cats. She likes her cats. . ………(8) names are Fluffy and Muffy. She ………..(9) them the pictures ………(10) the book.

**II- Language focus.**

***I. Choose the word that has the underlined parts pronounced differently from the others in each group:***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. A. there | B. healthy | C. gather | D. northern |
| 2. A. raised | B. practised | C. talked | D. liked |
| 3. A. days | B. ways | C. bays | D. says |

***II. Choose the word whose stress pattern is different from that of the other words in each group.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. A. diver | B. vessel | C. affect | D. chopstick |
| 2. A. relax | B. marbles | C. comic | D. atlas |

***III. Choose the best answer from the four choices (A or B,C,D) to complete each of the following sentences.***

1. Our school will \_\_\_\_\_\_ the school festival next week.

|  |  |  |  |
| --- | --- | --- | --- |
| A. organize | B. take | C. rehearse | D. play |

2. \_\_\_\_\_\_ silly mistake!

|  |  |  |  |
| --- | --- | --- | --- |
| A. What | B. What a | C. How | D. How a |

3. We are free now. Shall we go to our club’s party? - ……………….……

|  |  |  |  |
| --- | --- | --- | --- |
| A. Yes, I shall | B. Yes, we should | C. Yes, we go | D. Yes, let’s |

4. I and my brother usually spend two hour ……………….……every evening.

|  |  |
| --- | --- |
| A. do our homework | B. to do our homework |
| C. doing our homework | D. to doing our homework |

5. Of the two students , he is ……………….……

|  |  |  |  |
| --- | --- | --- | --- |
| A. tall | B. taller | C. the taller | D. the tallest |

6. When I saw your teacher this morning, I found that he looked very ……………….……

|  |  |  |  |
| --- | --- | --- | --- |
| A. happy | B. happily | C. to be happy | D. being happy |

7. Come here. We have ……………….……good news for you and your family.

|  |  |  |  |
| --- | --- | --- | --- |
| A. a | B. many | C. a lot | D. some |

8. Mr. Truong feels sick now because he drank too………………wine this morning.

|  |  |  |  |
| --- | --- | --- | --- |
| A. many | B. few | C. lots | D. much |

9. I didn’t break those glass windows but my classmates,Tuan and Hoang……………….……

|  |  |  |  |
| --- | --- | --- | --- |
| A. do | B. didn’t | C. did | D. didn’t, either |

10. - “Would you like some corn?” - “\_\_\_\_\_\_.”

A. No, thanks. I’m full B. Ok. I don’t like corn

C. All right D. Yes, I would

**IV- Reading**

***Read the following passage and choose the best answers.***

**My Television**

My television is an important (1) \_\_\_\_\_of furniture to me. I can’t get (2) \_\_\_\_ the house very often, but my TV brings the whole (3) \_\_\_\_\_\_to me. From the evening news and the “all-news” channels. I learn about events(4) \_\_\_\_\_\_ the outside world: politics, the environment, recent changes in technology and medicine, and (5) \_\_\_\_\_\_on. I like game shows and travel programs, (6) \_\_\_\_\_\_. And I love comedies: I think it’s important to be (7) \_\_\_\_\_to laugh. I can even watch shows (8) \_\_\_\_\_other languages and “go shopping” by TV. With the major national networks, I have a (9) \_\_\_\_\_\_of fifty different programs (10) \_\_\_the same time!

1. A. bit B. piece C. slice D. pair

2. A. out B. in C. out of D. in to

3. A. world B. places C. towns D. cities

4. A. on B. in C. out D. over

5. A. such B. this C. that D. so

6. A. too B. so C. either D. neither

7. A. ability B. enable C. able D. inability

8. A. of B. in C. at D. by

9. A. choose B. chose C. choice D. choosing

10.A. in B. at C. on D. of

**V- Writing**

***Write the second sentence so that it has a similar meaning to the first one:***

1. Although he broke his leg, he managed to get out of the car.

🡪 In spite of …………………………………………………………..

2. I haven’t met my grandmother for a month.

🡪 It …………………………………………………………………..

3. We have two- month summer vacation.

🡪 Our summer vacation …………………………………………………….

4. My father spent two hours repairing my bike.

🡪 It …………………………………………………………………………

5. I prefer playing outdoor games to indoor games

🡪 I’d ……………………………………………………………………….

**Matrix.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Chủ đề** | ***Nhận biết*** | | ***Thông hiểu*** | | ***Vận dụng*** | | ***Tổng*** |
| ***KQ*** | ***TL*** | ***KQ*** | ***TL*** | ***KQ*** | ***TL*** |  |
| ***Listening*** |  | ***5*** |  | ***5*** |  |  | ***10*** |
|  |  |  |  |  |  |  |
| ***Reading*** |  |  | ***10*** |  |  |  | ***10*** |
|  |  |  |  |  |  |  |
| ***Writing*** |  |  |  |  |  | ***5*** | ***10*** |
|  |  |  |  |  |  |  |
| ***Language focus*** | ***10*** |  | ***5*** |  |  |  | ***15*** |
|  |  |  |  |  |  |  |
| ***VI. Total*** |  |  |  |  |  |  |  |
| ***10*** | ***5*** | ***15*** | ***5*** |  | ***5*** | ***10marks*** |

* T hand in the test.
* Give comments.

Week 37th

Date of planning: 26/4/2019

Date of teaching: 28/4/2019

**Period: 96 Unit 12: An Overcrowded world**

**Lesson 1: Getting started**

**I. Objectives.**

By the end of the lesson, Ss can use the words to describe overcrowded places, words about the effects of overcrowding.

**II. Teaching aids:**

- Projector, CD

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  Write the word ‘population’ on the board. Make sure Ss know the meaning of this word by either giving the equivalent Vietnamese word or writing:  There are 5 million people in Ha Noi.  → Ha Noi has a population of 5 million.  Ask Ss if they know the population of any area in the country or in the world. Once the Ss have done it, add the prefix “over” and elicit the meaning of this newly-formed word from Ss.  **2. Activities.**  **Presentation**  Elicit the new words  - Set the scene: Ask Ss to look at the title of the text and the pictures and ask them prediction question about what they are going to read. The questions may be:   * What is the conversation about? * What do you think Brazil is like? * Do you think Phuong likes Brazil? * What can you find about Rio/Brazil in this conversation?   Ss guess the answers.  **Practice**  Play the recording. Ss listen and read. Ask Ss if their predictions are correct.  1a. Ss work independently. Ask them to read the sentences and decide if they are true or false. Ss compare answers with a partner. Have Ss correct the false sentences. T writes the correct answers on the board.  b. Ask Ss to read the explanations in the exercise and try to find the words without checking the text. Then ask Ss to refer to the dialogue again for the correct words. Correct the answers as a class.  2. Make sure Ss know the meaning of the words in the box. Then Ss work independently to label the pictures. Have them compare their answers with a partner.  Play the recording and have Ss repeat the words. T gives correction if necessary.  **Production:**  3. Ss complete the exercise independently. T calls some Ss to share their sentences with the class. T can choose some good sentences and write them on the board for other Ss to learn from. Encourage Ss to make as many sentences as possible.  4. In groups, ask Ss to think of the problems and make a list of them.  If Ss have difficulty, suggest that they look for problems in their daily life at their own classes, schools, homes, areas or any other places they know for the answers.  5. Call each goup to report their list to the class. T may help write the problems on the board. Ask the class if they agree or not. Encourage them to give an explanation to their answers. Then move on to the next group and do the same.  **3. Homework**  -Learn new words and phrases  Prepare for A closer look 1 | **I. New words**  Overcrowded (adj): đông nghịt  **O**verpopu**la**tion (n): dân số quá đông  Slum (n): Khu nhà ổ chuột  **Peace**ful (adj): thanh bình  Crime (n): tội phạm  Commit crime: phạm tội  Healthcare (n): chăm sóc sức khỏe  **Weal**thy (adj): giàu có  Div**erse** (adj): đa dạng, khác  **Law**ful (adj): hợp pháp, đúng pháp luật > < Un**law**ful  Spacious (adj): rộng rãi  **II. Activities**  **Activity 1a**  1. T 2. T 3. F  4. T 5. F  **Activity 1b**  1. deverse 2. wealthy  3. major 4. slums 5. crime  **Activity 2**  1. a 2. c 3. b  4. e 5. d |

Week:37th

Date of planning: 26/4/2019

Date of teaching: 28/4/ 2019

**Period: 97 Unit 12: AN OVERCROWDED WORLD**

**Lesson 2: A Closer Look 1**

**I. Objectives.**

By the end of the lesson, Ss can: use the lexical items related to the topic of an overcrowded world.

**II. Teaching aids:**

- Projector, CD

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  Brainstorming:  Ask Ss if they can remember any new words they learn in Getting Started. Categorize them as positive (peaceful, wealthy…) and negative (poor, slums…). Move on to this lesson which focuses on some problem as a result of overpopulation.  **2. Activities.**  **Presentation**  Elicit the new words  **Practice**  1. Ss listen to the recording and number the words. Ss listen again and repeat the words.  T checks the understanding of the words bay asking questions like: ‘Do you think our school has enough space?’; ‘What causes disease?’  2. Ss work individually. T checks the answer as a class. Encourage Ss to explain why they choose that word for the sentence.  3. T can give an example of causes and effects. Write the example on the board and ask Ss which one is the effect.  Ss work independently or in pairs. When they have finished, let them exchange their answers with a partner/another pair. T then gives correct answer. T may ask Ss to explain why.  4. In groups, Ss discuss to fine out which problems each place may have. T collects Ss’ answers and write them on the board. Then the whole class look at the problems and discuss for agreement/disagreement.  **Pronunciation**  **Word stress**  5. Ss listen and mark the stressed syllables. T corrects the answers. Have Ss listen again and repeat the words.  **Production:**  **Look out!**  Write two pair of the word’supply’ and ‘question’ on the board, denoting one is a verb and one is a noun. Ask some Ss to read them. Ask other Ss to listen and see if they can find the difference in pronunciation of the two words.  ***Key:*** su’pply (n), su’pply (v); ‘question (n), ‘question (v)  6. Have Ss listen and repeat the words.  **3. Homework**  -Learn new words and phrases  Prepare for A closer look 2 | **I. New words**  Dense (adj): dày đặc, đông đúc  **short**age (n): sự thiếu hụt  nu**tri**tion (n): dinh dưỡng  **mal**nu**tri**tion (n): suy dinh dưỡng  spread (v): lan tràn, phát tán  **II. Activities**  **Activity 1**  1. crime 2. malnutrition  3. poverty 4. shortage  5. disease 6. space  7. dense 8. healthcare  **Activity 2**  1. healthcare 2. crime  3. Diseae 4. Malnutrition  5. poverty  **Activity 3**  **Eg:**   |  |  | | --- | --- | | He drove fast | a. He had an accident. √ | |  | b. He felt hungry. |   1.b 2. a 3. f 4. d 5. c 6.e  **Activity 4**  a. Lack of entertainment, few opportunities for employment, not enough services.  b. Poverty, slums, disease, pollution, unempoyment, poor healthcare.  c. Noise/ air pollution, crime, overcrowded, shortage of accommodation.  **Activity 5**   |  |  |  | | --- | --- | --- | | s’pacious | Po’llution | ‘poverty | | ‘stressful | ‘hungry | Nu’trition | | In’crease (v) | Su’pport | ‘violence | | ‘shortage | Di’sease | ‘healthcare |   **Activity 6**   |  |  | | --- | --- | | **As a noun** | **As a verb** | | ‘record | ‘record | | ‘picture | ‘picture | | ‘answer | ‘answer | | pa’rade | pa’rade | | Su’pport | Su’pport | |

Week:38th

Date of planning: 2/5/2019

Date of teaching: 5/5/ 2019

**Period: 98 Unit 12: AN OVERCROWDED WORLD**

**Lesson 3: A Closer Look 2**

**I. Objectives.**

By the end of the lesson, Ss can: use comparatives of quantifiers, make tag questions.

**II. Teaching aids:**

- Projector, CD

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up.**  Chatting: - Remind Ss of items they learnt in the previous lessons.  + words of quantifiers (many,a little…)  + countable and uncountable nouns.  + imperatives with “more”, “less”, and “fewer”.  **2. Activities.**  GRAMMAR: COMPARISONS OF QUANTIFIERS.  1. Have Ss read the sentences and the rules in the table. Ask Ss to add more words to the table for each type of comparison.  2. Ss complete the reading independently.Encourage Ss to observe and recognise that both tables include the same kinds of information.  3. Ss complete exercise 3 by referring to the tables.   1. Have Ss do this exercise independently. T then check the answers as a class.   GRAMMAR: TAG- QUESTIONS.   * Write 3 questions on the board:   Draw Ss’ attention to how these three questions are formed: the first two types Ss have already learnt and the new one, tag questions.  Have Ss read the conversation  5. Ss do this exercise independently. Then they share their answers with a partner. T checks and writes the correct tags on the board.  6. Ss do this exercise independently. T checks the answers as a class.  **3. Homework**  -Learn the grammar rules  Prepare for Communication. | **I- Comparisons of quantifiers.**  ***1. Read the sentences.***  - more + Nu/Ns + than…  - less + Nu + than…  - fewer + Ns + than….  ***2. Look at the information for the two cities below, and compare their data.***  Eg: In Brumba, there are more people per square kilometre than in Crystal.  ………………………………………  ***3. Read the comparisons of the two cities, and decide if they are true. If they are not, correct them.***  1. Correct  2. Incorrect. In Brumba, more people live in slums.  3. Incorrect. People in Crystal earn more per day.  4. Correct.  5. Correct.  ***4. Complete the sentences with more, less or fewer.***  1. fewer  2. more  3. more  4. fewer  5. less  **II- Tag- questions.**  + How can the government improve the life of people in the slums?  + Do you live in an overcrowded place?  + They have moved to the city to look for a job, haven’t they?  ***5. Check if the tags are correct. If they are not, correct them.***  1. Incorrect….do you? – don’t you?  2. Incorrect…aren’t they?- don’t they?  3. Correct  4. Correct  5. Incorrect…can’t they?- can they?  ***6. Choose one of the question tags in the box to complete each blank in the interview.***  1. don’t they  2. isn’t it?  3. can’t we?  4. is it? |

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| 1.Warm up.  - Write the word “ population” on the board  (?) Do you know the population of any area in the country or in the world.  - Ask Ss to look at the title of the text and the pictures and ask them to predict questions about what they are going to read.  (?) What is the conversation about?  (?) What do you think Brazil is like?  (?) Do you think Phuong likes Brazil?  (?) What can you find about Rio/ Brazil in this conversation?   * Ss answer the questions. * T plays the recording. Ss listen and read. Ask Ss if their predictions are correct.   2. Activities. | + There are 5 millions people in Ha Noi.  - Ha Noi has a population of 5 million. |

Week 29th

Planning date: 28/2/2019

Teaching date: 7/3/2019

**Period 75**

**Unit 9: FESTIVALS AROUND THE WORLD**

**Lesson 7: looking back + Project**

**I. Objectives.**

By the end of the lesson, Ss can cover the whole unit: Grammar, vocabularies and structures. Ss apply them to do exercises.

**II. Teaching aids:**

- Projector.

**III. Procedure**

**I. Class organization.**

- Greetings.

- Checking attendance: 7A1……….. 7A2: …………..

**II. New lesson.**

|  |  |
| --- | --- |
| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.** |  |

**BÀI KIỂM TRA SỐ 1**

**Môn: TIẾNG ANH LỚP 7- Năm học: 2018- 2019**

**(Dành cho học sinh tham gia học thí điểm theo Dự án ngoại ngữ Quốc gia 2020)**

|  |  |
| --- | --- |
| **Marks** | **Teacher’s comments** |

**I:** **Choose the word whose underlined part is pronounced differently from that of the other words in each group**.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. A. teenager | B. together | C. guess | D. regular |
| 2. A. meat | B. reader | C. sea | D. realize |
| 3. A. horrible | B. hour | C. hundred | D. hold |
| 4. A. much | B. drug | C. future | D. buffalo |
| 5. A. serious | B. symptom | C. sugar | D. sauce |

**II: Choose the best option to complete the following sentences.**

6. I have known her………………..two years.

|  |  |  |  |
| --- | --- | --- | --- |
| A. with | B. for | C. since | D. in |

7. He ......... many old books for 5 years.

|  |  |  |  |
| --- | --- | --- | --- |
| A. recycled | B. is recycling | C. has recycled | D. will recycle |

8. To prepare for the new year, I .................. my house again since last month .

|  |  |  |  |
| --- | --- | --- | --- |
| A. paint | B. painted | C. have painted | D. has painted |

9. They ………..the used plastic bottles with water several times yesterday.

|  |  |  |  |
| --- | --- | --- | --- |
| A. washed | B. is washed | C. are washed | D. were washed |

10. It is dangerous ............. quickly.

|  |  |  |  |
| --- | --- | --- | --- |
| A. driving | B. drove | C. to drive | D. driven |

**III:** **Match the verbs in A with the phrases in B**

|  |  |
| --- | --- |
| **A** | **B** |
| 11. donate | a. flu |
| 12. have | b. eggshells |
| 13. have a | c. a mural |
| 14. carve | d. blood |
| 15 . paint | e. temprature |

**IV:** **Read the text and answer the questions.**

The first reason why many families do volunteer work is that they feel satisfied and proud. The feeling of fulfillment comes from helping the community and other people. In addition, volunteering is a great way for families to have fun and closer. But many people say they don’t have time to volunteer because they have to work and take of their families. If that’s the case, try rethingking some of your free time as a family. You could select just one or two projects a year and make them a family tradition. For instance, your family can make and donate gift blankets for the old homeless people on holidays. Your family can also spend only one Saturday morning a month collecting rubbish in your neighborhood.

16. How do people often feel when they volunteer?

…………………………………………………………………………………………..

17. How can your family benefit from doing volunteer?

…………………………………………………………………………………………..

18. Why don’t some people have time to volunteer?

…………………………………………………………………………………………..

19. How can your family help the old homeless people?

…………………………………………………………………………………………..

20. Is collecting rubbish in the neighborhood an example of volunteer work?

…………………………………………………………………………………………..

**V: Listen: You will some information about a place called Sea world. Listen and complete questions 21-25. You will hear the information twice.**

**Sea world**

Open: Tuesday – Sunday

Closed during month of: 21……………………………………

Watch a film about the sea in: 22……………………………………

Dolphin show starts at: 23…………………………………….

Shop sells: 24…………………………………….

Child’s ticket costs: 25…………………………………….

**VI: Writing: Imagine that you are a doctor. Write an e-mail to respond your patient who is putting on weight. Give him/ her your advice.**

…………………………………………………………………………………………..

…………………………………………………………………………………………..

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