Teaching‌ ‌date:‌ ‌7A………………‌ ‌

‌7B……………….‌ ‌ ‌

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**Period‌ ‌1:‌** ‌

**INTRODUCE‌ ‌THE‌ ‌SUBJECT,‌ ‌THE‌ ‌PROGRAM‌ ‌AND‌ ‌REVIEW‌** ‌

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

-Know‌ ‌about‌ ‌the‌ ‌basic‌ ‌content‌ ‌of‌ ‌English‌ ‌7.‌ ‌

-Know‌ ‌about‌ ‌the‌ ‌feature‌ ‌of‌ ‌subject‌ ‌to‌ ‌have‌ ‌best‌ ‌effect.‌ ‌

**1.‌ ‌Knowledge:‌** ‌ ‌

-‌ ‌Understand‌ ‌the‌ ‌way‌ ‌of‌ ‌using‌ ‌English‌ ‌in‌ ‌the‌ ‌class.‌ ‌Have‌ ‌a‌ ‌knowledge‌ ‌about‌ ‌

country,‌ ‌people‌ ‌and‌ ‌culture‌ ‌of‌ ‌speaking‌ ‌English‌ ‌countries.‌ ‌ ‌

‌-‌ ‌Tenses:‌ ‌Present‌ ‌simple,‌ ‌present‌ ‌progressive,‌ ‌Be‌ ‌going‌ ‌to‌ ‌+V.inf‌ ‌.‌ ‌

**2.‌ ‌Competences:‌** ‌ ‌Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence‌ ‌

**3.‌ ‌Qualities:‌** ‌Love‌ ‌the‌ ‌English‌ ‌subject‌ ‌and‌ ‌use‌ ‌it‌ ‌regularly.‌ ‌Proud‌ ‌of‌ ‌the‌ ‌culture‌ ‌and‌ ‌

mother‌ ‌tongue.‌ ‌

**II.‌ ‌TEACHING‌ ‌AIDS:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector‌ ‌

**III.‌ ‌Procedure‌ ‌:‌** ‌

**1.‌ ‌Check‌ ‌old‌ ‌lesson:‌ ‌No‌ ‌checking‌** ‌

**2.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌and‌ ‌Students’‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌remember‌ ‌some‌ ‌activities‌ ‌in‌ ‌the‌ ‌summer‌ ‌and‌ ‌know‌ ‌about‌ ‌the‌ ‌  subjects‌ ‌and‌ ‌the‌ ‌program.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌some‌ ‌questions,‌ ‌ ‌  *‌?‌ ‌What‌ ‌do‌ ‌you‌ ‌do‌ ‌in‌ ‌the‌ ‌summer‌* ‌  (play‌ ‌soccer,‌ ‌play‌ ‌games,….)‌ ‌  *?‌ ‌How‌ ‌often‌ ‌do‌ ‌you‌ ‌play‌ ‌soccer‌* ‌  *?‌ ‌Do‌ ‌you‌ ‌often‌ ‌help‌ ‌your‌ ‌parents‌ ‌with‌ ‌the‌ ‌*  *housework‌* ‌  Ss‌ ‌answer‌ ‌  T‌ ‌introduces‌ ‌the‌ ‌subject‌ ‌and‌ ‌the‌ ‌program‌ ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌review‌‌ **‌‌**present‌ ‌simple,‌ ‌present‌ ‌progressive,‌ ‌be‌ ‌going‌ ‌to‌ ‌+V.inf‌ ‌.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌ss‌ ‌about‌ ‌the‌ ‌form‌ ‌and‌ ‌use‌ ‌of‌ ‌the‌ ‌  present‌ ‌simple,‌ ‌progressive‌ ‌and‌ ‌the‌ ‌future‌ ‌  be‌ ‌going‌ ‌to.‌ ‌   ‌ | **1.‌ ‌The‌ ‌present‌ ‌simple‌ ‌tense:‌** ‌  *\*‌ ‌Form:‌* ‌  **To‌ ‌be:‌ ‌‌**am,‌ ‌is,‌ ‌are‌ ‌ ‌  +)‌ ‌S+‌ ‌V(s,‌ ‌es)‌ ‌  Ex:‌ ‌I‌ ‌go‌ ‌to‌ ‌school‌ ‌everyday‌ ‌  -)‌ ‌S+‌ ‌do/‌ ‌does‌ ‌+‌ ‌not‌ ‌+‌ ‌V.inf‌ ‌ |
| Ss‌ ‌recall‌ ‌the‌ ‌knowledge‌ ‌of‌ ‌present‌ ‌simple‌ ‌  tense,‌ ‌present‌ ‌progressive,‌ ‌be‌ ‌going‌ ‌to.‌ ‌   ‌  Ss‌ ‌copy‌ ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌give‌ ‌some‌ ‌examples‌ ‌of‌ ‌the‌ ‌  present‌ ‌simple,‌ ‌progressive‌ ‌and‌ ‌the‌ ‌future‌ ‌  be‌ ‌going‌ ‌to.‌ ‌   ‌  Ss‌ ‌give‌ ‌some‌ ‌examples‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌ | ‌(do‌ ‌not‌ ‌=‌ ‌don’t/‌ ‌does‌ ‌not‌ ‌=‌ ‌doesn’t)‌ ‌  Ex:‌ ‌She‌ ‌doesn’t‌ ‌play‌ ‌volleyball‌ ‌in‌ ‌the‌ ‌  morning‌ ‌  ?‌ ‌)‌ ‌Do/‌ ‌does‌ ‌+‌ ‌S+‌ ‌V.inf?‌ ‌  ‌Yes,‌ ‌S‌ ‌+‌ ‌do/does.‌ ‌  ‌No,‌ ‌S‌ ‌+‌ ‌don’t/‌ ‌doesn’t‌ ‌  Ex:‌ ‌Do‌ ‌you‌ ‌walk‌ ‌to‌ ‌school‌ ‌every‌ ‌day?‌ ‌  ‌Yes,‌ ‌I‌ ‌do/‌ ‌No,‌ ‌I‌ ‌don’t.‌ ‌  Wh-‌ ‌question:‌ ‌  Wh‌ ‌+‌ ‌do/does‌ ‌+‌ ‌S‌ ‌+‌ ‌Vinf?‌ ‌  Ex:‌ ‌What‌ ‌do‌ ‌you‌ ‌do‌ ‌in‌ ‌the‌ ‌weekend?‌ ‌  **2.‌ ‌The‌ ‌present‌ ‌progressive‌ ‌tense:‌** ‌  *\*‌ ‌Form‌*:‌ ‌  +)‌ ‌S‌ ‌+‌ ‌am/‌ ‌is/are‌ ‌+‌ ‌V.ing‌ ‌  -)‌ ‌S‌ ‌+‌ ‌am/is/are‌ ‌+‌ ‌not‌ ‌+‌ ‌V.ing‌ ‌  ?‌ ‌)‌ ‌Am/is/are‌ ‌+‌ ‌S‌ ‌+‌ ‌V.ing?‌ ‌ ‌  ‌Yes,‌ ‌S‌ ‌+‌ ‌am/‌ ‌is/‌ ‌are.‌ ‌  ‌No,‌ ‌S‌ ‌+am‌ ‌not‌ ‌/isn’t/‌ ‌aren’t.‌**‌** ‌  Wh-question:‌ ‌Wh‌ ‌+am/is‌ ‌/are‌ ‌+‌ ‌S‌ ‌+‌ ‌  V.ing?‌ ‌  *\*‌ ‌Use:‌ ‌* ‌Express‌ ‌an‌ ‌action‌ ‌which‌ ‌is‌ ‌  happening‌ ‌at‌ ‌the‌ ‌moment,‌ ‌often‌ ‌go‌ ‌with‌ ‌  “now”,‌ ‌“at‌ ‌the‌ ‌moment”‌ ‌  Ex:‌ ‌I‌ ‌am‌ ‌watching‌ ‌TV‌ ‌now.‌ ‌   ‌  **3.‌ ‌Be‌ ‌going‌ ‌to‌ ‌+Vinf:‌** ‌  *\*‌ ‌Form‌*:‌ ‌  +)‌ ‌S‌ ‌+‌ ‌am/‌ ‌is/are‌ ‌+‌ ‌going‌ ‌to‌ ‌+V.inf‌ ‌  -)‌ ‌S‌ ‌+‌ ‌am/is/are‌ ‌+‌ ‌not‌ ‌+‌ ‌going‌ ‌to‌ ‌+‌ ‌  V.inf.‌ ‌  ?‌ ‌)‌ ‌Am/is/are‌ ‌+‌ ‌S‌ ‌+‌ ‌going‌ ‌to‌ ‌+Vinf?‌ ‌ ‌  ‌Yes,‌ ‌S‌ ‌+‌ ‌am/is/are‌ ‌  ‌No,‌ ‌S‌ ‌+am‌ ‌not‌ ‌/isn’t/aren’t‌**‌** ‌  Wh-question:‌ ‌Wh‌ ‌+am/is/are‌ ‌+‌ ‌S‌ ‌+‌ ‌  going‌ ‌to‌ ‌+‌ ‌V.inf?‌ ‌  *\*‌ ‌Use:‌ ‌‌*Express‌ ‌an‌ ‌action‌ ‌which‌ ‌happen‌ ‌  surely‌ ‌in‌ ‌the‌ ‌future‌ ‌  Ex:‌ ‌She‌ ‌is‌ ‌going‌ ‌to‌ ‌visit‌ ‌Ha‌ ‌Long‌ ‌Bay‌ ‌  next‌ ‌summer.‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Students‌ ‌can‌ ‌understand‌ ‌the‌ ‌form‌ ‌of‌ ‌tenses‌ ‌to‌ ‌do‌‌ **‌‌**exercise‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌do‌ ‌exercise‌ ‌1.‌ ‌ ‌  Ss‌ ‌practice.‌ ‌  -‌ ‌T‌ ‌comments‌ ‌and‌ ‌gives‌ ‌the‌ ‌correct‌ ‌  answers‌ ‌ | **4.‌ ‌Exercise:‌ ‌‌**Give‌ ‌the‌ ‌correct‌ ‌form‌ ‌of‌ ‌  verbs.‌ ‌ ‌  1.‌ ‌She‌ ‌(play)…………….‌ ‌chess‌ ‌in‌ ‌the‌ ‌  evening‌ ‌  2.‌ ‌Now‌ ‌we‌ ‌(cook)……………..‌ ‌dinner‌ ‌ |

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| ‌   ‌ | 3.‌ ‌They‌ ‌(not‌ ‌do)…………….‌ ‌their‌ ‌  homework‌ ‌on‌ ‌Sunday‌ ‌evenings‌ ‌  4.‌ ‌He‌ ‌(ride)…………………….‌ ‌his‌ ‌  bicycle‌ ‌to‌ ‌school‌ ‌every‌ ‌morning‌ ‌  5.‌ ‌Where……………..you‌ ‌  (go)…………‌ ‌at‌ ‌the‌ ‌moment?‌ ‌  6.‌ ‌Nam‌ ‌(stay)‌ ‌………………‌ ‌in‌ ‌Hue‌ ‌  next‌ ‌weekend‌ ‌  **\*Answer:‌** ‌  1.‌ ‌plays‌ ‌ ‌  4.‌ ‌rides‌ ‌  2.‌ ‌are‌ ‌cooking‌ ‌ ‌  5.‌ ‌are…going‌ ‌  3.‌ ‌don’t‌ ‌do‌ ‌ ‌  6.‌ ‌is‌ ‌going‌ ‌to‌ ‌stay‌ ‌   ‌ |

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***\*‌ ‌Home‌ ‌work‌ ‌*** ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Unit‌ ‌1:‌ ‌My‌ ‌hobbies.‌ ‌

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Teaching‌ ‌date:‌ ‌7A………………….‌ ‌

‌7B…………………‌ ‌

**UNIT‌ ‌1:‌ ‌My‌ ‌hobbies‌** ‌

**Period‌ ‌2:‌ ‌Getting‌ ‌started-‌ ‌My‌ ‌favourite‌ ‌hobby‌** ‌

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌listen‌ ‌and‌ ‌read‌ ‌for‌ ‌

information‌ ‌about‌ ‌the‌ ‌topic‌ ‌“My‌ ‌favourite‌ ‌hobby”,‌ ‌know‌ ‌some‌ ‌activities‌ ‌about‌ ‌the‌ ‌

hobbies,‌ ‌practice‌ ‌asking‌ ‌and‌ ‌answering‌ ‌with:‌ ‌Do‌ ‌you‌ ‌like‌ ‌+‌ ‌V.ing..?,‌ ‌ ‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Hobbies‌ ‌lexical‌ ‌items‌ ‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌‌**like‌ ‌+‌ ‌V-ing‌**‌** ‌

***2.‌ ‌‌*Competences‌*:‌‌*** ‌Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌‌** ‌Students‌ ‌love‌ ‌talking‌ ‌about‌ ‌some‌ ‌hobbies.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedures:‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson‌ ‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌and‌ ‌students'‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌ | |
| **Goal:‌‌** ‌To‌ ‌attract‌ ‌S’s‌ ‌attention‌ ‌to‌ ‌the‌ ‌lesson‌ ‌and‌ ‌lead‌ ‌in‌ ‌the‌ ‌new‌ ‌lesson.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌some‌ ‌questions‌ ‌what‌ ‌they‌ ‌  like‌ ‌doing‌ ‌for‌ ‌pleasure‌ ‌in‌ ‌their‌ ‌free‌ ‌  time.‌ ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions.‌ ‌   ‌   ‌   ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌unit‌ ‌title‌ ‌on‌ ‌the‌ ‌  board:‌ ‌My‌ ‌hobbies”‌ ‌ | **Questions:‌** ‌  -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?‌ ‌  ***HOBBIES‌*** ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌‌ *‌‌***Ss‌ ‌can‌ ‌know‌ ‌the‌ ‌meaning‌ ‌of‌ ‌the‌ ‌idoms‌ ‌and‌ ‌understand‌ ‌the‌ ‌conversation‌ ‌and‌ ‌  do‌ ‌part‌ ‌a,b.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌picture‌ ‌in‌ ‌the‌ ‌  book‌ ‌and‌ ‌answer‌ ‌the‌ ‌questions:‌ ‌  ‌-‌ ‌Can‌ ‌you‌ ‌guess‌ ‌who‌ ‌are‌ ‌they‌ ‌?‌ ‌   ‌  ‌-‌ ‌Where‌ ‌are‌ ‌they?‌ ‌  ‌-‌ ‌What‌ ‌can‌ ‌you‌ ‌see‌ ‌on‌ ‌the‌ ‌shelf‌ ‌?‌ ‌  ‌What‌ ‌may‌ ‌the‌ ‌hobby‌ ‌be‌ ‌?‌ ‌   ‌  T‌ ‌lets‌ ‌them‌ ‌listen‌ ‌to‌ ‌the‌ ‌dialogue.‌ ‌  Ss‌ ‌read‌ ‌the‌ ‌dialogue‌ ‌in‌ ‌groups.‌ ‌   ‌  T‌ ‌explains‌ ‌the‌ ‌meaning‌ ‌of‌ ‌the‌ ‌idoms‌ ‌  “a‌ ‌piece‌ ‌of‌ ‌cake‌ ‌”‌ ‌from‌ ‌the‌ ‌  conversation:‌ ‌as‌ ‌easy‌ ‌as‌ ‌a‌ ‌pie/‌ ‌as‌ ‌  ABC‌ ‌=‌ ‌very‌ ‌easy,‌ ‌or‌ ‌very‌ ‌easily;‌ ‌all‌ ‌  of‌ ‌a‌ ‌piece‌ ‌=‌ ‌all‌ ‌at‌ ‌the‌ ‌same‌ ‌time...etc...‌ ‌   ‌  T‌ ‌asks‌ ‌students‌ ‌to‌ ‌work‌ ‌  independently,‌ ‌read‌ ‌the‌ ‌conversation‌ ‌  again‌ ‌and‌ ‌decide‌ ‌if‌ ‌they‌ ‌are‌ ‌true‌ ‌or‌ ‌  false.‌ ‌  Ss‌ ‌share‌ ‌the‌ ‌answers‌ ‌with‌ ‌a‌ ‌partner.‌ ‌  Ss‌ ‌write‌ ‌the‌ ‌answers‌ ‌on‌ ‌the‌ ‌board.‌ ‌  T‌ ‌corrects.‌ ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌them‌ ‌to‌ ‌discuss‌ ‌and‌ ‌answer‌ ‌the‌ ‌  questions‌ ‌about‌ ‌the‌ ‌dialogue‌ ‌in‌ ‌pairs.‌ ‌  Ss‌ ‌practice‌ ‌in‌ ‌pairs.‌ ‌ | **1.‌ ‌Listen‌ ‌and‌ ‌read‌** ‌   ‌   ‌  -‌ ‌They‌ ‌are‌ ‌Nick,‌ ‌Elena‌ ‌(‌ ‌Nick’s‌ ‌sister)‌ ‌and‌ ‌  Mi.‌ ‌  -‌ ‌They‌ ‌are‌ ‌at‌ ‌Nick’s‌ ‌house.‌ ‌  -‌ ‌I‌ ‌can‌ ‌see‌ ‌so‌ ‌many‌ ‌dolls‌ ‌on‌ ‌the‌ ‌shelf.‌ ‌The‌ ‌  hobby‌ ‌may‌ ‌be‌ ‌collecting‌ ‌dolls.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  ***a.‌ ‌Are‌ ‌the‌ ‌sentences‌ ‌below‌ ‌true‌ ‌(T)‌ ‌or‌ ‌false‌ ‌***  ***(F)?‌*** ‌   ‌  ***Key‌*** ‌  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.‌*** ‌  **Key‌** ‌  1.‌ ‌She‌ ‌receives‌ ‌dolls‌ ‌on‌ ‌special‌ ‌occasions.‌ ‌  2.‌ ‌No,‌ ‌they‌ ‌aren’t.‌ ‌ |

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| T‌ ‌calls‌ ‌some‌ ‌students‌ ‌to‌ ‌the‌ ‌board‌ ‌and‌ ‌  write‌ ‌their‌ ‌answers.‌ ‌  T‌ ‌corrects.‌ ‌   ‌ | 3.‌ ‌She‌ ‌keeps‌ ‌them‌ ‌after‌ ‌using‌ ‌them.‌ ‌  4.‌ ‌No,‌ ‌she‌ ‌doesn’t.‌ ‌  5.‌ ‌No,‌ ‌he‌ ‌hasn’t.‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌ ‌the‌ ‌conversation‌ ‌and‌ ‌practice‌ ‌some‌ ‌activities‌ ‌about‌ ‌the‌ ‌  hobbies,‌ ‌practice‌ ‌asking‌ ‌and‌ ‌answering‌ ‌with:‌ ‌Do‌ ‌you‌ ‌like‌ ‌+‌ ‌V.ing..?.‌ ‌ | |
| ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌listen‌ ‌to‌ ‌the‌ ‌recording‌ ‌and‌ ‌  repeat‌ ‌the‌ ‌words/‌ ‌phrases.‌ ‌  T‌ ‌has‌ ‌some‌ ‌students‌ ‌practise‌ ‌the‌ ‌  words/‌ ‌phrases.‌ ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌work‌ ‌individually‌ ‌to‌ ‌match‌ ‌  the‌ ‌words/‌ ‌phrases‌ ‌from‌ ‌2‌ ‌with‌ ‌the‌ ‌  pictures.‌ ‌Have‌ ‌them‌ ‌compare‌ ‌the‌ ‌  answers‌ ‌with‌ ‌a‌ ‌partner‌ ‌  T‌ ‌asks‌ ‌for‌ ‌Ss’‌ ‌answers‌ ‌  T‌ ‌gives‌ ‌feedback‌ ‌and‌ ‌confirm‌ ‌the‌ ‌  correct‌ ‌answers.‌ ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌discuss‌ ‌the‌ ‌hobbies‌ ‌in‌ ‌  part‌ ‌3‌ ‌are‌ ‌cheap,‌ ‌expensive,‌ ‌easy‌ ‌or‌ ‌  dificult‌ ‌and‌ ‌then‌ ‌complete‌ ‌the‌ ‌table.‌ ‌  Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌  Eg:‌ ‌  S1:‌ ‌Do‌ ‌you‌ ‌think‌ ‌cycling‌ ‌is‌ ‌cheap‌ ‌or‌ ‌  expensive?‌ ‌  S2:‌ ‌I‌ ‌think‌ ‌cycling‌ ‌is‌ ‌cheap.‌ ‌   ‌  T‌ ‌set‌ ‌a‌ ‌time‌ ‌5‌ ‌minutes‌ ‌for‌ ‌Ss‌ ‌to‌ ‌do‌ ‌  this‌ ‌activity.‌ ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌go‌ ‌around‌ ‌the‌ ‌class‌ ‌and‌ ‌  ask‌ ‌some‌ ‌Ss‌ ‌about‌ ‌their‌ ‌hobbies.‌ ‌Use‌ ‌  the‌ ‌question:‌ ‌“Do‌ ‌you‌ ‌like...?”‌ ‌  Ss‌ ‌practice‌ ‌ ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌read‌ ‌loud‌ ‌his‌ ‌or‌ ‌her‌ ‌  friend’s‌ ‌hobby.‌ ‌ | ‌  ***2.‌ ‌Listen‌ ‌and‌ ‌repeat.‌*** ‌   ‌   ‌   ‌   ‌   ‌  ***3.‌ ‌Matching.‌*** ‌  ***Keys‌*** ‌  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 ‌and‌ ‌complete‌ ‌the‌ ‌table.‌*** ‌   ‌   |  |  |  |  | | --- | --- | --- | --- | | *Cheap‌* ‌  *hobbies‌* ‌ | *Expensive‌* ‌  *hobbies‌* ‌ | *Easy‌* ‌  *hobbies‌* ‌ | *Difficult‌ ‌*  *hobbies‌* ‌ | | -cycling‌ ‌   ‌   ‌   ‌ | ‌ | ‌   ‌   ‌ | ‌ |    ‌   ‌  Example:‌ ‌  Tuan:‌ ‌Do‌ ‌you‌ ‌like‌ ‌gardening,‌ ‌Hoa‌ ‌?‌ ‌  Hoa:‌ ‌No,‌ ‌I‌ ‌don’t‌ ‌  Tuan:‌ ‌Do‌ ‌you‌ ‌like‌ ‌cycling,‌ ‌Lien?‌ ‌  Lien:‌ ‌Yes,‌ ‌I‌ ‌do.‌ ‌   ‌   ‌  Eg:‌ ‌  Hoa‌ ‌doesn’t‌ ‌like‌ ‌gardening.‌ ‌  Lien‌ ‌likes‌ ‌cycling.‌ ‌ |
| **Activity‌ ‌4.‌‌ *‌‌*Further‌ ‌practice‌** ‌ | |
| **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌review‌‌ **‌‌**the‌ ‌vocabularies‌ ‌by‌ ‌playing‌ ‌game‌ ‌ | |
| T‌ ‌lets‌ ‌Ss‌ ‌retell‌ ‌the‌ ‌vocabularies‌ ‌by‌ ‌  playing‌ ‌game:‌ ‌T‌ ‌asks‌ ‌a‌ ‌student‌ ‌to‌ ‌go‌ ‌  to‌ ‌the‌ ‌board‌ ‌to‌ ‌give‌ ‌some‌ ‌activities‌ ‌  and‌ ‌other‌ ‌students‌ ‌guess‌ ‌words.‌ ‌  Ss‌ ‌play‌ ‌game‌ ‌   ‌ | Eg:‌ ‌ ‌  Hoa:‌ ‌gives‌ ‌an‌ ‌activity‌ ‌and‌ ‌asks:‌ ‌  What‌ ‌am‌ ‌I‌ ‌doing?‌ ‌  Other‌ ‌students‌ ‌answer:‌ ‌Playing‌ ‌the‌ ‌  guitar.‌ ‌  Hoa:‌ ‌That’s‌ ‌right.‌ ‌   ‌ |

***\*‌ ‌Homework.‌*** ‌

-‌ ‌Do‌ ‌exercise‌ ‌in‌ ‌workbook:‌ ‌A2‌ ‌(p.3),‌ ‌B3,‌ ‌5‌ ‌(P.4,5)‌ ‌.‌ ‌

-‌ ‌Learn‌ ‌by‌ ‌heart‌ ‌the‌ ‌words/‌ ‌phrases‌ ‌about‌ ‌hobbies.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1.‌ ‌

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Teaching‌ ‌date:7A……………..‌ ‌

‌7B………………‌ ‌

**UNIT‌ ‌1:‌ ‌My‌ ‌hobbies‌** ‌

**Period‌ ‌3:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1‌** ‌

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**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.‌ ‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

***a.‌‌*** *‌‌****Vocabulary:‌‌* ‌‌**Hobbies,‌ ‌Action‌ ‌verbs‌**‌** ‌

***b.‌‌*** *‌‌****Grammar:‌‌*** ‌The‌ ‌simple‌ ‌present,‌ ‌the‌ ‌future‌ ‌simple,‌ ‌review‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌V-ing.‌ ‌

***c.‌ ‌Pronunciation:‌‌*** ‌the‌ ‌sounds‌ ‌/‌‌ **‌‌**ə‌ ‌/‌ ‌and‌ ‌/‌ ‌ɜ‌ ‌:/‌ ‌

**2.‌ ‌Competences:‌‌** ‌Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence‌ ‌

**3.‌ ‌Qualities:‌‌** ‌Students‌ ‌love‌ ‌talking‌ ‌about‌ ‌some‌ ‌hobbies.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson‌ ‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌and‌ ‌students'‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **‌Activity‌ ‌1.‌ ‌Warm‌ ‌up.‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌and‌ ‌lead‌ ‌in‌ ‌the‌ ‌lesson.‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌some‌ ‌questions‌ ‌about‌ ‌the‌ ‌  hobbies‌ ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌ | **Eg:‌ ‌** ‌  What‌ ‌is‌ ‌your‌ ‌favorite‌ ‌hobby?‌ ‌   ‌ |
| T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌ |  |
| **‌Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌pronounce‌ ‌correctly‌ ‌the‌ ‌sounds‌ ‌/‌‌ **‌‌**ə‌ ‌/‌ ‌and‌ ‌/‌ ‌‌ɜ‌‌ ‌:/‌ ‌isolation‌ ‌and‌ ‌in‌ ‌context‌ ‌ | |
| ***Ex‌ ‌5:‌*** ‌  -Have‌ ‌some‌ ‌Ss‌ ‌read‌ ‌out‌ ‌the‌ ‌  words‌ ‌first.‌ ‌  -Play‌ ‌the‌ ‌recording.‌ ‌  -Ss‌ ‌listen‌ ‌and‌ ‌tick‌ ‌the‌ ‌words‌ ‌they‌ ‌  hear.‌ ‌  -Repeat‌ ‌the‌ ‌words.‌ ‌   ‌   ‌  **Ex6:‌** ‌  -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌listen‌ ‌to‌ ‌the‌ ‌tape‌ ‌  and‌ ‌then‌ ‌put‌ ‌the‌ ‌words‌ ‌in‌ ‌the‌ ‌correct‌ ‌  column.‌ ‌  -Ss‌ ‌compare‌ ‌their‌ ‌answers‌ ‌with‌ ‌the‌ ‌  whole‌ ‌class.‌ ‌  -T‌ ‌corrects.‌ ‌   ‌   ‌   ‌   ‌   ‌  ***Ex‌ ‌7:‌ ‌*** ‌  -*Ss‌ ‌do‌ ‌individually.‌* ‌  -*Compare‌ ‌and‌ ‌check‌ ‌their‌ ‌*  *answers.‌* ‌  *Say‌ ‌the‌ ‌words‌ ‌that‌ ‌has‌ ‌‌*ə‌ ‌/‌ ‌or‌ ‌/‌ ‌‌ɜ‌‌ ‌:/.‌ ‌ | **Ex‌ ‌5:‌ ‌Listen‌ ‌and‌ ‌tick‌ ‌the‌ ‌words‌ ‌you‌ ‌**  **aear.‌ ‌Repeat‌ ‌the‌ ‌words.‌** ‌   ‌   ‌   |  |  | | --- | --- | | ‌bird-watching‌ ‌ | √‌ ‌answer‌ ‌ | | √‌ ‌ ‌  away‌ ‌ | √‌ ‌neighbour‌ ‌ | | ‌√‌ ‌burn‌ ‌ | ‌singer‌ ‌ | | ‌√‌ ‌hurt‌ ‌ | √‌ ‌heard‌ ‌ | | ‌√‌ ‌Birth‌ ‌ | √‌ ‌common‌ ‌ |   **Ex‌ ‌6:‌ ‌Listen‌ ‌again‌ ‌and‌ ‌put‌ ‌the‌ ‌words‌ ‌in‌ ‌**  **the‌ ‌correct‌ ‌column.‌** ‌   ‌   ‌   |  |  | | --- | --- | | **/‌ ‌ə‌ ‌/‌** ‌ | **/‌ ‌‌ɜ‌ ‌**  **:/‌** ‌ | | 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 ‌ | √‌ ‌ | ‌ |    ‌ |
| **‌Activity‌ ‌3.‌ ‌Practice.‌** ‌  **Goal:‌ ‌‌**Review‌ ‌some‌ ‌words‌ ‌and‌ ‌phrases‌ ‌about‌ ‌the‌ ‌hobbies‌ ‌and‌ ‌structure:‌ ‌Do‌ ‌you‌ ‌like‌ ‌  V-ing....?‌ ‌Know‌ ‌how‌ ‌to‌ ‌use‌ ‌action‌ ‌verbs‌ ‌and‌ ‌hobbies‌ ‌in‌ ‌the‌ ‌sentences.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌match‌ ‌the‌ ‌correct‌ ‌verbs‌ ‌  with‌ ‌the‌ ‌hobbies.‌ ‌(T‌ ‌prepares‌ ‌cards)‌ ‌  Ss‌ ‌match‌ ‌the‌ ‌correct‌ ‌verbs‌ ‌with‌ ‌the‌ ‌  hobbies.‌ ‌   ‌   ‌   ‌   ‌ | **1.Matching‌** ‌   |  |  | | --- | --- | | **A‌** ‌ | **B‌** ‌ | | 1.go‌ ‌  2.‌ ‌play‌ ‌  3.‌ ‌collect‌ ‌  4.‌ ‌take‌ ‌  5.‌ ‌watch‌ ‌  6.‌ ‌arrange‌ ‌  7.‌ ‌do‌ ‌ | a.‌ ‌TV‌ ‌  b.‌ ‌the‌ ‌piano‌ ‌  c.‌ ‌camping‌ ‌  d.‌ ‌photos‌ ‌  e.‌ ‌flowers‌ ‌  f.‌ ‌gynastics‌ ‌  g.‌ ‌bottles‌ ‌ | |

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| ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌practice‌ ‌in‌ ‌pairs‌ ‌on‌ ‌the‌ ‌  board.‌ ‌Use‌ ‌the‌ ‌question:‌ ‌“Do‌ ‌you‌ ‌like‌ ‌  V-ing....?”‌ ‌  Eg:‌ ‌ ‌  S1:‌ ‌Do‌ ‌you‌ ‌like‌ ‌watching‌ ‌TV?‌ ‌  S2:‌ ‌Yes,‌ ‌I‌ ‌do‌ ‌   ‌  T‌ ‌reminds‌ ‌them‌ ‌that‌ ‌a‌ ‌action‌ ‌verb‌ ‌stand‌ ‌  after‌ ‌subject,‌ ‌a‌ ‌hobby‌ ‌stands‌ ‌after‌ ‌some‌ ‌  verbs‌ ‌such‌ ‌as‌ ‌like,‌ ‌love,‌ ‌enjoy…‌ ‌or‌ ‌can‌ ‌  be‌ ‌subject.‌ ‌   ‌  T‌ ‌has‌ ‌Ss‌ ‌read‌ ‌all‌ ‌the‌ ‌sentences‌ ‌  carefully‌ ‌to‌ ‌make‌ ‌sure‌ ‌they‌ ‌understand‌ ‌  the‌ ‌sentences.‌ ‌Then‌ ‌complete‌ ‌the‌ ‌  sentences.‌ ‌  Ss‌ ‌share‌ ‌their‌ ‌answers.‌ ‌  Ss‌ ‌write‌ ‌the‌ ‌correct‌ ‌answers‌ ‌on‌ ‌the‌ ‌  board.‌ ‌  T‌ ‌corrects‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌explains:‌ ‌-‌ ‌A‌ ‌keyword‌ ‌helps‌ ‌you‌ ‌  understand‌ ‌a‌ ‌text‌ ‌quickly,‌ ‌and‌ ‌it‌ ‌is‌ ‌  usually‌ ‌a‌ ‌noun,‌ ‌verb,‌ ‌adjective‌ ‌or‌ ‌  adverb.‌ ‌  **+‌ ‌Groupwork‌** ‌  -‌ ‌Devide‌ ‌the‌ ‌class‌ ‌into‌ ‌groups‌ ‌.‌ ‌  -‌ ‌Each‌ ‌group‌ ‌will‌ ‌write‌ ‌words‌ ‌on‌ ‌the‌ ‌  card.The‌ ‌group‌ ‌with‌ ‌the‌ ‌most‌ ‌words‌ ‌is‌ ‌  the‌ ‌winner.‌ ‌ ‌  -‌ ‌Time:‌ ‌3‌ ‌minutes‌ ‌   ‌ | |  |  | | --- | --- | | 8.‌ ‌Listen‌ ‌ | h.‌ ‌to‌ ‌music‌ ‌ |    ‌  ●**Keys‌** ‌  1.c‌ ‌2.‌ ‌b‌ ‌3.‌ ‌g‌ ‌4.‌ ‌d‌ ‌ ‌  5.‌ ‌a‌ ‌6.‌ ‌e‌ ‌7.‌ ‌f‌ ‌8.‌ ‌h‌ ‌ ‌   ‌   ‌   ‌   ‌  **2.‌ ‌Fill‌ ‌in‌ ‌each‌ ‌blank‌ ‌in‌ ‌the‌ ‌sentences‌ ‌**  **with‌ ‌one‌ ‌hobby‌ ‌or‌ ‌one‌ ‌action‌ ‌verb‌ ‌from‌ ‌**  **the‌ ‌box‌ ‌below.‌** ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **\*Keys‌** ‌  1.Swimming,‌ ‌swim‌ ‌  2.Listen,‌ ‌listening‌ ‌to‌ ‌music‌ ‌  3.Plant,‌ ‌gardening‌ ‌  4.Catch,‌ ‌fishing‌ ‌  5.Painting,‌ ‌paints‌ ‌   ‌  **3.‌ ‌Do‌ ‌you‌ ‌know‌ ‌what‌ ‌a‌ ‌keyword‌ ‌is?‌** ‌  **Look‌ ‌out!‌ ‌(Page‌ ‌12)‌** ‌   ‌   ‌   |  |  | | --- | --- | | **Hobby‌** ‌ | **Keywords‌** ‌ | | Listening‌ ‌  to‌ ‌music‌ ‌ | Melody,‌ ‌songs,‌ ‌  headphones,‌ ‌noise.....‌ ‌ | | gardening‌ ‌ | Trees,‌ ‌flowers,‌ ‌garden...‌ ‌ | | fishing‌ ‌ | Lake,‌ ‌pond,‌ ‌catch,‌ ‌fish…‌ ‌ | | painting‌ ‌ | Creative,‌ ‌colours,‌ ‌artist…‌ ‌ | | swimming‌ ‌ | Pool,‌ ‌fun,‌ ‌keep‌ ‌fit,‌ ‌  swim...‌ ‌ |    ‌ |
| **‌Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌words‌ ‌about‌ ‌hobby.‌ ‌ | |
| T‌ ‌explains‌ ‌the‌ ‌way‌ ‌to‌ ‌play.‌ ‌  -‌ ‌Work‌ ‌in‌ ‌group.‌ ‌  -‌ ‌Each‌ ‌student‌ ‌thinks‌ ‌of‌ ‌a‌ ‌hobby‌ ‌and‌ ‌  says‌ ‌keywords‌ ‌out‌ ‌loud.‌ ‌ | **4.‌ ‌Game:‌ ‌** ‌   ‌  ***Eg:‌*** ‌  *A:‌ ‌water,‌ ‌grow,‌ ‌flowers,vegetable.‌* ‌  *B:‌ ‌Is‌ ‌it‌ ‌gardening‌ ‌?‌* ‌ |
| -‌ ‌The‌ ‌rest‌ ‌of‌ ‌the‌ ‌group‌ ‌tries‌ ‌to‌ ‌guess:‌ ‌  What‌ ‌the‌ ‌hobby‌ ‌is..?‌ ‌  --‌ ‌The‌ ‌student‌ ‌with‌ ‌the‌ ‌most‌ ‌  points‌ ‌is‌ ‌the‌ ‌winner.‌ ‌ | *A:‌ ‌Yes,‌ ‌it‌ ‌is.‌* ‌   ‌ |

***\*‌ ‌Homework‌*** ‌

-‌ ‌Do‌ ‌exercise‌ ‌in‌ ‌workbook:‌ ‌A1‌ ‌P3,‌ ‌B1,2‌ ‌P4‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2‌ ‌

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Teaching‌ ‌date:7A………………‌ ‌

‌7B………………..‌ ‌

**UNIT‌ ‌1:‌ ‌My‌ ‌hobbies‌** ‌

**Period‌ ‌4:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2‌** ‌

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**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.‌ ‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

***a.‌ ‌Vocabulary:‌‌*** ‌Hobbies,‌ ‌Action‌ ‌verbs‌ ‌

‌‌***b.‌ ‌Grammar:‌*** ‌

-‌ ‌Present‌ ‌simple‌ ‌tense.‌ ‌

-‌ ‌Future‌ ‌simple‌ ‌tense‌ ‌

-‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌Ving‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3‌*.‌ ‌‌*Qualities:‌‌ *‌*** ‌Students‌ ‌love‌ ‌talking‌ ‌about‌ ‌some‌ ‌hobbies.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson‌ ‌** ‌

**-‌ ‌‌**T‌ ‌ask‌ ‌ss‌ ‌to‌ ‌write‌ ‌the‌ ‌new‌ ‌words‌ ‌in‌ ‌previous‌ ‌lesson.‌ ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌&‌ ‌Students'‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Review‌ ‌some‌ ‌hobbies.‌ ‌ | |
| *-‌ ‌‌*Call‌ ‌on‌ ‌a‌ ‌student‌ ‌go‌ ‌to‌ ‌the‌ ‌board.‌ ‌  -That‌ ‌student‌ ‌thinks‌ ‌of‌ ‌a‌ ‌hobby‌ ‌and‌ ‌says‌ ‌  keywords‌ ‌out‌ ‌loud.‌ ‌  -‌ ‌The‌ ‌rest‌ ‌of‌ ‌the‌ ‌group‌ ‌tries‌ ‌to‌ ‌guess‌ ‌  What‌ ‌the‌ ‌hobby‌ ‌is..?‌ ‌ | ‌ |
| -‌ ‌The‌ ‌student‌ ‌with‌ ‌the‌ ‌most‌ ‌points‌ ‌is‌ ‌the‌ ‌  winner.‌ ‌  ​Eg:‌ ‌  ​A:‌ ‌water,‌ ‌  grow,flowers,vegetable.‌ ‌  ​B:‌ ‌Is‌ ‌it‌ ‌gardening‌ ‌?‌ ‌  ​A:‌ ‌Yes,‌ ‌it‌ ‌is.‌ ‌   ‌ |  |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌Ss‌ ‌‌**review‌ ‌the‌ ‌form‌ ‌and‌ ‌the‌ ‌uses‌ ‌of‌ ‌two‌ ‌tenses‌ ‌:‌ ‌The‌ ‌present‌ ‌simple‌ ‌and‌ ‌the‌ ‌  future‌ ‌simple‌ ‌and‌ ‌do‌ ‌exercises‌ ‌   ‌ | |
| ***-‌***Tasks‌ ‌students‌ ‌to‌ ‌retell‌ ‌the‌ ‌form‌ ‌and‌ ‌the‌ ‌  uses‌ ‌of‌ ‌two‌ ‌tenses:‌ ‌The‌ ‌present‌ ‌simple‌ ‌  and‌ ‌the‌ ‌future‌ ‌simple.‌ ‌   ‌  Ss:‌ ‌Retell‌ ‌the‌ ‌form‌ ‌and‌ ‌the‌ ‌uses‌ ‌of‌ ‌two‌ ‌  tenses:‌ ‌The‌ ‌present‌ ‌simple‌ ‌and‌ ‌the‌ ‌  future‌ ‌simple.‌ ‌  -T‌ ‌comments‌ ‌and‌ ‌explains‌ ‌again.‌ ‌   ‌  **-‌ ‌‌**Have‌ ‌Ss‌ ‌read‌ ‌the‌ ‌Look‌ ‌out‌ ‌!‌ ‌Box.‌ ‌  -‌ ‌May‌ ‌call‌ ‌some‌ ‌students‌ ‌to‌ ‌make‌ ‌  sentences‌ ‌with‌ ‌the‌ ‌verbs‌ ‌of‌ ‌liking.‌ ‌   ‌  **Ex1:‌ ‌** ‌  -‌ ‌Ss‌ ‌do‌ ‌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.‌ ‌  ***‌‌***-‌ ‌T‌ ‌explains‌ ‌That‌ ‌x‌ ‌3‌ ‌per‌ ‌week‌ ‌means‌ ‌  three‌ ‌times‌ ‌a‌ ‌week‌ ‌  -‌ ‌Work‌ ‌in‌ ‌pairs‌ ‌  -‌ ‌Check‌ ‌the‌ ‌answers‌ ‌and‌ ‌write‌ ‌the‌ ‌  correct‌ ‌answers‌ ‌on‌ ‌the‌ ‌board.‌ ‌   ‌   ‌   ‌ | ***1.‌ ‌Grammar:‌*** ‌  ***1.The‌ ‌present‌ ‌simple‌ ‌and‌ ‌the‌ ‌future‌ ‌***  ***simple‌ ‌*** ‌  a.‌ ‌The‌ ‌present‌ ‌simple‌ ‌  +)‌ ‌S+‌ ‌V.(s,‌ ‌es)‌ ‌  b.‌ ‌The‌ ‌future‌ ‌simple‌ ‌ ‌  +)‌ ‌S+‌ ‌will‌ ‌+‌ ‌V‌ ‌   ‌  ***2.‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌Ving‌*** ‌  \*‌ ‌Look‌ ‌out‌ ‌!‌ ‌(‌ ‌In‌ ‌Studentbook)‌ ‌  ***Like,‌ ‌love,‌ ‌enjoy‌ ‌hate‌ ‌+‌ ‌Ving‌*** ‌   ‌   ‌  **Ex1:‌ ‌Complete‌ ‌the‌ ‌sentences.‌ ‌Use‌ ‌**  **the‌ ‌present‌ ‌simple‌ ‌or‌ ‌future‌ ‌simple‌ ‌**  **form‌ ‌of‌ ‌the‌ ‌verbs.‌** ‌  **Key‌** ‌  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.‌** ‌   ‌   ‌   ‌  **Key‌** ‌  1.‌ ‌Likes‌ ‌ ‌  2.‌ ‌Watch‌ ‌ ‌  3.‌ ‌Don’t‌ ‌love‌ ‌ |

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| ‌   ‌   ‌   ‌   ‌   ‌   ‌  **Ex‌ ‌3:‌** ‌  -‌ ‌Ss‌ ‌work‌ ‌in‌ ‌groups‌ ‌  -‌ ‌T‌ ‌explains‌ ‌“‌ ‌frequency”‌ ‌means‌ ‌how‌ ‌  often‌ ‌someone‌ ‌does‌ ‌something‌ ‌in‌ ‌a‌ ‌  given‌ ‌time‌ ‌frame.‌ ‌  -‌ ‌Ss‌ ‌each‌ ‌group‌ ‌writes‌ ‌a‌ ‌short‌ ‌report‌ ‌  similar‌ ‌to‌ ‌Nick’s‌ ‌report‌ ‌in‌ ‌2‌ ‌  -‌ ‌Ss‌ ‌read‌ ‌the‌ ‌comment‌ ‌and‌ ‌votes‌ ‌for‌ ‌the‌ ‌  best‌ ‌report.‌ ‌ | 4.‌ ‌go‌ ‌ ‌  5.‌ ‌Enjoy‌ ‌ ‌  6.‌ ‌Play‌ ‌  7.‌ ‌plays‌ ‌ ‌  8.‌ ‌Doesn’t‌ ‌like‌ ‌ ‌  9.‌ ‌plays‌ ‌   ‌  **Exercise‌ ‌3:‌** ‌  **a‌**.‌ ‌Work‌ ‌in‌ ‌groups.‌ ‌  b.‌ ‌Write‌ ‌a‌ ‌report‌ ‌about‌ ‌what‌ ‌you‌ ‌have‌ ‌  found‌ ‌out.‌ ‌   ‌   ‌   ‌   ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌‌ **‌‌**the‌ ‌form:‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌Ving‌ ‌to‌ ‌do‌ ‌exercise‌ ‌ | |
| **Ex4‌**:‌ ‌   ‌  -‌ ‌Ss‌ ‌do‌ ‌the‌ ‌exercise‌ ‌individually,‌ ‌then‌ ‌  compare‌ ‌their‌ ‌answers‌ ‌with‌ ‌a‌ ‌classmate‌ ‌  -‌ ‌Call‌ ‌some‌ ‌Ss‌ ‌to‌ ‌read‌ ‌out‌ ‌the‌ ‌answers‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌  **Ex5:‌** ‌  -‌ ‌T‌ ‌has‌ ‌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.‌ ‌   ‌ | ***Ex‌ ‌4:‌ ‌Complete‌ ‌the‌ ‌sentences,‌ ‌using‌ ‌***  ***the‌ ‌–ing‌ ‌form‌ ‌of‌ ‌the‌ ‌verbs‌ ‌in‌ ‌the‌ ‌box.‌*** ‌  ***Key‌*** ‌  ***1.riding‌ ‌*** ‌  ***2.‌ ‌Watching;‌ ‌going‌*** ‌  ***3.‌ ‌talking‌ ‌*** ‌  ***4.‌ ‌Playing‌*** ‌  ***5.‌ ‌eating‌ ‌*** ‌  ***6.‌ ‌Walking‌*** ‌   ‌  **Ex‌ ‌5:‌ ‌Look‌ ‌at‌ ‌the‌ ‌pictures‌ ‌and‌ ‌write‌ ‌**  **sentences...‌** ‌   ‌  **Key‌** ‌  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.‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌what‌ ‌each‌ ‌member‌ ‌in‌ ‌their‌ ‌family‌ ‌like‌ ‌or‌ ‌dislike‌ ‌doing‌ ‌ | |
| **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 ‌  theircomments.‌ ‌ | **Ex‌ ‌6:‌ ‌What‌ ‌does‌ ‌each‌ ‌member‌ ‌in‌ ‌**  **your‌ ‌family‌ ‌like‌ ‌or‌ ‌not‌ ‌like‌ ‌doing?‌** ‌  Write‌ ‌sentences.‌ ‌  1,‌ ‌My‌ ‌father‌ ‌likes...‌ ‌  2,‌ ‌My‌ ‌father‌ ‌hates...‌ ‌ |
| -‌ ‌T‌ ‌corrects‌ ‌any‌ ‌mistakes.‌ ‌ |  |

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***\*‌ ‌Homework‌*** ‌

-‌ ‌Do‌ ‌exercise‌ ‌B4,‌ ‌B6‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Communication‌ ‌

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Teaching‌ ‌date:7A………………‌ ‌

‌7B…………….‌ ‌

**UNIT‌ ‌1:‌ ‌My‌ ‌hobbies‌** ‌

**Period‌ ‌5:‌ ‌Communication‌** ‌

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌describe‌ ‌and‌ ‌give‌ ‌opinions‌ ‌

about‌ ‌hobbies.‌ ‌

**1.Knowlegdes:‌** ‌ ‌

**a.‌ ‌Vocabulary:‌‌** ‌Hobbies,‌ ‌Action‌ ‌verbs‌ ‌

**b.‌ ‌Grammar:‌‌** ‌The‌ ‌simple‌ ‌present,‌ ‌the‌ ‌future‌ ‌simple,‌ ‌review‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌V-ing.‌ ‌

**2.‌ ‌Competences:‌** ‌Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌**-‌ ‌Students‌ ‌love‌ ‌talking‌ ‌about‌ ‌the‌ ‌activities‌ ‌in‌ ‌free‌ ‌time.‌ ‌

**II.‌ ‌TEACHING‌ ‌AIDS:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

-‌ ‌Ask‌ ‌ss‌ ‌to‌ ‌say‌ ‌about‌ ‌their‌ ‌hobbies‌ ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌&‌ ‌Students'‌ ‌activities‌** ‌ | **The‌ ‌contents‌** ‌ |
| **Activity‌ ‌1.Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Answer‌ ‌some‌ ‌questions‌ ‌related‌ ‌to‌ ‌the‌ ‌lesson.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌some‌ ‌questions.‌ ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌   ‌   ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌ | **\*Question‌** ‌  +‌ ‌What‌ ‌would‌ ‌you‌ ‌like‌ ‌to‌ ‌do‌ ‌in‌ ‌your‌ ‌free‌ ‌  time‌ ‌?‌ ‌  +‌ ‌What‌ ‌does‌ ‌your‌ ‌father‌ ‌do‌ ‌in‌ ‌his‌ ‌free‌ ‌  time‌ ‌?‌ ‌  +‌ ‌What‌ ‌does‌ ‌he‌ ‌like‌ ‌doing‌ ‌or‌ ‌hate‌ ‌doing‌ ‌  ?‌ ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌the‌ ‌meaning‌ ‌and‌ ‌the‌ ‌use‌ ‌of‌ ‌vocabularies‌ ‌related‌ ‌to‌ ‌the‌ ‌topic:‌ ‌My‌ ‌  hobbies‌ ‌and‌ ‌do‌ ‌exercises.‌ ‌ | |
| ‌  T‌ ‌teaches‌ ‌new‌ ‌words‌ ‌ | ***1.‌ ‌Extra‌ ‌vocabulary‌*** ‌ |
| Ss‌ ‌copy‌ ‌and‌ ‌read‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **Ex1:‌** ‌  -‌ ‌Ss‌ ‌do‌ ‌this‌ ‌exercise‌ ‌individually‌ ‌and‌ ‌  match‌ ‌the‌ ‌activities‌ ‌with‌ ‌the‌ ‌pictures.‌ ‌  -T‌ ‌corrects‌ ‌the‌ ‌answers.‌ ‌   ‌ | -‌ ‌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.‌ ‌Exercise.‌*** ‌  **Ex1:‌ ‌Match‌ ‌the‌ ‌activities‌ ‌with‌ ‌the‌ ‌**  **pictures.‌ ‌** ‌  **Key‌** ‌  A.carving‌ ‌wood‌ ‌ ‌  B.making‌ ‌models‌ ‌  C.ice-skating‌ ‌ ‌  D.dancing‌ ‌  E.making‌ ‌pottery.‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌understandthe‌ ‌structure‌ ‌Find‌ ‌+‌ ‌doing‌ ‌+‌ ‌sth‌ ‌+‌ ‌adj.‌ ‌  or‌ ‌think‌ ‌(that)‌ ‌+‌ ‌doing‌ ‌sth‌ ‌+‌ ‌is‌ ‌+‌ ‌adj‌ ‌then‌ ‌do‌ ‌exercises.‌ ‌ | |
| **Ex‌ ‌2:‌ ‌** ‌  -‌ ‌T‌ ‌has‌ ‌the‌ ‌Ss‌ ‌look‌ ‌at‌ ‌Look‌ ‌out!‌ ‌Box.‌ ‌  Write‌ ‌some‌ ‌example‌ ‌sentences‌ ‌on‌ ‌the‌ ‌  board‌ ‌and‌ ‌underline‌ ‌the‌ ‌two‌ ‌structures.‌ ‌  -‌ ‌Ss‌ ‌work‌ ‌individually‌ ‌and‌ ‌tick‌ ‌the‌ ‌  appropriate‌ ‌boxes.Then,‌ ‌complete‌ ‌the‌ ‌  sentences‌ ‌below‌ ‌by‌ ‌writing‌ ‌one‌ ‌reason‌ ‌to‌ ‌  explain‌ ‌your‌ ‌choice.‌ ‌  -‌ ‌T‌ ‌models‌ ‌the‌ ‌first‌ ‌sentence.‌ ‌  -‌ ‌Ss‌ ‌compare‌ ‌their‌ ‌sentences‌ ‌with‌ ‌a‌ ‌  partner.‌ ‌  -Ask‌ ‌some‌ ‌students‌ ‌to‌ ‌write‌ ‌their‌ ‌  sentences‌ ‌on‌ ‌the‌ ‌board.‌ ‌  -‌ ‌Other‌ ‌Ss‌ ‌and‌ ‌T‌ ‌give‌ ‌comments.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌ | **Ex‌ ‌2:‌ ‌Tick‌ ‌the‌ ‌boxes.Then‌ ‌,‌ ‌complete‌ ‌**  **the‌ ‌sentences.‌** ‌  E.g:‌ ‌I‌ ‌find‌ ‌swimming‌ ‌interesting‌ ‌  Find‌ ‌+‌ ‌doing‌ ‌+‌ ‌sth‌ ‌+‌ ‌adj.‌ ‌  or‌ ‌think‌ ‌(that)‌ ‌+‌ ‌doing‌ ‌sth‌ ‌+‌ ‌is‌ ‌+‌ ‌adj.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌  Key:‌ ‌  1.‌ ‌I‌ ‌find‌ ‌making‌ ‌pottery‌ ‌‌**boring‌‌** ‌because‌ ‌  **it‌ ‌is‌ ‌difficult‌**.‌ ‌  2.‌ ‌I‌ ‌think‌ ‌dancing‌ ‌is‌ ‌boringbecause‌ ‌  ……….‌ ‌  3.‌ ‌I‌ ‌find‌ ‌ice-skating‌ ‌is‌ ‌interesting‌ ‌because‌ ‌  ………‌ ‌  4.‌ ‌I‌ ‌think‌ ‌making‌ ‌models‌ ‌is‌ ‌interesting‌ ‌  because‌ ‌…‌ ‌ |

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|  | 2.‌ ‌I‌ ‌find‌ ‌carving‌ ‌wood‌ ‌is‌ ‌boring‌ ‌because‌ ‌  …‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌ ‌interview‌ ‌a‌ ‌classmate‌ ‌about‌ ‌the‌ ‌hobbies‌ ‌ | |
| ***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.‌ ‌   ‌ | ***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.‌ ‌   ‌ |

**\*‌ ‌Homework.‌** ‌

-‌ ‌Do‌ ‌exercise:‌ ‌C1,2‌ ‌in‌ ‌the‌ ‌workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Skills‌ ‌1‌ ‌

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Teaching‌ ‌date:7A……………..‌ ‌

‌7B……………..‌ ‌

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**UNIT‌ ‌1:‌ ‌My‌ ‌hobbies‌** ‌

**Period‌ ‌6:‌ ‌Skills‌ ‌1‌** ‌

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

-‌ ‌Read‌ ‌for‌ ‌specific‌ ‌information‌ ‌about‌ ‌unusual‌ ‌hobbies‌ ‌

-‌ ‌Talk‌ ‌and‌ ‌share‌ ‌about‌ ‌their‌ ‌hobbies‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Hobbies,‌ ‌Action‌ ‌verbs‌**‌** ‌

**b.‌‌** ‌‌**Grammar:‌ ‌‌**The‌ ‌simple‌ ‌present,‌ ‌the‌ ‌future‌ ‌simple,‌ ‌review‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌V-ing.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Students‌ ‌love‌ ‌talking‌ ‌about‌ ‌some‌ ‌hobbies.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book‌**.‌** ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson‌ ‌** ‌

-‌ ‌T:‌ ‌Call‌ ‌pupils‌ ‌to‌ ‌go‌ ‌to‌ ‌the‌ ‌black‌ ‌board‌ ‌and‌ ‌give‌ ‌them‌ ‌some‌ ‌question:‌ ‌

-‌ ‌Ss:‌ ‌Answer‌ ‌the‌ ‌teacher’s‌ ‌question.‌ ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌&‌ ‌Students'‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Ask‌ ‌and‌ ‌answer‌ ‌some‌ ‌questions‌ ‌about‌ ‌hobby‌ ‌.‌ ‌ | |
| T‌ ‌asks‌ ‌some‌ ‌questions:‌ ‌   ‌  Ss‌ ‌answer‌ ‌the‌ ‌question‌ ‌   ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌ ‌   ‌ | **\*‌ ‌Question‌** ‌  -‌ ‌Do‌ ‌you‌ ‌like‌ ‌making‌ ‌pottery‌ ‌?‌ ‌Why?‌ ‌  -‌ ‌Do‌ ‌you‌ ‌like‌ ‌carving‌ ‌wood?‌ ‌Why?‌ ‌  -‌ ‌Do‌ ‌you‌ ‌want‌ ‌to‌ ‌carve‌ ‌eggshells?‌ ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌ ‌the‌ ‌text‌ ‌and‌ ‌know‌ ‌some‌ ‌vocabulary‌ ‌words‌ ‌related‌ ‌to‌ ‌the‌ ‌  topic:‌ ‌My‌ ‌hobbies,‌ ‌then‌ ‌do‌ ‌exercises‌ ‌ | |
| -‌ ‌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.‌ ‌   ‌   ‌   ‌   ‌   ‌  -T‌ ‌gives‌ ‌some‌ ‌new‌ ‌words.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌Ss‌ ‌read‌ ‌the‌ ‌text‌ ‌again‌ ‌and‌ ‌answer‌ ‌the‌ ‌  questions‌ ‌individually‌ ‌and‌ ‌then‌ ‌  compare‌ ‌their‌ ‌answers‌ ‌with‌ ‌a‌ ‌classmate.‌ ‌  -‌ ‌T‌ ‌corrects.‌ ‌ | **1.‌ ‌Reading:‌ ‌** ‌  ***Ex‌ ‌1:‌ ‌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.‌ ‌  ***\*‌ ‌New‌ ‌words:‌*** ‌  -‌ ‌Eggshell:‌ ‌vỏ‌ ‌trứng‌ ‌  -‌ ‌Carve‌ ‌:trạm‌ ‌khắc‌ ‌  -‌ ‌Fragile:‌ ‌mong‌ ‌manh‌ ‌  -‌ ‌Art‌ ‌gallery‌ ‌:‌ ‌phòng‌ ‌trưng‌ ‌bày‌ ‌nghệ‌ ‌  thuật.‌ ‌  -‌ ‌Unique‌ ‌:‌ ‌độc‌ ‌đáo.‌ ‌  -‌ ‌Gift:‌ ‌quà‌ ‌   ‌   ‌  ***Ex‌ ‌2:‌ ‌Read‌ ‌the‌ ‌text‌ ‌and‌ ‌answer‌ ‌the‌ ‌***  ***questions.‌*** ‌   ‌   ‌ |
| ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌Ss‌ ‌complete‌ ‌the‌ ‌sentences.‌ ‌  -‌ ‌Ss‌ ‌can‌ ‌underline‌ ‌parts‌ ‌of‌ ‌the‌ ‌text‌ ‌that‌ ‌  help‌ ‌them‌ ‌find‌ ‌the‌ ‌answers.‌ ‌ ‌  -‌ ‌Ss‌ ‌share‌ ‌their‌ ‌answers‌ ‌with‌ ‌a‌ ‌partner.‌ ‌ ‌  -‌ ‌T‌ ‌checks‌ ‌and‌ ‌confirm‌ ‌the‌ ‌correct‌ ‌  answers.‌ ‌ | 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.‌ ‌  ***Ex‌ ‌3:‌ ‌Read‌ ‌the‌ ‌sentences‌ ‌below….‌*** ‌  1.‌ ‌carving‌ ‌eggshells.‌ ‌  2.‌ ‌the‌ ‌Us‌ ‌  3.‌ ‌the‌ ‌internet‌ ‌  4.‌ ‌time‌ ‌  5.‌ ‌gifts.‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Discuss‌ ‌other‌ ‌uses‌ ‌of‌ ‌these‌ ‌pieces‌ ‌of‌ ‌art‌ ‌and‌ ‌talk‌ ‌about‌ ‌their‌ ‌hobbies.‌ ‌ | |
| ‌   ‌  -‌ ‌Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌to‌ ‌discuss‌ ‌the‌ ‌uses‌ ‌of‌ ‌  carved‌ ‌eggshells.‌ ‌Encourage‌ ‌Ss‌ ‌to‌ ‌think‌ ‌  creatively.‌ ‌ ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌Ss‌ ‌work‌ ‌in‌ ‌groups‌ ‌and‌ ‌take‌ ‌turns‌ ‌  talking‌ ‌about‌ ‌their‌ ‌hobbies.‌ ‌ ‌  They‌ ‌vote‌ ‌for‌ ‌the‌ ‌most‌ ‌exciting‌ ‌hobby.‌ ‌ ‌  -‌ ‌T‌ ‌calls‌ ‌on‌ ‌some‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌about‌ ‌the‌ ‌  most‌ ‌exciting‌ ‌hobby‌ ‌of‌ ‌their‌ ‌group.‌ ‌ ‌  -‌ ‌T‌ ‌comments‌ ‌the‌ ‌sentences.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌take‌ ‌turn‌ ‌to‌ ‌talk‌ ‌about‌ ‌the‌ ‌  hobbies‌ ‌.‌ ‌   ‌   ‌   ‌ | ***Ex‌ ‌4:‌ ‌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)..‌ ‌   ‌  **Ex‌ ‌5:‌ ‌Work‌ ‌in‌ ‌groups.‌ ‌Take‌ ‌turns…‌** ‌   ‌   ‌   ‌   ‌  Eg:‌ ‌My‌ ‌hobby‌ ‌is‌ ‌drawing‌ ‌.I‌ ‌started‌ ‌the‌ ‌  hobby‌ ‌a‌ ‌year‌ ‌ago.‌ ‌It‌ ‌is‌ ‌easy‌ ‌because‌ ‌I‌ ‌  learn‌ ‌how‌ ‌to‌ ‌draw‌ ‌in‌ ‌the‌ ‌class.I‌ ‌find‌ ‌this‌ ‌  hobby‌ ‌useful‌ ‌becausethe‌ ‌drew‌ ‌pictures‌ ‌  are‌ ‌unique‌ ‌gifts‌ ‌for‌ ‌family‌ ‌and‌ ‌friends.I‌ ‌  think‌ ‌I‌ ‌will‌ ‌continue‌ ‌my‌ ‌hobby‌ ‌in‌ ‌the‌ ‌  future.‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌ask‌ ‌and‌ ‌answer‌ ‌about‌ ‌hobbies‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌work‌ ‌in‌ ‌pairs‌ ‌asking‌ ‌and‌ ‌  answering‌ ‌the‌ ‌question‌ ‌about‌ ‌hobbies‌ ‌  Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌  T‌ ‌corrects‌ ‌   ‌ | -‌ ‌Ss‌ ‌asks‌ ‌and‌ ‌answer‌ ‌the‌ ‌  question:‌ ‌   ‌S1:‌ ‌What‌ ‌is‌ ‌your‌ ‌hobby?‌ ‌   ‌S2:‌ ‌My‌ ‌hobby‌ ‌is‌ ‌….‌ ‌   ‌ |

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**\*‌ ‌Homework.‌** ‌

-‌ ‌Do‌ ‌exercise:‌ ‌D‌ ‌1,2,3‌ ‌workbook‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Skills‌ ‌2‌ ‌

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Teaching‌ ‌date:7A……………..‌ ‌

‌7B……………..‌ ‌

**UNIT‌ ‌1:‌ ‌My‌ ‌hobbies‌** ‌

**Period‌ ‌7:‌ ‌Skills‌ ‌2‌** ‌

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

**-‌‌** ‌Listen‌ ‌to‌ ‌general‌ ‌and‌ ‌specific‌ ‌information‌ ‌about‌ ‌an‌ ‌unusual‌ ‌hobby.‌ ‌ ‌

-‌ ‌Write‌ ‌about‌ ‌hobbies.‌ ‌

**1.‌ ‌Knowlegdes:‌ ‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Hobbies,‌ ‌Action‌ ‌verbs‌**‌** ‌

**b.‌‌** ‌‌**Grammar:‌ ‌‌**The‌ ‌simple‌ ‌present,‌ ‌the‌ ‌future‌ ‌simple,‌ ‌review‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌V-ing.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌** ‌Students‌ ‌love‌ ‌talking‌ ‌about‌ ‌some‌ ‌hobbies.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book‌**.‌** ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure:‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌ ‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌&‌ ‌Students'‌ ‌activities‌** ‌ | ***Contents‌*** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Ask‌ ‌and‌ ‌answer‌ ‌some‌ ‌questions‌ ‌about‌ ‌hobby.‌ ‌ | |
| ***\*‌ ‌Chatting:‌*** ‌  -‌ ‌What‌ ‌do‌ ‌you‌ ‌do‌ ‌with‌ ‌bottles,‌ ‌cans,‌ ‌tins‌ ‌  after‌ ‌using‌ ‌?‌ ‌  -‌ ‌Do‌ ‌you‌ ‌know‌ ‌anything‌ ‌about‌ ‌collecting‌ ‌  glass‌ ‌bottles?‌ ‌  -‌ ‌Do‌ ‌you‌ ‌think‌ ‌it‌ ‌is‌ ‌a‌ ‌good‌ ‌hobby?‌ ‌Why‌ ‌?‌ ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation.‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌ ‌an‌ ‌interview‌ ‌about‌ ‌hobbies‌ ‌and‌ ‌complete‌ ‌each‌ ‌blank‌ ‌in‌ ‌the‌ ‌  word‌ ‌web‌ ‌with‌ ‌no‌ ‌more‌ ‌than‌ ‌three‌ ‌words.‌ ‌ | |
| ***\*‌ ‌Pre-‌ ‌listening:‌*** ‌  -T‌ ‌explains‌ ‌the‌ ‌way‌ ‌to‌ ‌listen‌ ‌to‌ ‌Mi’s‌ ‌  hobby‌ ‌and‌ ‌asks‌ ‌them‌ ‌to‌ ‌guess‌ ‌and‌ ‌  complete‌ ‌the‌ ‌word‌ ‌web.‌ ‌  +‌ ‌What‌ ‌is‌ ‌Mi’s‌ ‌hobby?‌ ‌(name‌ ‌of‌ ‌the‌ ‌  hobby)‌ ‌  +‌ ‌When‌ ‌did‌ ‌she‌ ‌start‌ ‌the‌ ‌hobby?‌ ‌  +Who‌ ‌shares‌ ‌the‌ ‌hobby‌ ‌with‌ ‌Mi?‌ ‌  +‌ ‌To‌ ‌do‌ ‌this‌ ‌hobby‌ ‌what‌ ‌does‌ ‌Mi‌ ‌have‌ ‌to?‌ ‌  +‌ ‌How‌ ‌does‌ ‌she‌ ‌feel‌ ‌about‌ ‌the‌ ‌hobby?‌ ‌  +‌ ‌Does‌ ‌she‌ ‌intend‌ ‌to‌ ‌continue‌ ‌her‌ ‌hobby‌ ‌  in‌ ‌the‌ ‌future?‌ ‌  ***\*‌ ‌While‌ ‌–‌ ‌listening.‌*** ‌  -‌ ‌You‌ ‌are‌ ‌going‌ ‌to‌ ‌listen‌ ‌an‌ ‌interview‌ ‌  about‌ ‌Mi’s‌ ‌hobby‌ ‌and‌ ‌complete‌ ‌the‌ ‌word‌ ‌  web.‌ ‌  -‌ ‌Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌to‌ ‌compare‌ ‌their‌ ‌  answers‌ ‌with‌ ‌each‌ ‌other‌ ‌and‌ ‌with‌ ‌the‌ ‌  word/phrase‌ ‌on‌ ‌the‌ ‌board.‌ ‌  ‌-‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌a‌ ‌second‌ ‌time‌ ‌for‌ ‌  pairs‌ ‌to‌ ‌check‌ ‌their‌ ‌answers.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌write‌ ‌the‌ ‌answers‌ ‌on‌ ‌the‌ ‌  board.‌ ‌  -‌ ‌T‌ ‌corrects.‌ ‌  ***\*‌ ‌Post‌ ‌-‌ ‌listening.‌*** ‌  -Tasks‌ ‌students‌ ‌to‌ ‌talk‌ ‌about‌ ‌Mi’hobby.‌ ‌  Eg:‌ ‌Her‌ ‌hobby‌ ‌is‌ ‌collecting‌ ‌glass‌ ‌  bottles...‌ ‌ | 1.***Listening‌*** ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  ***\*‌ ‌Listen‌ ‌and‌ ‌complete.‌*** ‌   ‌   ‌  1.‌ ‌collecting‌ ‌glass‌ ‌bottles.‌ ‌  2.‌ ‌two‌ ‌years‌ ‌ago.‌ ‌  3.‌ ‌mother.‌ ‌  4.‌ ‌a.‌ ‌grandmother‌ ‌  ‌b.‌ ‌flower;lamp‌ ‌  ‌c.‌ ‌home‌ ‌  5.‌ ‌useful‌ ‌  6.continue‌ ‌the‌ ‌hobby:‌ ‌will.‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌write‌ ‌a‌ ‌paragraph‌ ‌about‌ ‌your‌ ‌classmate’s‌ ‌hobby.‌ ‌ | |
| ***-‌***T‌ ‌asks‌ ‌students‌ ‌to‌ ‌practice‌ ‌in‌ ‌pairs‌ ‌to‌ ‌  completethe‌ ‌word‌ ‌web.‌ ‌   ‌   ‌   ‌  -Ss‌ ‌ask‌ ‌and‌ ‌answer‌ ‌in‌ ‌pairs‌ ‌to‌ ‌complete‌ ‌  the‌ ‌word‌ ‌web.‌ ‌   ‌   ‌  -‌ ‌Ss‌ ‌write‌ ‌their‌ ‌paragraphs‌ ‌individually‌ ‌  based‌ ‌on‌ ‌the‌ ‌information‌ ‌in‌ ‌their‌ ‌word‌ ‌  webs.‌ ‌ ‌  -‌ ‌T‌ ‌asks‌ ‌one‌ ‌St‌ ‌to‌ ‌write‌ ‌his/her‌ ‌paragraph‌ ‌  on‌ ‌the‌ ‌board.‌ ‌ ‌  -‌ ‌Other‌ ‌Ss‌ ‌and‌ ‌T.‌ ‌comment‌ ‌on‌ ‌the‌ ‌  paragraph‌ ‌on‌ ‌the‌ ‌board.‌ ‌ ‌ | ***2.‌ ‌Writing‌*** ‌  ***\*‌ ‌Questions:‌*** ‌  +‌ ‌What‌ ‌is‌ ‌your‌ ‌hobby‌ ‌?‌ ‌  +‌ ‌When‌ ‌did‌ ‌you‌ ‌start‌ ‌the‌ ‌hobby‌ ‌?‌ ‌  +‌ ‌Who‌ ‌shares‌ ‌the‌ ‌hobby‌ ‌with‌ ‌you‌ ‌?‌ ‌  ***+‌ ‌‌***To‌ ‌do‌ ‌this‌ ‌hobby‌ ‌what‌ ‌do‌ ‌you‌ ‌have‌ ‌to‌ ‌?‌ ‌  +‌ ‌How‌ ‌do‌ ‌you‌ ‌feel‌ ‌about‌ ‌the‌ ‌hobby?‌ ‌  +‌ ‌Do‌ ‌you‌ ‌intend‌ ‌to‌ ‌continue‌ ‌your‌ ‌hobby‌ ‌  in‌ ‌the‌ ‌future‌ ‌?‌ ‌   ‌  ***\*‌ ‌‌*Write‌ ‌a‌ ‌paragraph‌ ‌about‌ ‌your‌ ‌**  **classmate’s‌ ‌hobby.‌** ‌   ‌   ‌  **Eg:‌ ‌‌**Hoa‌ ‌is‌ ‌my‌ ‌classmate.‌ ‌Her‌ ‌hobby‌ ‌is‌ ‌  collecting‌ ‌glass‌ ‌bottles.‌ ‌She‌ ‌started‌ ‌the‌ ‌  hobby‌ ‌a‌ ‌year‌ ‌ago....‌ ‌ |

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| ‌-‌ ‌T‌ ‌collects‌ ‌some‌ ‌writings‌ ‌to‌ ‌correct‌ ‌at‌ ‌  home.‌ ‌ |  |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌‌ **‌‌**about‌ ‌their‌ ‌hobby‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌about‌ ‌their‌ ‌hobby‌ ‌  Ss‌ ‌talk‌ ‌  T‌ ‌corrects‌ ‌ | ‌ |

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***\*‌ ‌‌*Homework.‌** ‌

-‌ ‌Do‌ ‌exercise:‌ ‌E1,2‌ ‌in‌ ‌workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Looking‌ ‌back‌ ‌&‌ ‌project.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

**UNIT‌ ‌1:‌ ‌My‌ ‌hobbies‌** ‌

**Period‌ ‌8:‌ ‌Looking‌ ‌back‌ ‌&‌ ‌Project‌** ‌

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

-‌ ‌Review‌ ‌vocabulary,‌ ‌grammar‌ ‌they‌ ‌have‌ ‌learnt‌ ‌in‌ ‌this‌ ‌unit.‌ ‌ ‌

 ‌-‌ ‌Practice‌ ‌communication‌ ‌and‌ ‌do‌ ‌project.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Hobbies,‌ ‌Action‌ ‌verbs‌**‌** ‌

**b.‌ ‌Grammar:‌ ‌‌**The‌ ‌simple‌ ‌present,‌ ‌the‌ ‌future‌ ‌simple,‌ ‌review‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌V-ing.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌‌** ‌Students‌ ‌love‌ ‌talking‌ ‌about‌ ‌some‌ ‌hobbies.‌ ‌

**II.‌ ‌Teaching‌ ‌aids‌**:‌ ‌ ‌

**1.‌ ‌Materials:‌‌** ‌textbook,‌ ‌plan‌ ‌

**2.‌ ‌Equipment‌**:‌ ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌&‌ ‌Students'‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌about‌ ‌an‌ ‌unusual‌ ‌  hobby‌ ‌  Ss‌ ‌talk‌ ‌  T‌ ‌corrects‌ ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Review‌ ‌vocabulary‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ | |
| **Ex1:‌** ‌ | **1.‌ ‌Vocabulary.‌** ‌ |
| -‌ ‌Ss‌ ‌do‌ ‌this‌ ‌activity‌ ‌individually‌ ‌then‌ ‌  compare‌ ‌their‌ ‌answers‌ ‌with‌ ‌a‌ ‌partner.‌ ‌ ‌  -‌ ‌T‌ ‌checks‌ ‌and‌ ‌confirms‌ ‌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.‌ ‌ ‌  -‌ ‌T‌ ‌checks‌ ‌and‌ ‌confirms‌ ‌the‌ ‌correct‌ ‌  answers.‌ ‌ ‌   ‌  **Ex3:‌** ‌   ‌   ‌  -‌ ‌Ss‌ ‌do‌ ‌this‌ ‌activity‌ ‌in‌ ‌pairs.‌ ‌ ‌  -‌ ‌T‌ ‌allows‌ ‌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.‌ ‌  -‌ ‌Ss‌ ‌give‌ ‌feedback.‌ ‌   ‌   ‌ | ***Ex‌ ‌1:‌ ‌Complete‌ ‌the‌ ‌sentences‌ ‌with‌ ‌***  ***appropriate‌ ‌hobbies.‌*** ‌   ‌  ***Key‌*** ‌  1.‌ ‌collecting‌ ‌  2.‌ ‌bird-watching‌ ‌  3.‌ ‌playing‌ ‌board‌ ‌games‌ ‌  4.‌ ‌arranging‌ ‌flowers‌ ‌  5.‌ ‌Making‌ ‌pottery‌ ‌  6.‌ ‌dancimg‌ ‌   ‌  ***Ex‌ ‌2:‌ ‌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 ‌  ***Ex‌ ‌3:‌ ‌Add‌ ‌hobbies‌ ‌to‌ ‌each‌ ‌of‌ ‌the‌ ‌***  ***following‌ ‌lists.‌*** ‌  \*‌ ‌Easy‌ ‌hobbies:‌ ‌ ‌  -‌ ‌collecting‌ ‌labels.‌ ‌-collectingleaves‌ ‌  -‌ ‌playing‌ ‌board‌ ‌games.‌ ‌  \*‌ ‌Difficult‌ ‌hobbies:‌ ‌  -‌ ‌skating‌ ‌–‌ ‌cooking‌ ‌-‌ ‌painting‌ ‌  \*‌ ‌Cheap‌ ‌hobbies‌ ‌  -‌ ‌collecting‌ ‌used‌ ‌books.-‌ ‌collecting‌ ‌  leaves.‌ ‌-‌ ‌painting‌ ‌  \*‌ ‌Expensive‌ ‌hobbies.‌ ‌  -‌ ‌collecting‌ ‌cars‌ ‌-‌ ‌taking‌ ‌pictures‌ ‌  -‌ ‌travelling.‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Use‌ ‌the‌ ‌present‌ ‌simple‌ ‌or‌ ‌future‌ ‌simple‌ ‌form‌ ‌of‌ ‌each‌ ‌verb‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ | |
| ‌  **Ex‌ ‌4:‌** ‌  -‌ ‌Ss‌ ‌do‌ ‌this‌ ‌exercise‌ ‌individually‌ ‌then‌ ‌  compare‌ ‌their‌ ‌answers‌ ‌with‌ ‌a‌ ‌partner.‌ ‌ ‌  -‌ ‌T‌ ‌calls‌ ‌on‌ ‌some‌ ‌Ss‌ ‌to‌ ‌give‌ ‌the‌ ‌answers.‌ ‌ ‌  -‌ ‌T‌ ‌confirms‌ ‌the‌ ‌correct‌ ‌answers‌ ‌and‌ ‌  write‌ ‌them‌ ‌on‌ ‌the‌ ‌board.‌ ‌   ‌   ‌   ‌  **Ex‌ ‌5:‌** ‌  -‌ ‌Ss‌ ‌do‌ ‌this‌ ‌exercise‌ ‌individually‌ ‌then‌ ‌  compare‌ ‌their‌ ‌sentences‌ ‌with‌ ‌a‌ ‌partner.‌ ‌–‌ ‌  -‌ ‌Call‌ ‌on‌ ‌some‌ ‌Ss‌ ‌write‌ ‌their‌ ‌sentences‌ ‌  on‌ ‌the‌ ‌board.‌ ‌  -‌ ‌T‌ ‌gives‌ ‌feedback.‌ ‌ | **2.‌ ‌Grammar‌** ‌  ***Ex‌ ‌4:‌ ‌Use‌ ‌the‌ ‌present‌ ‌simple‌ ‌or‌ ‌future‌ ‌***  ***simple‌ ‌form‌ ‌of‌ ‌each‌ ‌verb‌ ‌to‌ ‌complete‌ ‌the‌ ‌***  ***passage.‌*** ‌   ‌  ***Key.‌*** ‌  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***.‌ ‌   ‌  ***Key‌*:‌** ‌  1.‌ ‌I‌ ‌like‌ ‌…‌ ‌  2.‌ ‌I‌ ‌enjoy…‌ ‌ |

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| ‌ | 3.‌ ‌I‌ ‌love…‌ ‌  4.‌ ‌I‌ ‌don’t‌ ‌like…‌ ‌  5.‌ ‌I‌ ‌hate…‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌ ‌role‌ ‌-‌ ‌play‌ ‌to‌ ‌interview‌ ‌the‌ ‌other‌ ‌about‌ ‌his/her‌ ‌hobby‌ ‌and‌ ‌understand‌ ‌  four‌ ‌instructions‌ ‌in‌ ‌the‌ ‌book‌ ‌to‌ ‌do‌ ‌project.‌ ‌ | |
| **Ex6:‌** ‌  **-‌ ‌‌**Ss‌ ‌work‌ ‌in‌ ‌pairs.‌ ‌One‌ ‌student‌ ‌  interviews‌ ‌the‌ ‌other‌ ‌about‌ ‌his/her‌ ‌hobby.‌ ‌  -‌ ‌Ask‌ ‌some‌ ‌pairsto‌ ‌act‌ ‌out‌ ‌the‌ ‌interview‌ ‌  in‌ ‌front‌ ‌of‌ ‌the‌ ‌class.Vote‌ ‌for‌ ‌the‌ ‌best‌ ‌  interview.‌ ‌   ‌   ‌   ‌  **-‌ ‌‌**Collage:‌ ‌is‌ ‌the‌ ‌art‌ ‌of‌ ‌making‌ ‌a‌ ‌picture‌ ‌  by‌ ‌ticking‌ ‌pieces‌ ‌of‌ ‌colourd‌ ‌paper,‌ ‌cloth,‌ ‌  or‌ ‌photographs‌ ‌on‌ ‌to‌ ‌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.‌ ‌Communication‌** ‌  ***Ex‌ ‌6:‌ ‌Role-‌ ‌play‌*** ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **4.‌ ‌Project‌** ‌  Hobby‌ ‌collage.‌ ‌ |

***\*‌ ‌‌*Homework.‌** ‌

-‌ ‌Review‌ ‌Unit‌ ‌1.‌ ‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Unit‌ ‌2:‌ ‌Getting‌ ‌started‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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**UNIT‌ ‌2:‌ ‌HEALTH‌** ‌

**Period‌ ‌9:‌ ‌Getting‌ ‌Started‌ ‌** ‌

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**health‌ ‌problem‌ ‌and‌ ‌health‌ ‌tips‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Imperative‌ ‌with‌ ‌more‌ ‌and‌ ‌less;‌ ‌Compound‌ ‌sentences‌ ‌

**2.‌ ‌Competences:‌** ‌Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌‌** ‌Students‌ ‌aware‌ ‌of‌ ‌the‌ ‌importance‌ ‌of‌ ‌staying‌ ‌their‌ ‌health‌ ‌and‌ ‌know‌ ‌the‌ ‌

way‌ ‌to‌ ‌protect‌ ‌their‌ ‌health.‌ ‌

**II.‌ ‌Teaching‌ ‌aids‌**:‌ ‌ ‌

**1.‌ ‌Materials‌**:‌ ‌textbook,‌ ‌plan‌ ‌

**2.‌ ‌Equipment‌**:‌ ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker.‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌&‌ ‌Students'‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Give‌ ‌some‌ ‌words‌ ‌related‌ ‌to‌ ‌the‌ ‌topic:‌ ‌Health.‌ ‌ | |
| ***\*‌ ‌Brainstorming:‌*** ‌  -‌ ‌T‌ ‌writes‌ ‌the‌ ‌word‌ ‌‘HEALTH’‌ ‌on‌ ‌the‌ ‌  board.‌ ‌ ‌  -‌ ‌T‌ ‌askes‌ ‌Ss‌ ‌to‌ ‌call‌ ‌out‌ ‌words‌ ‌related‌ ‌to‌ ‌  health.‌ ‌ ‌  -‌ ‌Ss‌ ‌can‌ ‌brainstorm‌ ‌words‌ ‌related‌ ‌to‌ ‌list.‌ ‌   ‌ | ‌   ‌  **‌Strong‌ ‌sick‌** ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌ ‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌ ‌the‌ ‌dialogue‌ ‌and‌ ‌do‌ ‌exercises.‌ ‌ | |
| -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌picture‌ ‌and‌ ‌  answer‌ ‌the‌ ‌question:‌ ‌  +‌ ‌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 ‌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.‌ ‌   ‌   ‌   ‌ | ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **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 ‌  -‌ ‌sunburn‌ ‌(n):‌ ‌bị‌ ‌cháy‌ ‌nắng‌ ‌ |
| ‌   ‌  -‌ ‌T‌ ‌asks‌ ‌them‌ ‌to‌ ‌listen‌ ‌to‌ ‌the‌ ‌tape‌ ‌and‌ ‌do‌ ‌  exercise.‌ ‌  a.T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌task‌ ‌  individually‌ ‌.T‌ ‌checks.‌ ‌   ‌   ‌  b.T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌read‌ ‌the‌ ‌conversation‌ ‌  again‌ ‌and‌ ‌complete‌ ‌the‌ ‌table.‌ ‌  -‌ ‌Ss‌ ‌work‌ ‌in‌ ‌pairs.‌ ‌  -‌ ‌T‌ ‌corrects‌ ‌the‌ ‌exercise‌ ‌by‌ ‌asking‌ ‌Ss‌ ‌to‌ ‌  tick‌ ‌the‌ ‌correct‌ ‌column.‌ ‌   ‌   ‌ | -‌ ‌spots‌ ‌(n):‌ ‌mụn‌ ‌nhọt‌ ‌  -‌ ‌allergy‌ ‌(n):‌ ‌dị‌ ‌ứng‌ ‌   ‌  **Ex‌ ‌1a.‌ ‌Can‌ ‌you‌ ‌find‌ ‌a‌ ‌word‌ ‌or‌ ‌phrase‌ ‌**  **that‌ ‌mean:‌** ‌   ‌  **Key‌** ‌  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?‌** ‌   ‌  **Key:‌** ‌  1.‌ ‌Phong‌2.‌ ‌Phong‌ ‌  3.‌ ‌Nick‌ ‌4.‌ ‌Nick‌5.‌ ‌Phong‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**SS‌ ‌can‌ ‌know‌ ‌about‌ ‌health‌ ‌problems‌ ‌and‌ ‌give‌ ‌advice‌ ‌on‌ ‌healthy‌ ‌living.‌ ‌ | |
| ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌pictures.‌ ‌As‌ ‌a‌ ‌  class‌ ‌Sscan‌ ‌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.‌ ‌  T‌ ‌then‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌rank‌ ‌the‌ ‌health‌ ‌issues‌ ‌  from‌ ‌most‌ ‌common‌ ‌to‌ ‌least‌ ‌common‌ ‌and‌ ‌  share‌ ‌with‌ ‌a‌ ‌partner.‌ ‌ ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌matching‌ ‌  activity‌ ‌individually‌ ‌and‌ ‌corrects‌ ‌the‌ ‌  activity‌ ‌as‌ ‌a‌ ‌class.‌ ‌ | **2.‌ ‌Listen‌** ‌  **Ex2:‌ ‌a)‌ ‌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 ‌   ‌   ‌   ‌  **b.‌ ‌Which‌ ‌problems‌ ‌do‌ ‌you‌ ‌think‌ ‌are‌ ‌the‌ ‌**  **most‌ ‌common‌ ‌with‌ ‌your‌ ‌classmates?‌** ‌  1,‌ ‌Flu‌ ‌  2,….‌ ‌  3,…..‌ ‌   ‌   ‌  **Ex‌ ‌3:‌ ‌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 ‌ |

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| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌work‌ ‌in‌ ‌pairs‌ ‌  Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌ | ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌practise‌ ‌about‌ ‌real‌ ‌situation‌ ‌about‌ ‌healthy‌ ‌ | |
| **Game‌** ‌  T‌ ‌makes‌ ‌cards‌ ‌with‌ ‌problems‌ ‌and‌ ‌  advice.T‌ ‌divided‌ ‌the‌ ‌class‌ ‌in‌ ‌to‌ ‌two‌ ‌  groups‌ ‌and‌ ‌gives‌ ‌one‌ ‌group‌ ‌“problem‌ ‌”‌ ‌  cards‌ ‌and‌ ‌one‌ ‌group‌ ‌“advice‌ ‌”‌ ‌cards.‌ ‌T‌ ‌  asks‌ ‌them‌ ‌to‌ ‌walk‌ ‌the‌ ‌class‌ ‌and‌ ‌read‌ ‌their‌ ‌  cards‌ ‌to‌ ‌each‌ ‌other‌ ‌and‌ ‌stand‌ ‌next‌ ‌to‌ ‌the‌ ‌  person‌ ‌who‌ ‌has‌ ‌the‌ ‌matching‌ ‌advice‌ ‌or‌ ‌  problem‌ ‌card.‌**‌** ‌ | **Ex‌ ‌4:‌ ‌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.”‌ ‌ |

**\*‌ ‌Homework.‌** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

**‌UNIT‌ ‌2:‌ ‌HEALTH‌** ‌

**Period‌ ‌10:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1‌** ‌

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**health‌ ‌problem‌ ‌and‌ ‌health‌ ‌tips‌ ‌

**b.‌‌** ‌‌**Pronunciation:‌‌** ‌‌*/f/‌ ‌-‌ ‌/v/‌* ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Students‌ ‌aware‌ ‌of‌ ‌the‌ ‌importance‌ ‌of‌ ‌staying‌ ‌their‌ ‌health‌ ‌and‌ ‌know‌ ‌the‌ ‌

way‌ ‌to‌ ‌protect‌ ‌their‌ ‌health.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

-‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌go‌ ‌to‌ ‌the‌ ‌board‌ ‌to‌ ‌write‌ ‌new‌ ‌words‌ ‌in‌ ‌the‌ ‌previous‌ ‌lesson.‌ ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌&‌ ‌Students'‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Review‌ ‌health‌ ‌issues‌ ‌and‌ ‌advice‌ ‌on‌ ‌health‌ ‌living.‌ ‌ | |
| T‌ ‌divides‌ ‌the‌ ‌class‌ ‌in‌ ‌to‌ ‌two‌ ‌groups‌ ‌and‌ ‌  each‌ ‌group‌ ‌gives‌ ‌“problem”‌ ‌and‌ ‌other‌ ‌  group‌ ‌gives‌ ‌“advice”‌ ‌  Eg:‌ ‌  G1:‌ ‌I‌ ‌have‌ ‌spots.‌ ‌  G2:‌ ‌Yes!‌ ‌My‌ ‌advice‌ ‌is‌ ‌“Wash‌ ‌your‌ ‌face‌ ‌  regularly”‌ ‌ | **\*Game‌** ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌pronounce‌ ‌the‌ ‌sounds‌ ‌/f/‌ ‌and‌ ‌/v/‌ ‌correctly.‌ ‌ ‌ | |
| ‌  -‌ ‌T‌ ‌may‌ ‌want‌ ‌to‌ ‌start‌ ‌by‌ ‌drilling‌ ‌the‌ ‌  sounds‌ ‌/f/‌ ‌and‌ ‌/v/‌ ‌and‌ ‌asking‌ ‌Ss‌ ‌to‌ ‌think‌ ‌  of‌ ‌any‌ ‌words‌ ‌they‌ ‌know‌ ‌with‌ ‌these‌ ‌souns‌ ‌  in‌ ‌them.‌ ‌ ‌  -‌ ‌Ss‌ ‌can‌ ‌write‌ ‌ideas‌ ‌on‌ ‌the‌ ‌board.‌ ‌Then,‌ ‌  T‌ ‌says‌ ‌the‌ ‌words‌ ‌in‌ ‌5‌ ‌and‌ ‌asks‌ ‌the‌ ‌Ss‌ ‌to‌ ‌  repeat.‌ ‌ ‌  -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌and‌ ‌has‌ ‌Ss‌ ‌circle‌ ‌  the‌ ‌words‌ ‌they‌ ‌hear.‌ ‌T‌ ‌may‌ ‌play‌ ‌the‌ ‌  recording‌ ‌as‌ ‌many‌ ‌times‌ ‌as‌ ‌necessary.‌ ‌   ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌listen‌ ‌to‌ ‌the‌ ‌sentences‌ ‌once‌ ‌  and‌ ‌repeat.‌ ‌ ‌  -‌ ‌Ss‌ ‌circle‌ ‌the‌ ‌words‌ ‌with‌ ‌/f/‌ ‌or‌ ‌/v/‌ ‌  sounds.‌ ‌  -‌ ‌T‌ ‌has‌ ‌Ss‌ ‌listen‌ ‌to‌ ‌the‌ ‌recording‌ ‌again‌ ‌  and‌ ‌gives‌ ‌the‌ ‌correct‌ ‌answers‌ ‌to‌ ‌the‌ ‌  entire‌ ‌class.‌ ‌   ‌   ‌   ‌   ‌ | **I.‌ ‌Pronunciation‌** ‌  ***Ex‌ ‌5:‌ ‌Listen‌ ‌and‌ ‌circle‌ ‌the‌ ‌words‌ ‌you‌ ‌***  ***hear.‌*** ‌   ‌   ‌   ‌   ‌  ***Key‌*** ‌  1.‌ ‌fat‌ ‌2.‌ ‌ferry‌3.‌ ‌vas‌ ‌  4.‌ ‌vault‌5.‌ ‌save‌6.‌ ‌leave‌ ‌   ‌  ***Ex‌ ‌6:‌ ‌Listen‌ ‌and‌ ‌circle‌ ‌the‌ ‌words‌ ‌with‌ ‌***  ***the‌ ‌/f/or‌ ‌/v/‌ ‌sound.‌ ‌Then‌ ‌say‌ ‌the‌ ‌***  ***sentences.‌*** ‌   ‌  ***Key‌*** ‌  1.‌ ‌Fast,‌ ‌food‌ ‌ ‌  2.‌ ‌have,‌ ‌felt‌ ‌ ‌  3.‌ ‌fatter‌ ‌ ‌  4.‌ ‌having,‌ ‌lifestyle‌ ‌ ‌  5.‌ ‌give‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌use‌ ‌lexical‌ ‌items‌ ‌related‌ ‌to‌ ‌health‌ ‌issues‌ ‌and‌ ‌advice‌ ‌on‌ ‌healthy‌ ‌living‌ ‌to‌ ‌  do‌ ‌exerise.‌ ‌ | |
| -T‌ ‌gives‌ ‌new‌ ‌words‌ ‌and‌ ‌explains‌ ‌them‌ ‌  by‌ ‌the‌ ‌active.‌ ‌  -T‌ ‌gives‌ ‌each‌ ‌of‌ ‌the‌ ‌different‌ ‌health‌ ‌  problems.‌ ‌  Eg:‌ ‌I‌ ‌have‌ ‌stomachache.‌ ‌   ‌   ‌  -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌practice‌ ‌each‌ ‌of‌ ‌the‌ ‌  different‌ ‌health‌ ‌problems‌ ‌by‌ ‌the‌ ‌active.‌ ‌  For‌ ‌Example:‌ ‌‘‌ ‌I‌ ‌have‌ ‌a‌ ‌cough’‌ ‌ ‌  (Ss‌ ‌pretend‌ ‌to‌ ‌cough)‌ ‌   ‌  -‌ ‌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.‌ ‌   ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌exercise‌ ‌  individually.‌ ‌T‌ ‌corrects‌ ‌the‌ ‌exercise‌ ‌as‌ ‌a‌ ‌  class.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -T‌ ‌asks‌ ‌one‌ ‌student‌ ‌to‌ ‌come‌ ‌to‌ ‌the‌ ‌front‌ ‌  of‌ ‌the‌ ‌class.‌ ‌  -T‌ ‌models‌ ‌the‌ ‌role-‌ ‌play‌ ‌in‌ ‌the‌ ‌book‌ ‌with‌ ‌  the‌ ‌student.‌ ‌  -‌ ‌Ss‌ ‌come‌ ‌to‌ ‌the‌ ‌front‌ ‌of‌ ‌the‌ ‌class.‌ ‌ ‌ | **II.‌ ‌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,……‌ ‌   ‌   ‌   ‌   ‌  ***Ex‌ ‌1:‌ ‌Look‌ ‌at‌ ‌the‌ ‌pictures.‌ ‌Write‌ ‌the‌ ‌***  ***problem‌ ‌below‌ ‌the‌ ‌picture‌ ‌of‌ ‌each‌ ‌***  ***patient‌****.‌* ‌   ‌  1.‌ ‌Flu‌2.‌ ‌Sunburn‌ ‌  3.‌ ‌Allergy‌4.‌ ‌Tired/Weak‌ ‌  ***Ex‌ ‌2:‌ ‌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 ‌   ‌  ***Ex‌ ‌3:‌ ‌Role-play‌ ‌the‌ ‌meeting‌ ‌with‌ ‌the‌ ‌***  ***doctor.‌*** ‌   ‌   ‌   ‌ |

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| -‌ ‌Ss‌ ‌practice‌ ‌their‌ ‌role-plays.‌ ‌  Some‌ ‌pairs‌ ‌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?‌* ‌   ‌ | ‌   ‌  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.‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌give‌ ‌a‌ ‌problem‌ ‌and‌ ‌advice‌ ‌about‌ ‌health‌ ‌ | |
| -‌ ‌T‌ ‌asks‌ ‌four‌ ‌Ss‌ ‌to‌ ‌model‌ ‌the‌ ‌example‌ ‌  convesation.‌ ‌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.‌ ‌   ‌ | ***Ex‌ ‌4:‌ ‌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.‌ ‌ |

***\*‌ ‌Homework‌*** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌workbook.‌ ‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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**UNIT‌ ‌2:‌ ‌HEALTH‌** ‌

**Period‌ ‌11:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2‌** ‌

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**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 ‌correctly.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**health‌ ‌problem‌ ‌and‌ ‌health‌ ‌tips‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Imperative‌ ‌with‌ ‌‌*more‌‌* ‌and‌ ‌‌*less‌*;‌ ‌Compound‌ ‌sentences‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Students‌ ‌aware‌ ‌of‌ ‌the‌ ‌importance‌ ‌of‌ ‌staying‌ ‌their‌ ‌health‌ ‌and‌ ‌know‌ ‌the‌ ‌

way‌ ‌to‌ ‌protect‌ ‌their‌ ‌health.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

-‌ ‌Teacher‌ ‌asks‌ ‌students‌ ‌some‌ ‌questions‌ ‌about‌ ‌the‌ ‌exercise‌ ‌in‌ ‌the‌ ‌workbook‌ ‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Teacher’s‌ ‌&‌ ‌Students'‌ ‌activities‌** ‌ | **Contents‌** ‌ | |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Do‌ ‌some‌ ‌simple‌ ‌classroom‌ ‌commands.‌ ‌ | | |
| -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌do‌ ‌some‌ ‌simple‌ ‌  classroom‌ ‌commands.‌ ‌  *Eg:‌‌* ‌Stand‌ ‌up,‌ ‌sit‌ ‌down,‌ ‌raise‌ ‌your‌ ‌hand,‌ ‌  Open‌ ‌your‌ ‌book,‌ ‌close‌ ‌your‌ ‌book...‌ ‌  -Ss‌ ‌do‌ ‌the‌ ‌commend‌ ‌as‌ ‌the‌ ‌T‌ ‌says‌ ‌it.‌ ‌ | | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation.‌** ‌  **Goal:‌‌ *‌‌***Ss‌ ‌can‌ ‌understand‌ ‌how‌ ‌to‌ ‌use‌ ‌Imperatives‌ ‌with‌ ‌more‌ ‌and‌ ‌less‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ | | |
| -‌ ‌T‌ ‌gives‌ ‌some‌ ‌example‌ ‌and‌ ‌explains‌ ‌to‌ ‌  chidren‌ ‌about‌ ‌the‌ ‌imperative.‌ ‌   ‌  -T‌ ‌gives‌ ‌the‌ ‌use:‌ ‌We‌ ‌can‌ ‌use‌ ‌the‌ ‌  imperative‌ ‌for‌ ‌direct‌ ‌commands,‌ ‌orders‌ ‌or‌ ‌  suggestions.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌sts‌ ‌to‌ ‌read‌ ‌the‌ ‌imperative‌ ‌in‌ ‌the‌ ‌  yellow‌ ‌box.‌ ‌  -T‌ ‌checks‌ ‌the‌ ‌Ss‌ ‌comprehension‌ ‌by‌***‌‌***asking‌ ‌  some‌ ‌questions.‌ ‌  Eg:‌ ‌  -‌ ‌When‌ ‌I‌ ‌feel‌ ‌tired‌ ‌should‌ ‌I‌ ‌sleep‌ ‌more‌ ‌or‌ ‌  less‌ ‌?‌ ‌  -What‌ ‌should‌ ‌I‌ ‌do‌ ‌If‌ ‌I‌ ‌want‌ ‌to‌ ‌lose‌ ‌weight‌ ‌  ?‌ ‌  -‌ ‌What‌ ‌should‌ ‌I‌ ‌do‌ ‌If‌ ‌I‌ ‌want‌ ‌to‌ ‌get‌ ‌a‌ ‌good‌ ‌  mark?‌ ‌   ‌  ***Ex‌ ‌1:‌*** ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌four‌ ‌pictures.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌some‌ ‌questions‌ ‌about‌ ‌pictures.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌them‌ ‌to‌ ‌give‌ ‌advice‌ ‌to‌ ‌each‌ ‌  person‌ ‌in‌ ‌the‌ ‌picture.‌ ‌   ‌ | | **1.‌ ‌Imperatives‌ ‌with‌ ‌‌*more‌‌* ‌and‌ ‌‌*less‌*** ‌  Eg:‌ ‌-‌ ‌Do‌ ‌more‌ ‌exercise.‌ ‌  ‌-‌ ‌Watch‌ ‌less‌ ‌TV.‌ ‌  \*‌ ‌Câu‌ ‌mệnh‌ ‌lệnh‌ ‌dùng‌ ‌để‌ ‌hướng‌ ‌dẫn,‌ ‌  ra‌ ‌lệnh,‌ ‌yêu‌ ‌cầu‌ ‌hoặc‌ ‌gợi‌ ‌ý.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  ***Ex‌ ‌1:‌ ‌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.‌ ‌sleep‌ ‌more‌ ‌ |
| ‌   ‌   ‌   ‌  ***Ex2:‌*** ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌yellow‌ ‌Grammar‌ ‌  Box‌ ‌again.‌ ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌think‌ ‌about‌ ‌6‌ ‌most‌ ‌important‌ ‌  advice‌ ‌to‌ ‌teens.‌ ‌   ‌  ***Ex‌ ‌3:‌*** ‌ ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌read‌ ‌through‌ ‌the‌ ‌‌*Teen‌ ‌Health‌ ‌*  *Website‌ ‌‌*individually‌ ‌and‌ ‌complete‌ ‌the‌ ‌  headings.‌ ‌   ‌   ‌ | | b.‌ ‌Spend‌ ‌less‌ ‌time‌ ‌playing‌ ‌computure‌ ‌  games‌ ‌  c.‌ ‌do‌ ‌more‌ ‌exercise‌ ‌  d.‌ ‌sunbathe‌ ‌less‌ ‌   ‌  ***Ex‌ ‌2:‌ ‌Top‌ ‌Health‌ ‌Tips‌ ‌for‌ ‌Teens‌*** ‌  Ss’‌ ‌ideas.‌ ‌   ‌   ‌  ***Ex‌ ‌3: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.‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌‌ **‌‌**the‌‌ ***‌‌***form‌ ‌compound‌ ‌sentences‌ ‌and‌ ‌use‌ ‌them‌ ‌correctly.‌ ‌ | | |
| ***\*‌ ‌Compound‌ ‌sentences.‌*** ‌  -‌ ‌T‌ ‌explains‌ ‌the‌ ‌ways‌ ‌to‌ ‌use‌ ‌the‌ ‌  conjunction‌ ‌and‌ ‌gives‌ ‌example.‌ ‌  **-‌ ‌‌**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).‌ ‌  **Ex4:‌** ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌exercise‌ ‌  individually.‌ ‌ ‌  -‌ ‌Ss‌ ‌complete‌ ‌sentences.‌ ‌  T‌ ‌corrects‌ ‌the‌ ‌exercise‌ ‌with‌ ‌the‌ ‌class.‌ ‌   ‌   ‌   ‌   ‌ | | ***2.‌ ‌Compound‌ ‌sentences.‌*** ‌  ***Conjunction‌ ‌(liên‌ ‌từ):‌ ‌‌***and,‌ ‌or,‌ ‌but,‌ ‌so.‌ ‌  Eg:‌ ‌I‌ ‌like‌ ‌fish‌ ‌and‌ ‌chicken.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌  ***4.‌ ‌Make‌ ‌compound‌ ‌sentences‌ ‌‌***1.‌ ‌  ‌‌**Key‌** ‌  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.‌ ‌ |

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| ‌   ‌  Ex5:‌ ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌exercise‌ ‌  individually.‌ ‌  -T‌ ‌corrects‌ ‌the‌ ‌exercise‌ ‌as‌ ‌a‌ ‌class.‌ ‌   ‌  Ex6:‌ ‌ ‌  -‌ ‌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.‌ ‌ | ‌  ***Ex‌ ‌5:‌ ‌Match‌ ‌the‌ ‌beginnings‌ ‌of‌ ‌the‌ ‌***  ***sentences‌ ‌with‌ ‌the‌ ‌picture‌ ‌that‌ ‌***  ***complete‌ ‌them.‌*** ‌   ‌  **Key‌** ‌  1.‌ ‌a‌2.c‌3.a‌4.b‌ ‌   ‌  ***Ex‌ ‌6.‌ ‌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.‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌make‌ ‌sentences‌ ‌with‌ ‌real‌ ‌situations‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌make‌ ‌sentences‌ ‌with‌ ‌real‌ ‌  situations‌ ‌  Ss‌ ‌make‌ ‌sentences‌ ‌with‌ ‌real‌ ‌situations‌ ‌  T‌ ‌correct‌ ‌the‌ ‌mistakes‌ ‌ | ‌ |

***\*‌ ‌Homework.‌*** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Communication.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

**‌UNIT‌ ‌2:‌ ‌HEALTH‌** ‌

**Period‌ ‌12:‌ ‌Communication‌** ‌

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌talk‌ ‌about‌ ‌health‌ ‌facts‌ ‌or‌ ‌

myths.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**health‌ ‌problem‌ ‌and‌ ‌health‌ ‌tips‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Imperative‌ ‌with‌ ‌‌*more‌‌* ‌and‌ ‌‌*less‌*;‌ ‌Compound‌ ‌sentences‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Students‌ ‌aware‌ ‌of‌ ‌the‌ ‌importance‌ ‌of‌ ‌staying‌ ‌their‌ ‌health‌ ‌and‌ ‌know‌ ‌the‌ ‌

way‌ ‌to‌ ‌protect‌ ‌their‌ ‌health.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

-‌ ‌Teacher‌ ‌asks‌ ‌students‌ ‌some‌ ‌questions‌ ‌about‌ ‌the‌ ‌exercise‌ ‌in‌ ‌the‌ ‌workbook‌ ‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Review‌ ‌some‌ ‌imperatives.‌ ‌ | |
| Brainstorming:‌ ‌  -‌ ‌T‌ ‌writes‌ ‌the‌ ‌words‌ ‌Healthy‌ ‌and‌ ‌  Unhealthy‌ ‌on‌ ‌the‌ ‌board.‌ ‌ ‌  -‌ ‌The‌ ‌class‌ ‌brainstroms‌ ‌about‌ ‌things‌ ‌that‌ ‌  are‌ ‌healthy‌ ‌or‌ ‌unhealty.‌ ‌ | ‌   ‌   ‌   ‌  Do‌ ‌exercise‌ ‌Stay‌ ‌up‌ ‌late‌ ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Know‌ ‌some‌ ‌vocabularies‌ ‌related‌ ‌to‌ ‌the‌ ‌lesson.‌ ‌ | |
| **‌EXTRA‌ ‌VOCABULARY‌** ‌  -‌ ‌T‌ ‌pre-teaches‌ ‌the‌ ‌vocabulary‌ ‌in‌ ‌the‌ ‌  *Extra‌ ‌Vocabulary‌ ‌Box‌* ‌ | **1.‌ ‌Vocabulary‌** ‌  Myth‌ ‌(n):‌ ‌huyền‌ ‌thoại,‌ ‌việc‌ ‌hoang‌ ‌  đường‌ ‌  Sushi‌ ‌(n):‌ ‌su-‌ ‌si‌ ‌  Vitamin‌ ‌(n):‌ ‌Vitamin‌ ‌  Sleeping‌ ‌in‌ ‌(n):‌ ‌ngủ‌ ‌nhiều‌ ‌  Vegetarian‌ ‌(n):‌ ‌Người‌ ‌ăn‌ ‌chay‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Work‌ ‌in‌ ‌pairs‌ ‌and‌ ‌groups‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ | |
| ***Ex1:‌*** ‌  -‌ ‌T‌ ‌divides‌ ‌the‌ ‌class‌ ‌into‌ ‌pairs‌ ‌and‌ ‌asks‌ ‌  them‌ ‌to‌ ‌complete‌ ‌the‌ ‌exercise‌ ‌by‌ ‌ticking‌ ‌  the‌ ‌sentences‌ ‌they‌ ‌think‌ ‌are‌ ‌true‌ ‌and‌ ‌ | ***Ex1.‌ ‌Work‌ ‌in‌ ‌pairs.‌ ‌Discuss‌ ‌these‌ ‌***  ***sentences.‌ ‌*** ‌   ‌   ‌ |
| putting‌ ‌a‌ ‌cross‌ ‌next‌ ‌to‌ ‌the‌ ‌sentences‌ ‌they‌ ‌  think‌ ‌are‌ ‌F‌ ‌or‌ ‌M.‌ ‌  -T‌ ‌gives‌ ‌the‌ ‌Ss‌ ‌2-3‌ ‌minutes‌ ‌to‌ ‌complete‌ ‌  the‌ ‌exercise.‌ ‌  -T‌ ‌chooses‌ ‌a‌ ‌few‌ ‌groups‌ ‌to‌ ‌share‌ ‌their‌ ‌  answers‌ ‌with‌ ‌the‌ ‌class.‌ ‌   ‌  ***Ex2:‌*** ‌  -‌ ‌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).‌ ‌ ‌  ***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.‌ ‌   ‌ | ‌   ‌  **Key‌** ‌  1.‌ ‌M‌2.M‌3.F‌4.F‌5.F‌6.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?‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌some‌ ‌ideas‌ ‌about‌ ‌health‌ ‌that‌ ‌are‌ ‌true‌ ‌ | |

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| Ex‌ ‌4:‌ ‌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.‌ ‌   ‌  Ex‌ ‌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.‌ ‌ | ***Ex‌ ‌4:‌ ‌Work‌ ‌in‌ ‌groups.‌ ‌Think‌ ‌of‌ ‌some‌ ‌***  ***sentences‌ ‌about‌ ‌health‌ ‌that‌ ‌are‌ ‌not‌ ‌***  ***true.‌ ‌Then‌ ‌think‌ ‌of‌ ‌some‌ ‌that‌ ‌are‌ ‌***  ***fasle.‌*** ‌  Eg:‌ ‌ ‌  1.‌ ‌You‌ ‌can‌ ‌avoid‌ ‌some‌ ‌disease‌ ‌by‌ ‌  keeping‌ ‌yourself‌ ‌clean‌ ‌(true)‌ ‌  2.‌ ‌You‌ ‌will‌ ‌turn‌ ‌when‌ ‌you‌ ‌eat‌ ‌a‌ ‌lot‌ ‌of‌ ‌  oranges‌ ‌  ***Ex‌ ‌5:‌ ‌Test‌ ‌another‌ ‌group‌ ‌to‌ ‌see‌ ‌how‌ ‌***  ***many‌ ‌of‌ ‌your‌ ‌health‌ ‌myths‌ ‌they‌ ‌can‌ ‌***  ***spot.‌*** ‌   ‌ |

**\*‌ ‌Homework‌** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Skills‌ ‌1.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

**UNIT‌ ‌2:‌ ‌HEALTH‌** ‌

**Period‌ ‌13:‌ ‌Skills‌ ‌1‌** ‌

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**health‌ ‌problem‌ ‌and‌ ‌health‌ ‌tips‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Imperative‌ ‌with‌ ‌‌*more‌‌* ‌and‌ ‌‌*less‌*;‌ ‌Compound‌ ‌sentences‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Students‌ ‌aware‌ ‌of‌ ‌the‌ ‌importance‌ ‌of‌ ‌staying‌ ‌their‌ ‌health‌ ‌and‌ ‌know‌ ‌the‌ ‌

way‌ ‌to‌ ‌protect‌ ‌their‌ ‌health.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | ***Contents‌*** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  ***Goal:‌ ‌‌***Review‌ ‌the‌ ‌words‌ ‌related‌ ‌to‌ ‌the‌‌ ***‌‌***word‌ ‌CALORIE‌ ‌ | |
| -‌ ‌T‌ ‌writes‌ ‌the‌ ‌word‌ ‌CALORIE‌ ‌on‌ ‌the‌ ‌  board‌ ‌  -‌ ‌T‌ ‌brainstorms‌ ‌with‌ ‌the‌ ‌class‌ ‌any‌ ‌words‌ ‌  that‌ ‌they‌ ‌associate‌ ‌with‌ ‌CALORIE.‌ ‌ | ‌  -‌ ‌Food,‌ ‌drink…‌ ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌vocabulary‌ ‌to‌ ‌read‌ ‌the‌ ‌text‌ ‌and‌ ‌do‌ ‌exercises.‌ ‌ | |
| ***\*‌ ‌Pre-‌ ‌reading:‌*** ‌  ***-‌ ‌‌***T‌ ‌asks‌ ‌students‌ ‌to‌ ‌guess‌ ‌what‌ ‌the‌ ‌  reading‌ ‌will‌ ‌be‌ ‌about.‌ ‌  -‌ ‌Ss‌ ‌guess.‌ ‌  \*‌ ‌While‌ ‌–‌ ‌reading.‌ ‌  **Ex1:‌** ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌exercise.‌ ‌  -‌ ‌Ss‌ ‌work‌ ‌individually‌ ‌to‌ ‌do.‌ ‌  -‌ ‌T‌ ‌checks.‌ ‌  ***Ex2:‌*** ‌  -‌ ‌T‌ ‌asks‌ ‌students‌ ‌work‌ ‌in‌ ‌pairs‌ ‌to‌ ‌  complete‌ ‌ex2.(Ss‌ ‌can‌ ‌use‌ ‌dictionaries‌ ‌)‌ ‌  T‌ ‌elicits‌ ‌the‌ ‌meaning‌ ‌of‌ ‌words‌ ‌from‌ ‌  different‌ ‌groups.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌ | **1.‌ ‌Reading‌** ‌   ‌   ‌   ‌  ***Ex‌ ‌1.‌ ‌Quickly‌ ‌read‌ ‌the‌ ‌text.‌ ‌Match‌ ‌the‌ ‌***  ***correct‌ ‌headings‌ ‌with‌ ‌the‌ ‌paragraphs‌***.‌ ‌  **Key‌** ‌  1.‌ ‌b,2.‌ ‌a,3.‌ ‌c‌ ‌   ‌  ***Ex‌ ‌2:‌ ‌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.‌ ‌ |
| ‌   ‌   ‌  **Ex3:‌** ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌activity‌ ‌  individually.‌ ‌  -‌ ‌Ss‌ ‌work‌ ‌ndividually.‌ ‌  -‌ ‌T‌ ‌corrects‌ ‌the‌ ‌answers‌ ‌with‌ ‌the‌ ‌class.‌ ‌   ‌   ‌   ‌   ‌  ***\*‌ ‌Post‌ ‌–‌ ‌reading:‌*** ‌  (Ss‌ ‌try‌ ‌to‌ ‌remember‌ ‌the‌ ‌contents‌ ‌of‌ ‌the‌ ‌  text‌ ‌–‌ ‌do‌ ‌at‌ ‌home‌ ‌)‌ ‌ | -‌ ‌Stay‌ ‌in‌ ‌shape‌ ‌-‌ ‌stay‌ ‌healthy.‌ ‌   ‌  ***Ex‌ ‌3:‌ ‌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.‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌about‌ ‌health‌ ‌issues‌ ‌and‌ ‌give‌ ‌advice‌ ‌on‌ ‌healthy‌ ‌living.‌ ‌ | |
| **Ex‌ ‌4:‌** ‌  -‌ ‌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 ‌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.‌ ‌  **Ex‌ ‌5:‌** ‌  -‌ ‌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.‌ ‌ | **2.‌ ‌Speaking‌** ‌  ***Ex‌ ‌4:‌ ‌Look‌ ‌at‌ ‌the‌ ‌table‌ ‌and‌ ‌discuss‌ ‌the‌ ‌***  ***following‌ ‌questions‌****.‌* ‌   ‌   ‌   ‌  1.‌ ‌Because‌ ‌our‌ ‌bodies‌ ‌need‌ ‌them‌ ‌  2.‌ ‌Gardening‌ ‌uses‌ ‌more‌ ‌calories‌ ‌than‌ ‌  walking.‌ ‌   ‌   ‌  ***Ex‌ ‌5:‌ ‌Choose‌ ‌two‌ ‌or‌ ‌three‌ ‌activities‌ ‌you‌ ‌***  ***like‌ ‌to‌ ‌do.‌ ‌Complete‌ ‌the‌ ‌chart‌ ‌about‌ ‌***  ***those‌ ‌activities.‌ ‌*** ‌   ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌about‌ ‌activities‌ ‌they‌ ‌do‌ ‌every‌ ‌day‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌talk‌ ‌about‌ ‌activities‌ ‌they‌ ‌do‌ ‌  every‌ ‌day‌ ‌  Ss‌ ‌talk‌ ‌  T‌ ‌corrects‌ ‌ | ***Ex‌ ‌6:‌ ‌Present‌ ‌your‌ ‌chart‌ ‌to‌ ‌the‌ ‌class‌*** ‌  Ss’‌ ‌performances.‌ ‌ |

***\*‌ ‌Homework.‌*** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Skills‌ ‌2‌ ‌

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**UNIT‌ ‌2:‌ ‌HEALTH‌** ‌

**Period‌ ‌14:‌ ‌Skills‌ ‌2‌** ‌

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**health‌ ‌problem‌ ‌and‌ ‌health‌ ‌tips‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Imperative‌ ‌with‌ ‌‌*more‌‌* ‌and‌ ‌‌*less‌*;‌ ‌Compound‌ ‌sentences‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Students‌ ‌aware‌ ‌of‌ ‌the‌ ‌importance‌ ‌of‌ ‌staying‌ ‌their‌ ‌health‌ ‌and‌ ‌know‌ ‌the‌ ‌

way‌ ‌to‌ ‌protect‌ ‌their‌ ‌health.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

-‌ ‌Teacher‌ ‌asks‌ ‌students‌ ‌to‌ ‌talk‌ ‌about‌ ‌health‌ ‌issues‌ ‌and‌ ‌give‌ ‌advice‌ ‌on‌ ‌healthy‌ ‌living‌ ‌

**3.‌ ‌New‌ ‌lesson.‌*‌*** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌answer‌ ‌some‌ ‌questions‌ ‌about‌ ‌health‌ ‌problem.‌ ‌ | |
| T:‌ ‌Ask‌ ‌some‌ ‌questions.‌ ‌  -What‌ ‌do‌ ‌you‌ ‌do‌ ‌in‌ ‌your‌ ‌free‌ ‌time‌ ‌?‌ ‌  -‌ ‌Do‌ ‌you‌ ‌like‌ ‌playing‌ ‌sports?‌ ‌  -‌ ‌Which‌ ‌sports‌ ‌do‌ ‌you‌ ‌play‌ ‌?‌ ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation.‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌ ‌the‌ ‌interview‌ ‌with‌ ‌an‌ ‌ironman‌ ‌and‌ ‌do‌ ‌exercises.‌ ‌ | |
| ***\*‌ ‌Pre-‌ ‌listening.‌*** ‌ | **1.‌ ‌Listening‌** ‌ |
| -T‌ ‌explains‌ ‌the‌ ‌pictures‌ ‌about‌ ‌the‌ ‌  Olympic‌ ‌rings.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌them‌ ‌to‌ ‌discuss‌ ‌by‌ ‌answering‌ ‌  some‌ ‌questions‌ ‌in‌ ‌pairs.‌ ‌  ***\*‌ ‌While-‌ ‌Listening.‌*** ‌  ***Ex2:‌*** ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌listen‌ ‌to‌ ‌the‌ ‌recording‌ ‌and‌ ‌  circle‌ ‌the‌ ‌health‌ ‌problem‌ ‌they‌ ‌hear.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌listen‌ ‌to‌ ‌the‌ ‌recording‌ ‌again‌ ‌  and‌ ‌choose‌ ‌the‌ ‌right‌ ‌respond.‌ ‌  -‌ ‌Ss‌ ‌listen‌ ‌and‌ ‌tick.‌ ‌  -‌ ‌T‌ ‌gives‌ ‌the‌ ‌key.‌ ‌  ***Ex3:‌*** ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌listen‌ ‌to‌ ‌the‌ ‌recording‌ ‌again‌ ‌  and‌ ‌choose‌ ‌the‌ ‌right‌ ‌respond.‌ ‌  -‌ ‌Ss‌ ‌listen‌ ‌and‌ ‌choose‌ ‌the‌ ‌right‌ ‌answer.‌ ‌  -‌ ‌T‌ ‌corrects.‌ ‌   ‌  ***‌Ex4:‌*** ‌  -‌ ‌T‌ ‌has‌ ‌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.‌ ‌  ***\*‌ ‌Post-‌ ‌listening.‌*** ‌  -‌ ‌T‌ ‌divides‌ ‌the‌ ‌class‌ ‌in‌ ‌to‌ ‌groups‌ ‌and‌ ‌give‌ ‌  them‌ ‌a‌ ‌time‌ ‌limit‌ ‌for‌ ‌discussion‌ ‌and‌ ‌  feedback‌ ‌as‌ ‌a‌ ‌class.‌ ‌  -‌ ‌Ss‌ ‌read‌ ‌their‌ ‌answer‌ ‌ | ***Ex‌ ‌1:‌ ‌Look‌ ‌at‌ ‌the‌ ‌picture‌ ‌below.‌ ‌Discuss‌ ‌***  ***the‌ ‌following‌ ‌questions‌ ‌with‌ ‌a‌ ‌partner.‌*** ‌   ‌   ‌   ‌  ***Ex‌ ‌2:‌ ‌Listen‌ ‌to‌ ‌the‌ ‌interview.‌ ‌Which‌ ‌***  ***problems‌ ‌did‌ ‌he‌ ‌have‌ ‌as‌ ‌a‌ ‌child?‌*** ‌   ‌  -sick‌ ‌  -allergy‌ ‌   ‌   ‌  ***Ex‌ ‌3:‌ ‌Listen‌ ‌to‌ ‌the‌ ‌interview‌ ‌again.‌ ‌What‌ ‌***  ***advice‌ ‌does‌ ‌he‌ ‌give‌ ‌about‌ ‌preparing‌ ‌for‌ ‌***  ***the‌ ‌event?‌*** ‌  -Do‌ ‌more‌ ‌exercises‌ ‌  -Sleep‌ ‌more‌ ‌  -Eat‌ ‌more‌ ‌fruit/‌ ‌vegetables‌ ‌   ‌  ***Ex‌ ‌4:‌ ‌Are‌ ‌the‌ ‌following‌ ‌sentences‌ ‌true‌ ‌***  ***(T)‌ ‌or‌ ‌false‌ ‌(F)‌*** ‌   ‌  *Key‌* ‌  1.‌ ‌T‌ ‌2.‌ ‌F‌ ‌3.‌ ‌F‌ ‌4.‌ ‌F‌ ‌5.‌ ‌T‌ ‌   ‌   ‌  ***Ex5:‌ ‌Discuss‌ ‌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?‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌‌ **‌‌**write‌ ‌a‌ ‌reply‌ ‌giving‌ ‌advice‌ ‌to‌ ‌someone‌ ‌with‌ ‌a‌ ‌health‌ ‌problem.‌ ‌ | |
| -‌ ‌T‌ ‌explains‌ ‌the‌ ‌way‌ ‌to‌ ‌do‌ ‌exercise‌ ‌6‌ ‌ ‌  -‌ ‌T‌ ‌gives‌ ‌new‌ ‌words.‌ ‌   ‌   ‌   ‌   ‌  -‌ ‌Ss‌ ‌match‌ ‌the‌ ‌problems‌ ‌with‌ ‌the‌ ‌answers.‌ ‌  -‌ ‌T‌ ‌corrects.‌ ‌  -‌ ‌   ‌   ‌  ‌T‌ ‌gives‌ ‌structure‌ ‌about‌ ‌advice.‌ ‌ | ***2.‌ ‌Writing‌*** ‌  ***\*‌ ‌New‌ ‌word.‌*** ‌  -‌ ‌Dry:‌ ‌khô‌ ‌  -‌ ‌Burger‌ ‌:‌ ‌bánh‌ ‌mì‌ ‌kẹp‌ ‌thịt.‌ ‌  -‌ ‌Chips:‌ ‌khoai‌ ‌tây‌ ‌chiên.‌ ‌  -‌ ‌Maintain:‌ ‌duy‌ ‌trì‌ ‌  ***Ex‌ ‌6:‌ ‌Match‌ ‌the‌ ‌problems‌ ‌with‌ ‌the‌ ‌***  ***answers.‌*** ‌  1.c‌ ‌2.b‌ ‌3.a‌ ‌   ‌  ***Ex‌ ‌7.‌ ‌Look‌ ‌at‌ ‌the‌ ‌answers‌ ‌again.‌ ‌***  ***Underline‌ ‌the‌ ‌ways‌ ‌Dr.‌ ‌Dan‌ ‌gives‌ ‌advice.‌*** ‌ |

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| ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌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.‌ ‌ | ●You‌ ‌should…‌ ‌  ●You‌ ‌can…‌ ‌  ●It‌ ‌will‌ ‌be‌ ‌good‌ ‌if‌ ‌you…‌ ‌  ●Do‌ ‌something‌ ‌more/‌ ‌less…‌ ‌   ‌  ***Ex‌ ‌8.‌ ‌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.‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌activites‌ ‌about‌ ‌keeping‌ ‌health.‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌work‌ ‌in‌ ‌pairs‌ ‌  Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌  T‌ ‌corrects‌ ‌ | ‌  A:What‌ ‌should‌ ‌we‌ ‌do‌ ‌to‌ ‌keep‌ ‌health?‌ ‌  B:‌ ‌I‌ ‌do‌ ‌exercise‌ ‌to‌ ‌keep‌ ‌fit‌ ‌   ‌ |

***\*‌ ‌Homework.‌*** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Looking‌ ‌back‌ ‌&‌ ‌Project‌ ‌

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**UNIT‌ ‌2:‌ ‌HEALTH‌** ‌

**Period‌ ‌15:‌ ‌Looking‌ ‌back‌ ‌and‌ ‌project‌** ‌

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**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**.‌** ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**health‌ ‌problem‌ ‌and‌ ‌health‌ ‌tips‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Imperative‌ ‌with‌ ‌‌*more‌‌* ‌and‌ ‌‌*less‌*;‌ ‌Compound‌ ‌sentences‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Students‌ ‌aware‌ ‌of‌ ‌the‌ ‌importance‌ ‌of‌ ‌staying‌ ‌their‌ ‌health‌ ‌and‌ ‌know‌ ‌the‌ ‌

way‌ ‌to‌ ‌protect‌ ‌their‌ ‌health.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

-‌ ‌Teacher‌ ‌asks‌ ‌students‌ ‌to‌ ‌write‌ ‌the‌ ‌new‌ ‌words‌ ‌in‌ ‌the‌ ‌previous‌ ‌lesson‌ ‌

**3.‌ ‌New‌ ‌lesson.‌*‌*** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌name‌ ‌the‌ ‌health‌ ‌problems‌ ‌in‌ ‌the‌ ‌pictures.‌ ‌ | |
| **-‌**T‌ ‌asks:‌ ‌‌*What‌ ‌can‌ ‌you‌ ‌see‌ ‌in‌ ‌each‌ ‌*  *picture?‌* ‌  -‌ ‌Ss‌ ‌look‌ ‌at‌ ‌the‌ ‌pictures‌ ‌and‌ ‌give‌ ‌health‌ ‌  problem.‌ ‌  -‌ ‌T‌ ‌calls‌ ‌on‌ ‌some‌ ‌sts‌ ‌give‌ ‌their‌ ‌answers.‌ ‌ | ‌  1.‌ ‌spots‌ ‌2.‌ ‌put‌ ‌on‌ ‌weight‌ ‌  3.‌ ‌sunburn‌ ‌4.‌ ‌stomachche/‌ ‌sick‌ ‌  5.‌ ‌flu‌ ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌-‌ ‌‌**Review‌ ‌vocabulary‌ ‌about‌ ‌health‌ ‌issues‌ ‌and‌ ‌advice.‌ ‌  -‌ ‌Review‌ ‌grammar:‌ ‌Imperative‌ ‌with‌ ‌‌*more‌‌* ‌and‌ ‌‌*less‌*;‌ ‌Compound‌ ‌sentences‌ ‌ | |
| 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.‌ ‌   ‌   ‌ | **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 ‌ |
| ‌   ‌   ‌  Ex3:‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌exercise‌ ‌  individually.‌ ‌ ‌  -Ss‌ ‌can‌ ‌complete‌ ‌the‌ ‌exercise‌ ‌  individually.‌ ‌ ‌  -‌ ‌T‌ ‌calls‌ ‌some‌ ‌Ss‌ ‌read‌ ‌their‌ ‌answers.‌ ‌  -‌ ‌T‌ ‌corrects.‌ ‌   ‌   ‌  Ex4:‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌work‌ ‌with‌ ‌a‌ ‌partner‌ ‌  -‌ ‌Ss‌ ‌can‌ ‌do‌ ‌the‌ ‌exercise‌ ‌with‌ ‌a‌ ‌partner.‌ ‌   ‌ | **II.‌ ‌Grammar‌** ‌  **Imperatives‌ ‌with‌ ‌more‌ ‌or‌ ‌less.‌** ‌  ***3‌****.‌ ‌Complete‌ ‌the‌ ‌health‌ ‌tips‌ ‌below.‌* ‌   ‌  1.‌ ‌less‌ ‌2.‌ ‌more‌3.‌ ‌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.‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌‌ *‌‌***Work‌ ‌in‌ ‌pairs‌ ‌to‌ ‌discuss‌ ‌about‌ ‌health‌ ‌problem.‌ ‌ | |
| Ex‌ ‌5‌ ‌  -‌ ‌T‌ ‌can‌ ‌divide‌ ‌the‌ ‌Ss‌ ‌into‌ ‌pairs.‌ ‌ ‌  -‌ ‌T‌ ‌can‌ ‌ask‌ ‌one‌ ‌pair‌ ‌to‌ ‌come‌ ‌up‌ ‌and‌ ‌  role-play‌ ‌the‌ ‌example‌ ‌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.‌ ‌ | **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?‌* ‌   ‌ |

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| The‌ ‌class‌ ‌can‌ ‌decide‌ ‌what’s‌ ‌true‌ ‌and‌ ‌  what’s‌ ‌a‌ ‌myth.‌ ‌   ‌   ‌  This‌ ‌project‌ ‌can‌ ‌be‌ ‌done‌ ‌as‌ ‌homework.‌ ‌  the‌ ‌groups‌ ‌should‌ ‌discuss‌ ‌the‌ ‌main‌ ‌health‌ ‌  problems‌ ‌they‌ ‌discovered‌ ‌and‌ ‌what‌ ‌they‌ ‌  would‌ ‌like‌ ‌to‌ ‌do‌ ‌to‌ ‌fix‌ ‌them.‌ ‌ | 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…..‌ ‌   ‌  **IV.‌ ‌Project‌** ‌ ‌  ***(do‌ ‌at‌ ‌home‌ ‌)‌*** ‌ |

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**\*‌ ‌Homework‌ ‌** ‌

-‌ ‌Do‌ ‌project‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Unit‌ ‌3‌ ‌-‌ ‌Getting‌ ‌started‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

**UNIT‌ ‌3:‌ ‌COMMUNITY‌ ‌SERVICE.‌** ‌

**Period‌ ‌16:‌ ‌Getting‌ ‌started‌** ‌

**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌talk‌ ‌about‌ ‌community‌ ‌

service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Past‌ ‌simple‌ ‌and‌ ‌present‌ ‌perfect.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Students‌ ‌are‌ ‌aware‌ ‌of‌ ‌the‌ ‌value‌ ‌of‌ ‌the‌ ‌work‌ ‌they‌ ‌do‌ ‌for‌ ‌community‌ ‌ ‌

-‌ ‌Ss‌ ‌know‌ ‌the‌ ‌way‌ ‌to‌ ‌share‌ ‌something‌ ‌to‌ ‌others.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

Check‌ ‌15‌ ‌minutes‌ ‌

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**Code‌ ‌1.‌** ‌

**I.‌ ‌Choose‌ ‌the‌ ‌best‌ ‌option‌ ‌to‌ ‌complete‌ ‌each‌ ‌sentence.‌ ‌Circle‌ ‌A,‌ ‌B‌ ‌or‌ ‌C.‌** ‌

1.‌ ‌Peter‌ ‌enjoys‌ ‌\_\_\_\_\_\_\_\_\_\_\_.‌ ‌

A.‌ ‌garden‌B.‌ ‌gardener‌C.‌ ‌gardening‌D.‌ ‌to‌ ‌garden‌ ‌

2.‌ ‌Mai‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌her‌ ‌hobby‌ ‌next‌ ‌year.‌ ‌

A.‌ ‌continueing‌B.‌ ‌continues‌C.‌ ‌continue‌D.‌ ‌will‌ ‌continue‌ ‌

3.‌ ‌She‌ ‌is‌ ‌having‌ ‌\_\_\_\_\_\_.‌ ‌She's‌ ‌hot‌ ‌and‌ ‌coughs‌ ‌a‌ ‌lot.‌ ‌

A.‌ ‌spots‌B.‌ ‌flu‌C.‌ ‌earache‌D.‌ ‌sunburn‌ ‌

4.‌ ‌Jim‌ ‌finds‌ ‌bird-watching‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌because‌ ‌he‌ ‌can‌ ‌learn‌ ‌about‌ ‌nature.‌ ‌

A.‌ ‌interest‌B.‌ ‌interested‌C.‌ ‌interesting‌D.‌ ‌interests‌ ‌

5.‌ ‌I‌ ‌have‌ ‌\_\_\_\_\_\_\_\_\_\_\_\_\_headache.‌ ‌

A.‌ ‌the‌B.‌ ‌a‌C.‌ ‌an‌D.‌ ‌nothing‌ ‌

6.‌ ‌‌My‌ ‌father‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌morning‌ ‌exercise‌ ‌very‌ ‌often.‌ ‌

A.‌ ‌doesn't‌B.‌ ‌don’t‌C.‌ ‌don't‌ ‌do‌D.‌ ‌doesn't‌ ‌do‌ ‌

7.‌ ‌You‌ ‌should‌ ‌eat‌ ‌less‌ ‌fast‌ ‌food,‌ ‌\_\_\_\_\_\_\_\_\_\_\_you‌ ‌can‌ ‌put‌ ‌on‌ ‌weight.‌ ‌

A.‌ ‌and‌B.‌ ‌but‌C.‌ ‌so‌D.‌ ‌or‌ ‌

8.‌ ‌Ngoc‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌eating‌ ‌fast‌ ‌food‌ ‌because‌ ‌it’s‌ ‌not‌ ‌good‌ ‌for‌ ‌her‌ ‌health.‌ ‌

A.‌ ‌likes‌B.‌ ‌loves‌C.‌ ‌hates‌D.‌ ‌enjoys‌ ‌

**II.‌ ‌‌Rearrange‌ ‌the‌ ‌words‌ ‌to‌ ‌make‌ ‌meaningful‌ ‌sentences.‌** ‌

1.‌ ‌Amy/pottery/much/very/likes/making/.‌ ‌

………………………………………………………………………..‌ ‌

2.‌ ‌My/chess/evening/plays/me/with/sister/every/.‌ ‌

………………………………………………………………………‌ ‌

**Code‌ ‌2.‌** ‌

**I.‌ ‌Choose‌ ‌the‌ ‌best‌ ‌option‌ ‌to‌ ‌complete‌ ‌each‌ ‌sentence.‌ ‌Circle‌ ‌A,‌ ‌B‌ ‌or‌ ‌C.‌** ‌

1.‌ ‌I‌ ‌want‌ ‌to‌ ‌drink‌ ‌a‌ ‌cold‌ ‌water,‌ ‌\_\_\_\_\_\_\_\_\_\_\_I‌ ‌have‌ ‌a‌ ‌sore‌ ‌throat‌ ‌

A.‌ ‌but‌B.‌ ‌and‌C.‌ ‌or‌D.‌ ‌so‌ ‌

2.‌ ‌Mike‌ ‌and‌ ‌Jack‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌running‌ ‌but‌ ‌Mary‌ ‌loves‌ ‌it.‌ ‌

A.‌ ‌doesn't‌ ‌like‌B.‌ ‌don't‌ ‌like‌C.‌ ‌not‌ ‌like‌D.‌ ‌don’t‌ ‌likes‌ ‌

3.‌ ‌I‌ ‌‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌playing‌ ‌board‌ ‌games‌ ‌interesting‌ ‌because‌ ‌I‌ ‌can‌ ‌play‌ ‌them‌ ‌with‌ ‌my‌ ‌

friends.‌ ‌

A.‌ ‌think‌ ‌B.‌ ‌say‌C.‌ ‌tell‌D.‌ ‌find‌ ‌

4.‌ ‌Don’t‌ ‌read‌ ‌in‌ ‌bed,‌ ‌\_\_\_\_\_\_\_\_\_\_\_you‌ ‌will‌ ‌harm‌ ‌your‌ ‌eyes.‌ ‌

A.‌ ‌or‌B.‌ ‌and‌C.‌ ‌but‌D.‌ ‌so‌ ‌

5.‌ ‌Playing‌ ‌soccer‌ ‌is‌ ‌so‌ ‌fun!‌ ‌I‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌my‌ ‌classmates‌ ‌to‌ ‌join‌ ‌me‌ ‌next‌ ‌week.‌ ‌

A.‌ ‌asked‌B.‌ ‌ask‌C.‌ ‌will‌ ‌ask‌D.‌ ‌asks‌ ‌

6.‌ ‌I'm‌ ‌very‌ ‌\_\_\_\_\_\_.‌ ‌I've‌ ‌been‌ ‌working‌ ‌all‌ ‌day.‌ ‌

A.‌ ‌tired‌B.‌ ‌strong‌C.‌ ‌tiring‌D.‌ ‌interesting‌ ‌

7.‌ ‌I‌ ‌\_\_\_\_\_\_‌ ‌terrible‌ ‌toothache.‌ ‌I‌ ‌can't‌ ‌chew.‌ ‌

A.‌ ‌have‌ ‌a‌B.‌ ‌feel‌C.‌ ‌am‌D.‌ ‌have‌ ‌

8.‌ ‌What‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌your‌ ‌parents‌ ‌often‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌at‌ ‌the‌ ‌weekend?‌ ‌

A.‌ ‌do...do‌B.‌ ‌will...do‌C.‌ ‌does...do‌D.‌ ‌are‌ ‌……do‌ ‌

**II.‌ ‌‌Rearrange‌ ‌the‌ ‌words‌ ‌to‌ ‌make‌ ‌meaningful‌ ‌sentences.‌** ‌

1.‌ ‌There/library/many/the/books/are/in.‌ ‌

……………………………………………………………………………‌ ‌

2.‌ ‌Collecting/environment/save/the/helps/bottles/glass/.‌ ‌

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**Code‌ ‌3.‌** ‌

**I.‌ ‌Choose‌ ‌the‌ ‌best‌ ‌option‌ ‌to‌ ‌complete‌ ‌each‌ ‌sentence.‌ ‌Circle‌ ‌A,‌ ‌B‌ ‌or‌ ‌C.‌** ‌

1.‌ ‌Nam‌ ‌wants‌ ‌to‌ ‌lose‌ ‌weight,‌ ‌\_\_\_\_\_\_\_\_\_\_\_he‌ ‌began‌ ‌jogging‌ ‌last‌ ‌Sunday.‌ ‌

A.‌ ‌or‌B.‌ ‌and‌C.‌ ‌but‌D.‌ ‌so‌ ‌

2.‌ ‌I‌ ‌enjoy‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌because‌ ‌I‌ ‌love‌ ‌watching‌ ‌plants‌ ‌growing.‌ ‌

A.‌ ‌garden‌B.‌ ‌gardening‌C.‌ ‌to‌ ‌garden‌D.‌ ‌gardens‌ ‌

3.‌ ‌Jenny‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌fishing‌ ‌twice‌ ‌a‌ ‌week.‌ ‌

A.‌ ‌go‌B.‌ ‌goes‌C.‌ ‌will‌ ‌go‌D.‌ ‌to‌ ‌go‌ ‌

4.‌ ‌Tony‌ ‌doesn’t‌ ‌feel‌ ‌interested‌ ‌in‌ ‌playing‌ ‌the‌ ‌piano‌ ‌anymore,‌ ‌so‌ ‌he‌ ‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌

another‌ ‌hobby‌ ‌next‌ ‌year.‌ ‌

A.‌ ‌takes‌ ‌up‌B.‌ ‌taking‌ ‌up‌C.‌ ‌will‌ ‌take‌ ‌up‌D.‌ ‌to‌ ‌take‌ ‌up‌ ‌

5.‌‌ ‌My‌ ‌cold‌ ‌is‌ ‌better,‌ ‌but‌ ‌I‌ ‌still‌ ‌have‌ ‌a‌ ‌\_\_\_\_\_\_.‌ ‌

A.‌ ‌cough‌B.‌ ‌sick‌ ‌C.‌ ‌flu‌D.‌ ‌tired‌ ‌

6.‌‌ ‌Although‌ ‌he‌ ‌practised‌ ‌a‌ ‌lot,‌ ‌his‌ ‌legs‌ ‌still‌ ‌\_\_\_\_\_\_‌ ‌weak.‌ ‌

A.‌ ‌are‌B.‌ ‌were‌C.‌ ‌felt‌D.‌ ‌have‌ ‌

7.‌ ‌ ‌I‌ ‌‌\_\_\_\_\_\_\_\_\_\_\_‌ ‌making‌ ‌pottery‌ ‌interesting‌ ‌because‌ ‌I‌ ‌can‌ ‌make‌ ‌beautiful‌ ‌things‌ ‌for‌ ‌

my‌ ‌friends.‌ ‌

A.‌ ‌think‌ ‌B.‌ ‌say‌C.‌ ‌tell‌D.‌ ‌find‌ ‌

8.‌ ‌Wash‌ ‌your‌ ‌hands‌ ‌………………You‌ ‌will‌ ‌have‌ ‌less‌ ‌chance‌ ‌of‌ ‌catching‌ ‌flu.‌ ‌

A.‌ ‌much‌B.‌ ‌many‌C.‌ ‌less‌D.‌ ‌more‌ ‌

**II.‌ ‌‌Rearrange‌ ‌the‌ ‌words‌ ‌to‌ ‌make‌ ‌meaningful‌ ‌sentences.‌** ‌

1.‌ ‌Be‌ ‌careful/‌ ‌what‌ ‌/with/‌ ‌you/and‌ ‌drink/‌ ‌eat/‌ ‌./‌ ‌

………………………………………………………………….‌ ‌

2.‌ ‌I/because/improve/can/useful/health/soccer/I/playing/find/my/.‌ ‌

………………………………………………………………………‌ ‌

**\*‌ ‌Keys‌** ‌

**Code‌ ‌1.‌** ‌

**I.‌ ‌Choose‌ ‌the‌ ‌best‌ ‌option‌ ‌to‌ ‌complete‌ ‌each‌ ‌sentence.‌ ‌Circle‌ ‌A,‌ ‌B‌ ‌or‌ ‌C.‌** ‌

1.‌ ‌C.‌ ‌gardening‌2.‌ ‌D.‌ ‌will‌ ‌continue‌3.‌ ‌B.‌ ‌flu‌ ‌

4.‌ ‌C.‌ ‌interesting‌5.‌ ‌B.‌ ‌a‌‌6.‌ ‌‌D.‌ ‌doesn't‌ ‌do‌ ‌

7.‌ ‌D.‌ ‌or‌8.‌ ‌C.‌ ‌hates‌ ‌

**II.‌ ‌‌Rearrange‌ ‌the‌ ‌words‌ ‌to‌ ‌make‌ ‌meaningful‌ ‌sentences.‌** ‌

1.‌ ‌Amy‌ ‌likes‌ ‌making‌ ‌pottery‌ ‌very‌ ‌much‌ ‌ ‌

2.‌ ‌My‌ ‌sister‌ ‌plays‌ ‌chess‌ ‌with‌ ‌me‌ ‌every‌ ‌evening‌.‌ ‌

**Code‌ ‌2.‌** ‌

**I.‌ ‌Choose‌ ‌the‌ ‌best‌ ‌option‌ ‌to‌ ‌complete‌ ‌each‌ ‌sentence.‌ ‌Circle‌ ‌A,‌ ‌B‌ ‌or‌ ‌C.‌** ‌

1.‌ ‌A.‌ ‌but‌2.‌ ‌B.‌ ‌don't‌ ‌like‌‌3.‌ ‌‌D.‌ ‌find‌4.‌ ‌A.‌ ‌or‌ ‌

5.‌ ‌C.‌ ‌will‌ ‌ask‌6.‌ ‌A.‌ ‌tired‌7.‌ ‌D.‌ ‌have‌8.‌ ‌A.‌ ‌do...do‌ ‌

**II.‌ ‌‌Rearrange‌ ‌the‌ ‌words‌ ‌to‌ ‌make‌ ‌meaningful‌ ‌sentences.‌** ‌

1.‌ ‌There‌ ‌are‌ ‌many‌ ‌books‌ ‌in‌ ‌the‌ ‌library.‌ ‌

2.‌ ‌Collecting‌ ‌glass‌ ‌bottles‌ ‌helps‌ ‌save‌ ‌the‌ ‌environment‌.‌ ‌

**Code‌ ‌3.‌** ‌

**I.‌ ‌Choose‌ ‌the‌ ‌best‌ ‌option‌ ‌to‌ ‌complete‌ ‌each‌ ‌sentence.‌ ‌Circle‌ ‌A,‌ ‌B‌ ‌or‌ ‌C.‌** ‌

1.‌ ‌D.‌ ‌so‌2.‌ ‌B.‌ ‌gardening‌3.‌ ‌B.‌ ‌goes‌4.‌ ‌C.‌ ‌will‌ ‌take‌ ‌up‌ ‌

5.‌‌ ‌A.‌ ‌cough‌‌6.‌‌ ‌C.‌ ‌felt‌‌7.‌ ‌ ‌‌D.‌ ‌find‌8.‌ ‌D.‌ ‌more‌ ‌

**II.‌ ‌‌Rearrange‌ ‌the‌ ‌words‌ ‌to‌ ‌make‌ ‌meaningful‌ ‌sentences.‌** ‌

1.‌ ‌Be‌ ‌careful‌ ‌with‌ ‌what‌ ‌you‌ ‌eat‌ ‌and‌ ‌drink.‌ ‌

2.‌ ‌‌I‌ ‌find‌ ‌playing‌ ‌soccer‌ ‌useful‌ ‌because‌ ‌I‌ ‌can‌ ‌improve‌ ‌my‌ ‌health.‌ ‌

**3.‌ ‌New‌ ‌lesson.‌*‌*** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌attract‌ ‌Ss’‌ ‌attention‌ ‌to‌ ‌the‌ ‌lesson‌ ‌and‌ ‌lead‌ ‌in‌ ‌the‌ ‌lesson‌ ‌ | |
| -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌open‌ ‌their‌ ‌books‌ ‌to‌ ‌the‌ ‌  picture.‌ ‌  -‌ ‌T‌ ‌can‌ ‌ask‌ ‌Ss‌ ‌prediction‌ ‌questions‌ ‌  about‌ ‌the‌ ‌picture.‌ ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌as‌ ‌a‌ ‌class.‌ ‌ | ‌   ‌  +‌ ‌What‌ ‌can‌ ‌you‌ ‌see‌ ‌in‌ ‌the‌ ‌picture‌ ‌?‌ ‌  +‌ ‌Who‌ ‌do‌ ‌you‌ ‌think‌ ‌they‌ ‌are‌ ‌?‌ ‌  +‌ ‌What‌ ‌are‌ ‌they‌ ‌talking‌ ‌about?‌ ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌ ‌the‌ ‌conversation‌ ‌then‌ ‌do‌ ‌exercises‌***.‌*** ‌ | |
| -‌ ‌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.‌ ‌  +‌ ‌Globe‌ ‌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.‌ ‌  -‌ ‌Ss‌ ‌work‌ ‌individually‌ ‌to‌ ‌answer‌ ‌the‌ ‌  questions.‌ ‌ ‌  -‌ ‌Ss‌ ‌compare‌ ‌their‌ ‌answer‌ ‌with‌ ‌a‌ ‌  partner‌ ‌and‌ ‌then‌ ‌discuss‌ ‌as‌ ‌a‌ ‌class.‌ ‌ ‌  -T‌ ‌writes‌ ‌the‌ ‌correct‌ ‌answers‌ ‌on‌ ‌the‌ ‌  board.‌ ‌  -Ask‌ ‌them‌ ‌to‌ ‌answer‌ ‌the‌ ‌questions.‌ ‌  -‌ ‌T‌ ‌explains‌ ‌to‌ ‌Ss‌ ‌that‌ ‌make‌ ‌ ‌ | **I-‌ ‌Listen‌ ‌and‌ ‌read‌** ‌  ***1.‌ ‌Listen‌ ‌and‌ ‌read‌*** ‌   ‌   ‌   ‌   ‌   ‌  ***a.‌ ‌Read‌ ‌the‌ ‌conversation‌ ‌again‌ ‌and‌ ‌tick‌ ‌T‌ ‌***  ***(true)‌ ‌or‌ ‌F‌ ‌(False).‌*** ‌  1.T‌2.‌ ‌T‌ ‌  3.‌ ‌T‌4.‌ ‌F‌5.‌ ‌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 ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Use‌ ‌Nouns,‌ ‌verbs‌ ‌and‌ ‌Adjectives‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ | |
| ‌  Draw‌ ‌Ss’‌ ‌attention‌ ‌to‌ ‌the‌ ‌box.Ask‌ ‌Ss‌ ‌  to‌ ‌identify‌ ‌the‌ ‌words‌ ‌in‌ ‌exercise2‌ ‌  which‌ ‌can‌ ‌be‌ ‌both‌ ‌nouns‌ ‌and‌ ‌verbs,‌ ‌  or‌ ‌verbs‌ ‌and‌ ‌adjectives,‌ ‌ask‌ ‌students‌ ‌  if‌ ‌they‌ ‌can‌ ‌add‌ ‌more‌ ‌examples‌ ‌of‌ ‌the‌ ‌  words‌ ‌they‌ ‌know.‌ ‌ | ***2.‌ ‌Look‌ ‌at‌ ‌the‌ ‌words‌ ‌in‌ ‌the‌ ‌box.‌ ‌Can‌ ‌you‌ ‌put‌ ‌***  ***them‌ ‌in‌ ‌the‌ ‌right‌ ‌groups ?‌*** ‌   |  |  |  | | --- | --- | --- | | **Nouns‌** ‌ | **Verbs‌** ‌ | **Adjectives‌** ‌ | | help‌ ‌  benefit‌ ‌  volunteer‌ ‌ | donate‌ ‌  help‌ ‌  benefit‌ ‌ | clean‌ ‌  emvironmental‌ ‌ | |
| ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  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 ‌words‌ ‌webs‌ ‌in‌ ‌4-5‌ ‌minutes‌ ‌on‌ ‌a‌ ‌  sheet‌ ‌of‌ ‌paper‌ ‌at‌ ‌their‌ ‌tables.‌ ‌ | |  |  |  | | --- | --- | --- | | plant‌ ‌ | volunteer‌ ‌  recycle‌ ‌  plant‌ ‌  provide‌ ‌  clean‌ ‌  encourage‌ ‌ |  |   ***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 ‌‌***:‌ ‌ ‌  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.‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌sentences‌ ‌about‌‌ **‌‌**community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌sentences‌ ‌about‌**‌**  **c‌**ommunity‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌  work‌ ‌  Ss‌ ‌talk‌ ‌  T‌ ‌corrects‌ ‌the‌ ‌mistakes‌ ‌   ‌ | ‌  ***Eg:‌ ‌*** ‌  I‌ ‌will‌ ‌donate‌ ‌my‌ ‌old‌ ‌books‌ ‌for‌ ‌the‌ ‌poor‌ ‌  children‌ ‌ |

***\*‌ ‌Homework.‌*** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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**‌UNIT‌ ‌3:‌ ‌COMMUNITY‌ ‌SERVICE‌** ‌

**Period‌ ‌17:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1‌** ‌

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**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 ‌volunteer‌ ‌work.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Past‌ ‌simple‌ ‌and‌ ‌present‌ ‌perfect.‌ ‌

**c.‌ ‌Pronunciation‌**:‌ ‌‌*/k/‌ ‌-‌ ‌/g/‌* ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Students‌ ‌are‌ ‌aware‌ ‌of‌ ‌the‌ ‌value‌ ‌of‌ ‌the‌ ‌work‌ ‌they‌ ‌do‌ ‌for‌ ‌community‌ ‌ ‌

-‌ ‌Ss‌ ‌know‌ ‌the‌ ‌way‌ ‌to‌ ‌share‌ ‌something‌ ‌to‌ ‌others.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **‌Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  ***Goal:‌ ‌‌***Help‌ ‌students‌ ‌understand‌ ‌about‌ ‌community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌ | |
| -‌ ‌T‌ ‌brings‌ ‌a‌ ‌big‌ ‌picture‌ ‌of‌ ‌people‌ ‌in‌ ‌need‌ ‌  to‌ ‌class‌ ‌(children‌ ‌in‌ ‌mountainous‌ ‌areas‌ ‌  who‌ ‌do‌ ‌not‌ ‌have‌ ‌enough‌ ‌books).‌ ‌Have‌ ‌Ss‌ ‌  discuss‌ ‌what‌ ‌difficulties‌ ‌they‌ ‌think‌ ‌people‌ ‌  in‌ ‌that‌ ‌situation‌ ‌face,‌ ‌and‌ ‌what‌ ‌they‌ ‌need.‌ ‌   ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌some‌ ‌vocabularies‌ ‌related‌ ‌to‌ ‌community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌  work‌ ‌ ‌ | |
| ***Ex1:‌*** ‌  -T‌ ‌asks:‌ ‌  +‌ ‌What‌ ‌do‌ ‌you‌ ‌see‌ ‌in‌ ‌the‌ ‌pictures‌ ‌?‌ ‌  +‌ ‌What‌ ‌are‌ ‌the‌ ‌difficulties‌ ‌they‌ ‌face‌ ‌?‌ ‌ | **I.‌ ‌Vocabulary‌** ‌  **Ex1.‌ ‌Choose‌ ‌the‌ ‌phrases‌ ‌that‌ ‌match‌ ‌the‌ ‌**  **pictures‌ ‌below.‌** ‌  1.‌ ‌disabled‌ ‌people:‌ ‌người‌ ‌tàn‌ ‌tật‌ ‌ |
| +What‌ ‌do‌ ‌they‌ ‌need‌ ‌?‌ ‌  -‌ ‌Let‌ ‌Ss‌ ‌do‌ ‌the‌ ‌matching‌ ‌individually.‌ ‌   ‌   ‌   ‌  Ex2:‌ ‌  -‌ ‌T‌ ‌can‌ ‌ask‌ ‌Ss‌ ‌about‌ ‌how‌ ‌the‌ ‌people‌ ‌in‌ ‌  each‌ ‌of‌ ‌the‌ ‌situation‌ ‌in‌ ‌1‌ ‌can‌ ‌be‌ ‌helped.‌ ‌  -‌ ‌Divide‌ ‌Ss‌ ‌in‌ ‌to‌ ‌pairs‌ ‌to‌ ‌do‌ ‌the‌ ‌task.Once‌ ‌  Ss‌ ‌have‌ ‌finished,‌ ‌elicit‌ ‌ideas‌ ‌from‌ ‌the‌ ‌  whole‌ ‌class.‌ ‌   ‌  Ex3:‌ ‌  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.‌ ‌T‌ ‌has‌ ‌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.‌ ‌   ‌ | 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 ‌   ‌   ‌  **Ex‌ ‌2.‌ ‌Work‌ ‌in‌ ‌pairs‌** ‌   ‌   ‌   ‌   ‌  **Ex3:‌‌ ‌‌a.‌ ‌Look‌ ‌at‌ ‌the‌ ‌photos.‌ ‌Write‌ ‌a,b‌ ‌or‌ ‌**  **c‌ ‌next‌ ‌to‌ ‌the‌ ‌words‌** ‌   ‌   |  |  | | --- | --- | | Rubbish‌ ‌ | a‌ ‌ | | tracffic‌ ‌jams‌ ‌ | c‌ ‌ | | too‌ ‌many‌ ‌advertisemnets‌ ‌ | b‌ ‌ | | dirty‌ ‌beaches‌ ‌ | a‌ ‌ | | no‌ ‌trees‌ ‌ | a,‌ ‌c‌ ‌ | | Graffiti‌ ‌ | b‌ ‌ |    ‌  **3b.‌ ‌Talk‌ ‌about‌ ‌the‌ ‌problems‌ ‌in‌ ‌a‌** ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Pronounce‌ ‌words‌ ‌containing‌ ‌sounds‌ ‌/‌**k‌**/‌ ‌and‌ ‌/‌**g/‌‌** ‌with‌ ‌increased‌ ‌fluency‌ ‌and‌ ‌  accyracy‌ ‌ | |
| ***Ex‌ ‌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.‌ ‌   ‌   ‌  ***Ex‌ ‌5:‌*** ‌  -‌ ‌T‌ ‌tells‌ ‌Ss‌ ‌that‌ ‌they‌ ‌will‌ ‌hear‌ ‌one‌ ‌word‌ ‌  from‌ ‌each‌ ‌row.‌ ‌ ‌ | **II.‌ ‌Pronunciation‌** ‌  ***Ex‌ ‌4:‌‌ ‌‌Listen‌ ‌and‌ ‌repeat‌*** ‌  /‌**g/‌‌** ‌and‌ ‌/‌**k‌**/‌ ‌ ‌   ‌  ***Note‌:‌ ‌/b/‌ ‌is‌ ‌a‌ ‌voiced‌ ‌sound,‌ ‌/p/‌ ‌is‌ ‌a‌ ‌***  ***voiceless‌ ‌sound.‌*** ‌   ‌   ‌  ***Ex5:‌* ‌‌*Listen‌ ‌and‌ ‌circle‌ ‌the‌ ‌word‌ ‌you‌ ‌***  ***heard.‌*** ‌   ‌   ‌ |

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| -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌and‌ ‌instruct‌ ‌Ss‌ ‌to‌ ‌  circle‌ ‌the‌ ‌word‌ ‌that‌ ‌they‌ ‌hear.‌ ‌After‌ ‌  giving‌ ‌correct‌ ‌answers,‌ ‌ ‌  -‌ ‌T‌ ‌has‌ ‌Ss‌ ‌practise‌ ‌both‌ ‌words‌ ‌(the‌ ‌  minimal‌ ‌pairs)‌ ‌from‌ ‌each‌ ‌row.‌ ‌   ‌  ***Ex‌ ‌6:‌*** ‌  -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌and‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌  repeat.‌ ‌T‌ ‌may‌ ‌use‌ ‌back-chaining‌ ‌  technique‌ ‌if‌ ‌Ss‌ ‌find‌ ‌it‌ ‌difficult‌ ‌to‌ ‌read‌ ‌the‌ ‌  sentences.‌ ‌ ‌   ‌ | cold‌green‌ ‌  clothes‌girl‌goal‌ ‌   ‌   ‌  ***Ex6.‌ ‌Listen‌ ‌and‌ ‌repeat‌*** ‌   ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌ ‌listen‌ ‌words‌ ‌containing‌ ‌sounds‌ ‌/‌**k‌**/‌ ‌and‌ ‌/‌**g/‌‌** ‌with‌ ‌increased‌ ‌fluency‌ ‌and‌ ‌  accyracy‌ ‌ | |
| **Ex‌ ‌7:‌** ‌  -Ask‌ ‌students‌ ‌to‌ ‌play‌ ‌game‌ ‌“‌ ‌stand‌ ‌up‌ ‌and‌ ‌  sit‌ ‌down”.‌ ‌Model‌ ‌this‌ ‌game‌ ‌with‌ ‌two‌ ‌  students‌ ‌first‌ ‌before‌ ‌dividing‌ ‌students‌ ‌in‌ ‌  to‌ ‌groups.‌ ‌  -‌ ‌Modal‌ ‌this‌ ‌game‌ ‌with‌ ‌two‌ ‌Ss‌ ‌first‌ ‌  before‌ ‌dividing‌ ‌Ss‌ ‌in‌ ‌to‌ ‌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 ‌practice.‌ ‌   ‌ | ***Ex7.‌ ‌Game‌ ‌:‌ ‌STAND‌ ‌UP,‌ ‌SIT‌ ‌DOWN!‌*** ‌   ‌ |

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**\*‌ ‌Home‌ ‌work‌** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2.‌ ‌

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**UNIT‌ ‌3:‌ ‌COMMUNITY‌ ‌SERVICE‌** ‌

**Period‌ ‌18:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2‌** ‌

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Past‌ ‌simple‌ ‌and‌ ‌present‌ ‌perfect.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Students‌ ‌are‌ ‌aware‌ ‌of‌ ‌the‌ ‌value‌ ‌of‌ ‌the‌ ‌work‌ ‌they‌ ‌do‌ ‌for‌ ‌community‌ ‌ ‌

-‌ ‌Ss‌ ‌know‌ ‌the‌ ‌way‌ ‌to‌ ‌share‌ ‌something‌ ‌to‌ ‌others.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **‌Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ | |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌‌ *‌‌***Review‌ ‌some‌ ‌verbs‌ ‌in‌ ‌past‌ ‌simple‌ ‌form.‌ ‌ | | |
| ‌  -T‌ ‌divides‌ ‌the‌ ‌class‌ ‌in‌ ‌to‌ ‌2‌ ‌groups.‌ ‌  -T‌ ‌writes‌ ‌some‌ ‌verbs‌ ‌in‌ ‌bare‌ ‌form:‌ ‌  +‌ ‌Group‌ ‌1‌ ‌write‌ ‌the‌ ‌verbs‌ ‌in‌ ‌past‌ ‌simple‌ ‌  form.‌ ‌  +‌ ‌Group‌ ‌2‌ ‌writes‌ ‌the‌ ‌verbs‌ ‌in‌ ‌past‌ ‌  participle‌ ‌form.‌ ‌ | | ‌   ‌  Eg:‌ ‌help-‌ ‌helped-‌ ‌helped‌ ‌  ‌See-‌ ‌saw-‌ ‌seen‌ ‌ |
| **Activity‌ ‌2.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Understand‌ ‌the‌ ‌difference‌ ‌between‌ ‌the‌ ‌past‌ ‌simple‌ ‌and‌ ‌the‌ ‌present‌ ‌perfect.‌ ‌ | | |
| -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌read‌ ‌and‌ ‌do‌ ‌exercise‌ ‌1:‌ ‌  underline‌ ‌the‌ ‌present‌ ‌perfect‌ ‌and‌ ‌past‌ ‌  simple.‌ ‌And‌ ‌then‌ ‌give‌ ‌the‌ ‌uses‌ ‌of‌ ‌present‌ ‌  simple‌ ‌and‌ ‌past‌ ‌simple.‌ ‌   ‌  -T‌ ‌explains‌ ‌the‌ ‌difference‌ ‌between‌ ‌present‌ ‌  perfect‌ ‌and‌ ‌past‌ ‌simple.‌ ‌ | | ***1.‌ ‌Grammar:‌ ‌Present‌ ‌perfect‌ ‌vs‌ ‌Past‌ ‌***  ***simple.‌*** ‌  **Ex1.a.‌ ‌Listen‌ ‌again‌ ‌to‌ ‌part‌ ‌of‌ ‌the‌ ‌**  **conversation.‌ ‌Underline‌ ‌the‌ ‌past‌ ‌simple‌ ‌**  **or‌ ‌the‌ ‌present‌ ‌perfect‌** ‌   ‌   ‌  **1b.‌ ‌When‌ ‌do‌ ‌we‌ ‌use‌ ‌the‌ ‌past‌ ‌simple?‌ ‌**  **When‌ ‌do‌ ‌we‌ ‌use‌ ‌the‌ ‌present‌ ‌perfect?‌** ‌   ‌   ‌  ***Eg:‌ ‌*** ‌  -‌ ‌I‌ ‌went‌ ‌to‌ ‌Ha‌ ‌Noi‌ ‌last‌ ‌year.‌ ‌  -‌ ‌I‌ ‌have‌ ‌learnt‌ ‌English‌ ‌for‌ ‌2‌ ‌years.‌ ‌  **\*‌ ‌Past‌ ‌simple‌**:‌ ‌S+‌ ‌Ved.‌ ‌  **\*‌ ‌Present‌ ‌perfect:‌‌** ‌S+‌ ‌has/‌ ‌have‌ ‌+‌ ‌V.ed‌‌ **‌.‌** ‌  **\*‌ ‌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.‌ ‌  **\*Remember!‌** ‌  -Một‌ ‌số‌ ‌trạng‌ ‌từ‌ ‌thường‌ ‌sử‌ ‌dụng‌ ‌với‌ ‌thì‌ ‌  QKĐ:‌ ‌‌*yesterday,‌ ‌last‌ ‌month,‌ ‌2‌ ‌years‌ ‌*  *ago…‌* ‌  -Một‌ ‌số‌ ‌trạng‌ ‌từ‌ ‌thường‌ ‌sử‌ ‌dụng‌ ‌với‌ ‌thì‌ ‌  HTHT:‌ ‌‌*ever,‌ ‌never,‌ ‌so‌ ‌far=‌ ‌recently=‌ ‌*  *lately,‌ ‌for‌ ‌several‌ ‌times,‌ ‌for‌ ‌a‌ ‌long‌ ‌time,‌ ‌*  *for‌ ‌ages,‌ ‌for,‌ ‌since…‌* ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Use‌ ‌the‌ ‌form‌ ‌of‌ ‌the‌ ‌past‌ ‌simple‌ ‌and‌ ‌the‌ ‌present‌ ‌perfect‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ | | |
| ***Ex2:‌*** ‌  ***-‌ ‌‌***T‌ ‌asks‌ ‌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.‌ ‌   ‌   ‌  ***Ex3:‌*** ‌ | | **‌Ex‌ ‌2.‌ ‌Past‌ ‌simple‌ ‌or‌ ‌present‌ ‌perfect.‌** ‌   ‌   ‌   ‌   ‌  1.‌ ‌cleaned‌ ‌2.‌ ‌have‌ ‌collected‌ ‌  3.‌ ‌collected‌ ‌4.‌ ‌has‌ ‌flown;‌ ‌went‌ ‌  5.‌ ‌Have‌ ‌you‌ ‌ever‌ ‌seen;‌ ‌saw‌ ‌   ‌  **Ex3.‌ ‌Choose‌ ‌the‌ ‌best‌ ‌answer‌** ‌ |

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| -‌ ‌Ss‌ ‌do‌ ‌the‌ ‌exercise‌ ‌individually,‌ ‌then‌ ‌  compare‌ ‌the‌ ‌answers‌ ‌with‌ ‌a‌ ‌partner.‌ ‌T‌ ‌  writes‌ ‌the‌ ‌correct‌ ‌answers‌ ‌on‌ ‌the‌ ‌board.‌ ‌  -‌ ‌T‌ ‌gives‌ ‌the‌ ‌key.‌ ‌ ‌   ‌   ‌   ‌  ***Ex4:‌****‌* ‌  Divided‌ ‌the‌ ‌class‌ ‌in‌ ‌to‌ ‌two‌ ‌groups‌ ‌each‌ ‌  group‌ ‌write‌ ‌sentences‌ ‌about‌ ‌present‌ ‌perfect‌ ‌  and‌ ‌past‌ ‌simple.‌ ‌Each‌ ‌sentence‌ ‌is‌ ‌one‌ ‌  point.The‌ ‌group‌ ‌with‌ ‌the‌ ‌most‌ ‌points‌ ‌is‌ ‌the‌ ‌  winner.‌ ‌   ‌ | ‌  1.‌ ‌b‌ ‌2.‌ ‌b‌ ‌  3.‌ ‌a‌4.‌ ‌a‌ ‌  5.‌ ‌c‌ ‌6.‌ ‌b‌ ‌   ‌   ‌   ‌  ***Ex4:‌*** ‌   ‌  (Students’‌ ‌answer)‌ ‌ |
| **Activity‌ ‌4.‌‌** ‌‌**Further‌ ‌practice‌ ‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌about‌ ‌‘Be‌ ‌a‌ ‌Buddy’and‌ ‌‘Go‌ ‌green’‌ ‌ | |
| Ex5:‌ ‌Remind‌ ‌Ss‌ ‌of‌ ‌what‌ ‌they‌ ‌learned‌ ‌in‌ ‌  ‘Getting‌ ‌Started’‌ ‌about‌ ‌‘Be‌ ‌a‌ ‌Buddy’and‌ ‌  ‘Go‌ ‌green’.Divide‌ ‌students‌ ‌in‌ ‌to‌ ‌pairs.‌ ‌  -‌ ‌T‌ ‌tells‌ ‌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.‌ ‌Ask‌ ‌and‌ ‌answer‌ ‌the‌ ‌questions‌ ‌about‌ ‌**  **the‌ ‌fact‌ ‌sheet‌** ‌  Example:‌ ‌  *A:‌ ‌What‌ ‌happend‌ ‌in‌ ‌2011?‌* ‌  *B:‌ ‌Be‌ ‌a‌ ‌Buddy‌ ‌was‌ ‌established‌ ‌in‌ ‌2011.‌ ‌*  *What‌ ‌did‌ ‌Be‌ ‌a‌ ‌Buddy‌ ‌do‌ ‌in‌ ‌2012?‌* ‌  *A:‌ ‌In‌ ‌2012...‌* ‌ |

***\*‌ ‌Home‌ ‌work‌*** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌4‌ ‌page‌ ‌30‌ ‌(Workbook).‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌new‌ ‌lesson:‌ ‌Communication.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Past‌ ‌simple‌ ‌and‌ ‌present‌ ‌perfect.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Students‌ ‌are‌ ‌aware‌ ‌of‌ ‌the‌ ‌value‌ ‌of‌ ‌the‌ ‌work‌ ‌they‌ ‌do‌ ‌for‌ ‌community‌ ‌ ‌

-‌ ‌Ss‌ ‌know‌ ‌the‌ ‌way‌ ‌to‌ ‌share‌ ‌something‌ ‌to‌ ‌others.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.Warm‌‌ *‌‌*up‌** ‌  **Goal:‌‌ *‌‌***Help‌ ‌Students‌ ‌give‌ ‌different‌ ‌volunteer‌ ‌activities.‌ ‌ | |
| -‌ ‌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.‌ ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌some‌ ‌new‌ ‌words‌ ‌about‌ ‌community‌ ‌service.‌ ‌ | |
| ‌  -‌ ‌T‌ ‌asks‌ ‌students‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌Extra‌ ‌  Vocabulary‌ ‌box‌ ‌and‌ ‌try‌ ‌to‌ ‌guess‌ ‌what‌ ‌the‌ ‌  meanings‌ ‌are,‌ ‌how‌ ‌that‌ ‌may‌ ‌relate‌ ‌to‌ ‌  community‌ ‌services‌ ‌and‌ ‌volunteer‌ ‌work‌ ‌  .And‌ ‌then‌ ‌T‌ ‌explains.‌ ‌ | **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 ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌‌ *‌*** ‌Know‌ ‌the‌ ‌activities‌ ‌that‌ ‌teenagers‌ ‌in‌ ‌the‌ ‌USA‌ ‌and‌ ‌in‌ ‌Viet‌ ‌Nam‌ ‌have‌ ‌done‌ ‌to‌ ‌  help‌ ‌the‌ ‌community.‌ ‌ | |
| Ex1:‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌photos‌ ‌and‌ ‌  describe‌ ‌what‌ ‌they‌ ‌see.‌ ‌Then‌ ‌tell‌ ‌them‌ ‌to‌ ‌  compate‌ ‌their‌ ‌ideas‌ ‌with‌ ‌the‌ ‌text.‌ ‌   ‌   ‌  Ex2:‌ ‌  -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌photos‌ ‌  about‌ ‌community‌ ‌service‌ ‌in‌ ‌Viet‌ ‌Nam‌ ‌  and‌ ‌match‌ ‌them‌ ‌with‌ ‌the‌ ‌volunteer‌ ‌  activities.‌ ‌  -‌ ‌Ss‌ ‌do‌ ‌it.‌ ‌  -‌ ‌T‌ ‌corrects.‌ ‌   ‌  Ex‌ ‌3:‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌exercise‌ ‌in‌ ‌  groups.‌ ‌Each‌ ‌group‌ ‌chooses‌ ‌one‌ ‌person‌ ‌  from‌ ‌the‌ ‌group‌ ‌to‌ ‌report‌ ‌back‌ ‌to‌ ‌the‌ ‌class.‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌in‌ ‌speaking.‌ ‌ | **2.‌ ‌Practice‌** ‌  **Ex1:‌‌ ‌‌Look‌ ‌at‌ ‌the‌ ‌photos‌ ‌and‌ ‌read‌ ‌**  **about‌ ‌the‌ ‌volunteer‌ ‌activites.‌** ‌   ‌   ‌   ‌   ‌  **Ex2.‌ ‌Match‌ ‌the‌ ‌photos‌ ‌with‌ ‌the‌ ‌**  **activities.‌** ‌   ‌   ‌   ‌  1.‌ ‌b‌2.‌ ‌c‌3.‌ ‌e‌ ‌  4.‌ ‌a‌5.‌ ‌d‌ ‌   ‌  **Ex3:‌ ‌Discuss‌ ‌some‌ ‌activities‌ ‌about‌ ‌the‌ ‌**  **community‌ ‌service.‌** ‌  Eg:‌ ‌ ‌  -‌ ‌Give‌ ‌warm‌ ‌clothes‌ ‌to‌ ‌homeless‌ ‌people.‌ ‌  -‌ ‌Donate‌ ‌some‌ ‌toys‌ ‌to‌ ‌street‌ ‌children.‌ ‌  ………………..‌ ‌   ‌ |
| **Activity‌ ‌4.‌‌** ‌‌**Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌interview‌ ‌their‌ ‌partner‌ ‌about‌ ‌taking‌ ‌part‌ ‌in‌ ‌the‌ ‌community‌ ‌service‌ ‌ | |
| Ex4:‌ ‌  T‌ ‌asks‌ ‌students‌ ‌to‌ ‌interview‌ ‌their‌ ‌partner‌ ‌  about‌ ‌taking‌ ‌part‌ ‌in‌ ‌the‌ ‌community‌ ‌  service.‌ ‌  Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌  T‌ ‌corrects‌ ‌ | **Ex4‌**:‌‌ **‌‌Choose‌ ‌three‌ ‌activities‌ ‌that‌ ‌you‌ ‌**  **want‌ ‌to‌ ‌try.‌** ‌  Eg:‌ ‌  A:‌ ‌Have‌ ‌you‌ ‌ever‌ ‌done‌ ‌any‌ ‌of‌ ‌activities?‌ ‌  B:‌ ‌Yes‌ ‌I‌ ‌have‌ ‌ever‌ ‌donated‌ ‌books‌ ‌to‌ ‌  chidren.‌ ‌  A:‌ ‌Why‌ ‌do‌ ‌you‌ ‌want‌ ‌to‌ ‌do‌ ‌that?‌ ‌ |

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| ‌ | B:‌ ‌Because‌ ‌they‌ ‌are‌ ‌poor‌ ‌and‌ ‌they‌ ‌don’t‌ ‌  have‌ ‌money‌ ‌to‌ ‌buy‌ ‌some‌ ‌books.‌ ‌So‌ ‌I‌ ‌  should‌ ‌help‌ ‌them.‌ ‌ |

**\*‌ ‌Home‌ ‌work‌** ‌

-‌ ‌Talk‌ ‌the‌ ‌activities‌ ‌that‌ ‌teenagers‌ ‌in‌ ‌the‌ ‌USA‌ ‌and‌ ‌in‌ ‌Viet‌ ‌nam‌ ‌have‌ ‌done‌ ‌to‌ ‌

help‌ ‌the‌ ‌community.‌ ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Skills‌ ‌1‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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| **‌UNIT‌ ‌3:‌ ‌COMMUNITY‌ ‌SERVICE‌** ‌  **Period‌ ‌20‌**:‌ ‌‌**Skills‌ ‌1‌** ‌   ‌ |

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Past‌ ‌simple‌ ‌and‌ ‌present‌ ‌perfect.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Students‌ ‌are‌ ‌aware‌ ‌of‌ ‌the‌ ‌value‌ ‌of‌ ‌the‌ ‌work‌ ‌they‌ ‌do‌ ‌for‌ ‌community‌ ‌ ‌

-‌ ‌Ss‌ ‌know‌ ‌the‌ ‌way‌ ‌to‌ ‌share‌ ‌something‌ ‌to‌ ‌others.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan,‌ ‌video‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌ | |
| ‌  T‌ ‌lets‌ ‌Ss‌ ‌watch‌ ‌a‌ ‌video‌ ‌about‌**‌**  volunteer‌ ‌activities‌ ‌of‌ ‌some‌ ‌students‌ ‌  and‌ ‌give‌ ‌feelings‌ ‌  Ss‌ ‌watch‌ ‌and‌ ‌answer‌ ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌ | ‌ |
| ‌ |  |
| **Activity‌ ‌2‌**.‌‌ **‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌some‌ ‌vocabulary‌ ‌words‌ ‌related‌ ‌to‌ ‌the‌ ‌topic‌ ‌volunteer‌ ‌ | |
| ‌  -‌ ‌T‌ ‌makes‌ ‌some‌ ‌questions.‌ ‌  -‌ ‌Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌in‌ ‌speaking‌ ‌   ‌   ‌  -‌ ‌Present‌ ‌some‌ ‌new‌ ‌words.‌ ‌   ‌   ‌ | **I.‌ ‌Reading‌** ‌   ‌  -‌ ‌Do‌ ‌you‌ ‌like‌ ‌voluteer‌ ‌work ?‌ ‌  -‌ ‌What‌ ‌kinds‌ ‌of‌ ‌volunteer‌ ‌work‌ ‌have‌ ‌you‌ ‌  done ?‌ ‌  **Ex1.‌ ‌Read‌ ‌the‌ ‌text‌ ‌about‌ ‌volunteer‌ ‌work‌ ‌**  **in‌ ‌US.‌ ‌** ‌  **\*‌ ‌New‌ ‌words:‌** ‌  -‌ ‌Statistics‌ ‌(n)‌ ‌thông‌ ‌tin‌ ‌được‌ ‌biểu‌ ‌hiện‌ ‌  bằng‌ ‌con‌ ‌số.‌ ‌  -‌ ‌Population‌ ‌(n)‌ ‌dân‌ ‌số‌ ‌  -‌ ‌Force‌ ‌(v)‌ ‌bắt‌ ‌buộc‌ ‌  -‌ ‌Raise‌ ‌money‌ ‌for:quyên‌ ‌góp‌ ‌tiền‌ ‌cho.‌ ‌  -‌ ‌Labour‌ ‌(n)công‌ ‌việc‌ ‌lao‌ ‌động‌ ‌  -‌ ‌Mentor(n)người‌ ‌hướng‌ ‌dẫn.‌ ‌ |
| **Activity‌ ‌3‌**.‌‌ **‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌read‌ ‌the‌ ‌text‌ ‌about‌ ‌volunteer‌ ‌work‌ ‌in‌ ‌the‌ ‌United‌ ‌State‌ ‌and‌ ‌do‌ ‌exercises.‌ ‌ | |
| ‌  -‌ ‌T‌ ‌asks‌ ‌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.‌ ‌  -‌ ‌T‌ ‌calls‌ ‌some‌ ‌Ss‌ ‌to‌ ‌read‌ ‌the‌ ‌text‌ ‌  before‌ ‌the‌ ‌class.‌ ‌  -‌ ‌Ss‌ ‌read‌ ‌the‌ ‌text‌ ‌before‌ ‌the‌ ‌class.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌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.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌gives‌ ‌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 ‌ | ‌  **Ex2.‌ ‌The‌ ‌sentences‌ ‌are‌ ‌true‌ ‌or‌ ‌false.‌** ‌   ‌ ‌   ‌   ‌   ‌   ‌   ‌  **\*Keys‌** ‌  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).‌ ‌  **Ex3:‌ ‌Which‌ ‌of‌ ‌the‌ ‌activities‌ ‌below‌ ‌are‌ ‌**  **traditional‌ ‌volunteeractivities‌ ‌in‌ ‌the‌ ‌USA.‌ ‌**  **Tick‌ ‌the‌ ‌box:‌** ‌   ‌   ‌   ‌   |  |  | | --- | --- | | 1.‌ ‌providing‌ ‌care‌ ‌for‌ ‌animals‌ ‌ | ‌ | |

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| to‌ ‌write‌ ‌in‌ ‌note‌ ‌form‌ ‌and‌ ‌not‌ ‌in‌ ‌full‌ ‌  sentences.‌ ‌   ‌   ‌ | |  |  | | --- | --- | | 2.‌ ‌raising‌ ‌money‌ ‌ | ✔‌ ‌ | | 3.‌ ‌cooking‌ ‌meals‌ ‌ | ✔‌ ‌ | | 4.‌ ‌donating‌ ‌blood‌ ‌ | ‌ | | 5.‌ ‌cleaning‌ ‌streets‌ ‌ | ✔‌ ‌ | | 6.‌ ‌teaching‌ ‌young‌ ‌children‌ ‌ | ✔‌ ‌ |    ‌ |
| ‌‌**Activity‌ ‌4.‌‌** ‌‌**Further‌ ‌practice‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌ ‌talk‌ ‌about‌ ‌community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌ | |
| Ex4:‌ ‌  -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.‌ ‌   ‌   ‌  Ex‌ ‌5:‌ ‌  -‌ ‌Divide‌ ‌the‌ ‌class‌ ‌in‌ ‌to‌ ‌groups‌ ‌of‌ ‌four.‌ ‌  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.‌ ‌   ‌ | **II.‌ ‌Speaking‌** ‌  **Ex4:‌‌** ‌Fill‌ ‌in‌ ‌the‌ ‌table‌ ‌with‌ ‌your‌ ‌ideas‌ ‌for‌ ‌  volunteer‌ ‌activities.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **Ex5:‌ ‌Work‌ ‌in‌ ‌groups‌** ‌  Eg:‌ ‌  A:We‌ ‌could‌ ‌cook‌ ‌and‌ ‌bring‌ ‌it‌ ‌to‌ ‌street‌ ‌  children.‌ ‌  B:‌ ‌What‌ ‌can‌ ‌we‌ ‌cook?‌ ‌  C:‌ ‌We‌ ‌can‌ ‌bring‌ ‌fruits‌ ‌such‌ ‌as‌ ‌oranges,‌ ‌  apple…‌ ‌to‌ ‌them.‌ ‌  D:‌ ‌We‌ ‌can‌ ‌cook‌ ‌rice‌ ‌and‌ ‌meat‌ ‌to‌ ‌bring‌ ‌  them.‌ ‌ |

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**\*‌ ‌Home‌ ‌work‌** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Skills‌ ‌2‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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| **‌UNIT‌ ‌3:‌ ‌COMMUNITY‌ ‌SERVICE‌** ‌  **Period‌ ‌21‌**:‌ ‌‌**Skills‌ ‌2‌** ‌   ‌ |

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌listen‌ ‌for‌ ‌specfic‌ ‌

information;‌ ‌write‌ ‌a‌ ‌paragraph‌ ‌about‌ ‌volunteer‌ ‌work.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Past‌ ‌simple‌ ‌and‌ ‌present‌ ‌perfect.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Students‌ ‌are‌ ‌aware‌ ‌of‌ ‌the‌ ‌value‌ ‌of‌ ‌the‌ ‌work‌ ‌they‌ ‌do‌ ‌for‌ ‌community‌ ‌ ‌

-‌ ‌Ss‌ ‌know‌ ‌the‌ ‌way‌ ‌to‌ ‌share‌ ‌something‌ ‌to‌ ‌others.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌‌ *‌‌***Discuss‌ ‌about‌ ‌volunteer‌ ‌work.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌about‌ ‌volunteer‌ ‌  activities.‌ ‌  Ss‌ ‌talk‌ ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌ | ***Discussing‌ ‌:‌*** ‌  Why‌ ‌do‌ ‌people‌ ‌do‌ ‌volunteer‌ ‌work?‌ ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌listen‌ ‌to‌ ‌the‌ ‌recording‌ ‌about‌ ‌volunteer‌ ‌work‌ ‌ | |
| **\*‌ ‌Pre-‌ ‌teaching:‌** ‌  -‌ ‌T‌**‌‌**asks‌ ‌Ss‌ ‌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.‌ ‌  -T‌ ‌elicits‌ ‌new‌ ‌words.‌ ‌  **\*‌ ‌While-‌ ‌teaching‌** ‌  **Ex2:‌** ‌  -‌ ‌T‌ ‌plays‌ ‌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.)‌ ‌ | **I.‌ ‌Listening‌** ‌  **1.‌ ‌Discuss‌ ‌the‌ ‌following‌ ‌questions‌** ‌   ‌   ‌   ‌   ‌  **\*‌ ‌Vocabulary:‌** ‌  -‌ ‌self‌ ‌–‌ ‌confident‌ ‌(adj):‌ ‌tự‌ ‌tin‌ ‌  -‌ ‌special‌ ‌(adj):‌ ‌đặc‌ ‌biệt‌ ‌   ‌   ‌   ‌  **Ex2:‌ ‌Listen‌ ‌then‌ ‌answer‌ ‌the‌ ‌questions‌** ‌   ‌   ‌   ‌ |
| -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌as‌ ‌many‌ ‌times‌ ‌as‌ ‌  necessary‌ ‌and‌ ‌have‌ ‌Ss‌ ‌answer‌ ‌the‌ ‌  questions.‌ ‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **Ex3:‌** ‌   ‌  **\*‌ ‌Post‌ ‌–‌ ‌listening:‌** ‌  -‌ ‌Play‌ ‌the‌ ‌audio‌ ‌again‌ ‌and‌ ‌let‌ ‌Ss‌ ‌fill‌ ‌in‌ ‌the‌ ‌  blanks.‌ ‌ | 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.‌ ‌  **Ex3:‌ ‌Listen‌ ‌and‌ ‌fill‌ ‌in‌ ‌the‌ ‌blanks.‌** ‌  1.‌ ‌volunteer‌ ‌ ‌  2.‌ ‌feel‌ ‌  3.‌ ‌because‌ ‌ ‌  4.‌ ‌because,‌ ‌children‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌how‌ ‌to‌ ‌give‌ ‌reasons.‌ ‌ | |
| ‌  -T‌ ‌explains‌ ‌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’‌ ‌   ‌   ‌ | **II.‌ ‌Writing‌** ‌  **Ex4.‌ ‌Combine‌ ‌the‌ ‌two‌ ‌sentences‌ ‌using‌ ‌**  ***because.‌*** ‌   ‌(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.‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌‌ **‌‌**write‌ ‌a‌ ‌paragraph‌ ‌about‌ ‌volunteer‌ ‌work.‌ ‌ | |
| ‌  T‌ ‌tells‌ ‌Ss‌ ‌now‌ ‌they‌ ‌will‌ ‌write‌ ‌a‌ ‌paragraph‌ ‌  using‌ ‌the‌ ‌ideas‌ ‌they‌ ‌generated‌ ‌in‌ ‌  Speaking‌ ‌4.it‌ ‌time‌ ‌is‌ ‌short,‌ ‌T‌ ‌may‌ ‌ask‌ ‌Ss‌ ‌ | ‌  **Ex‌ ‌5:‌ ‌** ‌  ***Eg‌***:‌ ‌I‌ ‌want‌ ‌to‌ ‌raise‌ ‌funds‌ ‌for‌ ‌street‌ ‌  children.‌ ‌I‌ ‌want‌ ‌to‌ ‌do‌ ‌it‌ ‌because‌ ‌we‌ ‌will‌ ‌ |

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| to‌ ‌make‌ ‌notes‌ ‌in‌ ‌class‌ ‌then‌ ‌develop‌ ‌the‌ ‌  notes‌ ‌in‌ ‌to‌ ‌a‌ ‌paragraph‌ ‌as‌ ‌homework.‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌  T‌ ‌corrects‌ ‌ | be‌ ‌able‌ ‌to‌ ‌provide‌ ‌them‌ ‌with‌ ‌food‌ ‌and‌ ‌  books.‌ ‌They‌ ‌will‌ ‌no‌ ‌longer‌ ‌be‌ ‌hungry.‌ ‌…..‌ ‌ |

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**\*‌ ‌Home‌ ‌work‌** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Looking‌ ‌back‌ ‌and‌ ‌project‌ ‌

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| **‌UNIT‌ ‌3:‌ ‌COMMUNITY‌ ‌SERVICE‌** ‌  **‌Period‌ ‌22‌**:‌ ‌‌**Looking‌ ‌back‌ ‌and‌ ‌projects‌** ‌   ‌ |

**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌review‌ ‌the‌ ‌vocabulary‌ ‌and‌ ‌

grammar‌ ‌items‌ ‌imperative.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Community‌ ‌service‌ ‌and‌ ‌volunteer‌ ‌work.‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌Past‌ ‌simple‌ ‌and‌ ‌present‌ ‌perfect.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Students‌ ‌are‌ ‌aware‌ ‌of‌ ‌the‌ ‌value‌ ‌of‌ ‌the‌ ‌work‌ ‌they‌ ‌do‌ ‌for‌ ‌community‌ ‌ ‌

-‌ ‌Ss‌ ‌know‌ ‌the‌ ‌way‌ ‌to‌ ‌share‌ ‌something‌ ‌to‌ ‌others.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan,‌ ‌song‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌**‌** ‌ | |
| ‌  T‌ ‌lets‌ ‌Ss‌ ‌sing‌ ‌an‌ ‌English‌ ‌song‌ ‌  Ss‌ ‌sing‌ ‌a‌ ‌song‌ ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌ | ‌  **Song:‌ ‌Hello‌** ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal‌**:‌ ‌Review‌ ‌the‌ ‌vocabulary‌ ‌about‌ ‌community‌ ‌service.‌ ‌ | |
| ‌  Ex1:‌ ‌  -T‌ ‌reminds‌ ‌Ss‌ ‌of‌ ‌the‌ ‌wordwebs‌ ‌about‌ ‌  “donate”,‌ ‌“provide”‌ ‌and‌ ‌“help”‌ ‌then‌ ‌Ss‌ ‌  complete‌ ‌Activity‌ ‌1‌ ‌individually.‌ ‌Less‌ ‌  advanced‌ ‌classes.‌ ‌Tell‌ ‌Ss‌ ‌that‌ ‌some‌ ‌  words‌ ‌in‌ ‌the‌ ‌box‌ ‌can‌ ‌be‌ ‌matched‌ ‌with‌ ‌  more‌ ‌than‌ ‌once‌ ‌verb‌ ‌in‌ ‌blue.‌ ‌   ‌ | **I.Vocabulary‌ ‌** ‌  **1.‌ ‌Match‌ ‌the‌ ‌verbs‌ ‌with‌ ‌the‌ ‌nouns‌** ‌  ***\*‌ ‌‌****donate:‌ ‌food,‌ ‌books,‌ ‌clothing,‌ ‌blood‌* ‌  *\*‌ ‌provide:‌ ‌evening‌ ‌classes,‌ ‌food,‌ ‌care,‌ ‌*  *books,‌ ‌education,‌ ‌clothing,‌ ‌attention‌* ‌  *\*‌ ‌help:‌ ‌the‌ ‌community,‌ ‌homeless‌ ‌people,‌ ‌*  *the‌ ‌elderly,‌ ‌the‌ ‌disabled‌*.‌ ‌ |
| ‌‌**Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Use‌ ‌the‌ ‌form‌ ‌of‌ ‌the‌ ‌past‌ ‌simple‌ ‌and‌ ‌the‌ ‌present‌ ‌perfect‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ | |
| ‌  Ex‌ ‌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.‌ ‌   ‌  Ex‌ ‌3:‌ ‌  -‌ ‌Ss‌ ‌complete‌ ‌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.‌ ‌   ‌   ‌   ‌  Ex4:‌ ‌  -‌ ‌Ss‌ ‌complete‌ ‌the‌ ‌exercise‌ ‌individually‌ ‌  or‌ ‌in‌ ‌pairs.‌ ‌T‌ ‌may‌ ‌ask‌ ‌Ss‌ ‌to‌ ‌swap‌ ‌their‌ ‌ | **II.‌ ‌Grammar.‌** ‌  **2.‌ ‌Circle‌ ‌the‌ ‌best‌ ‌answer.‌** ‌   ‌   ‌  1.‌ ‌never‌ ‌2.‌ ‌Last‌ ‌week‌ ‌  3.‌ ‌already‌4.‌ ‌yet‌ ‌  5.‌ ‌yesterday‌ ‌   ‌  **3.‌ ‌Past‌ ‌simple‌ ‌or‌ ‌present‌ ‌perfect.‌** ‌   ‌   ‌   ‌   ‌  **Key:‌** ‌  1.‌ ‌has‌ ‌ever‌ ‌met‌ ‌  2.‌ ‌visited‌ ‌  3.‌ ‌has‌ ‌visited‌ ‌  4.‌ ‌did‌ ‌Shakespeare‌ ‌write‌ ‌  5.‌ ‌has‌ ‌she‌ ‌written‌ ‌  **4.‌ ‌Complete‌ ‌the‌ ‌senteces‌** ‌  1.‌ ‌the‌ ‌engine‌ ‌is‌ ‌very‌ ‌good‌ ‌  2.‌ ‌it‌ ‌is‌ ‌going‌ ‌to‌ ‌be‌ ‌cold‌ ‌this‌ ‌evening‌ ‌ |
| witings‌ ‌with‌ ‌each‌ ‌other‌ ‌for‌ ‌peer‌ ‌  correction.‌ ‌   ‌   ‌ | 3.‌ ‌she’s‌ ‌kind.‌ ‌  4.‌ ‌they‌ ‌are‌ ‌not‌ ‌as‌ ‌lucky‌ ‌as‌ ‌we‌ ‌are.‌ ‌  5.‌ ‌she‌ ‌works‌ ‌very‌ ‌hard‌ ‌to‌ ‌improve‌ ‌her‌ ‌  teaching.‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Students‌ ‌can‌ ‌role‌ ‌–‌ ‌play‌ ‌the‌ ‌interview‌ ‌for‌ ‌the‌ ‌class‌ ‌and‌ ‌understand‌ ‌do‌ ‌the‌ ‌  project‌ ‌about‌ ‌volunteer.‌**‌** ‌ | |
| ‌  -‌ ‌Divide‌ ‌Ss‌ ‌in‌ ‌to‌ ‌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 ‌group‌ ‌of‌ ‌three:‌ ‌  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.‌ ‌   ‌  -‌ ‌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!‌ ‌   ‌ | **III.‌ ‌Communication‌** ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **IV.‌ ‌Project‌** ‌ |

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**\*‌ ‌Home‌ ‌work‌** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Review‌ ‌1‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

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| **Period‌ ‌23‌**:‌ ‌‌**Review‌ ‌1‌ ‌(UNITS‌ ‌1-‌ ‌2-‌ ‌3)‌** ‌  **(‌ ‌Language,‌ ‌Vocabulary,‌ ‌Everyday‌ ‌English)‌** ‌   ‌ |

**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌can‌ ‌review‌ ‌the‌ ‌language‌ ‌they‌ ‌have‌ ‌learnt‌ ‌

include:‌ ‌pronunciation,‌ ‌vocabulary‌ ‌and‌ ‌grammar‌ ‌they‌ ‌have‌ ‌learnt‌ ‌from‌ ‌unit‌ ‌1-2-3‌ ‌by‌ ‌

doing‌ ‌exercises‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary‌**:‌ ‌lexical‌ ‌items‌ ‌related‌‌ **‌‌**topic:‌‌ **‌‌**hobbies,‌ ‌health‌ ‌and‌ ‌community‌ ‌service.‌ ‌

**b.‌‌** ‌‌**Grammar:‌** ‌ ‌

-‌ ‌The‌ ‌simple‌ ‌present,‌ ‌the‌ ‌future‌ ‌simple,‌ ‌the‌ ‌past‌ ‌simple‌ ‌and‌ ‌the‌ ‌present‌ ‌

perfect‌ ‌ ‌

-‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌V-ing‌ ‌

-‌ ‌Imperative‌ ‌with‌ ‌more‌ ‌and‌ ‌less‌ ‌

-‌ ‌Compound‌ ‌sentences‌ ‌

c.‌ ‌Pronunciation:‌ ‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Students‌ ‌love‌ ‌the‌ ‌using‌ ‌of‌ ‌English‌**‌** ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌some‌ ‌questions‌ ‌about‌ ‌school,‌ ‌  hobbies,‌ ‌family‌ ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌some‌ ‌activities‌ ‌to‌ ‌help‌ ‌  the‌ ‌community.‌ ‌  Ss‌ ‌talk‌ ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌‌ *‌‌***Help‌ ‌Ss‌ ‌revise‌ ‌pronunciation.‌ ‌ | |
| ‌   ‌  ***Ex1:‌*** ‌ | ***I-‌ ‌Pronunciation‌*** ‌ |
| ***-‌***T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌pronounce‌ ‌these‌ ‌words‌ ‌  first.‌ ‌  -T‌ ‌corrects‌ ‌Ss’‌ ‌mistakes.‌ ‌  -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌listen‌ ‌to‌ ‌the‌ ‌tape‌ ‌and‌ ‌  do‌ ‌exercise‌ ‌1.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  ***Ex2:‌*** ‌  -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌do‌ ‌exercise‌ ‌2.‌ ‌  -Then‌ ‌read‌ ‌the‌ ‌words‌ ‌out‌ ‌loud‌ ‌among‌ ‌  themselves.‌ ‌  -T‌ ‌checks‌ ‌them.‌ ‌  -T‌ ‌asks‌ ‌them‌ ‌to‌ ‌repeat‌ ‌the‌ ‌words.‌ ‌ | ***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.‌ ‌B‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌ ‌use‌ ‌vocabulary‌ ‌about‌ ‌hobbies,‌ ‌health‌ ‌and‌ ‌community‌ ‌service‌ ‌;‌ ‌revise‌ ‌of‌ ‌  the‌ ‌use‌ ‌of‌ ‌simple‌ ‌present,‌ ‌simple‌ ‌past‌ ‌and‌ ‌present‌ ‌perfect‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ ‌ | |
| ‌  ***Ex3:‌*** ‌  -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌read‌ ‌and‌ ‌write‌ ‌down‌ ‌  the‌ ‌phrases‌ ‌in‌ ‌to‌ ‌the‌ ‌correct‌ ‌columns.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌them‌ ‌to‌ ‌add‌ ‌more‌ ‌activities‌ ‌in‌ ‌  to‌ ‌the‌ ‌columns.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  Ex4:‌ ‌  -T‌ ‌helps‌ ‌by‌ ‌making‌ ‌suggestions‌ ‌or‌ ‌  giving‌ ‌the‌ ‌first‌ ‌letter‌ ‌of‌ ‌the‌ ‌word.‌ ‌  -T‌ ‌asks‌ ‌them‌ ‌to‌ ‌read‌ ‌the‌ ‌description.‌ ‌  -T‌ ‌asks‌ ‌them‌ ‌to‌ ‌write‌ ‌the‌ ‌correct‌ ‌  answers‌ ‌on‌ ‌the‌ ‌board.‌ ‌ | **II.‌ ‌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 ‌ |

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| -‌ ‌T‌ ‌corrects.‌ ‌   ‌   ‌   ‌   ‌   ‌  ***Ex5:‌*** ‌  -‌ ‌T‌ ‌asks‌ ‌students‌ ‌to‌ ‌do‌ ‌exercise‌ ‌and‌ ‌  explain.‌ ‌  -T‌ ‌corrects.‌ ‌   ‌  ***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.‌ ‌   ‌ | 3.‌ ‌calories‌ ‌ ‌  4.‌ ‌staying‌ ‌in‌ ‌shape‌ ‌  ‌5.‌ ‌donating‌ ‌ ‌  6.‌ ‌hobby‌ ‌   ‌  **III.‌ ‌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 ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌practise‌ ‌English‌ ‌in‌ ‌real‌ ‌situation‌ ‌ | |
| ‌  ***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!‌ ‌   ‌ | ‌  **IV.‌ ‌Everyday‌ ‌English.‌** ‌   ‌ |

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**\*‌ ‌Home‌ ‌work‌** ‌

-‌ ‌Do‌ ‌Test‌ ‌yourself‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Review‌ ‌1‌ ‌-‌ ‌Skills‌ ‌

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| **‌Period‌ ‌24‌**:‌ ‌‌**Review‌ ‌1‌ ‌(cont)‌** ‌   ‌ |

**I.‌ ‌Objectives.‌** ‌

**1.‌ ‌Knowlegdes:‌** ‌

**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.‌ ‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary‌**:‌ ‌lexical‌ ‌items‌ ‌related‌‌ **‌‌**topic:‌‌ **‌‌**hobbies,‌ ‌health‌ ‌and‌ ‌community‌ ‌service.‌ ‌

**b.‌‌** ‌‌**Grammar:‌** ‌ ‌

-‌ ‌The‌ ‌simple‌ ‌present,‌ ‌the‌ ‌future‌ ‌simple,‌ ‌the‌ ‌past‌ ‌simple‌ ‌and‌ ‌the‌ ‌present‌ ‌

perfect‌ ‌ ‌

-‌ ‌Verbs‌ ‌of‌ ‌liking‌ ‌+‌ ‌V-ing‌ ‌

-‌ ‌Imperative‌ ‌with‌ ‌more‌ ‌and‌ ‌less‌ ‌

-‌ ‌Compound‌ ‌sentences‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Students‌ ‌love‌ ‌the‌ ‌using‌ ‌of‌ ‌English‌**‌** ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan,‌ ‌song‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson:‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌ | |
| ‌  T‌ ‌lets‌ ‌Ss‌ ‌sing‌ ‌an‌ ‌English‌ ‌song‌ ‌  Ss‌ ‌sing‌ ‌a‌ ‌song‌ ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌ | ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Read‌ ‌the‌ ‌passage‌ ‌and‌ ‌choose‌ ‌the‌ ‌correct‌ ‌answer‌ ‌A,B,‌ ‌or‌ ‌C.‌ ‌ | |
| ‌  -‌ ‌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.‌ ‌   ‌ | **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 ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌ | |
| **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌interview‌ ‌each‌ ‌other‌ ‌to‌ ‌answer‌ ‌the‌ ‌questions‌ ‌and‌ ‌understand‌ ‌the‌ ‌  dialogue.‌ ‌ | |
| -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.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌  -‌ ‌Ss‌ ‌listens‌ ‌  -‌ ‌T‌ ‌helps‌ ‌if‌ ‌necessary‌ ‌  -‌ ‌Check‌ ‌the‌ ‌results‌ ‌   ‌   ‌ | **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 ‌situations‌ ‌and‌ ‌tick‌ ‌the‌ ‌correct‌ ‌***  ***answer‌ ‌to‌ ‌each‌ ‌question.‌*** ‌  Conversation1:‌ ‌1.‌ ‌A‌ ‌2.‌ ‌B‌ ‌  Conversation2:‌ ‌1.‌ ‌B‌ ‌2.‌ ‌C‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌‌ **‌‌**make‌ ‌complete‌ ‌sentences‌ ‌from‌ ‌the‌ ‌prompts‌ ‌and‌ ‌match‌ ‌them‌ ‌with‌ ‌the‌ ‌  pictures.‌ ‌ | |

|  |  |
| --- | --- |
| -‌ ‌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.‌ ‌   ‌   ‌ | **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.‌ ‌ |

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**\*‌ ‌Home‌ ‌work‌** ‌

-‌ ‌Do‌ ‌Test‌ ‌yourself‌ ‌in‌ ‌the‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌45‌ ‌minutes‌ ‌test.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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| **‌THE‌ ‌FIRST‌ ‌45-MINUTE‌ ‌TEST‌** ‌   ‌ |

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**I.‌ ‌OBJECTIVES‌ ‌:‌** ‌ ‌

By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌T‌ ‌is‌ ‌able‌ ‌to‌ ‌check‌ ‌their‌ ‌Ss’‌ ‌language‌ ‌knowledge,‌ ‌basic‌ ‌skills.‌ ‌

This‌ ‌will‌ ‌help‌ ‌T‌ ‌has‌ ‌a‌ ‌suitable‌ ‌teaching‌ ‌approach.‌ ‌

**1.‌ ‌Knowledge:‌** ‌

**\*Grammar:‌‌** ‌‌*review‌* ‌

**\*Vocabulary:‌‌** ‌review‌ ‌

**2.‌ ‌Skills:‌ ‌‌**Reading,‌ ‌writing,‌ ‌listening,‌ ‌speaking‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**To‌ ‌do‌ ‌the‌ ‌test‌ ‌in‌ ‌a‌ ‌serious‌ ‌and‌ ‌strict‌ ‌manner‌ ‌

**II.‌ ‌PREPARATION‌** ‌

**1.‌ ‌Teacher:‌ ‌‌**Test‌ ‌paper,‌ ‌chalk…‌ ‌

**2.‌ ‌Students:‌ ‌‌**pen,…‌ ‌

**III.THE‌ ‌CONTENTS‌** ‌

**1.‌ ‌Matrix‌ ‌of‌ ‌the‌ ‌Test‌** ‌ ‌

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Chủ‌ ‌đề‌** ‌ | **Nhận‌ ‌biết‌** ‌ | | **Thông‌ ‌hiểu‌** ‌ | | **Vận‌ ‌dụng‌** ‌ | | **Cộng‌** ‌ |
| TNKQ‌ ‌ | TL‌ ‌ | TNK‌  Q‌ ‌ | TL‌ ‌ | TNK‌  Q‌ ‌ | TL‌ ‌ | ‌ ‌ |
| **Listening‌** ‌ | ‌ | Listen‌ ‌&‌ ‌  tick‌ ‌ | ‌ ‌ | True/False‌ ‌ | ‌ ‌ | ‌ ‌ | ‌ ‌ |
| *Số‌ ‌câu:‌ ‌8‌* ‌ | ‌ | *Số‌ ‌câu:‌ ‌4‌* ‌  *Số‌ ‌điểm:‌ ‌*  *1đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌10%‌* ‌ | *‌* ‌ | *Số‌ ‌câu:‌ ‌4‌* ‌  *Số‌ ‌điểm:‌ ‌1đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌10%‌* ‌ | ‌ ‌ | ‌ ‌ | *Số‌ ‌câu:‌ ‌8‌* ‌ |
| *Số‌ ‌điểm:‌ ‌2đ‌* ‌ | ‌ | *‌* ‌ | *Số‌ ‌điểm:‌ ‌*  *2đ‌* ‌ |
| *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ | ‌ | *‌* ‌ | *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ |
| **Use‌ ‌of‌ ‌**  **language‌** ‌ | ‌ ‌ | Multi-choi‌  ce‌ ‌ | ‌ ‌ | ‌ ‌ | ‌ ‌ | Tenses‌ ‌ | ‌ ‌ |
| ‌ ‌ |
| *Số‌ ‌câu:‌ ‌11‌* ‌  *Số‌ ‌điểm:‌ ‌*  *3,5‌ ‌đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌35%‌* ‌ | *‌* ‌ | *Số‌ ‌câu:‌ ‌08‌* ‌  *Số‌ ‌điểm:‌ ‌*  *2đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ | *‌* ‌ | *‌* ‌ | ‌ ‌ | *Số‌ ‌câu:3‌* ‌  *Số‌ ‌điểm‌ ‌*  *:1,5đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌15%‌* ‌ | *Số‌ ‌câu:‌ ‌11‌* ‌  *Số‌ ‌điểm:‌ ‌*  *3,5‌ ‌đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌35%‌* ‌ |
| **Reading‌** ‌ | ‌ ‌ | ‌ ‌ | ‌ ‌ | The‌ ‌  volunteer‌ ‌  work‌ ‌ | ‌ ‌ | ‌ ‌ | ‌ ‌ |
| ‌ ‌ | ‌ ‌ |
| *Số‌ ‌câu:‌ ‌06‌* ‌ | *‌* ‌ | *‌* ‌ | *‌* ‌ | *Số‌ ‌câu:‌ ‌06‌* ‌ | *‌* ‌ | ‌ ‌ | *Số‌ ‌câu:‌ ‌06‌* ‌ |
| *Số‌ ‌điểm:‌ ‌2đ‌* ‌ | *Số‌ ‌điểm:‌ ‌2đ‌* ‌ | ‌ ‌ | *Số‌ ‌điểm:‌ ‌*  *2đ‌* ‌ |
| *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ | *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ | ‌ ‌ | *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ |
| **Writing‌** ‌ | ‌ ‌ | ‌ ‌ | ‌ ‌ | Rewrite‌ ‌ | ‌ ‌ | Word‌ ‌  form‌ ‌ | ‌ ‌ |
| ‌ ‌ |
| *Số‌ ‌câu:‌ ‌05‌* ‌ | *‌* ‌ | *‌* ‌ | *‌* ‌ | *Số‌ ‌câu:‌ ‌02‌* ‌  *Số‌ ‌điểm:‌ ‌1đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌10%‌* ‌ | *‌* ‌ | *Số‌ ‌câu:‌ ‌*  *03‌* ‌ | *Số‌ ‌câu:‌ ‌05‌* ‌ |
| *Số‌ ‌điểm:‌ ‌*  *2,5đ‌* ‌ | *Số‌ ‌điểm:‌ ‌*  *1,5đ‌* ‌ | *Số‌ ‌điểm:‌ ‌*  *2,5đ‌* ‌ |
| *Tỉ‌ ‌lệ‌ ‌25%‌* ‌ | *Tỉ‌ ‌lệ‌ ‌15%‌* ‌ | *Tỉ‌ ‌lệ‌ ‌25%‌* ‌ |
| **Tổng‌ ‌số‌ ‌**  **câu:‌ ‌30‌** ‌ | Tổng‌ ‌số‌ ‌câu:‌ ‌12‌ ‌ | | Tổng‌ ‌số‌ ‌câu:‌ ‌12‌ ‌ | | Tổng‌ ‌số‌ ‌câu:‌ ‌6‌ ‌ | | **Số‌ ‌câu:30‌** ‌ |
| **Tổng‌ ‌số‌ ‌**  **điểm:‌ ‌10đ‌** ‌ | Tổng‌ ‌số‌ ‌điểm:‌ ‌3đ‌ ‌ | | Tổng‌ ‌số‌ ‌điểm:‌ ‌4đ‌ ‌ | | Tổng‌ ‌số‌ ‌điểm:‌ ‌3đ‌ ‌ | | **Số‌ ‌điểm:‌ ‌**  **10đ‌** ‌ |
| **Tỉ‌ ‌lệ‌ ‌100%‌** ‌ | Tỉ‌ ‌lệ‌ ‌30%‌ ‌ | | Tỉ‌ ‌lệ‌ ‌40‌ ‌%‌ ‌ | | Tỉ‌ ‌lệ‌ ‌30%‌ ‌ | | **Tỉ‌ ‌lệ‌ ‌100%‌** ‌ |

**2.The‌ ‌Test‌ ‌(45’)‌ ‌** ‌

**A.LISTENING:‌** ‌

**Question‌ ‌I.‌ ‌Listen‌ ‌and‌ ‌tick‌ ‌(✔)‌ ‌the‌ ‌word‌ ‌if‌ ‌it‌ ‌is‌ ‌the‌ ‌same‌ ‌as‌ ‌the‌ ‌word‌ ‌you‌ ‌hear‌ ‌**

**and‌ ‌cross‌ ‌(x)‌ ‌it‌ ‌if‌ ‌it‌ ‌is‌ ‌different‌ ‌(1‌ ‌point).‌** ‌

|  |  |  |  |
| --- | --- | --- | --- |
| 1.lock‌ ‌ | □‌ ‌ | 2.community‌ ‌ | □‌ ‌ |
| 3.kind‌ ‌ | □‌ ‌ | 4.cracker‌ ‌ | □‌ ‌ |

**Question‌ ‌II.‌ ‌Are‌ ‌the‌ ‌following‌ ‌sentences‌ ‌True‌ ‌(T)‌ ‌or‌ ‌False‌ ‌(F)‌ ‌(1‌ ‌point)‌ ‌** ‌

|  |  |  |
| --- | --- | --- |
| ‌ | **T‌** ‌ | **F‌** ‌ |
| 1.He‌ ‌wanted‌ ‌to‌ ‌do‌ ‌sports‌ ‌because‌ ‌of‌ ‌his‌ ‌friends.‌ ‌ | ‌ | ‌ |
| 2.Taking‌ ‌up‌ ‌sports‌ ‌was‌ ‌easy.‌ ‌ | ‌ | ‌ |
| 3.In‌ ‌this‌ ‌event,‌ ‌you‌ ‌swim,‌ ‌run,‌ ‌and‌ ‌climb.‌ ‌ | ‌ | ‌ |
| 4.This‌ ‌event‌ ‌uses‌ ‌more‌ ‌than‌ ‌6000‌ ‌calories.‌ ‌ | ‌ | ‌ |

**B.‌ ‌USE‌ ‌OF‌ ‌LANGUAGE‌** ‌

**Question‌ ‌III.‌ ‌Choose‌ ‌the‌ ‌best‌ ‌answer.‌ ‌(‌ ‌2‌ ‌points‌ ‌)‌** ‌

1.‌ ‌She‌ ‌looks‌ ‌very‌ ‌red‌ ‌because‌ ‌she‌ ‌was‌ ‌outdoors‌ ‌all‌ ‌day‌ ‌yesterday.‌ ‌She‌ ‌has‌ ‌……‌ ‌

‌A.‌ ‌allergy‌ ‌B.‌ ‌sunburn‌ ‌C.‌ ‌headache‌ ‌

2.‌ ‌The‌ ‌Americans‌ ‌eat‌ ‌a‌ ‌lot,‌ ‌…….‌ ‌they‌ ‌do‌ ‌not‌ ‌do‌ ‌enough‌ ‌exercise.‌ ‌

‌A.‌ ‌or‌ ‌ ‌B.‌ ‌so‌ ‌C.‌ ‌but‌ ‌

3.‌ ‌They‌ ‌usually‌ ‌…….‌ ‌a‌ ‌lot‌ ‌of‌ ‌beautiful‌ ‌photos‌ ‌during‌ ‌their‌ ‌picnic.‌ ‌

‌A.‌ ‌take‌ ‌B.‌ ‌go‌ ‌C.‌ ‌play‌ ‌

4.‌ ‌What’s‌ ‌your‌ ‌favourite‌ ‌…….‌ ‌,‌ ‌Linda‌ ‌?‌ ‌-‌ ‌It’s‌ ‌mountain‌ ‌climbing.‌ ‌

‌A.‌ ‌country‌ ‌B.‌ ‌hobby‌ ‌C.‌ ‌food‌ ‌

5.‌ ‌My‌ ‌sister‌ ‌loves…………..boarding‌ ‌games‌ ‌with‌ ‌me‌ ‌every‌ ‌evening.‌ ‌

‌A.‌ ‌playing‌ ‌B.‌ ‌plays‌C.‌ ‌play‌ ‌

6.‌ ‌Last‌ ‌year,‌ ‌we‌ ‌…………‌ ‌a‌ ‌lot‌ ‌of‌ ‌foods‌ ‌and‌ ‌warm‌ ‌clothes‌ ‌for‌ ‌street‌ ‌children.‌ ‌

‌A.‌ ‌donate‌ ‌B.‌ ‌has‌ ‌donated‌C.‌ ‌donated‌ ‌

7.‌ ‌…………less‌ ‌time‌ ‌playing‌ ‌computer‌ ‌games.‌ ‌

‌A.‌ ‌Spend‌ ‌B.‌ ‌Spending‌C.‌ ‌To‌ ‌spend‌ ‌

8.‌ ‌I‌ ‌think‌ ‌I‌ ‌………….‌ ‌your‌ ‌mother‌ ‌before.‌ ‌

‌A.‌ ‌has‌ ‌met‌ ‌B.‌ ‌have‌ ‌met‌ ‌C.‌ ‌met‌ ‌

**Question‌ ‌IV:‌ ‌Give‌ ‌the‌ ‌correct‌ ‌form‌ ‌of‌ ‌the‌ ‌following‌ ‌verbs:‌ ‌(‌ ‌1.5‌ ‌points)‌** ‌

1.‌ ‌I‌ ‌and‌ ‌my‌ ‌boyfriend‌ ‌(visit)‌ ‌………………‌ ‌London‌ ‌several‌ ‌times.‌ ‌

2.‌ ‌They‌ ‌(fly‌ ‌)‌ ‌…………………….‌ ‌to‌ ‌Dalat‌ ‌for‌ ‌the‌ ‌flower‌ ‌festival‌ ‌2‌ ‌year‌ ‌ago.‌ ‌

3.‌ ‌She‌ ‌(not‌ ‌continue)‌ ‌…………………..‌ ‌her‌ ‌hobby‌ ‌in‌ ‌the‌ ‌future.‌ ‌

**C.READING‌** ‌

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 ‌feel‌ ‌closer.‌ ‌But‌ ‌

many‌ ‌people‌ ‌say‌ ‌they‌ ‌don’t‌ ‌have‌ ‌time‌ ‌to‌ ‌volunteer‌ ‌because‌ ‌they‌ ‌have‌ ‌to‌ ‌work‌ ‌and‌ ‌take‌ ‌

care‌ ‌of‌ ‌their‌ ‌families.‌ ‌If‌ ‌that’s‌ ‌the‌ ‌case,‌ ‌try‌ ‌rethinking‌ ‌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 ‌baskets‌ ‌for‌ ‌the‌ ‌old‌ ‌

homeless‌ ‌people‌ ‌on‌ ‌holidays.‌ ‌Your‌ ‌family‌ ‌can‌ ‌also‌ ‌spend‌ ‌only‌ ‌one‌ ‌Saturday‌ ‌morning‌ ‌a‌ ‌

month‌ ‌collecting‌ ‌rubbish‌ ‌in‌ ‌your‌ ‌neighborhood.‌ ‌

**Question‌ ‌V:‌ ‌Read‌ ‌the‌ ‌text‌ ‌and‌ ‌write‌ ‌True‌ ‌(T)‌ ‌or‌ ‌false‌ ‌(F).(‌ ‌1‌ ‌point)‌** ‌

1.‌ ‌Many‌ ‌families‌ ‌do‌ ‌volunteer‌ ‌because‌ ‌they‌ ‌feel‌ ‌satisfied‌ ‌and‌ ‌proud.‌\_\_\_\_\_\_‌ ‌

2.‌ ‌Volunteer‌ ‌is‌ ‌a‌ ‌bad‌ ‌way‌ ‌for‌ ‌families‌ ‌to‌ ‌have‌ ‌fun‌ ‌and‌ ‌feel‌ ‌closer.‌\_\_\_\_\_\_‌ ‌

3.‌ ‌The‌ ‌family‌ ‌can‌ ‌donate‌ ‌bloods‌ ‌for‌ ‌the‌ ‌old‌ ‌homeless‌ ‌people.‌\_\_\_\_\_\_‌ ‌

4.‌ ‌They‌ ‌also‌ ‌collect‌ ‌rubbish‌ ‌one‌ ‌Saturday‌ ‌morning‌ ‌a‌ ‌month‌\_\_\_\_\_\_‌ ‌

**Question‌ ‌VI.‌ ‌Answer‌ ‌the‌ ‌following‌ ‌questions:‌ ‌(1‌ ‌point)‌** ‌

1.‌ ‌How‌ ‌can‌ ‌the‌ ‌family‌ ‌help‌ ‌the‌ ‌old‌ ‌homeless‌ ‌people?‌ ‌

🡪…………………………………………………………………………………‌ ‌

2.‌ ‌Why‌ ‌don’t‌ ‌many‌ ‌people‌ ‌have‌ ‌time‌ ‌to‌ ‌volunteer?‌ ‌

🡪…………………………………………………………………………………‌ ‌

**D.WRITING‌** ‌

**Question‌ ‌VII:‌ ‌Rewrite‌ ‌the‌ ‌sentences‌ ‌using‌ ‌conjunction‌ ‌given.‌ ‌(1‌ ‌point)‌** ‌

1.The‌ ‌Japanese‌ ‌eat‌ ‌healthily.‌ ‌They‌ ‌live‌ ‌for‌ ‌a‌ ‌long‌ ‌time.‌ ‌‌*(so)‌* ‌

🡪…………………………………………………………………………………‌ ‌

2.My‌ ‌sister‌ ‌plays‌ ‌computer‌ ‌game.‌ ‌She‌ ‌does‌ ‌morning‌ ‌exercise‌ ‌too.‌ ‌‌*(but)‌* ‌ ‌

🡪…………………………………………………………………………………‌ ‌

**Question‌ ‌VIII:‌ ‌Reorder‌ ‌the‌ ‌words‌ ‌to‌ ‌make‌ ‌the‌ ‌meaningful‌ ‌sentences‌ ‌** ‌

**(1.5‌ ‌points)‌** ‌

1.‌ ‌I‌ ‌love‌ ‌\_\_\_\_\_\_\_\_\_\_\_\_\_‌ ‌pottery‌ ‌because‌ ‌it‌ ‌is‌ ‌very‌ ‌challenge.‌ ‌(MAKE)‌ ‌

2.‌ ‌Many‌ ‌people‌ ‌do‌ ‌volunteer‌ ‌work‌ ‌because‌ ‌it‌ ‌makes‌ ‌a‌ ‌\_\_\_\_\_\_\_\_\_\_\_\_‌ ‌(DIFFER)‌ ‌

3.‌ ‌It‌ ‌is‌ ‌\_\_\_\_\_\_\_\_\_\_\_\_\_‌ ‌to‌ ‌eat‌ ‌o‌ ‌lot‌ ‌of‌ ‌junk‌ ‌food.‌ ‌(HEALTH‌**‌** ‌

 ‌

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**\*‌ ‌Homework‌ ‌** ‌

Asks‌ ‌Ss‌ ‌to‌ ‌prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Unit‌ ‌4:‌ ‌Getting‌ ‌started.‌ ‌

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| Teaching‌ ‌date‌ ‌7A:……………‌ ‌  ‌7B:…………….‌ ‌  **UNIT‌ ‌4:‌ ‌Music‌ ‌and‌ ‌Arts‌** ‌  **Period‌ ‌26:‌ ‌Getting‌ ‌started:‌ ‌Making‌ ‌plans‌ ‌for‌ ‌the‌ ‌weekend‌** ‌   ‌ |

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌use‌ ‌the‌ ‌lexical‌ ‌items‌ ‌related‌ ‌

to‌ ‌the‌ ‌topic‌ ‌Music‌ ‌and‌ ‌Arts.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**words‌ ‌about‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌comparisons:‌ ‌(not)‌ ‌as...as,‌ ‌the‌ ‌same‌ ‌as,‌ ‌different‌ ‌from‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Ask‌ ‌and‌ ‌answer‌ ‌about‌ ‌music‌ ‌and‌ ‌arts.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌some‌ ‌questions:‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌title‌ ‌/‌ ‌the‌ ‌picture‌ ‌  and‌ ‌guess‌ ‌what‌ ‌the‌ ‌conversation‌ ‌between‌ ‌  Duong‌ ‌and‌ ‌Nick‌ ‌might‌ ‌be‌ ‌about.‌**‌** ‌ | ‌  **\*‌ ‌Questions‌** ‌  -Do‌ ‌you‌ ‌often‌ ‌listen‌ ‌to‌ ‌music?‌ ‌  When?‌ ‌How‌ ‌often?‌ ‌  -What‌ ‌kind‌ ‌of‌ ‌music‌ ‌do‌ ‌you‌ ‌like‌ ‌?‌ ‌  Why‌ ‌?‌ ‌  -What‌ ‌is‌ ‌art/‌ ‌are‌ ‌arts‌ ‌?Give‌ ‌  example?‌ ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌listen,‌ ‌read‌ ‌the‌ ‌conversation‌ ‌and‌ ‌know‌ ‌how‌ ‌to‌ ‌use‌ ‌some‌ ‌expressions‌ ‌in‌ ‌  the‌ ‌conversation‌ ‌ | |
| ‌  **-‌**Teacher‌ ‌sets‌ ‌the‌ ‌scene‌ ‌by‌ ‌asking‌ ‌Ss‌ ‌  about‌ ‌the‌ ‌picture‌ ‌ ‌  Where‌ ‌are‌ ‌Nick‌ ‌,‌ ‌Khang‌ ‌and‌ ‌Phong?‌ ‌ ‌  What‌ ‌might‌ ‌be‌ ‌happening‌ ‌to‌ ‌them?‌ ‌What‌ ‌  are‌ ‌they‌ ‌doing?‌ ‌  -Have‌ ‌you‌ ‌ever‌ ‌got‌ ‌lost?‌ ‌Where‌ ‌and‌ ‌  when?‌ ‌  How‌ ‌did‌ ‌you‌ ‌feel‌ ‌then?‌ ‌What‌ ‌did‌ ‌you‌ ‌  do?‌ ‌  -‌ ‌Elicits‌ ‌the‌ ‌new‌ ‌words‌ ‌using‌ ‌pictures‌ ‌  and‌ ‌explaination‌ ‌  ***‌+‌ ‌Check‌ ‌vocabulary‌ ‌* ‌:‌ ‌R‌ ‌O‌ ‌R‌** ‌   ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording.‌ ‌  -‌ ‌Ss‌ ‌listen‌ ‌and‌ ‌read.‌ ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌work‌ ‌independently‌ ‌to‌ ‌answer‌ ‌  the‌ ‌questions.‌ ‌ ‌  Ss‌ ‌work‌ ‌independently‌ ‌ | *Vocabulary:‌ ‌ ‌*  -‌ ‌ex'cited‌ ‌(a)‌ ‌  -‌ ‌ex'citing‌ ‌(a)‌ ‌  -‌ ‌historic‌ ‌[his'tɔrik](a)‌ ‌  -‌ ‌lost‌ ‌(a)‌ ‌  -‌ ‌memorial‌ ‌[mə'mɔ:riəl]‌ ‌(n)‌ ‌  -‌ ‌cathedral‌ ‌[kə'θi:drəl](n)‌ ‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌  **1.‌ ‌Listen‌ ‌and‌ ‌read.‌** ‌   ‌   ‌   ‌   ‌  **a.‌ ‌Are‌ ‌these‌ ‌sentences‌ ‌true‌ ‌(T)‌ ‌or‌ ‌false‌ ‌**  **(F)‌** ‌  1.‌ ‌T,‌ ‌2.‌ ‌F,‌ ‌3.‌ ‌T,‌ ‌4.‌ ‌F,‌ ‌5.‌ ‌F‌ ‌   ‌ |
| T‌ ‌let‌ ‌them‌ ‌discuss‌ ‌in‌ ‌groups.‌ ‌T‌ ‌then‌ ‌  checks‌ ‌their‌ ‌answers,‌ ‌and‌ ‌gives‌ ‌  explanation.‌ ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌work‌ ‌individually‌ ‌to‌ ‌fill‌ ‌the‌ ‌  gaps‌ ‌in‌ ‌the‌ ‌sentences‌ ‌  Ss‌ ‌work‌ ‌individually.‌ ‌ ‌  T‌ ‌lets‌ ‌them‌ ‌check‌ ‌the‌ ‌answers‌ ‌in‌ ‌pairs‌ ‌or‌ ‌  groups.‌ ‌  Ss‌ ‌work‌ ‌in‌ ‌pairs.‌ ‌  T‌ ‌gives‌ ‌the‌ ‌key.‌ ‌Calls‌ ‌some‌ ‌Ss‌ ‌to‌ ‌read‌ ‌  the‌ ‌sentences.‌ ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌explains‌ ‌some‌ ‌expressions‌ ‌in‌ ‌the‌ ‌  conversation‌ ‌  -‌ ‌Ss‌ ‌practise‌ ‌saying‌ ‌them‌ ‌together.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌practise‌ ‌the‌ ‌short‌ ‌  conversations‌ ‌in‌ ‌pairs‌ ‌before‌ ‌creating‌ ‌  their‌ ‌short‌ ‌role-plays.‌ ‌ | ‌   ‌   ‌   ‌  **b.‌ ‌Finish‌ ‌the‌ ‌following‌ ‌sentences‌ ‌by‌ ‌**  **writing‌ ‌one‌ ‌word/‌ ‌phrase‌ ‌from‌ ‌the‌ ‌**  **conversation.‌** ‌   ‌   ‌  **\*‌ ‌Keys‌** ‌  1.‌ ‌as‌ ‌good‌ ‌as‌ ‌  2.‌ ‌loud‌ ‌  3.‌ ‌fantastic‌ ‌  4.‌ ‌in‌ ‌person‌ ‌  5.‌ ‌cinema‌ ‌  **c.‌‌** ‌‌**Colloquial‌ ‌expressions‌** ‌   ‌  1.‌ ‌Let‌ ‌me‌ ‌see:‌ ‌used‌ ‌to‌ ‌show‌ ‌your‌ ‌interest‌ ‌  or‌ ‌surprise.‌ ‌  2.‌ ‌Come‌ ‌on:‌ ‌used‌ ‌when‌ ‌you‌ ‌are‌ ‌thinking‌ ‌  what‌ ‌to‌ ‌say‌ ‌or‌ ‌reply.‌ ‌  3.‌ ‌Come‌ ‌on:‌ ‌used‌ ‌to‌ ‌show‌ ‌that‌ ‌you‌ ‌don’t‌ ‌  agree‌ ‌with‌ ‌what‌ ‌Sbd‌ ‌has‌ ‌said.‌ ‌  4.‌ ‌It‌ ‌isn’t‌ ‌my‌ ‌thing:‌ ‌used‌ ‌to‌ ‌show‌ ‌that‌ ‌  you‌ ‌don’t‌ ‌like‌ ‌something.‌ ‌  **d.‌ ‌Make‌ ‌short‌ ‌role-plays‌ ‌with‌ ‌the‌ ‌**  **expressions‌ ‌above.‌ ‌** ‌  Example:‌ ‌A:‌ ‌There’ll‌ ‌be‌ ‌a‌ ‌music‌ ‌concert‌ ‌  on‌ ‌teacher’‌ ‌Day.‌ ‌  B:‌ ‌Really?‌ ‌Are‌ ‌we‌ ‌going‌ ‌to‌ ‌sing?‌ ‌  A:‌ ‌Yes,‌ ‌of‌ ‌course.‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌how‌ ‌to‌ ‌use‌ ‌more‌ ‌some‌ ‌vocabulary‌ ‌words‌ ‌related‌ ‌to‌ ‌the‌ ‌topic:‌ ‌  “Music‌ ‌and‌ ‌arts”‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌write‌ ‌the‌ ‌words/‌ ‌phrases‌ ‌  under‌ ‌the‌ ‌right‌ ‌pictures.‌ ‌ ‌  Ss‌ ‌work‌ ‌individually‌ ‌  T‌ ‌plays‌ ‌the‌ ‌recording.‌ ‌Let‌ ‌Ss‌ ‌listen‌ ‌and‌ ‌  repeat.‌ ‌Check‌ ‌and‌ ‌correct‌ ‌their‌ ‌  pronunciation.‌ ‌Give‌ ‌them‌ ‌the‌ ‌meaning‌ ‌of‌ ‌  the‌ ‌words.‌ ‌   ‌   ‌   ‌   ‌   ‌ | **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 ‌ |

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| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌write‌ ‌the‌ ‌correct‌ ‌words‌ ‌in‌ ‌  the‌ ‌spaces.‌ ‌ ‌  T‌ ‌allows‌ ‌Ss‌ ‌to‌ ‌check‌ ‌their‌ ‌answers.‌ ‌The‌ ‌  class‌ ‌gives‌ ‌comments.‌ ‌  T‌ ‌gives‌ ‌correction.‌ ‌   ‌ | **3.‌ ‌Complete‌ ‌these‌ ‌sentences‌ ‌with‌ ‌**  **words‌ ‌from‌ ‌2.‌** ‌  1.‌ ‌art‌ ‌gallery‌ ‌ ‌  2.‌ ‌paintings‌ ‌  3.‌ ‌museum‌ ‌  4.‌ ‌camera‌ ‌  5.‌ ‌opera‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌ask‌ ‌and‌ ‌answer‌ ‌about‌ ‌benefits‌ ‌of‌ ‌learning‌ ‌music‌ ‌and‌ ‌arts‌ ‌in‌ ‌school.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌ask‌ ‌and‌ ‌answer‌ ‌the‌ ‌  questions‌ ‌about‌ ‌benefits‌ ‌of‌ ‌learning‌ ‌  music‌ ‌and‌ ‌arts‌ ‌in‌ ‌school.‌ ‌  Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌   ‌ | ‌  **Eg:‌ ‌** ‌  A:‌ ‌Do‌ ‌you‌ ‌think‌ ‌music‌ ‌is‌ ‌important‌ ‌to‌ ‌  you?‌ ‌  B:‌ ‌Yes,‌ ‌of‌ ‌course.‌ ‌I‌ ‌think‌ ‌it‌ ‌is‌ ‌important‌ ‌  to‌ ‌me‌ ‌because‌ ‌it‌ ‌helps‌ ‌me‌ ‌relax‌ ‌and‌ ‌  reduce‌ ‌the‌ ‌stress.‌ ‌ |

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***\*‌ ‌Home‌ ‌work:‌*** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

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

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**words‌ ‌about‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**b.‌‌** ‌‌**Grammar:‌‌** ‌comparisons:‌ ‌(not)‌ ‌as...as,‌ ‌the‌ ‌same‌ ‌as,‌ ‌different‌ ‌from.‌ ‌

**c.‌ ‌Pronunciation:‌‌** ‌/‌ ‌ʃ‌ ‌/‌ ‌and‌ ‌/‌ ‌ʒ‌ ‌/‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan,‌ ‌song‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌ ‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌‌ *‌‌***Review‌ ‌vocabulary‌ ‌about‌ ‌music‌ ‌arts‌ ‌arts.‌ ‌ | |
| ‌  T‌ ‌lets‌ ‌Ss‌ ‌sing‌ ‌a‌ ‌song‌ ‌about‌ ‌the‌ ‌topic‌ ‌  music.‌ ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌   ‌ | ‌  \*‌ ‌Sing‌ ‌a‌ ‌song:‌ ‌“I‌ ‌am‌ ‌the‌ ‌music‌ ‌man”‌ ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌how‌ ‌to‌ ‌understand‌ ‌the‌ ‌meaning‌ ‌and‌ ‌read‌ ‌vocabulary‌ ‌about‌ ‌music‌ ‌  and‌ ‌arts‌ ‌and‌ ‌do‌ ‌exercises.‌ ‌ | |
| ‌  T‌ ‌teaches‌ ‌the‌ ‌vocabulary‌ ‌by‌ ‌giving‌ ‌some‌ ‌  pictures‌ ‌  Ss‌ ‌copy‌ ‌  T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌and‌ ‌let‌ ‌Ss‌ ‌listen.‌ ‌ ‌  T‌ ‌plays‌ ‌it‌ ‌again‌ ‌with‌ ‌pauses‌ ‌for‌ ‌them‌ ‌to‌ ‌  repeat‌ ‌each‌ ‌word.‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌repeat‌ ‌  T‌ ‌corrects‌ ‌their‌ ‌pronunciation.‌ ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌‌ **‌‌**work‌ ‌individually‌ ‌to‌ ‌match‌ ‌  the‌ ‌words‌ ‌with‌ ‌the‌ ‌phrases‌ ‌  Ss‌ ‌work‌ ‌individually‌ ‌to‌ ‌match‌ ‌the‌ ‌words‌ ‌  with‌ ‌the‌ ‌phrases.‌ ‌  T‌ ‌calls‌ ‌one‌ ‌or‌ ‌two‌ ‌Ss‌ ‌to‌ ‌write‌ ‌the‌ ‌  combinations‌ ‌on‌ ‌the‌ ‌board.‌ ‌ ‌  T‌ ‌checks‌ ‌the‌ ‌answers.‌ ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌vocabulary‌ ‌by‌ ‌doing‌ ‌  exercise‌ ‌3‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌read‌ ‌   ‌   ‌   ‌   ‌ | **1.‌ ‌Vocabulary‌** ‌  painter‌ ‌artist‌ ‌actress‌ ‌musician‌ ‌  puppet‌ ‌dancer‌ ‌singer‌ ‌song‌ ‌writer‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  ***Ex‌ ‌2.‌ ‌Match‌ ‌a‌ ‌word‌ ‌in‌ ‌A‌ ‌with‌ ‌a‌ ‌phrase‌ ‌***  ***in‌ ‌B‌*** ‌  1.‌ ‌e‌ ‌2.‌ ‌b‌ ‌3.‌ ‌a‌ ‌4.‌ ‌d‌ ‌5.‌ ‌c‌ ‌   ‌   ‌   ‌   ‌   ‌  ***Ex‌ ‌3:‌ ‌Arrange‌ ‌the‌ ‌words‌ ‌and‌ ‌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 ‌ ‌ |
| ‌   ‌   ‌   ‌   ‌  T‌ ‌gives‌ ‌Ss‌ ‌enough‌ ‌time‌ ‌to‌ ‌do‌ ‌the‌ ‌task‌ ‌  individually.‌ ‌ ‌  Ss‌ ‌may‌ ‌write‌ ‌the‌ ‌answers‌ ‌on‌ ‌the‌ ‌board.‌ ‌ ‌  T‌ ‌calls‌ ‌some‌ ‌Ss‌ ‌to‌ ‌read‌ ‌the‌ ‌sentences.‌ ‌ | 5.‌ ‌a‌ ‌cello‌ ‌ ‌  6.‌ ‌a‌ ‌piano‌ ‌  7.‌ ‌a‌ ‌saxophone‌ ‌   ‌   ‌  ***Ex‌ ‌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 ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌ ‌pronounce‌ ‌sounds‌ ‌/‌‌ ‌ʃ‌‌ ‌/‌ ‌and‌ ‌/‌ ‌‌ʒ‌‌ ‌/‌ ‌correctly‌ ‌in‌ ‌isolation‌ ‌and‌ ‌in‌ ‌context.‌ ‌ | |
| ‌  -‌ ‌Ss‌ ‌practice‌ ‌the‌ ‌sounds‌ ‌/‌‌ ‌ʃ‌‌ ‌/‌ ‌and‌ ‌/‌ ‌‌ʒ‌‌ ‌.‌ ‌ ‌  -‌ ‌T‌ ‌shows‌ ‌Ss‌ ‌how‌ ‌to‌ ‌pronounce‌ ‌the‌ ‌two‌ ‌  sounds.‌ ‌ ‌  -T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌and‌ ‌let‌ ‌Ss‌ ‌listen‌ ‌  and‌ ‌repeat.‌ ‌ ‌  -‌ ‌T‌ ‌corrects‌ ‌their‌ ‌pronunciation.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌2‌ ‌or‌ ‌3‌ ‌times.‌ ‌ ‌  T‌ ‌helps‌ ‌Ss‌ ‌distinguish‌ ‌the‌ ‌two‌ ‌sounds‌ ‌/‌‌ ‌ʃ‌ ‌  /‌ ‌and‌ ‌/‌ ‌‌ʒ‌‌ ‌/,‌ ‌and‌ ‌put‌ ‌the‌ ‌words‌ ‌in‌ ‌the‌ ‌right‌ ‌  columns.‌ ‌ ‌  ‌-‌ ‌Ss‌ ‌give‌ ‌more‌ ‌words‌ ‌having‌ ‌two‌ ‌  sounds.‌ ‌   ‌   ‌  -T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌as‌ ‌many‌ ‌times‌ ‌as‌ ‌  possible‌ ‌and‌ ‌let‌ ‌Ss‌ ‌repead‌ ‌the‌ ‌sentences.‌ ‌ ‌  -T‌ ‌corrects‌ ‌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 ‌   ‌ | **II.‌ ‌Pronunciation:‌ ‌‌**/‌‌ ‌ʃ‌‌ ‌/‌ ‌and‌ ‌/‌ ‌‌ʒ‌‌ ‌/‌ ‌   ‌   ‌   ‌  ***Ex‌ ‌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.‌ ‌ |

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|  | 6.‌ ‌Are‌ ‌you‌ ‌‌sure‌‌ ‌this‌ ‌is‌ ‌a‌ ‌modern‌ ‌‌**version‌** ‌  of‌ ‌“Romeo‌ ‌and‌ ‌Juliet?”‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌pronounce‌ ‌sounds‌ ‌/‌‌ ‌ʃ‌‌ ‌/‌ ‌and‌ ‌/‌ ‌‌ʒ‌‌ ‌/‌ ‌correctly‌ ‌by‌ ‌playing‌ ‌game‌ ‌ | |
| **+‌ ‌Work‌ ‌in‌ ‌groups‌** ‌  -‌ ‌Divide‌ ‌the‌ ‌class‌ ‌into‌ ‌2‌ ‌lines‌ ‌  -‌ ‌Write‌ ‌on‌ ‌the‌ ‌board:‌ ‌Right‌ ‌is‌ ‌/‌ ‌‌ʃ‌‌ ‌/‌ ‌and‌ ‌  left‌ ‌is‌ ‌/‌‌ ‌ʒ‌‌ ‌/‌ ‌  -‌ ‌Turn‌ ‌on‌ ‌the‌ ‌tape‌ ‌  -‌ ‌Listen‌ ‌and‌ ‌step‌ ‌on‌ ‌the‌ ‌right‌ ‌if‌ ‌they‌ ‌hear‌ ‌  the‌ ‌sound‌ ‌/‌‌ ‌ʃ‌‌ ‌/‌ ‌,‌ ‌and‌ ‌step‌ ‌on‌ ‌the‌ ‌left‌ ‌if‌ ‌  they‌ ‌hear‌ ‌the‌ ‌sound‌ ‌/‌ ‌‌ʒ‌‌ ‌/‌ ‌   ‌  T‌ ‌corrects‌ ‌and‌ ‌gives‌ ‌feedback‌ ‌ | Practise‌ ‌sounds‌ ‌/‌‌ ‌ʃ‌‌ ‌/‌ ‌and‌ ‌/‌ ‌‌ʒ‌‌ ‌/‌ ‌ |

**\*‌ ‌Home‌ ‌work‌** ‌

-‌ ‌Do‌ ‌exercises‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2‌ ‌

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

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**words‌ ‌about‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌‌** ‌comparisons:‌ ‌(not)‌ ‌as...as,‌ ‌the‌ ‌same‌ ‌as,‌ ‌different‌ ‌from.‌ ‌

‌-‌ ‌Express‌ ‌agreement:‌ ‌too‌ ‌&‌ ‌either.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Ask‌ ‌and‌ ‌answer‌ ‌some‌ ‌questions‌ ‌about‌ ‌music‌ ‌and‌ ‌art.‌ ‌ | |
| T‌ ‌asks‌ ‌some‌ ‌questions:‌ ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions.‌ ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌ | ‌  **\*‌ ‌Questions‌** ‌  -‌ ‌Do‌ ‌you‌ ‌often‌ ‌listen‌ ‌to‌ ‌music‌ ‌?When?‌ ‌  How‌ ‌often?‌ ‌  -‌ ‌What‌ ‌kind‌ ‌of‌ ‌music‌ ‌do‌ ‌you‌ ‌like‌ ‌?Why?‌ ‌  -‌ ‌What‌ ‌is‌ ‌art/are‌ ‌arts?‌ ‌Give‌ ‌example?‌ ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌ ‌understand‌ ‌and‌ ‌use‌ ‌comparisons:‌ ‌(not)‌ ‌as…..as‌ ‌/‌ ‌the‌ ‌same‌ ‌as‌ ‌/‌ ‌different‌ ‌  from‌ ‌and‌ ‌too,‌ ‌either‌ ‌ | |
| ‌   ‌  T‌ ‌explains‌ ‌the‌ ‌uses‌ ‌of‌ ‌the‌ ‌three‌ ‌structures‌ ‌  to‌ ‌Ss‌ ‌and‌ ‌give‌ ‌some‌ ‌  examples.‌ ‌  Ss‌ ‌copy‌ ‌and‌ ‌give‌ ‌exmaples‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌explains‌ ‌to‌ ‌the‌ ‌class‌ ‌the‌ ‌use‌ ‌and‌ ‌  location‌ ‌in‌ ‌the‌ ‌sentence‌ ‌of‌ ‌too‌ ‌and‌ ‌either.‌ ‌  Ss‌ ‌copy‌ ‌and‌ ‌give‌ ‌exmaples‌ ‌ | **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.)‌ ‌  ***2.‌ ‌too‌ ‌&‌ ‌either‌*** ‌  -‌ ‌too:‌ ‌used‌ ‌to‌ ‌express‌ ‌agreement‌ ‌with‌ ‌a‌ ‌  positive‌ ‌statement.‌ ‌  -‌ ‌either:‌ ‌used‌ ‌to‌ ‌express‌ ‌agreement‌ ‌with‌ ‌a‌ ‌  negative‌ ‌statement.‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌ | |
| **Goal:‌‌** ‌Ss‌ ‌can‌ ‌understand‌ ‌and‌ ‌use‌ ‌comparisons:‌ ‌(not)‌ ‌as…..as‌ ‌/‌ ‌the‌ ‌same‌ ‌as‌ ‌/‌ ‌different‌ ‌  from‌ ‌and‌ ‌too‌ ‌and‌ ‌either‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ | |
| **Ex1:‌** ‌  -‌ ‌Ss‌ ‌work‌ ‌by‌ ‌themselves‌ ‌and‌ ‌write‌ ‌down‌ ‌  the‌ ‌missing‌ ‌words.‌ ‌ ‌  -‌ ‌T‌ ‌corrects‌ ‌Ss’‌ ‌mistakes.‌ ‌ ‌  -‌ ‌T‌ ‌asks‌ ‌some‌ ‌Ss‌ ‌to‌ ‌read‌ ‌the‌ ‌sentences.‌ ‌   ‌  **Ex‌ ‌2:‌** ‌  -‌ ‌Ss‌ ‌do‌ ‌the‌ ‌task‌ ‌individually.‌ ‌ ‌  -‌ ‌Ss‌ ‌put‌ ‌a‌ ‌suitable‌ ‌word‌ ‌in‌ ‌each‌ ‌gap,‌ ‌and‌ ‌  compare‌ ‌their‌ ‌answers‌ ‌with‌ ‌a‌ ‌classmate.‌ ‌ ‌  -‌ ‌T‌ ‌corrects‌ ‌Ss’‌ ‌answers.‌ ‌ ‌  -‌ ‌T‌ ‌explains‌ ‌if‌ ‌necessary.‌ ‌ ‌  -‌ ‌T‌ ‌corrects‌ ‌their‌ ‌pronunciation.‌ ‌   ‌  **Ex‌ ‌3:‌** ‌  -‌ ‌Ss‌ ‌work‌ ‌in‌ ‌pairs.‌ ‌  -‌ ‌T‌ ‌helps‌ ‌them‌ ‌interpret‌ ‌the‌ ‌table‌ ‌first.‌ ‌–‌ ‌T‌ ‌  gives‌ ‌them‌ ‌instructions‌ ‌on‌ ‌how‌ ‌to‌ ‌do‌ ‌the‌ ‌  task.‌ ‌   ‌  **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.‌ ‌   ‌   ‌   ‌   ‌   ‌  Ex6:‌ ‌  -‌ ‌Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌to‌ ‌share‌ ‌their‌ ‌lists‌ ‌of‌ ‌  ideas.‌ ‌ ‌  -‌ ‌T‌ ‌may‌ ‌ask‌ ‌some‌ ‌more‌ ‌able‌ ‌Ss‌ ‌to‌ ‌report‌ ‌  their‌ ‌results‌ ‌to‌ ‌the‌ ‌class.‌ ‌   ‌ | ***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.‌ ‌Make‌ ‌sentences.‌*** ‌  E.g:‌ ‌Young‌ ‌talent‌ ‌is‌ ‌more‌ ‌friendly‌ ‌than‌ ‌  Nightingale.‌ ‌  Nightingale‌ ‌is‌ ‌not‌ ‌as‌ ‌friendly‌ ‌as‌ ‌Young‌ ‌  Talent,‌ ‌but‌ ‌it‌ ‌is‌ ‌safer.‌ ‌   ‌   ‌  ***Ex‌ ‌4:‌ ‌Complete‌ ‌the‌ ‌following‌ ‌sentences‌ ‌***  ***with‌ ‌“too”‌ ‌or‌ ‌“either”‌*** ‌   ‌  1.‌ ‌too‌ ‌ ‌  2.‌ ‌either‌ ‌ ‌  3.‌ ‌either‌ ‌ ‌  4.‌ ‌too‌ ‌ ‌  5.‌ ‌too‌ ‌   ‌   ‌  ***Ex‌ ‌6:‌ ‌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.‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice.‌** ‌  **Goal:‌‌ *‌‌***Ss‌ ‌can‌ ‌talk‌ ‌about‌ ‌music‌ ‌and‌ ‌arts‌ ‌you‌ ‌are‌ ‌interested,‌ ‌or‌ ‌not‌ ‌interested‌ ‌in‌ ‌using‌ ‌  some‌ ‌suggestions‌ ‌ | |
| ‌ | ***Ex‌ ‌5:‌ ‌Make‌ ‌sentences‌ ‌with‌ ‌the‌ ‌words‌ ‌***  ***given‌ ‌or‌ ‌your‌ ‌own‌ ‌ideas.‌*** ‌ |

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| ‌  ***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.‌ ‌   ‌   ‌   ‌ | ‌  **\*‌ ‌Suggestion:‌** ‌  -‌ ‌I’m‌ ‌very‌ ‌interested‌ ‌in‌ ‌‌**Pop‌ ‌music‌** ‌  -‌ ‌I‌ ‌think‌ ‌‌**music‌‌** ‌is‌ ‌very‌ ‌boring‌ ‌  -‌ ‌What‌ ‌I‌ ‌like‌ ‌to‌ ‌do‌ ‌most‌ ‌in‌ ‌my‌ ‌spare‌ ‌time‌ ‌  is‌ ‌………….‌ ‌  -‌ ‌In‌ ‌my‌ ‌spare‌ ‌time,‌ ‌I‌ ‌often‌ ‌…………..‌ ‌  -‌ ‌I‌ ‌never‌ ‌…………,‌ ‌even‌ ‌if‌ ‌I‌ ‌have‌ ‌time‌ ‌ |

***\*‌ ‌Home‌ ‌work‌*** ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌Workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Communication‌ ‌

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

**I.‌ ‌Objectives:‌ ‌** ‌By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to:‌ ‌

-‌ ‌Discuss‌ ‌and‌ ‌give‌ ‌the‌ ‌opinion‌ ‌about‌ ‌music‌ ‌and‌ ‌the‌ ‌arts‌ ‌should‌ ‌be‌ ‌compulsory‌ ‌

subjects‌ ‌at‌ ‌schools‌ ‌in‌ ‌Viet‌ ‌Nam.‌ ‌

-‌ ‌Talk/‌ ‌sing‌ ‌or‌ ‌do‌ ‌other‌ ‌activities‌ ‌related‌ ‌to‌ ‌music‌ ‌and‌ ‌arts.‌ ‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**words‌ ‌about‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌‌** ‌comparisons:‌ ‌(not)‌ ‌as...as,‌ ‌the‌ ‌same‌ ‌as,‌ ‌different‌ ‌from.‌ ‌

‌-‌ ‌Express‌ ‌agreement:‌ ‌too‌ ‌&‌ ‌either.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌‌** ‌‌**Warm‌ ‌up‌** ‌  **Goal‌**:‌ ‌To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌and‌ ‌lead‌ ‌in‌ ‌the‌ ‌new‌ ‌lesson‌ ‌ | |
| T‌ ‌asks‌ ‌some‌ ‌questions‌ ‌about‌ ‌music‌ ‌ ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌ | ‌   ‌   ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌some‌ ‌vocabulary‌ ‌words‌ ‌related‌ ‌to‌ ‌the‌ ‌topic‌ ‌“music‌ ‌and‌ ‌arts”.‌ ‌ | |
| ‌  T‌ ‌teaches‌ ‌the‌ ‌vocabulary.‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌copy‌ ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌listen‌ ‌and‌ ‌repeat‌ ‌the‌ ‌words‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌repeat‌ ‌   ‌ | **1.‌ ‌Extra‌ ‌vocabulary.‌** ‌  -‌ ‌Composer‌ ‌(n)‌ ‌  -‌ ‌Originate‌ ‌(v)‌ ‌ ‌  -‌ ‌Anthem‌ ‌(n)‌ ‌ ‌  -‌ ‌Curriculum‌ ‌(n)‌ ‌  -‌ ‌Compulsory‌ ‌(adj)‌ ‌  -‌ ‌Academic‌ ‌(adj):‌ ‌ ‌   ‌ |
| **Activity‌ ‌3.‌‌** ‌‌**Practice‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌ ‌read‌ ‌and‌ ‌understand‌ ‌the‌ ‌contents‌ ‌of‌ ‌the‌ ‌passage.‌ ‌Then‌ ‌discuss‌ ‌about‌ ‌  learning‌ ‌music‌ ‌and‌ ‌arts‌ ‌subjects‌ ‌at‌ ‌school‌ ‌in‌ ‌Viet‌ ‌Nam.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌read‌ ‌the‌ ‌paragraph‌ ‌and‌ ‌  find‌ ‌the‌ ‌main‌ ‌ideas.‌ ‌ ‌  Ss‌ ‌read‌ ‌and‌ ‌give‌ ‌the‌ ‌main‌ ‌content.‌ ‌   ‌  T‌ ‌asks‌ ‌some‌ ‌students‌ ‌about‌ ‌the‌ ‌  important‌ ‌of‌ ‌music‌ ‌and‌ ‌arts‌ ‌in‌ ‌  education?‌ ‌  Ss‌ ‌answer‌ ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌discuss‌ ‌the‌ ‌question‌ ‌   ‌   ‌   ‌  T‌ ‌models‌ ‌with‌ ‌some‌ ‌Ss‌ ‌and‌ ‌gives‌ ‌some‌ ‌  suggestions.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌ | **2.‌ ‌Read‌ ‌and‌ ‌discuss‌ ‌the‌ ‌questions.‌** ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **\*‌ ‌Discuss‌ ‌the‌ ‌question:‌** ‌  -‌ ‌Do‌ ‌you‌ ‌think‌ ‌music‌ ‌and‌ ‌the‌ ‌arts‌ ‌should‌ ‌be‌ ‌  compulsory‌ ‌subjects‌ ‌at‌ ‌schools‌ ‌in‌ ‌Viet‌ ‌  Nam?‌ ‌Why‌ ‌or‌ ‌Why‌ ‌not?‌ ‌   ‌  Eg:‌ ‌ ‌  T:‌ ‌Do‌ ‌you‌ ‌think‌ ‌music‌ ‌and‌ ‌arts‌ ‌should‌ ‌be‌ ‌  compulsory‌ ‌subjects‌ ‌at‌ ‌schools‌ ‌in‌ ‌Viet‌ ‌  Nam?‌ ‌ ‌  S:‌ ‌I‌ ‌agree‌ ‌because‌ ‌music‌ ‌and‌ ‌arts‌ ‌helps‌ ‌  students‌ ‌relax‌ ‌their‌ ‌mind.‌ ‌What‌ ‌about‌ ‌you?‌ ‌   ‌   ‌ |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌about‌ ‌the‌ ‌benifits‌ ‌of‌ ‌  the‌ ‌top‌ ‌three‌ ‌subjects‌ ‌on‌ ‌their‌ ‌list‌ ‌help‌ ‌  them‌ ‌in‌ ‌other‌ ‌areas‌ ‌of‌ ‌shool‌ ‌and‌ ‌life.‌ ‌  T‌ ‌gives‌ ‌the‌ ‌example.‌ ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌prepare‌ ‌in‌ ‌one‌ ‌minutes.‌ ‌  Ss‌ ‌prepare‌ ‌in‌ ‌one‌ ‌minutes.‌ ‌  T‌ ‌calls‌ ‌some‌ ‌Ss‌ ‌talk‌ ‌  Ss‌ ‌talk‌ ‌   ‌  T‌ ‌then‌ ‌gives‌ ‌comments.‌ ‌   ‌ | **3.‌ ‌Make‌ ‌a‌ ‌list‌ ‌from‌ ‌the‌ ‌most‌ ‌useful‌ ‌to‌ ‌the‌ ‌**  **least‌ ‌useful.‌ ‌How‌ ‌can‌ ‌the‌ ‌top‌ ‌three‌ ‌**  **subjects‌ ‌on‌ ‌your‌ ‌list‌ ‌help‌ ‌you‌ ‌in‌ ‌other‌ ‌**  **areas‌ ‌of‌ ‌school‌ ‌and‌ ‌life?‌** ‌   ‌  -‌ ‌Music‌ ‌  -‌ ‌Dancing‌ ‌  -‌ ‌Singing‌ ‌  -‌ ‌Painting‌ ‌  -‌ ‌Photography.‌ ‌   ‌  Eg:‌ ‌  I‌ ‌like‌ ‌music‌ ‌because‌ ‌it‌ ‌helps‌ ‌me‌ ‌relax‌ ‌after‌ ‌  a‌ ‌hard-working‌ ‌day.‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌more‌ ‌information‌ ‌about‌ ‌music‌ ‌and‌ ‌arts‌ ‌ | |
| ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌answer‌ ‌6‌ ‌questions‌ ‌in‌ ‌  textbook‌ ‌and‌ ‌other‌ ‌questions‌ ‌by‌ ‌  playing‌ ‌games.‌ ‌ ‌  T‌ ‌guiges‌ ‌how‌ ‌to‌ ‌play.‌ ‌  Ss‌ ‌play‌ ‌a‌ ‌game‌ ‌  T‌ ‌comments‌ ‌the‌ ‌game.‌ ‌   ‌   ‌ | ‌  **\*Question:‌** ‌   ‌   ‌   ‌   ‌  **\*Keys‌** ‌  1.‌ ‌B‌ ‌2.‌ ‌C‌ ‌3.‌ ‌A‌ ‌4.‌ ‌C‌ ‌5.‌ ‌B‌ ‌6.‌ ‌B‌ ‌   ‌ |

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**‌‌\*‌ ‌Homework‌** ‌

**‌**-‌ ‌Learn‌ ‌the‌ ‌new‌ ‌words‌ ‌by‌ ‌heart.‌ ‌

-‌ ‌Write‌ ‌a‌ ‌short‌ ‌paragraph‌ ‌about‌ ‌the‌ ‌benefits‌ ‌of‌ ‌learning‌ ‌music‌ ‌and‌ ‌arts‌ ‌in‌ ‌

school.‌ ‌

-‌ ‌Do‌ ‌exercise:‌ ‌C1,‌ ‌2‌ ‌in‌ ‌the‌ ‌workbook‌ ‌

-‌ ‌Prepare‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Unit‌ ‌4‌ ‌-‌ ‌Skills‌ ‌1.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

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| **UNIT‌ ‌4:‌ ‌Music‌ ‌and‌ ‌Arts‌** ‌  **Period‌ ‌30:‌ ‌Skills‌ ‌1‌ ‌** ‌ |

**I.‌ ‌Objectives‌**:‌ ‌By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌read‌ ‌for‌ ‌specific‌ ‌information‌ ‌

about‌ ‌traditional‌ ‌arts.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**words‌ ‌about‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌‌** ‌comparisons:‌ ‌(not)‌ ‌as...as,‌ ‌the‌ ‌same‌ ‌as,‌ ‌different‌ ‌from.‌ ‌

‌-‌ ‌Express‌ ‌agreement:‌ ‌too‌ ‌&‌ ‌either.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

-‌ ‌Ss‌ ‌love‌ ‌and‌ ‌be‌ ‌proud‌ ‌of‌ ‌the‌ ‌Vietnamese‌ ‌tradidional‌ ‌art‌ ‌forms‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **‌Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌‌** ‌‌**Warm‌ ‌up‌** ‌  **Goal:‌‌** ‌Discuss‌ ‌the‌ ‌questions‌ ‌about‌ ‌traditional‌ ‌Vietnamese‌ ‌performance.‌ ‌ | |
| **Discussion:‌** ‌  -‌ ‌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 ‌or‌ ‌why‌ ‌not?‌***‌*** ‌ | ‌   ‌  Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌to‌ ‌discuss‌ ‌the‌ ‌questions.‌ ‌   ‌ |
| **Activity‌ ‌2.‌‌** ‌‌**Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌some‌ ‌vocabulary‌ ‌words‌ ‌related‌ ‌to‌ ‌the‌ ‌topic‌ ‌water‌ ‌puppetry‌ ‌ | |
| ‌  -‌ ‌Have‌ ‌Ss‌ ‌guess‌ ‌the‌ ‌meaning‌ ‌of‌ ‌the‌ ‌  vocabulary.‌ ‌  -‌ ‌Tell‌ ‌Ss‌ ‌that‌ ‌this‌ ‌vocabulary‌ ‌will‌ ‌appear‌ ‌  in‌ ‌the‌ ‌task‌ ‌that‌ ‌follows.‌ ‌  -‌ ‌T‌ ‌explains‌ ‌new‌ ‌words‌ ‌by‌ ‌definition‌ ‌them‌ ‌  -‌ ‌Ss‌ ‌listen,‌ ‌repeat‌ ‌and‌ ‌copy‌ ‌   ‌  **Ex‌ ‌1:‌‌** ‌Ss‌ ‌work‌ ‌individually‌ ‌to‌ ‌find‌ ‌the‌ ‌  words.‌ ‌Call‌ ‌on‌ ‌some‌ ‌Ss‌ ‌to‌ ‌say‌ ‌the‌ ‌words‌ ‌  or‌ ‌write‌ ‌them‌ ‌on‌ ‌the‌ ‌board.‌ ‌T‌ ‌gives‌ ‌  correction.‌ ‌   ‌ | **I.‌ ‌Reading.‌** ‌  -‌ ‌perform‌ ‌(v)‌‌ ‌‌:‌ ‌biểu‌ ‌diễn‌ ‌  -‌ ‌performance‌ ‌(n)‌‌ ‌‌:‌ ‌buổi‌ ‌trình‌ ‌diễn‌ ‌  -‌ ‌puppeteer‌ ‌(n):‌ ‌người‌ ‌điều‌ ‌khiển‌ ‌con‌ ‌rối‌ ‌  -‌ ‌rural‌ ‌(adj)‌‌ ‌‌:‌ ‌nông‌ ‌thôn‌ ‌  -‌ ‌emotional‌ ‌(adj)‌‌ ‌‌:‌ ‌xúc‌ ‌cảm‌ ‌  -‌ ‌melodic‌ ‌(adj)‌‌ ‌‌:‌ ‌du‌ ‌dương‌ ‌  ***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 ‌  Key:‌ ‌ ‌  1.‌ ‌unique‌ ‌ ‌  2.‌ ‌Began‌ ‌ ‌  3.‌ ‌performed‌ ‌  4.‌ ‌rural‌ ‌ ‌  5.‌ ‌festivals‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌ | |
| **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌ ‌the‌ ‌text‌ ‌and‌ ‌do‌ ‌exercises.‌ ‌ | |
| ‌   ‌  **Ex‌ ‌2:‌‌** ‌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.‌ ‌   ‌ | ‌   ‌  ***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.‌ ‌   ‌ |
| ***‌‌*Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Match‌ ‌the‌ ‌types‌ ‌of‌ ‌music‌ ‌with‌ ‌the‌ ‌adjectives‌ ‌to‌ ‌describe‌ ‌them‌ ‌then‌ ‌play‌ ‌game.‌ ‌ | |
| ‌  T‌ ‌lets‌ ‌Ss‌ ‌talk‌ ‌about‌ ‌other‌ ‌forms‌ ‌of‌ ‌  traditional‌ ‌arts‌ ‌in‌ ‌Viet‌ ‌Nam‌ ‌(‌ ‌or‌ ‌in‌ ‌the‌ ‌  region/‌ ‌world).‌ ‌Refer‌ ‌to‌ ‌famous‌ ‌traditional‌ ‌  arts‌ ‌in‌ ‌some‌ ‌countries‌ ‌(‌ ‌e.g.‌ ‌Lam‌ ‌Vong‌ ‌  dance‌ ‌of‌ ‌Laos,‌ ‌Chinese‌ ‌traditional‌ ‌opera,‌ ‌  ballet‌ ‌of‌ ‌France‌ ‌and‌ ‌Russia…)‌ ‌   ‌  **Ex‌ ‌3‌**:‌ ‌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.‌ ‌   ‌   ‌  Ex‌ ‌4:‌ ‌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!‌ ‌   ‌ | **II.‌ ‌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*** ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  E.g:‌ ‌ ‌  Player‌ ‌1:‌ ‌“‌ ‌I‌ ‌want‌ ‌number‌ ‌2”‌ ‌  Player‌ ‌2:‌ ‌OK,‌ ‌sing‌ ‌a‌ ‌song‌ ‌in‌ ‌English!‌ ‌ |

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**\*‌ ‌Homework‌** ‌

-‌ ‌Do‌ ‌exercise‌ ‌C‌ ‌in‌ ‌workbook.‌ ‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Unit‌ ‌4-‌ ‌Skills‌ ‌2.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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| **‌UNIT‌ ‌4:‌ ‌Music‌ ‌and‌ ‌Arts‌** ‌  **‌Period‌ ‌31:‌ ‌Skills‌ ‌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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**words‌ ‌about‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌‌** ‌comparisons:‌ ‌(not)‌ ‌as...as,‌ ‌the‌ ‌same‌ ‌as,‌ ‌different‌ ‌from.‌ ‌

‌-‌ ‌Express‌ ‌agreement:‌ ‌too‌ ‌&‌ ‌either.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

-‌ ‌Ss‌ ‌love‌ ‌and‌ ‌be‌ ‌proud‌ ‌of‌ ‌the‌ ‌Vietnamese‌ ‌tradidional‌ ‌art‌ ‌forms‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌and‌ ‌lead‌ ‌in‌ ‌the‌ ‌new‌ ‌lesson‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌some‌ ‌questions‌ ‌about‌ ‌music‌ ‌ ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌ | ‌   ‌   ‌ |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌about‌ ‌traditional‌ ‌music‌ ‌  and‌ ‌arts‌ ‌  Ss‌ ‌talk‌ ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson.‌ ‌ | ‌   ‌   ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌‌ *‌‌***Ss‌ ‌look‌ ‌at‌ ‌the‌ ‌picture‌ ‌and‌ ‌say‌ ‌what‌ ‌they‌ ‌know‌ ‌about‌ ‌Picasso.‌ ‌ | |
| ‌  -‌ ‌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.‌ ‌   ‌ | ‌  **Read:‌ ‌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.‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌listen‌ ‌to‌ ‌the‌ ‌tape‌ ‌and‌ ‌do‌ ‌exercises.‌ ‌ | |
| Ex1:‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌close‌ ‌their‌ ‌books.‌ ‌  -‌ ‌T‌ ‌tells‌ ‌Ss‌ ‌they‌ ‌should‌ ‌listen‌ ‌and‌ ‌note‌ ‌  down‌ ‌the‌ ‌keywords‌ ‌in‌ ‌their‌ ‌notebooks.‌ ‌T:‌ ‌  Plays‌ ‌the‌ ‌listening‌ ‌once.‌ ‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌what‌ ‌they‌ ‌learned‌ ‌about‌ ‌  Picasso.‌ ‌ ‌   ‌   ‌   ‌  Ex2:‌ ‌  -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌again‌ ‌and‌ ‌asks‌ ‌Ss‌ ‌  to‌ ‌listen‌ ‌carefully‌ ‌and‌ ‌circle‌ ‌the‌ ‌words‌ ‌  they‌ ‌hear‌ ‌in‌ ‌the‌ ‌passage.‌ ‌  -‌ ‌T‌ ‌gives‌ ‌the‌ ‌key.‌ ‌  Ex3;‌ ‌  -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌again.‌ ‌While‌ ‌Ss‌ ‌  listen,‌ ‌they‌ ‌have‌ ‌to‌ ‌circle‌ ‌A,‌ ‌B,‌ ‌or‌ ‌C‌ ‌for‌ ‌  their‌ ‌answers.‌ ‌  -‌ ‌T‌ ‌gives‌ ‌the‌ ‌key.‌ ‌   ‌  -‌ ‌T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌again‌ ‌once‌ ‌more.‌ ‌  As‌ ‌a‌ ‌class,‌ ‌Ss‌ ‌discuss‌ ‌how‌ ‌the‌ ‌listening‌ ‌is‌ ‌  organised.‌ ‌ | ‌  ***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)‌*** ‌   ‌   ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌‌ **‌‌**write‌ ‌an‌ ‌informal‌ ‌letter‌ ‌of‌ ‌invitation‌ ‌ | |
| ‌   ‌   ‌ | **2.‌ ‌Writing‌** ‌  **Informal‌ ‌letter‌ ‌of‌ ‌invitation.‌** ‌   ‌ |

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| -‌ ‌T‌ ‌asks‌ ‌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.‌ ‌   ‌   ‌  -‌ ‌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.‌ ‌ ‌  -‌ ‌Ss‌ ‌choose‌ ‌the‌ ‌correct‌ ‌answers.‌ ‌  -‌ ‌Ss‌ ‌read‌ ‌the‌ ‌cues‌ ‌carefully,‌ ‌then‌ ‌practise‌ ‌  wriitng‌ ‌the‌ ‌letter.‌ ‌  -‌ ‌T‌ ‌tells‌ ‌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.‌ ‌   ‌ | **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 ‌   ‌ |

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**\*‌ ‌Home‌ ‌work‌** ‌

-‌ ‌Do‌ ‌exercises‌ ‌Workbook.‌ ‌

-‌ ‌Prepare:‌ ‌Looking‌ ‌back‌ ‌and‌ ‌project.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

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| **‌UNIT‌ ‌4:‌ ‌Music‌ ‌and‌ ‌Arts‌** ‌  **‌Period‌ ‌32:‌ ‌Looking‌ ‌back‌ ‌+‌ ‌Project‌** ‌  **‌** ‌ |

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**words‌ ‌about‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌‌** ‌comparisons:‌ ‌(not)‌ ‌as...as,‌ ‌the‌ ‌same‌ ‌as,‌ ‌different‌ ‌from.‌ ‌

‌-‌ ‌Express‌ ‌agreement:‌ ‌too‌ ‌&‌ ‌either.‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌music‌ ‌and‌ ‌arts.‌ ‌

-‌ ‌Ss‌ ‌love‌ ‌and‌ ‌be‌ ‌proud‌ ‌of‌ ‌the‌ ‌Vietnamese‌ ‌tradidional‌ ‌art‌ ‌forms‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌ ‌

-Teacher‌ ‌checks‌ ‌students’‌ ‌homework.‌ ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌and‌ ‌lead‌ ‌in‌ ‌the‌ ‌new‌ ‌lesson‌ ‌ | |
| ‌  T‌ ‌checks‌ ‌students’‌ ‌writing‌ ‌  Ss‌ ‌give‌ ‌the‌ ‌writing‌ ‌to‌ ‌check‌ ‌  T‌ ‌corrects‌ ‌ ‌  T‌ ‌introduce‌ ‌the‌ ‌lesson‌ ‌   ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌‌ *‌‌***Review‌ ‌vocabulary‌ ‌about‌ ‌music‌ ‌and‌ ‌art.‌ ‌ | |
| ‌   ‌  Ex1:‌ ‌Ss‌ ‌do‌ ‌this‌ ‌task‌ ‌individually‌ ‌to‌ ‌match‌ ‌  the‌ ‌words‌ ‌in‌ ‌two‌ ‌columns.‌ ‌T‌ ‌corrects‌ ‌  their‌ ‌mistakes.‌ ‌  Ex2:‌ ‌Let‌ ‌Ss‌ ‌work‌ ‌in‌ ‌pairs.‌ ‌Tell‌ ‌Ss‌ ‌to‌ ‌write‌ ‌  the‌ ‌answers‌ ‌in‌ ‌their‌ ‌notebooks.‌ ‌Give‌ ‌  explanation‌ ‌if‌ ‌necessary.‌ ‌Then‌ ‌T‌ ‌corrects‌ ‌  the‌ ‌mistakes.‌ ‌T‌ ‌may‌ ‌let‌ ‌Ss‌ ‌read‌ ‌the‌ ‌  passage‌ ‌in‌ ‌chorus‌ ‌or‌ ‌individually.‌ ‌ | ‌  **I.‌ ‌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 ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  ***Goal:‌‌*** ‌Use‌ ‌structures:‌ ‌As‌ ‌…as/‌ ‌the‌ ‌same‌ ‌as/‌ ‌different‌ ‌from.‌ ‌ | |
| ‌  Ex3:‌ ‌Have‌ ‌Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌or‌ ‌in‌ ‌groups‌ ‌  and‌ ‌write‌ ‌their‌ ‌answers‌ ‌in‌ ‌their‌ ‌  notebooks.‌ ‌T‌ ‌checks‌ ‌their‌ ‌answers.‌ ‌   ‌   ‌   ‌   ‌   ‌ | **II.‌ ‌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 ‌ |
| Ex4:‌ ‌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.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  Ex5:‌ ‌Ss‌ ‌do‌ ‌the‌ ‌task‌ ‌individually.‌ ‌Then‌ ‌  they‌ ‌can‌ ‌check‌ ‌their‌ ‌answers‌ ‌with‌ ‌a‌ ‌  partner.‌ ‌ | ***4.‌ ‌Rewrite‌ ‌these‌ ‌sentences,‌ ‌using‌ ‌the‌ ‌***  ***words‌ ‌in‌ ‌brackets.‌*** ‌  1.‌ ‌The‌ ‌photograph‌ ‌is‌ ‌not‌ ‌as‌ ‌big‌ ‌as‌ ‌the‌ ‌  painting.‌ ‌  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 ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal‌*:‌ ‌‌***Ss‌ ‌can‌ ‌match‌ ‌the‌ ‌questions‌ ‌with‌ ‌the‌ ‌answers‌ ‌then‌ ‌talk‌ ‌about‌ ‌music‌ ‌and‌ ‌art.‌ ‌  -‌ ‌Ss‌ ‌can‌ ‌know‌ ‌how‌ ‌to‌ ‌do‌ ‌project‌ ‌ | |
| Ex‌ ‌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.‌ ‌   ‌   ‌  This‌ ‌project‌ ‌can‌ ‌be‌ ‌done‌ ‌as‌ ‌homework.‌ ‌  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 ‌organize‌ ‌a‌ ‌  painting‌ ‌shows‌ ‌among‌ ‌the‌ ‌class‌ ‌members.‌ ‌  Write‌ ‌sentences‌ ‌to‌ ‌compare‌ ‌those‌ ‌  paintings.‌ ‌ | **III.‌ ‌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….‌ ‌   ‌   ‌  **IV.‌ ‌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….‌ ‌   ‌ |

**\*‌ ‌Homework‌** ‌

-‌ ‌Do‌ ‌all‌ ‌the‌ ‌last‌ ‌exercises‌ ‌of‌ ‌unit‌ ‌4‌ ‌in‌ ‌workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Unit‌ ‌5‌ ‌–‌ ‌Getting‌ ‌started.‌ ‌

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Teaching‌ ‌date:‌ ‌7A.........................‌ ‌

‌7B:………………‌ ‌ ‌

**unit‌ ‌5:‌ ‌VIETNAMESE‌ ‌FOOD‌ ‌AND‌ ‌DRINK‌ ‌** ‌

**Period‌ ‌34:‌ ‌GETTING‌ ‌STARTED‌ ‌** ‌

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**I.‌ ‌Objectives.‌** ‌

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

-‌ ‌Understand‌ ‌the‌ ‌content‌ ‌of‌ ‌the‌ ‌dialogue.‌ ‌ ‌

-‌ ‌Ask‌ ‌and‌ ‌answer‌ ‌different‌ ‌traditional‌ ‌food.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Food‌ ‌and‌ ‌drink,‌ ‌appearance‌ ‌and‌ ‌taste‌ ‌of‌ ‌different‌ ‌foods‌ ‌and‌ ‌drinks,‌ ‌

verbs‌ ‌for‌ ‌cooking.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌ ‌‌**Nouns‌ ‌(countable/uncountable)‌ ‌ ‌

‌-‌ ‌How‌ ‌much,‌ ‌How‌ ‌many?‌ ‌

‌-‌ ‌a/an,some,any…‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌cooking.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌ ‌

-Teacher‌ ‌checks‌ ‌students’‌ ‌homework.‌ ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌and‌ ‌Students’‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up:‌** ‌  **Goal:‌‌ *‌‌***Let‌ ‌students‌ ‌review‌ ‌some‌ ‌words‌ ‌which‌ ‌they‌ ‌have‌ ‌learnt‌ ‌about‌ ‌occupations‌ ‌ | |
| ‌  -‌ ‌Play‌ ‌game:‌ ‌“Who‌ ‌am‌ ‌I?”‌ ‌  -‌ ‌How‌ ‌to‌ ‌play:‌ ‌call‌ ‌a‌ ‌student‌ ‌go‌ ‌to‌ ‌the‌ ‌  board‌ ‌and‌ ‌give‌ ‌activities‌ ‌and‌ ‌the‌ ‌class‌ ‌  guess:‌ ‌what‌ ‌is‌ ‌his‌ ‌job?‌ ‌   ‌ | **\*‌ ‌Occupations‌** ‌  -‌ ‌singer‌ ‌  -‌ ‌artist‌ ‌  -‌ ‌teacher‌ ‌  -‌ ‌doctor‌ ‌  -‌ ‌cook‌ ‌  …‌ ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation.‌** ‌  **Goal:‌‌** ‌Ss‌ ‌can‌ ‌know‌ ‌some‌ ‌words‌ ‌about‌ ‌food‌ ‌and‌ ‌drink‌ ‌ | |
| ‌  T‌ ‌elicits‌ ‌some‌ ‌new‌ ‌words‌ ‌(pictures,‌ ‌  realias,‌ ‌situations‌ ‌….)‌ ‌  Ss‌ ‌copy‌ ‌   ‌  T‌ ‌asks‌ ‌students‌ ‌to‌ ‌repeat‌ ‌the‌ ‌new‌ ‌words‌ ‌  Ss‌ ‌repeat‌ ‌  T‌ ‌calls‌ ‌some‌ ‌students‌ ‌read‌ ‌the‌ ‌newwords‌ ‌  -‌ ‌Check‌ ‌the‌ ‌new‌ ‌words‌ ‌by‌ ‌doing‌ ‌exercise‌ ‌  2/49page:‌ ‌(How‌ ‌to‌ ‌play:‌ ‌Prepare‌ ‌10‌ ‌  pictures‌ ‌about‌ ‌the‌ ‌food‌ ‌and‌ ‌drink‌ ‌and‌ ‌  then‌ ‌students‌ ‌to‌ ‌match‌ ‌them‌ ‌with‌ ‌the‌ ‌  words.‌ ‌Call‌ ‌about‌ ‌2‌ ‌students)‌ ‌ ‌  T‌ ‌corrects‌ ‌   ‌ | **1.‌ ‌Listen‌ ‌and‌ ‌read‌** ‌  ***\*‌ ‌Vocabulary:‌*** ‌  -‌ ‌tofu(n):‌ ‌đậu‌ ‌phụ‌ ‌  -‌ ‌eel‌ ‌(n):‌ ‌con‌ ‌lươn‌ ‌  -‌ ‌mineral‌ ‌water‌ ‌(n):‌ ‌nước‌ ‌khoáng‌ ‌  -‌ ‌turmeric‌ ‌(n):‌ ‌củ‌ ‌gừng‌ ‌  -‌ ‌shrimp‌ ‌(n):‌ ‌tôm‌ ‌  -‌ ‌omelette‌ ‌(n):‌ ‌trứng‌ ‌tráng‌ ‌   ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌ ‌** ‌  **Goal:‌‌ *‌‌***Ss‌ ‌can‌ ‌understand‌ ‌the‌ ‌conversation‌ ‌and‌ ‌do‌ ‌the‌ ‌exercises‌ ‌   ‌ | |
| T‌ ‌asks‌ ‌students‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌picture‌ ‌and‌ ‌  answer‌ ‌the‌ ‌questions.‌ ‌  +‌ ‌Where‌ ‌are‌ ‌Phong‌ ‌and‌ ‌his‌ ‌Mum?‌ ‌  +‌ ‌What‌ ‌are‌ ‌they‌ ‌doing?‌ ‌  +‌ ‌What‌ ‌is‌ ‌there‌ ‌in‌ ‌the‌ ‌fridge?‌ ‌   ‌  -‌ ‌Introduce‌ ‌the‌ ‌conversation:‌ ‌Today,‌ ‌  Phong’s‌ ‌mother‌ ‌and‌ ‌his‌ ‌father‌ ‌won’t‌ ‌be‌ ‌  home‌ ‌so‌ ‌Phong‌ ‌will‌ ‌have‌ ‌to‌ ‌eat‌ ‌dinner‌ ‌  alone.‌ ‌ ‌  -‌ ‌Listen‌ ‌to‌ ‌the‌ ‌tape‌ ‌(twice)‌ ‌  -‌ ‌Ask‌ ‌students‌ ‌to‌ ‌do‌ ‌exercise‌ ‌b/49‌ ‌page‌ ‌ ‌  (How‌ ‌to‌ ‌do:‌ ‌Ask‌ ‌them‌ ‌to‌ ‌read‌ ‌the‌ ‌  coversation‌ ‌and‌ ‌find‌ ‌the‌ ‌word‌ ‌about‌ ‌Food‌ ‌  and‌ ‌Drink‌ ‌individually‌ ‌and‌ ‌then‌ ‌give‌ ‌  sub-board‌ ‌and‌ ‌ask‌ ‌them‌ ‌to‌ ‌work‌ ‌in‌ ‌  groups‌ ‌(3‌ ‌groups)to‌ ‌complete‌ ‌the‌ ‌table)‌ ‌ | **2.‌ ‌Listen‌ ‌&read:‌** ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  ***\*‌ ‌Find‌ ‌the‌ ‌word‌ ‌about‌ ‌Food‌ ‌and‌ ‌Drink.‌*** ‌   |  |  | | --- | --- | | Food‌ ‌ | Drink‌ ‌ | | meat‌ ‌ | ‌milk‌ ‌ | |

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| ‌  T‌ ‌corrects‌ ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌students‌ ‌to‌ ‌do‌ ‌exercise‌ ‌a/49‌ ‌page‌ ‌  :‌ ‌answer‌ ‌the‌ ‌questions‌ ‌  -‌ ‌Play‌ ‌game:‌ ‌“Lucky‌ ‌picture”‌ ‌in‌ ‌groups‌ ‌  (two‌ ‌groups)‌ ‌   ‌   ‌ | |  |  | | --- | --- | | tofu‌ ‌ | ‌Juice‌ ‌ | | fried‌ ‌vegetables‌ ‌ | ‌mineral‌ ‌water‌ ‌ | | bread‌ ‌ | orange‌ ‌juice‌ ‌ | | noodles‌ ‌ | ‌ | | rice‌ ‌ | ‌ |    ‌  ***\*‌ ‌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.‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌‌ *‌‌***Ss‌ ‌can‌ ‌know‌ ‌about‌ ‌some‌ ‌more‌ ‌adjectives‌ ‌to‌ ‌talk‌ ‌about‌ ‌the‌ ‌food‌ ‌and‌ ‌drink‌ ‌ | |
| T‌ ‌asks‌ ‌students‌ ‌to‌ ‌listen‌ ‌to‌ ‌the‌ ‌tape‌ ‌and‌ ‌  repeat.‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌repeat‌ ‌   ‌  T‌ ‌adds‌ ‌some‌ ‌more‌ ‌adjectives‌ ‌to‌ ‌talk‌ ‌  about‌ ‌the‌ ‌food‌ ‌and‌ ‌drink‌ ‌in‌ ‌2.‌ ‌   ‌  T‌ ‌asks‌ ‌them‌ ‌to‌ ‌use‌ ‌adjectives‌ ‌to‌ ‌talk‌ ‌  about‌ ‌the‌ ‌food‌ ‌and‌ ‌drink‌ ‌  ‌Eg:‌ ‌Lemonnade‌ ‌is‌ ‌sour‌ ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌go‌ ‌around‌ ‌the‌ ‌class‌ ‌and‌ ‌ask‌ ‌  about‌ ‌their‌ ‌favorite‌ ‌food‌ ‌and‌ ‌drink.‌ ‌ ‌  Ss‌ ‌practise‌ ‌   ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌report‌ ‌before‌ ‌the‌ ‌class‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌one‌ ‌student‌ ‌to‌ ‌describe‌ ‌his‌ ‌or‌ ‌her‌ ‌  favourite‌ ‌food‌ ‌or‌ ‌drink.‌ ‌The‌ ‌rest‌ ‌of‌ ‌the‌ ‌ | ‌  **3.‌ ‌Listen‌ ‌and‌ ‌repeat‌ ‌the‌ ‌adjectives.‌** ‌   ‌  **\*‌ ‌other‌ ‌adjectives‌** ‌  acrid:‌ ‌hăng‌ ‌  limber‌ ‌:‌ ‌mềm‌ ‌  sickly‌ ‌:‌ ‌tanh‌ ‌  bland‌ ‌:‌ ‌nhạt‌ ‌   ‌   ‌   ‌  **4.‌ ‌Practice‌** ‌  Example:‌ ‌  A:‌ ‌What’s‌ ‌your‌ ‌favorite‌ ‌food?‌ ‌  B:‌ ‌It’s‌ ‌beef‌ ‌noodle‌ ‌soup.‌ ‌  A:‌ ‌When‌ ‌do‌ ‌you‌ ‌usually‌ ‌eat‌ ‌it?‌ ‌  B:‌ ‌In‌ ‌the‌ ‌morning.‌ ‌  A:‌ ‌How‌ ‌is‌ ‌it?‌ ‌  B:‌ ‌It’s‌ ‌delicious‌ ‌   ‌  Eg:‌ ‌ ‌  I‌ ‌have‌ ‌a‌ ‌small‌ ‌survey‌ ‌with‌ ‌my‌ ‌classmate‌ ‌  about‌ ‌their‌ ‌favorite‌ ‌food‌ ‌and‌ ‌drink.‌ ‌As‌ ‌a‌ ‌  result,‌ ‌Hoa‌ ‌said‌ ‌that‌ ‌her‌ ‌favorite‌ ‌food‌ ‌is‌ ‌  noodle‌ ‌because‌ ‌it‌ ‌is‌ ‌good…….‌ ‌  **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.‌ ‌ |
| class‌ ‌tries‌ ‌to‌ ‌guess‌ ‌which‌ ‌food‌ ‌or‌ ‌drink‌ ‌it‌ ‌  is.‌ ‌   ‌ | B:‌ ‌Is‌ ‌it‌ ‌lemonade?‌ ‌  A:‌ ‌Yes,‌ ‌it‌ ‌is‌ ‌/‌ ‌No,‌ ‌try‌ ‌again.‌ ‌ |

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**\*‌ ‌Homework.‌ ‌** ‌

‌-‌ ‌Learn‌ ‌newords‌ ‌by‌ ‌heart‌ ‌

‌-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1:‌ ‌how‌ ‌to‌ ‌make‌ ‌omelette‌ ‌

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Teaching‌ ‌date:‌ ‌7A.........................‌ ‌

‌7B:………………‌ ‌

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**unit‌ ‌5:‌ ‌VIETNAMESE‌ ‌FOOD‌ ‌AND‌ ‌DRINK‌ ‌** ‌

**Period‌ ‌35:‌ ‌A‌ ‌CLOSER‌ ‌LOOK‌ ‌1‌ ‌** ‌

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

-‌ ‌Use‌ ‌some‌ ‌verbs‌ ‌to‌ ‌make‌ ‌the‌ ‌pancake‌ ‌with‌ ‌some‌ ‌vegetables.‌ ‌ ‌

-‌ ‌Practice‌ ‌pronouncing‌ ‌/o/‌ ‌and‌ ‌/‌ ‌o:‌ ‌/‌ ‌fluently.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Food‌ ‌and‌ ‌drink,‌ ‌appearance‌ ‌and‌ ‌taste‌ ‌of‌ ‌different‌ ‌foods‌ ‌and‌ ‌drinks,‌ ‌

verbs‌ ‌for‌ ‌cooking.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌ ‌‌**Nouns‌ ‌(countable/uncountable)‌ ‌ ‌

‌-‌ ‌How‌ ‌much,‌ ‌How‌ ‌many?‌ ‌

‌-‌ ‌a/an,some,any…‌ ‌

**c.‌ ‌Pronunciation:‌ ‌‌**/o/‌ ‌-‌ ‌/‌ ‌o:‌ ‌/‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌cooking.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan,‌ ‌song‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌ ‌

-Teacher‌ ‌checks‌ ‌students’‌ ‌homework.‌ ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Teacher’s‌ ‌and‌ ‌students’‌ ‌activities‌** ‌ | **Contents.‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up:‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌the‌ ‌class‌ ‌ | |
| ‌ ‌  T‌ ‌asks‌ ‌Ss‌ ‌sing‌ ‌a‌ ‌song‌ ‌about‌ ‌food‌ ‌and‌ ‌  drink.‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌sing‌ ‌   ‌ | ‌  **Sing‌ ‌a‌ ‌song:‌ ‌‌**food‌ ‌and‌ ‌drink.‌ ‌   ‌ |
| **B.‌ ‌Presentation.‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌to‌ ‌know‌ ‌some‌ ‌new‌ ‌words‌ ‌and‌ ‌talk‌ ‌about‌ ‌the‌ ‌instructions‌ ‌about‌ ‌  omlette‌ ‌and‌ ‌a‌ ‌pancake.‌ ‌ ‌ | |
| ‌   ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌uses‌ ‌some‌ ‌techniques‌ ‌to‌ ‌teach‌ ‌  vocabulary‌ ‌   ‌  **Checking:‌ ‌Rub‌ ‌out‌ ‌and‌ ‌remember:‌** ‌   ‌  -‌ ‌Ask‌ ‌them‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌pictures‌ ‌and‌ ‌  complete‌ ‌the‌ ‌instructions‌ ‌with‌ ‌the‌ ‌verbs‌ ‌  in‌ ‌the‌ ‌box‌ ‌   ‌  -‌ ‌Ask‌ ‌some‌ ‌students‌ ‌to‌ ‌talk‌ ‌the‌ ‌  instructions‌ ‌on‌ ‌how‌ ‌to‌ ‌make‌ ‌an‌ ‌omlette‌ ‌   ‌   ‌   ‌  -‌ ‌Ask‌ ‌Ss‌ ‌to‌ ‌do‌ ‌the‌ ‌exercise‌ ‌individually‌ ‌  and‌ ‌then‌ ‌check‌ ‌with‌ ‌the‌ ‌whole‌ ‌class.‌ ‌ ‌  -‌ ‌Ask‌ ‌some‌ ‌students‌ ‌to‌ ‌talk‌ ‌the‌ ‌  instructions‌ ‌on‌ ‌how‌ ‌to‌ ‌make‌ ‌a‌ ‌pancake‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌Put‌ ‌the‌ ‌nouns‌ ‌in‌ ‌the‌ ‌correct‌ ‌columns‌ ‌   ‌ | **I.‌ ‌Vocabulary:‌** ‌   ‌  -‌ ‌heat‌ ‌(v):‌ ‌đun‌ ‌nóng‌ ‌  -‌ ‌pour‌ ‌(v):‌ ‌rót‌ ‌  -‌ ‌fold‌ ‌(v)‌ ‌gấp,‌ ‌cuộn‌ ‌  -‌ ‌beat‌ ‌(v)‌ ‌đánh‌ ‌  -‌ ‌serve‌ ‌(v)‌ ‌phục‌ ‌vụ‌ ‌  -‌ ‌pepper‌ ‌(n)‌ ‌hạt‌ ‌tiêu‌ ‌   ‌  ***Ex‌ ‌1.‌ ‌Complete‌ ‌the‌ ‌instructions‌ ‌with‌ ‌***  ***the‌ ‌verbs‌ ‌in‌ ‌the‌ ‌box.‌ ‌*** ‌  1.‌ ‌Beat‌ ‌  2.‌ ‌Heat‌ ‌  3.‌ ‌Pour‌ ‌  4.‌ ‌Fold‌ ‌  5.‌ ‌Serve‌ ‌  ***Ex‌ ‌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.‌ ‌   ‌  ***Ex‌ ‌3.‌ ‌Put‌ ‌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.‌ ‌   ‌ |    ‌ |
| **Activity‌ ‌3.‌ ‌Practice.‌** ‌ | |

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| **Goal:‌ ‌‌**Ss‌ ‌can‌‌ **‌‌**pronounce‌ ‌the‌ ‌sounds‌ ‌/‌ ‌o‌ ‌/‌ ‌and‌ ‌/‌ ‌o:‌ ‌/‌ ‌ | |
| ‌   ‌  -Let‌ ‌Ss‌ ‌see‌ ‌how‌ ‌the‌ ‌sounds‌ ‌are‌ ‌  formed.‌ ‌  -Plays‌ ‌the‌ ‌recording‌ ‌ ‌  -Listen‌ ‌and‌ ‌repeat‌ ‌  -‌ ‌Practice‌ ‌the‌ ‌sounds‌ ‌together.‌ ‌   ‌   ‌  -‌ ‌Plays‌ ‌the‌ ‌recording‌ ‌ ‌  -‌ ‌Listen‌ ‌and‌ ‌circle‌ ‌the‌ ‌words‌ ‌they‌ ‌hear‌ ‌   ‌   ‌ | ‌  **II.‌ ‌Pronunciation:‌** ‌   ‌  ***Ex‌ ‌4.‌ ‌Listen‌ ‌and‌ ‌repeat‌ ‌the‌ ‌words.‌ ‌Pay‌ ‌***  ***attention‌ ‌to‌ ‌the‌ ‌sounds‌‌*** ‌/‌ ‌o‌ ‌/‌ ‌and‌ ‌/‌ ‌o:‌ ‌/.‌ ‌   ‌  -‌ ‌/‌ ‌o‌ ‌/‌ ‌:‌ ‌soft,‌ ‌hot,‌ ‌bottle,‌ ‌pot,‌ ‌rod.‌ ‌  -‌ ‌/‌ ‌o:‌ ‌/‌ ‌:‌ ‌pork,‌ ‌salt,‌ ‌fork,‌ ‌sport,‌ ‌sauce.‌ ‌   ‌  ***Ex‌ ‌5.‌ ‌Listen‌ ‌and‌ ‌circle‌ ‌the‌ ‌correct‌ ‌***  ***words‌ ‌you‌ ‌hear.‌*** ‌  1.‌ ‌cod‌ ‌  2.‌ ‌port‌ ‌  3.‌ ‌sports‌ ‌  4.‌ ‌fox‌ ‌  5.‌ ‌short‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice.‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌about‌ ‌instruction‌ ‌they‌ ‌know‌ ‌ | |
| ‌  -‌ ‌Ask‌ ‌some‌ ‌students‌ ‌to‌ ‌talk‌ ‌the‌ ‌  instructions‌ ‌on‌ ‌how‌ ‌to‌ ‌make‌ ‌meal‌ ‌they‌ ‌  know‌ ‌   ‌ | ‌ |

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**\*‌ ‌Homework.‌ ‌** ‌

‌-‌ ‌Prepare‌ ‌for‌ ‌next‌ ‌the‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2‌ ‌

‌-‌ ‌Learn‌ ‌by‌ ‌heart‌ ‌some‌ ‌words‌ ‌

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Teaching‌ ‌date:‌ ‌7A.........................‌ ‌

‌7B:………………‌ ‌ ‌

**unit‌ ‌5:‌ ‌VIETNAMESE‌ ‌FOOD‌ ‌AND‌ ‌DRINK‌ ‌** ‌

**Period‌ ‌36:‌ ‌A‌ ‌CLOSER‌ ‌LOOK‌ ‌2‌ ‌** ‌

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Food‌ ‌and‌ ‌drink,‌ ‌appearance‌ ‌and‌ ‌taste‌ ‌of‌ ‌different‌ ‌foods‌ ‌and‌ ‌drinks,‌ ‌

verbs‌ ‌for‌ ‌cooking.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌ ‌‌**Nouns‌ ‌(countable/‌ ‌uncountable)‌ ‌ ‌

‌-‌ ‌How‌ ‌much,‌ ‌How‌ ‌many?‌ ‌

‌-‌ ‌a/an,‌ ‌some,‌ ‌any…‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌cooking.‌ ‌

-‌ ‌Ss‌ ‌love‌ ‌food‌ ‌and‌ ‌drink‌ ‌in‌ ‌VietNam.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌ ‌

-Teacher‌ ‌checks‌ ‌students’‌ ‌homework.‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Students’‌ ‌and‌ ‌Teacher’s‌ ‌activities‌** ‌ | **Contents.‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up:‌ ‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌review‌ ‌the‌ ‌adjectives‌ ‌about‌ ‌food‌ ‌and‌ ‌drink‌ ‌which‌ ‌they’ve‌ ‌  learnt‌ ‌ | |
| -‌ ‌Two‌ ‌Ss‌ ‌go‌ ‌to‌ ‌the‌ ‌board‌ ‌and‌ ‌write‌ ‌the‌ ‌  adjectives‌ ‌about‌ ‌food‌ ‌and‌ ‌drink‌ ‌they’ve‌ ‌  learnt.‌ ‌ ‌  -‌ ‌The‌ ‌person‌ ‌who‌ ‌writes‌ ‌more‌ ‌words‌ ‌is‌ ‌  winner.‌ ‌ | ***Brainstorming:‌*** ‌   ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌the‌ ‌difference‌ ‌between‌ ‌countable‌ ‌nouns‌ ‌and‌ ‌  uncountable‌ ‌nouns‌ ‌and‌ ‌the‌ ‌uses‌ ‌of‌ ‌a,‌ ‌an,‌ ‌some‌ ‌and‌ ‌any.‌ ‌ | |
| -‌ ‌T‌ ‌explains‌ ‌the‌ ‌difference‌ ‌between‌ ‌  countable‌ ‌nouns‌ ‌and‌ ‌uncountable‌ ‌nouns‌ ‌  by‌ ‌using‌ ‌a‌ ‌pen,‌ ‌two‌ ‌pen,‌ ‌a‌ ‌ruler,‌ ‌two‌ ‌  rulers‌ ‌…‌ ‌  -‌ ‌Ss‌ ‌give‌ ‌some‌ ‌more‌ ‌examples.‌ ‌  -‌ ‌Give‌ ‌notes‌ ‌For‌ ‌uncountable‌ ‌nouns‌ ‌we‌ ‌  can‌ ‌use‌ ‌phrases‌ ‌like‌ ‌a‌ ‌bottle‌ ‌of‌ ‌….‌ ‌   ‌   ‌   ‌  -‌ ‌Ex1.‌ ‌Ask‌ ‌Ss‌ ‌to‌ ‌do‌ ‌the‌ ‌grammar‌ ‌exercise‌ ‌  individually.‌ ‌Remind‌ ‌them‌ ‌to‌ ‌refer‌ ‌to‌ ‌the‌ ‌  Grammar‌ ‌Box.‌ ‌ ‌   ‌  -‌ ‌Explain‌ ‌the‌ ‌use‌ ‌of‌ ‌a,‌ ‌an,‌ ‌some‌ ‌and‌ ‌any‌ ‌  by‌ ‌analyzing‌ ‌the‌ ‌instructions‌ ‌and‌ ‌  examples‌ ‌in‌ ‌the‌ ‌Grammar‌ ‌Box.‌ ‌ ‌ | **1.‌ ‌Grammar:‌** ‌  **a.‌ ‌countable‌ ‌nouns‌ ‌and‌ ‌uncountable‌ ‌**  **nouns‌** ‌  ‌-‌ ‌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…‌ ‌   ‌   ‌  **2.‌ ‌Exercises‌** ‌  **Ex‌ ‌1.‌ ‌‌*Key:‌*** ‌  **Countable:‌ ‌‌**banana,‌ ‌apple‌ ‌  **Uncountable:‌ ‌‌**bread,‌ ‌beef,‌ ‌pepper,‌ ‌  pork,‌ ‌turmeric,‌ ‌spinach.‌ ‌  **Ex‌ ‌2.‌ ‌A,‌ ‌an,‌ ‌some‌ ‌any‌** ‌  **Note‌ ‌:‌ ‌** ‌We‌ ‌can‌ ‌use‌ ‌‌**some‌ ‌‌**in‌ ‌an‌ ‌offer‌ ‌or‌ ‌  a‌ ‌request.‌ ‌ |
| ‌ | Example:‌ ‌Would‌ ‌you‌ ‌like‌ ‌some‌ ‌  bananas?‌ ‌  Can‌ ‌I‌ ‌have‌ ‌some‌ ‌milk,‌ ‌please?‌ ‌ |
| **Activity‌ ‌3:‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌to‌ ‌apply‌ ‌to‌ ‌do‌ ‌exercise‌ ‌ | |
| Ex3.‌ ‌Ask‌ ‌them‌ ‌to‌ ‌fill‌ ‌a,‌ ‌an,‌ ‌some,‌ ‌any‌ ‌in‌ ‌  the‌ ‌blankets‌ ‌   ‌   ‌   ‌   ‌   ‌  T:‌ ‌Explain‌ ‌  How‌ ‌many‌ ‌+‌ ‌(‌ ‌countable‌ ‌noun)‌ ‌Ns‌ ‌  How‌ ‌much‌ ‌+‌ ‌(uncountable‌ ‌noun)‌ ‌N‌ ‌   ‌  Ex4,‌ ‌5‌ ‌Ss‌ ‌work‌ ‌individually.‌ ‌   ‌   ‌ | ***Ex‌ ‌3.‌ ‌Fill‌ ‌a/‌ ‌an‌ ‌/‌ ‌some‌ ‌or‌ ‌any‌ ‌*** ‌  1.‌ ‌any‌ ‌ ‌  2.‌ ‌some‌ ‌ ‌  3.‌ ‌some‌ ‌  4.‌ ‌any‌ ‌ ‌  5.‌ ‌a‌ ‌ ‌  6.‌ ‌an‌**‌** ‌  ***Ex‌ ‌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 ‌  ***Ex‌ ‌5.‌ ‌M‌*ake‌ ‌‌*questions‌ ‌with‌ ‌How‌ ‌***  ***much/‌ ‌How‌ ‌many‌*** ‌  **‌‌**Example:‌ ‌  How‌ ‌much‌ ‌milk‌ ‌do‌ ‌you‌ ‌drink‌ ‌every‌ ‌  morning?‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal‌**:‌ ‌Ss‌ ‌can‌ ‌write‌ ‌more‌‌ **‌‌**related‌ ‌to‌ ‌food‌ ‌or‌ ‌drink.‌ ‌ | |
| ‌  T‌ ‌lets‌ ‌Ss‌ ‌to‌ ‌play‌ ‌game‌ ‌  Ss‌ ‌play‌ ‌   ‌ | **Game:‌ ‌** ‌  One‌ ‌team‌ ‌writes‌ ‌words‌ ‌related‌ ‌  to‌ ‌food‌ ‌or‌ ‌drink.‌ ‌  The‌ ‌other‌ ‌team‌ ‌adds‌ ‌“some‌ ‌/a/‌ ‌  an”.‌ ‌  Example:‌ ‌ ‌  Team‌ ‌1:‌ ‌egg‌ ‌  Team‌ ‌2:‌ ‌an‌ ‌egg‌ ‌  …‌ ‌ |

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**\*‌ ‌Homework‌**:‌ ‌ ‌

‌-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Communication‌ ‌

‌-‌ ‌Learn‌ ‌by‌ ‌heart‌ ‌some‌ ‌words‌ ‌and‌ ‌grammar‌ ‌

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Teaching‌ ‌date:‌ ‌7A.........................‌ ‌

‌7B:……………….‌ ‌

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**unit‌ ‌5:‌ ‌VIETNAMESE‌ ‌FOOD‌ ‌AND‌ ‌DRINK‌ ‌** ‌

**Period‌ ‌37:‌ ‌COMMUNICATION‌ ‌** ‌

**I.‌ ‌Objectives‌** ‌

By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌talk‌ ‌about‌ ‌different‌ ‌types‌ ‌of‌ ‌

Vietnamese‌ ‌food,‌ ‌drink‌ ‌and‌ ‌recipes.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Food‌ ‌and‌ ‌drink,‌ ‌appearance‌ ‌and‌ ‌taste‌ ‌of‌ ‌different‌ ‌foods‌ ‌and‌ ‌drinks,‌ ‌

verbs‌ ‌for‌ ‌cooking.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌ ‌‌**Nouns‌ ‌(countable/‌ ‌uncountable)‌ ‌ ‌

‌-‌ ‌How‌ ‌much,‌ ‌How‌ ‌many?‌ ‌

‌-‌ ‌a/an,‌ ‌some,‌ ‌any…‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌cooking.‌ ‌

-‌ ‌Ss‌ ‌love‌ ‌food‌ ‌and‌ ‌drink‌ ‌in‌ ‌VietNam.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌ ‌

-Teacher‌ ‌checks‌ ‌students’‌ ‌homework.‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Students’‌ ‌and‌ ‌Teacher’s‌ ‌activities‌** ‌ | **Contents.‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Review‌ ‌some‌ ‌words‌ ‌about‌ ‌food‌ ‌and‌ ‌drink‌ ‌ | |
| -‌ ‌Divided‌ ‌the‌ ‌class‌ ‌into‌ ‌two‌ ‌teams‌ ‌  -‌ ‌Ask‌ ‌students‌ ‌to‌ ‌talk‌ ‌words‌ ‌about‌ ‌food‌ ‌  and‌ ‌drink.‌ ‌   ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌some‌ ‌new‌ ‌words‌ ‌about‌ ‌food‌ ‌and‌ ‌drink‌ ‌ | |
| -‌ ‌Elicit‌ ‌some‌ ‌new‌ ‌words‌ ‌through‌ ‌  translation‌ ‌and‌ ‌situations.‌ ‌  -‌ ‌Have‌ ‌Ss‌ ‌understand‌ ‌the‌ ‌meaning‌ ‌of‌ ‌the‌ ‌  words.‌ ‌ | ‌  **1.‌ ‌Vocabulary:‌** ‌  -‌ ‌sticky‌ ‌rice:‌ ‌(n)‌ ‌xôi‌ ‌  -‌ ‌sauce:‌ ‌(n)‌ ‌nước‌ ‌sốt‌ ‌ |
| Ss‌ ‌predict.‌ ‌   ‌  -‌ ‌Read‌ ‌aloud‌ ‌3‌ ‌times‌ ‌and‌ ‌then‌ ‌have‌ ‌  students‌ ‌read‌ ‌individually.‌ ‌  **\*Checking‌ ‌vocab:‌ ‌Rub-‌ ‌out‌ ‌and‌ ‌**  **remember‌** ‌ | -‌ ‌sausage:‌ ‌(n)‌ ‌xúc‌ ‌xích‌ ‌  -‌ ‌yoghurt:‌ ‌(n)‌ ‌sữa‌ ‌chua‌ ‌  -‌ ‌tuna:‌ ‌(n)‌ ‌cá‌ ‌ngừ‌ ‌  -‌ ‌ham‌ ‌:‌ ‌(n)‌ ‌giăm‌ ‌bông‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌how‌ ‌to‌ ‌ask‌ ‌and‌ ‌answer‌ ‌about‌ ‌their‌ ‌favorite‌ ‌food‌ ‌and‌ ‌drink‌ ‌ | |
| -‌ ‌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.‌ ‌ ‌   ‌   ‌   ‌ | ‌‌**2.‌ ‌Practice‌** ‌   ‌   ‌   ‌   ‌   ‌   ‌  ***Ex1.‌ ‌Listen‌ ‌to‌ ‌a‌ ‌celebrity‌ ‌chef,‌ ‌Austin‌ ‌***  ***Nguyen‌ ‌talking‌ ‌about‌ ‌his‌ ‌favorite‌ ‌food.‌ ‌***  ***Which‌ ‌food‌ ‌in‌ ‌Extra‌ ‌vocabulary‌ ‌does‌ ‌***  ***he‌ ‌talk‌ ‌about?‌*** ‌  ***Ex2:‌ ‌What‌ ‌are‌ ‌your‌ ‌favorite‌ ‌foods‌ ‌and‌ ‌***  ***drinks?‌ ‌Write‌ ‌your‌ ‌answers‌ ‌in‌ ‌the‌ ‌table‌ ‌***  ***below.‌*** ‌  *Example:‌* ‌  My‌ ‌favorite‌ ‌food‌ ‌is‌ ‌spring‌ ‌roll.‌ ‌  It‌ ‌tastes‌ ‌delicious.‌ ‌  ….‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌interview‌ ‌some‌ ‌students‌ ‌about‌ ‌their‌‌ **‌‌**favorite‌ ‌foods‌ ‌and‌ ‌drinks‌ ‌ | |
| ‌  -‌ ‌T‌ ‌calls‌ ‌on‌ ‌some‌ ‌Ss‌ ‌to‌ ‌report‌ ‌the‌ ‌results‌ ‌  of‌ ‌the‌ ‌ir‌ ‌interviews‌ ‌before‌ ‌the‌ ‌whole‌ ‌class.‌ ‌   ‌ | ***Ex3.‌ ‌Interview‌ ‌three‌ ‌students‌ ‌about‌ ‌***  ***their‌ ‌favorite‌ ‌foods‌ ‌and‌ ‌drinks.‌*** ‌   ‌   ‌  ***Ex4.‌ ‌Report‌ ‌your‌ ‌results‌ ‌to‌ ‌the‌ ‌class.‌*** ‌   ‌   ‌ |

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**\*‌ ‌Homework.‌ ‌** ‌

‌-‌ ‌Prepare‌ ‌for‌ ‌Skills‌ ‌1:‌ ‌how‌ ‌to‌ ‌made‌ ‌Pho,‌ ‌omplette‌ ‌and‌ ‌cook‌ ‌rice‌ ‌

‌-‌ ‌Learn‌ ‌by‌ ‌heart‌ ‌some‌ ‌new‌ ‌words.‌ ‌

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Teaching‌ ‌date:‌ ‌7A.........................‌ ‌

‌7B:………………‌ ‌

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**unit‌ ‌5:‌ ‌VIETNAMESE‌ ‌FOOD‌ ‌AND‌ ‌DRINK‌ ‌** ‌

**Period‌ ‌38:‌ ‌SKILLS‌ ‌1‌** ‌

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

-‌ ‌Know‌ ‌how‌ ‌to‌ ‌make‌ ‌a‌ ‌bowl‌ ‌of‌ ‌noodles‌ ‌“Pho”‌ ‌and‌ ‌omelette.‌ ‌

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

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Food‌ ‌and‌ ‌drink,‌ ‌appearance‌ ‌and‌ ‌taste‌ ‌of‌ ‌different‌ ‌foods‌ ‌and‌ ‌drinks,‌ ‌

verbs‌ ‌for‌ ‌cooking.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌ ‌‌**Nouns‌ ‌(countable/‌ ‌uncountable)‌ ‌ ‌

‌-‌ ‌How‌ ‌much,‌ ‌How‌ ‌many?‌ ‌

‌-‌ ‌a/an,‌ ‌some,‌ ‌any…‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌cooking.‌ ‌

-‌ ‌Ss‌ ‌love‌ ‌food‌ ‌and‌ ‌drink‌ ‌in‌ ‌VietNam.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌ ‌

-Teacher‌ ‌checks‌ ‌students’‌ ‌homework.‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Teacher’s‌ ‌and‌ ‌students’‌ ‌activities‌** ‌ | **Contents.‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up:‌** ‌  ***Goal:‌ ‌‌***Help‌ ‌students‌ ‌know‌ ‌contents‌ ‌which‌ ‌they‌ ‌are‌ ‌going‌ ‌to‌ ‌read‌ ‌ | |
| 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.‌ ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  ***Goal:‌ ‌‌***Help‌ ‌students‌ ‌know‌ ‌some‌ ‌words‌ ‌about‌ ‌“Pho”‌ ‌ ‌ | |
| -‌ ‌T‌ ‌uses‌ ‌some‌ ‌techniques‌ ‌to‌ ‌present‌ ‌new‌ ‌  words‌ ‌  **-‌ ‌Check‌ ‌understanding:‌ ‌Rub-out‌ ‌and‌ ‌**  **remember.‌** ‌   ‌   ‌   ‌   ‌   ‌ | **I.‌ ‌Reading‌** ‌  **1.‌ ‌New‌ ‌words:‌** ‌  stew‌ ‌(v)‌ ‌:‌ ‌hầm‌ ‌  bone‌ ‌(n):‌ ‌xương‌ ‌  broth‌ ‌(n)‌ ‌:‌ ‌nước‌ ‌luộc‌ ‌thịt,‌ ‌nước‌ ‌xuýt‌ ‌  boneless‌ ‌(adj)‌ ‌không‌ ‌xương‌ ‌ ‌  teaspoon‌ ‌(n):‌ ‌thìa‌ ‌cà‌ ‌phê‌ ‌  pinch‌ ‌(n):‌ ‌nhúm‌ ‌  ingredient‌ ‌(n):‌ ‌thành‌ ‌phần‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  ***Goal:‌‌*** ‌Ss‌ ‌can‌ ‌answer‌ ‌the‌ ‌questions‌ ‌about‌ ‌reading.‌ ‌ ‌  Ss‌ ‌can‌ ‌ask‌ ‌and‌ ‌answer‌ ‌about‌ ‌how‌ ‌to‌ ‌cook‌ ‌an‌ ‌omelette‌ ‌and‌ ‌rice.‌ ‌ | |
| **-‌ ‌‌**Ex2:‌ ‌  -‌ ‌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.‌ ‌   ‌   ‌   ‌   ‌  -‌ ‌Ask‌ ‌students‌ ‌to‌ ‌read‌‌ **‌‌**the‌ ‌list‌ ‌of‌ ‌  ingredients‌ ‌for‌ ‌an‌ ‌omelette‌ ‌   ‌  -‌ ‌Ask‌ ‌and‌ ‌answer‌ ‌questions‌ ‌about‌ ‌the‌ ‌  ingredients‌ ‌for‌ ‌an‌ ‌omelette.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌work‌ ‌individually,‌ ‌using‌ ‌  the‌ ‌phrases‌ ‌in‌ ‌the‌ ‌box‌ ‌to‌ ‌complete‌ ‌the‌ ‌  instructions‌ ‌on‌ ‌how‌ ‌to‌ ‌cook‌ ‌an‌ ‌omelette‌ ‌ | **2.‌ ‌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.‌ ‌   ‌  **II.‌ ‌Speaking:‌** ‌  **Ex3.‌ ‌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 ‌eggs,‌ ‌salt,‌ ‌pepper,‌ ‌oil‌ ‌  A:‌ ‌How‌ ‌much‌ ‌salt‌ ‌do‌ ‌I‌ ‌need?‌ ‌  B:‌ ‌a‌ ‌pinch‌ ‌of‌ ‌salt‌ ‌  …‌ ‌   ‌  **Ex‌ ‌4.‌‌** ‌‌**Look‌ ‌at‌ ‌the‌ ‌picture‌ ‌of‌ ‌how‌ ‌to‌ ‌**  **cook‌ ‌an‌ ‌omelette.‌** ‌  1.d‌ ‌2.e‌ ‌3.a‌ ‌4.‌ ‌b‌ ‌5.‌ ‌c‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  ***Goal:‌ ‌‌***Ss‌ ‌can‌ ‌talk‌ ‌about‌ ‌how‌ ‌to‌ ‌cook‌ ‌an‌ ‌omelette‌ ‌and‌ ‌rice‌ ‌ | |

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| -T‌ ‌have‌ ‌Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌and‌ ‌practice‌ ‌ ‌  -Ss‌ ‌work‌ ‌in‌ ‌pairs.‌ ‌  -T‌ ‌calls‌ ‌some‌ ‌pairs‌ ‌to‌ ‌demonstrate‌ ‌before‌ ‌  whole‌ ‌class.‌ ‌  -‌ ‌T‌ ‌invites‌ ‌some‌ ‌Ss‌ ‌to‌ ‌comments‌ ‌and‌ ‌gives‌ ‌  T’s‌ ‌feedback.‌ ‌ | **Ex‌ ‌5.‌ ‌Work‌ ‌in‌ ‌pairs.‌ ‌Practicing‌ ‌giving‌ ‌**  **instructions‌ ‌on‌ ‌how‌ ‌to‌ ‌make‌ ‌a‌ ‌dish‌ ‌or‌ ‌**  **drink.‌** ‌ |

**\*‌ ‌Homework.‌ ‌** ‌

-‌ ‌Write‌ ‌how‌ ‌to‌ ‌make‌ ‌a‌ ‌bowl‌ ‌of‌ ‌noodles‌ ‌“‌ ‌Pho”‌ ‌and‌ ‌omelette,‌ ‌and‌ ‌cook‌ ‌rice‌ ‌

-‌ ‌Prepare:‌ ‌Skills‌ ‌2:‌ ‌make‌ ‌notes‌ ‌about‌ ‌some‌ ‌popular‌ ‌foods‌ ‌or‌ ‌drinks‌ ‌ ‌

Teaching‌ ‌date:‌ ‌7A.........................‌ ‌

‌7B:………………‌ ‌

**unit‌ ‌5:‌ ‌VIETNAMESE‌ ‌FOOD‌ ‌AND‌ ‌DRINK‌** ‌

**Period‌ ‌39:‌ ‌SKILLS‌ ‌2‌** ‌

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Food‌ ‌and‌ ‌drink,‌ ‌appearance‌ ‌and‌ ‌taste‌ ‌of‌ ‌different‌ ‌foods‌ ‌and‌ ‌drinks,‌ ‌

verbs‌ ‌for‌ ‌cooking.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌ ‌‌**Nouns‌ ‌(countable/‌ ‌uncountable)‌ ‌ ‌

‌-‌ ‌How‌ ‌much,‌ ‌How‌ ‌many?‌ ‌

‌-‌ ‌a/an,‌ ‌some,‌ ‌any…‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌cooking.‌ ‌

-‌ ‌Ss‌ ‌love‌ ‌food‌ ‌and‌ ‌drink‌ ‌in‌ ‌VietNam.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌ ‌

-Teacher‌ ‌checks‌ ‌students’‌ ‌homework.‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **‌Teacher’s‌ ‌and‌ ‌students’‌ ‌activities‌** ‌ | **Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm-up‌** ‌  **Goal:‌ ‌‌**to‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌how‌ ‌to‌ ‌cook‌ ‌rice‌ ‌or‌ ‌  omlette.‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌  T‌ ‌corrects‌ ‌the‌ ‌mistakes‌ ‌   ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌ | |
| **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌understand‌ ‌the‌ ‌conversation‌ ‌and‌ ‌do‌ ‌the‌ ‌exercises.‌ ‌ | |
| 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 ‌gives‌ ‌some‌ ‌vocabulary‌ ‌in‌ ‌the‌ ‌listening.‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌copy.‌ ‌  Ss‌ ‌read‌ ‌the‌ ‌words‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌listening‌ ‌   ‌   ‌  T‌ ‌plays‌ ‌the‌ ‌recording.‌ ‌   ‌  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.‌ ‌  T‌ ‌corrects‌ ‌   ‌ | ‌ ‌   ‌   ‌   ‌   ‌   ‌  **\*‌ ‌Vocabulary‌** ‌  Chily‌ ‌  Pepper‌ ‌  Turmeric‌ ‌  Shrimp‌ ‌  eel‌ ‌  pork‌ ‌  rice‌ ‌noodles‌ ‌   ‌  **I.‌ ‌Listening‌** ‌  1.***Match‌ ‌the‌ ‌places‌ ‌with‌ ‌the‌ ‌dishes.‌ ‌*** ‌  **Key:‌** ‌  1.‌ ‌b‌ ‌2.‌ ‌a‌ ‌3.‌ ‌c‌ ‌   ‌   ‌   ‌   ‌   ‌  ***2.‌ ‌Tick‌ ‌the‌ ‌ingredients‌ ‌for‌ ‌each‌ ‌dish.‌*** ‌  **Key:‌** ‌  -‌ ‌banh‌ ‌tom‌ ‌:‌ ‌shrimp‌ ‌  -‌ ‌sup‌ ‌luon‌ ‌:‌ ‌eel,‌ ‌pepper,‌ ‌turmeric,‌ ‌ ‌  -‌ ‌my‌ ‌quang‌ ‌:‌ ‌rice‌ ‌noodles,‌ ‌shrimp,‌ ‌pork‌ ‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌make‌ ‌note‌ ‌and‌ ‌write‌ ‌a‌ ‌paragraph‌ ‌about‌ ‌some‌ ‌popular‌ ‌foods‌ ‌or‌ ‌drinks‌ ‌  where‌ ‌they‌ ‌live.‌ ‌ | |
| ‌  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.‌ ‌Writing‌** ‌  ***3.‌ ‌Make‌ ‌notes‌ ‌about‌ ‌some‌ ‌popular‌ ‌***  ***foods‌ ‌or‌ ‌drinks‌ ‌in‌ ‌your‌ ‌***  ***neighbourhood.‌*** ‌  **Eg:‌** ‌  **1.‌ ‌Name‌ ‌of‌ ‌the‌ ‌drink‌**:‌ ‌Lemonade‌ ‌  **2.‌ ‌‌Ingredients:‌** ‌‌lemon,‌ ‌sugar,‌ ‌warter,‌ ‌  ice‌ ‌  **3.‌‌** ‌‌**How‌ ‌to‌ ‌make‌ ‌them‌** ‌  -‌ ‌Put‌ ‌sugar‌ ‌in‌ ‌a‌ ‌glass.‌ ‌ ‌ |

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| ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌write‌ ‌a‌ ‌paragraph‌ ‌about‌ ‌some‌ ‌  popular‌ ‌foods‌ ‌or‌ ‌drinks‌ ‌where‌ ‌they‌ ‌live‌ ‌  Ss‌ ‌write‌ ‌  T‌ ‌corrects‌ ‌   ‌ | -‌ ‌Put‌ ‌the‌ ‌water‌ ‌in‌ ‌the‌ ‌glass.‌ ‌  -‌ ‌Cut‌ ‌the‌ ‌lemon‌ ‌in‌ ‌half.‌ ‌ ‌  -‌ ‌Wring‌ ‌the‌ ‌lemon.‌ ‌ ‌  -‌ ‌Stir‌ ‌the‌ ‌mixture‌ ‌of‌ ‌water,‌ ‌lemon‌ ‌and‌ ‌  sugar.‌ ‌  -‌ ‌Put‌ ‌more‌ ‌ice‌ ‌into‌ ‌the‌ ‌glass‌ ‌if‌ ‌you‌ ‌  want.‌ ‌  **4.‌ ‌Write‌ ‌a‌ ‌paragraph‌** ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌‌ **‌‌**talk‌ ‌a‌ ‌paragraph‌ ‌about‌ ‌some‌ ‌popular‌ ‌foods‌ ‌or‌ ‌drinks‌ ‌where‌ ‌they‌ ‌live.‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌a‌ ‌paragraph‌ ‌about‌ ‌some‌ ‌  popular‌ ‌foods‌ ‌or‌ ‌drinks‌ ‌where‌ ‌they‌ ‌live‌ ‌  Ss‌ ‌talk‌ ‌  T‌ ‌corrects‌ ‌ | ‌ |

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**\*‌ ‌Homework.‌** ‌

**‌-‌ ‌‌**Complete‌ ‌the‌ ‌writing‌ ‌tasks‌ ‌into‌ ‌your‌ ‌notebook.‌ ‌

**‌-‌ ‌‌**Do‌ ‌exercise‌ ‌E‌ ‌1,‌ ‌2‌ ‌(‌ ‌workbook‌ ‌)‌ ‌

**‌-‌ ‌‌**Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Looking‌ ‌back‌ ‌&‌ ‌Project‌**.‌** ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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**‌UNIT‌ ‌5:‌ ‌VIETNAMESE‌ ‌FOOD‌ ‌AND‌ ‌DRINK‌** ‌

**‌Period‌ ‌40:‌ ‌Looking‌ ‌back‌ ‌and‌ ‌project‌** ‌

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**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…”.‌ ‌

 ‌-‌ ‌Practise‌ ‌communication.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Food‌ ‌and‌ ‌drink,‌ ‌appearance‌ ‌and‌ ‌taste‌ ‌of‌ ‌different‌ ‌foods‌ ‌and‌ ‌drinks,‌ ‌

verbs‌ ‌for‌ ‌cooking.‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌-‌ ‌‌**Nouns‌ ‌(countable/‌ ‌uncountable)‌ ‌ ‌

‌-‌ ‌How‌ ‌much,‌ ‌How‌ ‌many?‌ ‌

‌-‌ ‌a/an,‌ ‌some,‌ ‌any…‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities:‌ ‌-‌ ‌‌**Ss‌ ‌love‌ ‌cooking.‌ ‌

-‌ ‌Ss‌ ‌love‌ ‌food‌ ‌and‌ ‌drink‌ ‌in‌ ‌VietNam.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌ ‌

-Teacher‌ ‌checks‌ ‌students’‌ ‌homework.‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Teacher’s‌ ‌and‌ ‌students’‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌talk‌ ‌some‌ ‌popular‌ ‌foods‌ ‌or‌ ‌  drinks‌ ‌where‌ ‌they‌ ‌live‌ ‌  Ss‌ ‌talk‌ ‌  T‌ ‌corrects‌ ‌the‌ ‌mistakes‌ ‌   ‌ | Talk‌ ‌some‌ ‌popular‌ ‌foods‌ ‌or‌ ‌drinks‌ ‌where‌ ‌  they‌ ‌live‌ ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Review‌ ‌the‌ ‌vocabulary‌ ‌about‌ ‌food‌ ‌and‌ ‌drink.‌ ‌ | |
| ‌  -‌ ‌Ask‌ ‌Ss‌ ‌to‌ ‌work‌ ‌individually.‌ ‌  -‌ ‌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…‌ ‌ |
| ‌   ‌   ‌  -Ask‌ ‌Ss‌ ‌to‌ ‌work‌ ‌in‌ ‌pairs.‌ ‌  -Ss‌ ‌read‌ ‌the‌ ‌sentences‌ ‌carefully,‌ ‌and‌ ‌  complete‌ ‌them‌ ‌with‌ ‌the‌ ‌verbs‌ ‌from‌ ‌the‌ ‌  box.‌ ‌ | **Phrases:‌ ‌‌**a‌ ‌slice,‌ ‌a‌ ‌can,‌ ‌a‌ ‌bottle,‌ ‌a‌ ‌kilo,‌ ‌a‌ ‌  bar,‌ ‌a‌ ‌glass,‌ ‌a‌ ‌bag,‌ ‌a‌ ‌teaspoon,‌ ‌a‌ ‌  tablespoon…‌ ‌  **2.‌ ‌Fill‌ ‌each‌ ‌gap‌ ‌with‌ ‌a‌ ‌verb‌ ‌from‌ ‌the‌ ‌**  **box.‌** ‌   ‌  1.‌ ‌Fold‌ ‌  2.‌ ‌Pour‌ ‌  3.‌ ‌Beat‌ ‌  4.‌ ‌Heat‌ ‌  5.‌ ‌Serve‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Review‌ ‌a,‌ ‌an,‌ ‌some,‌ ‌any‌ ‌to‌ ‌do‌ ‌exercises.‌ ‌ | |
| ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌work‌ ‌individually‌ ‌first.‌ ‌   ‌  -Ss‌ ‌do‌ ‌exercise‌ ‌3,4,5.‌ ‌   ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌go‌ ‌to‌ ‌the‌ ‌board‌ ‌and‌ ‌write.‌ ‌   ‌  -T‌ ‌comments‌ ‌and‌ ‌check‌ ‌ | ‌  **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 ‌ ‌  6. ‌  **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?‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Students‌ ‌complete‌ ‌the‌ ‌conversation‌ ‌and‌ ‌practice‌ ‌with‌ ‌a‌ ‌partner.‌ ‌ | |

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| -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌role‌ ‌–‌ ‌play‌ ‌in‌ ‌pairs.‌ ‌ | ‌  **Ex6:‌ ‌Choose‌ ‌sentences‌ ‌(A-D)‌ ‌to‌ ‌**  **complete‌ ‌the‌ ‌following‌ ‌conversation.‌** ‌  **Practice‌ ‌the‌ ‌conversation‌ ‌with‌ ‌a‌ ‌**  **partner.‌** ‌  ***Key‌***:‌ ‌  1-D‌ ‌2-B‌ ‌3-A‌ ‌4-C‌ ‌   ‌ |

**\*‌ ‌Homework.‌ ‌** ‌

-‌ ‌T‌ ‌explains‌ ‌the‌ ‌project‌ ‌

-‌ ‌Ss‌ ‌remember‌ ‌

-‌ ‌T‌ ‌asks‌ ‌them‌ ‌to‌ ‌do‌ ‌at‌ ‌home:‌ ‌Project‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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**‌Period‌ ‌41:‌ ‌REVISION‌** ‌

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**I.‌ ‌Objectives:‌ ‌** ‌

**1.‌ ‌Knowlegde:‌** ‌

Review‌ ‌all‌ ‌the‌ ‌knowledge‌ ‌in‌ ‌unit‌ ‌4‌ ‌and‌ ‌unit‌ ‌5.‌ ‌ ‌

-‌ ‌Vocabulary‌ ‌about‌ ‌music‌ ‌and‌ ‌arts,‌ ‌Vietnamese‌ ‌food‌ ‌and‌ ‌drink‌ ‌

-‌ ‌Grammar:‌ ‌Comparisons,‌ ‌either/too;‌ ‌countable/uncountable‌ ‌nouns;‌ ‌a/‌ ‌an/‌ ‌

some/‌ ‌any‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌

competence.‌ ‌

**3.‌ ‌Qualities‌**:‌ ‌Ss‌ ‌love‌ ‌music‌ ‌and‌ ‌arts,‌ ‌food‌ ‌and‌ ‌drink‌ ‌in‌ ‌VietNam.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson.‌** ‌ ‌

-Teacher‌ ‌checks‌ ‌students’‌ ‌homework.‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Teacher’s‌ ‌and‌ ‌students’‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Help‌ ‌Sts‌ ‌repeat‌ ‌the‌ ‌topic‌ ‌of‌ ‌unit‌ ‌4,5.‌ ‌ | |
| -‌ ‌Chatting:‌ ‌Ask‌ ‌Ss‌ ‌to‌ ‌repeat‌ ‌the‌ ‌topic‌ ‌of‌ ‌  unit‌ ‌4,5.‌ ‌ ‌  T‌ ‌asks‌ ‌Ss‌ ‌some‌ ‌questions‌ ‌ | ‌  -Unit‌ ‌4:‌ ‌Music‌ ‌and‌ ‌arts‌ ‌  -‌ ‌Unit‌ ‌5:‌ ‌Vietnamese‌ ‌food‌ ‌and‌ ‌drink‌ ‌ |
| Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌ | **Chatting‌** ‌  -‌ ‌Who‌ ‌is‌ ‌your‌ ‌favourite‌ ‌actor?/‌ ‌actress?‌ ‌  -‌ ‌What‌ ‌kind‌ ‌of‌ ‌music‌ ‌do‌ ‌you‌ ‌like‌ ‌?‌ ‌  -‌ ‌What‌ ‌is‌ ‌your‌ ‌favourite‌ ‌food?‌**‌** ‌  -‌ ‌What‌ ‌is‌ ‌your‌ ‌favourite‌ ‌drink?‌ ‌ ‌   ‌ ‌ |
| **Activity‌ ‌2.‌ ‌Grammar‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌ **‌‌**review‌ ‌the‌ ‌uses‌ ‌of‌ ‌comparisons‌ ‌,‌ ‌countable‌ ‌and‌ ‌uncountable‌ ‌  nouns.‌ ‌ | |
| ‌   ‌  -‌ ‌T‌ ‌asks‌ ‌sts‌ ‌to‌ ‌repeat‌‌ **‌‌**comparisons.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **-‌**T‌ ‌explains‌ ‌the‌ ‌difference‌ ‌between‌ ‌  countable‌ ‌nouns‌ ‌and‌ ‌uncountable‌ ‌nouns‌ ‌  by‌ ‌using‌ ‌a‌ ‌pen,‌ ‌two‌ ‌pens,‌ ‌a‌ ‌ruler,‌ ‌two‌ ‌  rilers…‌ ‌  -‌ ‌Ss‌ ‌give‌ ‌some‌ ‌more‌ ‌examples.‌ ‌  -‌ ‌Give‌ ‌notes‌ ‌for‌ ‌uncountable‌ ‌nouns‌ ‌we‌ ‌  can‌ ‌use‌ ‌phrases‌ ‌like‌ ‌a‌ ‌bottle‌ ‌of‌**…‌** ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌retell‌ ‌the‌ ‌way‌ ‌to‌ ‌use:‌ ‌Too,‌ ‌  so,‌ ‌neither,‌ ‌either.‌ ‌  Ss‌ ‌retell‌ ‌the‌ ‌way‌ ‌to‌ ‌use:‌ ‌Too,‌ ‌so,‌ ‌neither,‌ ‌  either‌ ‌and‌ ‌give‌ ‌examples.‌ ‌   ‌ | **1.‌ ‌Comparisons‌** ‌  -‌ ‌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.‌ ‌Countable‌ ‌nouns‌ ‌and‌ ‌uncountable‌** ‌  **nouns.‌** ‌  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…‌ ‌  **\*‌ ‌The‌ ‌ways‌ ‌to‌ ‌use‌ ‌of‌ ‌a,‌ ‌an,‌ ‌some,‌ ‌any‌** ‌   ‌  **\*‌ ‌How‌ ‌much,‌ ‌How‌ ‌many‌** ‌   ‌   ‌  **3.‌ ‌Too,‌ ‌so,‌ ‌neither,‌ ‌either‌** ‌   ‌   ‌   ‌   ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Help‌ ‌Ss‌ ‌do‌ ‌some‌ ‌exercises.‌ ‌ | |
| **\*‌ ‌Reading‌** ‌  T‌ ‌focuses‌ ‌on‌ ‌how‌ ‌to‌ ‌do‌ ‌T/F‌ ‌exercises‌ ‌  Ss‌ ‌read‌ ‌the‌ ‌statements‌ ‌first‌ ‌  Ss‌ ‌scan‌ ‌the‌ ‌passage‌ ‌to‌ ‌find‌ ‌the‌ ‌  information‌ ‌  Ss‌ ‌compare‌ ‌the‌ ‌information‌ ‌with‌ ‌the‌ ‌  statements‌ ‌ | ‌  ***‌Exercise‌ ‌D1‌ ‌–‌ ‌page‌ ‌40workbook)‌*** ‌  (sachmem)‌ ‌  1.‌ ‌T‌ ‌  2.‌ ‌F‌ ‌  3.‌ ‌T‌ ‌  4.‌ ‌T‌ ‌ |

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| Ss:‌ ‌Decide‌ ‌whether‌ ‌the‌ ‌statement‌ ‌is‌ ‌T‌ ‌or‌ ‌  F‌ ‌  Ss‌ ‌write‌ ‌T/F‌ ‌on‌ ‌your‌ ‌paper‌ ‌test.‌ ‌  Ss‌ ‌reading‌ ‌comprehension:‌ ‌   ‌  **\*Grammar:‌** ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌work‌ ‌individually‌ ‌first.‌ ‌   ‌  -Ss‌ ‌do‌ ‌exercise‌ ‌.‌ ‌   ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌go‌ ‌to‌ ‌the‌ ‌board‌ ‌and‌ ‌write.‌ ‌   ‌  -T‌ ‌comments‌ ‌and‌ ‌checks‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌do‌ ‌exercise‌ ‌part‌ ‌Writing‌ ‌in‌ ‌  exercise’s‌ ‌book‌ ‌  Ss‌ ‌do‌ ‌exercise‌ ‌ | 5.‌ ‌F‌ ‌   ‌   ‌   ‌   ‌  ***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…‌ ‌  **Ex:‌‌** ‌‌**Complete‌ ‌the‌ ‌sentences‌ ‌with‌ ‌some‌ ‌**  **or‌ ‌any.‌ ‌** ‌  1.‌ ‌There‌ ‌aren’t‌ ‌…….bananas‌ ‌in‌ ‌the‌ ‌  fridge.‌ ‌  2.‌ ‌Would‌ ‌you‌ ‌like…….milk?‌ ‌  3.‌ ‌Is‌ ‌there……..apple‌ ‌juice‌ ‌in‌ ‌the‌ ‌fridge?‌ ‌  4.‌ ‌They‌ ‌have‌ ‌got‌ ‌……apples‌ ‌but‌ ‌they‌ ‌  haven’t‌ ‌got‌ ‌………..sugar.‌ ‌  5.‌ ‌I‌ ‌went‌ ‌fishing‌ ‌but‌ ‌I‌ ‌didn’t‌ ‌  catch……….‌ ‌fish,‌ ‌so‌ ‌we‌ ‌had……….‌ ‌  bread‌ ‌for‌ ‌dinner.‌ ‌  **Keys‌** ‌  1.any‌ ‌  2.some‌ ‌  3.any‌ ‌  4.some/‌ ‌any‌ ‌  5.any/‌ ‌some‌ ‌   ‌   ‌ |

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**3.‌ ‌Homework.‌ ‌** ‌

Ss‌‌ **‌‌**review‌ ‌Unit‌ ‌4,5‌ ‌

Ss‌ ‌prepare‌ ‌for‌ ‌a‌ ‌45-minute‌ ‌test‌ ‌.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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**Period‌ ‌42:‌ ‌THE‌ ‌SECOND‌ ‌45-MINUTE‌ ‌TEST‌** ‌

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**I.OBJECTIVES‌ ‌:‌** ‌ ‌

By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌T‌ ‌is‌ ‌able‌ ‌to‌ ‌check‌ ‌their‌ ‌Ss’‌ ‌language‌ ‌knowledge,‌ ‌basic‌ ‌skills.‌ ‌

This‌ ‌will‌ ‌help‌ ‌T‌ ‌has‌ ‌a‌ ‌suitable‌ ‌teaching‌ ‌approach.‌ ‌

**1.‌ ‌Knowledge:‌** ‌

**\*Grammar:‌‌** ‌‌*review‌* ‌

**\*Vocabulary:‌‌** ‌‌*review‌* ‌

**2.‌ ‌Skills:‌ ‌‌**Reading,‌ ‌writing,‌ ‌listening,‌ ‌speaking‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**To‌ ‌do‌ ‌the‌ ‌test‌ ‌in‌ ‌a‌ ‌serious‌ ‌and‌ ‌strict‌ ‌manner‌ ‌

**II.‌ ‌PREPARATION‌** ‌

**1.‌ ‌Teacher:‌ ‌‌**Test‌ ‌paper,‌ ‌chalk…‌ ‌

**2.‌ ‌Students:‌ ‌‌**pen,…‌ ‌

**III.THE‌ ‌CONTENTS‌** ‌

**1.‌ ‌Matrix‌ ‌of‌ ‌the‌ ‌Test‌** ‌ ‌

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chủ‌ ‌đề‌** ‌ | **Nhận‌ ‌biết‌** ‌ | | | | **Thông‌ ‌hiểu‌** ‌ | | **Vận‌ ‌dụng‌** ‌ | | **Cộng‌** ‌ |
| TNKQ‌ ‌ | | TL‌ ‌ | | TNKQ‌ ‌ | TL‌ ‌ | TNKQ‌ ‌ | TL‌ ‌ | ‌ ‌ |
| **Listening‌** ‌ | Phonetic‌ ‌ | | ‌ | | ‌ ‌ | ‌ | Picass‌  o‌ ‌ ‌ | ‌ ‌ | ‌ ‌ |
| *Số‌ ‌câu:‌ ‌8‌* ‌ | *Số‌ ‌câu:‌ ‌4‌* ‌ | | ‌ | | *‌* ‌ | ‌ | *Số‌ ‌*  *câu:‌ ‌4‌* ‌  *Số‌ ‌*  *điểm:‌ ‌*  *1đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌*  *10%‌* ‌ | ‌ ‌ | *Số‌ ‌câu:‌ ‌8‌* ‌ |
| *Số‌ ‌điểm:‌ ‌2đ‌* ‌ | *Số‌ ‌điểm:‌ ‌*  *1đ‌* ‌ | | *‌* ‌ | *Số‌ ‌điểm:‌ ‌*  *2đ‌* ‌ |
| *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ | *Tỉ‌ ‌lệ‌ ‌10%‌* ‌ | | *‌* ‌ | *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ |
| **Language‌ ‌**  **Focus‌** ‌ | ‌ ‌ | | Vocabular‌  ies‌ ‌ | | Grammar‌ ‌  Vocabula-‌  ries‌ ‌  Phonetic‌ ‌ | ‌ ‌ | ‌ ‌ | ‌ | ‌ ‌ |
| ‌ ‌ |
| *Số‌ ‌câu:‌ ‌12‌* ‌  *Số‌ ‌điểm:‌ ‌3đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌30%‌* ‌ | *‌* ‌ | | *Số‌ ‌câu:4‌* ‌  *Số‌ ‌điểm‌ ‌*  *:1đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌10%‌* ‌ | | *Số‌ ‌câu:8‌* ‌  *Số‌ ‌điểm:‌ ‌*  *2đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ | *‌* ‌ | ‌ ‌ | ‌ | *Số‌ ‌câu:‌ ‌*  *12‌* ‌  *Số‌ ‌điểm:‌ ‌*  *3đ‌* ‌  *Tỉ‌ ‌lệ‌ ‌30%‌* ‌ |
| **Reading‌** ‌ | ‌ ‌ | | ‌ | | ‌ ‌ | Water‌ ‌  puppetry‌ ‌ | Water‌ ‌  puppet‌  ry‌ ‌ | ‌ ‌ | ‌ ‌ |
| ‌ ‌ | ‌ ‌ |
| *Số‌ ‌câu:‌ ‌06‌* ‌ | *‌* ‌ | | ‌ | | *‌* ‌ | *Số‌ ‌câu:‌ ‌*  *06‌* ‌ | *‌* ‌ | ‌ ‌ | *Số‌ ‌câu:‌ ‌*  *06‌* ‌ |
| *Số‌ ‌điểm:‌ ‌3đ‌* ‌ | *Số‌ ‌điểm:‌ ‌*  *3đ‌* ‌ | ‌ ‌ | *Số‌ ‌điểm:‌ ‌*  *3đ‌* ‌ |
| *Tỉ‌ ‌lệ‌ ‌30%‌* ‌ | |  | |  |  | *Tỉ‌ ‌lệ‌ ‌*  *30%‌* ‌ |  | ‌ ‌ | *Tỉ‌ ‌lệ‌ ‌30%‌* ‌ |
| **Writing‌** ‌ | | ‌ ‌ | | ‌ ‌ | ‌ ‌ | Reorder‌ ‌  words‌ ‌or‌ ‌  phrases‌ ‌ | ‌ ‌ | Comprasi‌  on‌ ‌ | ‌ ‌ |
| ‌ ‌ |
| *Số‌ ‌câu:‌ ‌04‌* ‌ | | *‌* ‌ | | *‌* ‌ | *‌* ‌ | *Số‌ ‌câu:2‌* ‌  *Số‌ ‌điểm:‌ ‌*  *1đ‌* ‌  *Tỉ‌ ‌lệ:‌ ‌*  *10%‌* ‌ | *‌* ‌ | *Số‌ ‌câu:2‌* ‌ | *Số‌ ‌câu:‌ ‌*  *04‌* ‌ |
| *Số‌ ‌điểm:‌ ‌2đ‌* ‌ | | *Số‌ ‌điểm:‌ ‌*  *1đ‌* ‌ | *Số‌ ‌điểm:‌ ‌*  *2đ‌* ‌ |
| *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ | | *Tỉ‌ ‌lệ‌ ‌10%‌* ‌ | *Tỉ‌ ‌lệ‌ ‌20%‌* ‌ |
| **Tổng‌ ‌số‌ ‌**  **câu:‌ ‌30‌** ‌ | | Tổng‌ ‌số‌ ‌câu:‌ ‌14‌ ‌ | | | Tổng‌ ‌số‌ ‌câu:‌ ‌12‌ ‌ | | Tổng‌ ‌số‌ ‌câu:‌ ‌4‌ ‌ | | **Tổng‌ ‌số‌ ‌**  **câu:‌ ‌30‌** ‌ |
| **Tổng‌ ‌số‌ ‌**  **điểm:‌ ‌10đ‌** ‌ | | Tổng‌ ‌số‌ ‌điểm:‌ ‌4đ‌ ‌ | | | Tổng‌ ‌số‌ ‌điểm:‌ ‌4đ‌ ‌ | | Tổng‌ ‌số‌ ‌điểm:‌ ‌2đ‌ ‌ | | **Tổng‌ ‌số‌ ‌**  **điểm:‌ ‌**  **10đ‌** ‌ |
| **Tỉ‌ ‌lệ‌ ‌100%‌** ‌ | | Tỉ‌ ‌lệ‌ ‌40%‌ ‌ | | | Tỉ‌ ‌lệ‌ ‌40‌ ‌%‌ ‌ | | Tỉ‌ ‌lệ‌ ‌20%‌ ‌ | | **Tỉ‌ ‌lệ‌ ‌**  **100%‌** ‌ |

**2.The‌ ‌Test‌ ‌(45’)‌ ‌** ‌

**A.Listening:‌** ‌

I.**Listen‌ ‌to‌ ‌the‌ ‌sentences‌ ‌and‌ ‌circle‌ ‌the‌ ‌word‌ ‌you‌ ‌hear‌ ‌(1.0‌ ‌m)‌** ‌

|  |  |
| --- | --- |
| 1.‌ ‌ | Can‌ ‌you‌ ‌see‌ ‌the‌ ‌‌***cod/cord‌‌* ‌‌**over‌ ‌there?‌ ‌ |
| 2.‌ ‌ | It‌ ‌is‌ ‌very‌ ‌small‌ ‌‌***pot/port‌***.‌ ‌ |
| 3.‌ ‌ | Tommy‌ ‌doesn’t‌ ‌like‌ ‌these‌ ‌‌***spots/sports‌***.‌ ‌ |
| 4.‌ ‌ | Where‌ ‌can‌ ‌I‌ ‌find‌ ‌the‌ ‌‌***fox/forks‌***?‌ ‌ |

**‌II.‌ ‌Look‌ ‌the‌ ‌picture,‌ ‌listen‌ ‌and‌ ‌fill‌ ‌the‌ ‌missing‌ ‌words‌ ‌of‌ ‌the‌ ‌instructions‌ ‌below‌ ‌**

**(1.0‌ ‌m)‌** ‌

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| 1.‌ ‌ | When‌ ‌was‌ ‌Picasso‌ ‌born?‌ ‌ | | | | | | | | | ‌ | ‌ |
| ‌ | A.‌ ‌ | In‌ ‌1880‌ ‌ | | B.‌ ‌ | In‌ ‌1881‌ ‌ | | C.‌ ‌ | In‌ ‌1896‌ ‌ | | D.‌ ‌ | In‌ ‌1973‌ ‌ |
| 2.‌ ‌ | What’s‌ ‌his‌ ‌job?‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | An‌ ‌artist‌ ‌ | | B.‌ ‌ | A‌ ‌teacher‌ ‌ | | C.‌ ‌ | A‌ ‌worker‌ ‌ | | D.‌ ‌ | A‌ ‌actor‌ ‌ |
| 3.‌ ‌ | Picasso‌ ‌received‌ ‌artistic‌ ‌training‌ ‌from‌ ‌his‌ ‌father‌ ‌at\_\_\_\_\_\_\_.‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | seven‌ ‌ | | B.‌ ‌ | thirteen‌ ‌ | | C.‌ ‌ | twenty‌ ‌ | | D.‌ ‌ | thirty‌ ‌ |
| 4.‌ ‌ | Where‌ ‌did‌ ‌Picasso‌ ‌die?‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | In‌ ‌Malaga‌ ‌ | B.‌ ‌ | | In‌ ‌Barcelona‌ ‌ | C.‌ ‌ | | In‌ ‌Mougins‌ ‌ | D.‌ ‌ | | In‌ ‌London‌ ‌ |

**B.‌ ‌Language‌ ‌Focus‌** ‌

**I.Fill‌ ‌in‌ ‌the‌ ‌blanks‌ ‌with‌ ‌the‌ ‌words‌ ‌given‌ ‌in‌ ‌the‌ ‌box‌ ‌(1.0m)‌** ‌

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| anthem‌ ‌heat‌ ‌ ‌compulsory‌ ‌yoghurt‌ ‌ |

 ‌

1.English‌ ‌is‌ ‌one‌ ‌of‌ ‌the‌ ‌\_\_\_\_\_\_\_\_\_\_\_\_‌ ‌subject‌ ‌at‌ ‌school.‌ ‌

2.Vietnam’s‌ ‌national‌ ‌\_\_\_\_\_\_\_\_\_\_‌ ‌‌*Tien‌ ‌Quan‌ ‌Ca‌‌* ‌was‌ ‌composed‌ ‌by‌ ‌Van‌ ‌Cao.‌ ‌

3.\_\_\_\_\_\_\_\_\_\_‌ ‌the‌ ‌frying‌ ‌pan‌ ‌and‌ ‌add‌ ‌cooking‌ ‌oil.‌ ‌

4.My‌ ‌favourite‌ ‌food‌ ‌is‌ ‌\_\_\_\_\_\_\_\_\_\_\_.‌ ‌

**II.Choose‌ ‌the‌ ‌best‌ ‌answer‌ ‌A,B,C‌ ‌or‌ ‌D‌ ‌(2.0ms)‌** ‌

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.‌ ‌ | \_\_\_\_\_\_\_\_\_\_\_is‌ ‌a‌ ‌traditional‌ ‌art‌ ‌form‌ ‌in‌ ‌Vietnam.‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | Gangnam‌ ‌ ‌ | | B.‌ ‌ | Ballet‌ ‌ | | C.‌ ‌ | Dance‌ ‌ | | D.‌ ‌ | Water‌ ‌puppetry‌ ‌ |
| 2.‌ ‌ | My‌ ‌favourite‌ ‌\_\_\_\_\_\_\_\_\_\_‌ ‌is‌ ‌beef‌ ‌noodle‌ ‌soup.‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | drink‌ ‌ | | B.‌ ‌ | food‌ ‌ | | C.‌ ‌ | ingredient‌ ‌ | | D.‌ ‌ | seafood‌ ‌ |
| 3.‌ ‌ | I‌ ‌don’t‌ ‌like‌ ‌banana,‌ ‌and‌ ‌she‌ ‌doesn’t‌ ‌like‌ ‌it,‌ ‌\_\_\_\_\_\_\_\_\_.‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | either‌ ‌ | | B.‌ ‌ | neither‌ ‌ | | C.‌ ‌ | too‌ ‌ | | D.‌ ‌ | so‌ ‌ |
| 4.‌ ‌ | The‌ ‌puppets‌ ‌are‌ ‌made‌ ‌\_\_\_\_\_\_\_\_\_‌ ‌wood‌ ‌and‌ ‌then‌ ‌painted.‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | up‌ ‌ | B.‌ ‌ | | by‌ ‌ | C.‌ ‌ | | from‌ ‌ | D.‌ ‌ | | of‌ ‌ |
| 5.‌ ‌ | Can‌ ‌you‌ ‌give‌ ‌me‌ ‌a‌ ‌bottle‌ ‌of‌ ‌\_\_\_\_\_\_\_\_\_\_?‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | salt‌ ‌ | B.‌ ‌ | | rice‌ ‌ | C.‌ ‌ | | pepper‌ ‌ | D.‌ ‌ | | cooking‌ ‌oil‌ ‌ |
| 6.‌ ‌ | There‌ ‌aren’t‌ ‌\_\_\_\_\_\_\_\_\_‌ ‌eggs‌ ‌in‌ ‌the‌ ‌fridge.‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | any‌ ‌ | B.‌ ‌ | | some‌ ‌ | C.‌ ‌ | | a‌ ‌ | D.‌ ‌ | | an‌ ‌ |
| 7.‌ ‌ | ***Which‌ ‌‌underlined‌ ‌sound‌‌ ‌is‌ ‌different?‌*** ‌ | | | | | | | | ‌ | | ‌ |
| ‌ | A.‌ ‌ | musi‌***c‌***ian‌ ‌ | B.‌ ‌ | | o‌***c‌***ean‌ ‌ | C.‌ ‌ | | turmeri‌***c‌*** ‌ | D.‌ ‌ | | spe‌***c‌***ial‌ ‌ |
| 8.‌ ‌ | \_\_\_\_\_\_\_\_\_\_\_\_milk‌ ‌do‌ ‌you‌ ‌need?‌ ‌-‌ ‌Just‌ ‌a‌ ‌little.‌ ‌ ‌ | | | | | | | | | | |
| ‌ | A.‌ ‌ | How‌ ‌many‌ ‌ | B.‌ ‌ | | How‌ ‌much‌ ‌ | C.‌ ‌ | | How‌ ‌often‌ ‌ | D.‌ ‌ | | How‌ ‌ |

**C.Reading‌** ‌

Vietnamese‌ ‌water‌ ‌puppetry‌ ‌is‌ ‌a‌ ‌unique‌ ‌traditional‌ ‌art‌ ‌form. It's‌ ‌said‌ ‌that‌ ‌“‌*Not‌ ‌watching‌ ‌*

*a‌ ‌performance‌ ‌of‌ ‌water‌ ‌puppetry‌ ‌means‌ ‌not‌ ‌visiting‌ ‌Vietnam‌ ‌yet‌*”.‌ ‌That’s‌ ‌why‌ ‌water‌ ‌

puppetry‌ ‌is‌ ‌a‌ ‌must-see‌ ‌show‌ ‌for‌ ‌tourists‌ ‌in‌ ‌Vietnam. Watching‌ ‌this‌ ‌show‌ ‌can‌ ‌help‌ ‌you‌ ‌

escape‌ ‌from‌ ‌your‌ ‌busy‌ ‌life‌ ‌and‌ ‌refresh‌ ‌your‌ ‌minds‌ ‌with‌ ‌unforgettable‌ ‌moments.‌ ‌ ‌

During‌ ‌the‌ ‌shows,‌ ‌you‌ ‌can‌ ‌only‌ ‌see‌ ‌the‌ ‌puppets‌ ‌and‌ ‌a‌ ‌small‌ ‌folk‌ ‌orchestra‌ ‌of‌ ‌about‌ ‌7‌ ‌

people;‌ ‌the‌ ‌puppeteers‌ ‌stand‌ ‌behind‌ ‌a‌ ‌curtained‌ ‌backdrop‌ ‌in‌ ‌a‌ ‌pool. All‌ ‌puppets‌ ‌are‌ ‌

made‌ ‌of‌ ‌fig‌ ‌wood‌ ‌which‌ ‌goes‌ ‌along‌ ‌well‌ ‌with‌ ‌water. Then‌ ‌they‌ ‌are‌ ‌carved‌ ‌and‌ ‌

painted. The‌ ‌themes‌ ‌of‌ ‌the‌ ‌shows‌ ‌are‌ ‌very‌ ‌familiar‌ ‌to‌ ‌Vietnamese‌ ‌people. ‌**They‌** focus‌ ‌

on‌ ‌the‌ ‌daily‌ ‌life‌ ‌of‌ ‌farmers‌ ‌and‌ ‌common‌ ‌aspects‌ ‌of‌ ‌Vietnamese‌ ‌spiritual‌ ‌life.‌ ‌ ‌

**I.‌ ‌Read‌ ‌and‌ ‌write‌ ‌True‌ ‌(T)‌ ‌or‌ ‌False‌ ‌(F)‌ ‌(2.0ms)‌** ‌

1.‌ ‌Water‌ ‌puppetry‌ ‌is‌ ‌a‌ ‌unique‌ ‌traditional‌ ‌art‌ ‌form‌ ‌in‌ ‌Vietnam.‌\_\_\_\_\_\_\_‌ ‌

2.‌ ‌Tourists‌ ‌must‌ ‌see‌ ‌water‌ ‌puppetry‌ ‌show‌ ‌when‌ ‌traveling‌ ‌in‌ ‌Vietnam.‌\_\_\_\_\_\_\_‌ ‌

3.‌ ‌The‌ ‌puppeteers‌ ‌stand‌ ‌next‌ ‌to‌ ‌a‌ ‌pool‌ ‌to‌ ‌control‌ ‌the‌ ‌puppets‌\_\_\_\_\_\_\_‌ ‌

4.‌ ‌The‌ ‌themes‌ ‌of‌ ‌the‌ ‌shows‌ ‌are‌ ‌different‌ ‌from‌ ‌Vietnamese‌ ‌people.‌\_\_\_\_\_\_\_‌ ‌

**II.‌ ‌Read‌ ‌and‌ ‌answer‌ ‌the‌ ‌questions‌ ‌(1.0m)‌** ‌

1.What‌ ‌is‌ ‌water‌ ‌puppetry?‌ ‌

🡪.......................................................................................................................................‌ ‌

2.‌ ‌What‌ ‌are‌ ‌the‌ ‌puppets‌ ‌made‌ ‌of?‌ ‌

🡪.......................................................................................................................................‌ ‌

**D.Writing‌** ‌

**I.Reorder‌ ‌the‌ ‌words‌ ‌and‌ ‌phrases‌ ‌into‌ ‌the‌ ‌meaning‌ ‌sentences‌ ‌(1m)‌** ‌

‌1.‌ ‌How‌ ‌many‌ ‌/‌ ‌do‌ ‌/‌ ‌need‌ ‌/‌ ‌apples‌ ‌/‌ ‌you?‌ ‌

🡪.......................................................................................................................................‌ ‌

‌2.‌ ‌tell‌ ‌/me‌ ‌/how‌ ‌to/‌ ‌Can/‌ ‌you/‌ ‌cook‌ ‌rice?‌ ‌ ‌

🡪.......................................................................................................................................‌ ‌

**II.Rewrite‌ ‌the‌ ‌sentences‌ ‌without‌ ‌changing‌ ‌the‌ ‌meaning‌ ‌(1m)‌** ‌

‌1.‌ ‌Classical‌ ‌music‌ ‌is‌ ‌not‌ ‌the‌ ‌same‌ ‌as‌ ‌modern‌ ‌music‌ ‌‌*(different‌ ‌from)‌* ‌

🡪‌ ‌Classical‌ ‌music‌ ‌is........................................................................................................‌ ‌

‌2.‌ ‌The‌ ‌Andes‌ ‌mountain‌ ‌range‌ ‌is‌ ‌more‌ ‌longer‌ ‌than‌ ‌The‌ ‌Himalayas‌ ‌mountain‌ ‌range‌ ‌‌*(not‌ ‌*

*as…as)‌* ‌

🡪‌ ‌The‌ ‌Himalayas‌ ‌mountain‌ ‌range‌ ‌is‌ ‌the‌ ‌........................................................................‌ ‌

**‌** ‌

**\*‌ ‌Homework‌ ‌** ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Unit‌ ‌6:‌ ‌Getting‌ ‌started.‌ ‌

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Teaching‌ ‌date‌ ‌7A:……………‌ ‌

‌7B:…………….‌ ‌

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**Period‌ ‌43:‌ ‌CORRECTING‌ ‌THE‌ ‌SECOND‌ ‌45-MINUTE‌ ‌TEST‌** ‌

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**I.Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lessson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to:‌ ‌

**‌**-‌ ‌Find‌ ‌the‌ ‌mistakes‌ ‌for‌ ‌all‌ ‌the‌ ‌exercises‌ ‌which‌ ‌they‌ ‌have‌ ‌done‌ ‌in‌ ‌the‌ ‌45’‌ ‌

test‌ ‌and‌ ‌correct‌ ‌themselves.‌ ‌

-‌ ‌Know‌ ‌the‌ ‌answer‌ ‌keys.‌ ‌

-‌ ‌Encourage‌ ‌students‌ ‌to‌ ‌study‌ ‌harder‌ ‌to‌ ‌get‌ ‌good‌ ‌mark‌ ‌for‌ ‌the‌ ‌next‌ ‌

writing‌ ‌test‌**‌** ‌

**1.‌ ‌Knowledge:‌‌** ‌review‌ ‌from‌ ‌unit‌ ‌4‌ ‌to‌ ‌5‌ ‌

**2.‌ ‌Skills‌***:‌‌* ‌Listening,‌ ‌speaking,‌ ‌writing‌ ‌and‌ ‌reading.‌ ‌

**3.‌ ‌Qualities‌**:‌ ‌Ss‌ ‌pay‌ ‌attention‌ ‌the‌ ‌lesson,‌ ‌study‌ ‌in‌ ‌a‌ ‌serious‌ ‌and‌ ‌strict‌ ‌manner‌ ‌and‌ ‌be‌ ‌

self-conscious‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Teacher:‌‌** ‌Text-book,‌ ‌lesson‌ ‌plan,‌ ‌real‌ ‌things...‌ ‌

**2.‌ ‌Students:‌‌** ‌Text-books,‌ ‌notebooks...‌ ‌

**III.‌ ‌Procedure:‌** ‌ ‌

**1.‌ ‌Organization:‌** ‌

-Greeting‌ ‌

-‌ ‌Check‌ ‌attendance‌ ‌

**2.‌ ‌Check‌ ‌up‌ ‌the‌ ‌old‌ ‌lesson‌**:‌ ‌

-‌ ‌Ask‌ ‌sts‌ ‌to‌ ‌rewrite‌ ‌the‌ ‌structures.‌ ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

**Activity‌ ‌1‌ ‌:‌ ‌Giving‌ ‌general‌ ‌feedbacks‌ ‌(10’)‌** ‌

|  |  |
| --- | --- |
| **Teacher’s‌ ‌and‌ ‌Ss’activities‌** ‌ | **Content‌** ‌ |
| -T‌ ‌gives‌ ‌the‌ ‌test‌ ‌paper‌ ‌to‌ ‌Ss‌ ‌and‌ ‌  gives‌ ‌the‌ ‌general‌ ‌feedbacks‌ ‌ ‌  -Ss‌ ‌get‌ ‌the‌ ‌test‌ ‌paper‌ ‌and‌ ‌  Check‌ ‌again‌ ‌  -T‌ ‌summarize‌ ‌the‌ ‌common‌ ‌  corrects‌ ‌ ‌ | ‌ |

**Activity‌ ‌2‌ ‌:‌ ‌Correct‌ ‌the‌ ‌Test‌ ‌(25’)‌** ‌

|  |  |
| --- | --- |
| **Teacher’s‌ ‌and‌ ‌Ss’activities‌** ‌ | **Content‌** ‌ |
| **\*To‌ ‌correct‌ ‌Listening‌ ‌part‌** ‌  **-‌**T‌ ‌play‌ ‌the‌ ‌recording‌ ‌again‌ ‌to‌ ‌  Ss‌ ‌check‌ ‌the‌ ‌correct‌ ‌answers‌ ‌  -T‌ ‌give‌ ‌the‌ ‌correct‌ ‌answers‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **\*To‌ ‌correct‌ ‌Use‌ ‌of‌ ‌Language‌ ‌**  **part‌** ‌  -T‌ ‌explains‌ ‌the‌ ‌answer‌ ‌for‌ ‌Ss‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **\*To‌ ‌correct‌ ‌Reading‌ ‌part‌ ‌** ‌  -T‌ ‌calls‌ ‌Ss‌ ‌to‌ ‌read‌ ‌aloud‌ ‌the‌ ‌  reading‌ ‌  -Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌to‌ ‌answer‌ ‌the‌ ‌  questions‌ ‌again‌ ‌  -T‌ ‌corrects‌ ‌   ‌   ‌   ‌   ‌ | **A.Listening‌** ‌  **I.‌ ‌1.0m‌ ‌(0.25m/1sentence)‌** ‌   |  |  |  | | --- | --- | --- | | **N.‌ ‌o‌** ‌ | **Sentences‌** ‌ | **Ms‌** ‌ | | 1‌ ‌ | cod‌ ‌ | 0.25‌ ‌ | | 2‌ ‌ | port‌ ‌ | 0.25‌ ‌ | | 3‌ ‌ | sports‌ ‌ | 0.25‌ ‌ | | 4‌ ‌ | fox‌ ‌ | 0.25‌ ‌ |   **II.‌ ‌1.0ms‌ ‌(0.25m/1sentence)‌** ‌   |  |  |  | | --- | --- | --- | | **N.‌ ‌o‌** ‌ | **Sentences‌** ‌ | **Ms‌** ‌ | | 1‌ ‌ | B‌ ‌ | 0.25‌ ‌ | | 2‌ ‌ | A‌ ‌ | 0.25‌ ‌ | | 3‌ ‌ | A‌ ‌ | 0.25‌ ‌ | | 4‌ ‌ | C‌ ‌ | 0.25‌ ‌ |   **B-Language‌ ‌Focus‌** ‌  **I.1.0ms‌ ‌(0.25m/1sentence)‌** ‌   |  |  |  | | --- | --- | --- | | **N.‌ ‌o‌** ‌ | **Sentences‌** ‌ | **Ms‌** ‌ | | 1‌ ‌ | Compulsory‌ ‌ | 0.25‌ ‌ | | 2‌ ‌ | Anthem‌ ‌ | 0.25‌ ‌ | | 3‌ ‌ | Heat‌ ‌ | 0.25‌ ‌ | | 4‌ ‌ | Yoghurt‌ ‌ | 0.25‌ ‌ |   **I.2.0ms‌ ‌(0.25m/1sentence)‌** ‌   |  |  |  | | --- | --- | --- | | **N.‌ ‌o‌** ‌ | **Sentences‌** ‌ | **Ms‌** ‌ | | 1‌ ‌ | D‌ ‌ | 0.25‌ ‌ | | 2‌ ‌ | B‌ ‌ | 0.25‌ ‌ | | 3‌ ‌ | A‌ ‌ | 0.25‌ ‌ | | 4‌ ‌ | D‌ ‌ | 0.25‌ ‌ | | 5‌ ‌ | D‌ ‌ | 0.25‌ ‌ | | 6‌ ‌ | A‌ ‌ | 0.25‌ ‌ | | 7‌ ‌ | C‌ ‌ | 0.25‌ ‌ | | 8‌ ‌ | B‌ ‌ | 0.25‌ ‌ |   **C-Reading‌ ‌** ‌  **I.‌ ‌2.0ms‌ ‌(0.‌ ‌5m/1sentence)‌** ‌   |  |  |  | | --- | --- | --- | | **N.‌ ‌o‌** ‌ | **Sentences‌** ‌ | **Ms‌** ‌ | | 1‌ ‌ | T‌ ‌ | 0.5‌ ‌ | |
| ‌  **\*To‌ ‌correct‌ ‌Writing‌ ‌part‌** ‌  -T‌ ‌reminds‌ ‌the‌ ‌structure‌ ‌again‌ ‌  to‌ ‌explain‌ ‌for‌ ‌the‌ ‌answers‌ ‌ | |  |  |  | | --- | --- | --- | | 2‌ ‌ | T‌ ‌ | 0.5‌ ‌ | | 3‌ ‌ | F‌ ‌ | 0.5‌ ‌ | | 4‌ ‌ | F‌ ‌ | 0.5‌ ‌ |   **II.‌ ‌2.‌ ‌(0.5m‌ ‌/1sentence).‌** ‌   |  |  |  | | --- | --- | --- | | **N.‌ ‌o‌** ‌ | **Sentences‌** ‌ | **Ms‌** ‌ | | 1‌ ‌ | Vietnamese‌ ‌water‌ ‌puppetry‌ ‌  is‌ ‌a‌ ‌unique‌ ‌traditional‌ ‌art‌ ‌  form‌ ‌ | 0.5‌ ‌ | | 2‌ ‌ | All‌ ‌puppets‌ ‌are‌ ‌made‌ ‌of‌ ‌fig‌ ‌  wood‌ ‌which‌ ‌goes‌ ‌along‌ ‌well‌ ‌  with‌ ‌water‌ ‌ | 0.5‌ ‌ |   **D-Writing‌** ‌  **I.‌ ‌2.‌ ‌(0.5m‌ ‌/1sentence).‌** ‌   |  |  |  | | --- | --- | --- | | **N.‌ ‌o‌** ‌ | **Sentences‌** ‌ | **Ms‌** ‌ | | 1‌ ‌ | How‌ ‌many‌ ‌apples‌ ‌do‌ ‌you‌ ‌  need?‌ ‌ | 0.5‌ ‌ | | 2‌ ‌ | Can‌ ‌you‌ ‌tell‌ ‌me‌ ‌how‌ ‌to‌ ‌cook‌ ‌  rice?‌ ‌ | 0.5‌ ‌ |   **II.‌ ‌2.‌ ‌(0.5‌ ‌/1sentence).‌** ‌   |  |  |  | | --- | --- | --- | | **N.‌ ‌o‌** ‌ | **Sentences‌** ‌ | **Ms‌** ‌ | | 1‌ ‌ | Classical‌ ‌music‌ ‌is‌ ‌different‌ ‌  from‌ ‌modern‌ ‌music‌ ‌ | 0.5‌ ‌ | | 2‌ ‌ | The‌ ‌Himalayas‌ ‌mountain‌ ‌  range‌ ‌is‌ ‌not‌ ‌as‌ ‌long‌ ‌as‌ ‌the‌ ‌  Andes‌ ‌mountain‌ ‌range‌ ‌ | 0.5‌ ‌ |    ‌ |

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\*Homework:‌ ‌

-Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson‌ ‌:‌ ‌Unit‌ ‌6:‌ ‌Getting‌ ‌Started‌ ‌

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| Date‌ ‌of‌ ‌preparation‌ ‌ | Date‌ ‌of‌ ‌teaching‌ ‌ | Class‌ ‌ | ‌Absentees‌ ‌ |
| ‌ | ‌ | 7A‌ ‌ | ‌ |
| ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌44:‌** ‌

**UNIT‌ ‌6:‌ ‌THE‌ ‌FIRST‌ ‌UNIVERSITY‌ ‌IN‌ ‌VIETNAM‌** ‌

**Lesson‌ ‌1:‌ ‌Getting‌ ‌started‌** ‌

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

-‌ ‌Understand‌ ‌the‌ ‌content‌ ‌of‌ ‌the‌ ‌dialogue.‌ ‌ ‌

-‌ ‌Ask‌ ‌and‌ ‌answer‌ ‌questions‌ ‌about‌ ‌historic‌ ‌places‌ ‌such‌ ‌as‌ ‌“‌ ‌the‌ ‌Temple‌ ‌of‌ ‌

Literature‌ ‌and‌ ‌the‌ ‌Imperial‌ ‌Academy.”‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Historic‌ ‌places‌ ‌and‌ ‌things,‌ ‌things‌ ‌to‌ ‌take‌ ‌on‌ ‌a‌ ‌trip‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌‌**Passive‌ ‌voice‌‌ **‌;‌ ‌‌**Give‌ ‌advice‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Ss‌ ‌will‌ ‌be‌ ‌more‌ ‌responsible‌ ‌for‌ ‌studying‌‌ *‌‌*and‌ ‌more‌ ‌aware‌ ‌of‌ ‌protecting‌ ‌

their‌ ‌school.‌**‌** ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌ ‌‌**During‌ ‌the‌ ‌lesson‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌the‌ ‌contents‌ ‌of‌ ‌dialogue‌ ‌they‌ ‌are‌ ‌going‌ ‌to‌ ‌learn.‌ ‌ | |
| **-‌**T‌ ‌introduces‌ ‌some‌ ‌thing‌ ‌about‌ ‌the‌ ‌  Temple‌ ‌of‌ ‌Literature‌ ‌and‌ ‌the‌ ‌Imperial‌ ‌  Academy‌ ‌and‌ ‌asks‌ ‌Ss‌ ‌some‌ ‌questions:‌ ‌  +Who‌ ‌are‌ ‌they?‌ ‌  +‌ ‌What‌ ‌are‌ ‌they‌ ‌doing‌ ‌?‌ ‌  +‌ ‌What‌ ‌are‌ ‌theytalking‌ ‌about‌ ‌?‌ ‌  Ss‌ ‌look‌ ‌at‌ ‌the‌ ‌picture‌ ‌and‌ ‌answer‌ ‌the‌ ‌  questions.‌ ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌some‌ ‌new‌ ‌words‌ ‌ | |
| **-‌ ‌‌**Elicit‌ ‌some‌ ‌newwords‌ ‌(Pictures,‌ ‌  realias,situations…)‌ ‌   ‌   ‌   ‌   ‌  -‌ ‌Ss‌ ‌read‌ ‌the‌ ‌new‌ ‌words.‌ ‌  -‌ ‌Call‌ ‌on‌ ‌some‌ ‌sts‌ ‌read.‌ ‌  -‌ ‌Play‌ ‌the‌ ‌recording.‌ ‌Ss‌ ‌listen‌ ‌and‌ ‌read.‌ ‌   ‌ | **I.‌ ‌New‌ ‌words‌** ‌  **-‌ ‌‌**Imperial‌ ‌Academy‌ ‌(n):‌ ‌Quốc‌ ‌Tử‌ ‌  Giám‌ ‌  -‌ ‌Historic‌ ‌(adj):‌ ‌nổi‌ ‌tiếng‌ ‌hoặc‌ ‌quan‌ ‌  trọng‌ ‌trong‌ ‌lịch‌ ‌sử‌ ‌  -‌ ‌Cultural‌ ‌(adj):‌ ‌thuộc‌ ‌văn‌ ‌hóa.‌ ‌  -‌ ‌Surround‌ ‌(v):‌ ‌bao‌ ‌quanh‌ ‌  -‌ ‌Definitely‌ ‌(adv)‌ ‌=‌ ‌completely.‌ ‌   ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌‌** ‌Understand‌ ‌the‌ ‌contents‌ ‌of‌ ‌dialogue‌ ‌to‌ ‌do‌ ‌exercises‌**.‌** ‌ | |
| -‌ ‌Ss‌ ‌can‌ ‌read‌ ‌the‌ ‌conversation‌ ‌in‌ ‌pairs‌ ‌and‌ ‌  answer‌ ‌the‌ ‌questions.‌ ‌ | **II.‌ ‌Listen‌ ‌&‌ ‌read:‌** ‌  **1.‌ ‌Listen‌ ‌&‌ ‌read:‌** ‌ |
| T‌ ‌corrects‌ ‌and‌ ‌gives‌ ‌the‌ ‌feedback.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌read‌ ‌the‌ ‌conversation‌ ‌again‌ ‌  and‌ ‌underline‌ ‌the‌ ‌things‌ ‌Mai‌ ‌needs‌ ‌to‌ ‌take‌ ‌  and‌ ‌why.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  Ss‌ ‌look‌ ‌at‌ ‌the‌ ‌table‌ ‌and‌ ‌tick‌ ‌the‌ ‌items‌ ‌they‌ ‌  would‌ ‌like‌ ‌to‌ ‌take‌ ‌with‌ ‌them.‌ ‌ ‌  Ss‌ ‌work‌ ‌in‌ ‌pairs.‌ ‌   ‌ | **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.‌ ‌   ‌ |
| **‌Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌how‌ ‌to‌ ‌prepare‌ ‌things‌ ‌and‌ ‌give‌ ‌advice‌ ‌about‌ ‌what‌ ‌to‌ ‌  take‌ ‌and‌ ‌what‌ ‌not‌ ‌to‌ ‌take‌ ‌on‌ ‌the‌ ‌trip.‌ ‌ | |
| ‌   ‌  -‌ ‌Ask‌ ‌Ss‌ ‌to‌ ‌ask‌ ‌and‌ ‌answer‌ ‌the‌ ‌questions‌ ‌  in‌ ‌groups‌ ‌about‌ ‌how‌ ‌to‌ ‌plan‌ ‌a‌ ‌trip‌ ‌to‌ ‌a‌ ‌  place.‌ ‌   ‌ | **‌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.Make‌ ‌arrangements‌ ‌for‌ ‌the‌ ‌trip‌ ‌** ‌  Example:‌ ‌  A:‌ ‌Where‌ ‌will‌ ‌you‌ ‌go?‌ ‌  B:‌ ‌We’ll‌ ‌go‌ ‌to‌ ‌Huong‌ ‌Pagoda.‌ ‌  A:‌ ‌When‌ ‌will‌ ‌you‌ ‌go?‌ ‌  B:‌ ‌…..‌ ‌ |

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**3.‌ ‌Guides‌ ‌for‌ ‌homework‌** ‌

T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌ask‌ ‌and‌ ‌answer‌ ‌the‌ ‌questions‌ ‌in‌ ‌groups‌ ‌about‌ ‌how‌ ‌to‌ ‌plan‌ ‌a‌ ‌trip‌ ‌to‌ ‌

a‌ ‌place.‌ ‌

Examples:‌ ‌ ‌

Partner‌ ‌A‌ ‌:‌ ‌I‌ ‌want‌ ‌to‌ ‌take‌ ‌a‌ ‌trip‌ ‌to‌ ‌Sapa.‌ ‌

Partner‌ ‌B‌ ‌:‌ ‌You’d‌ ‌better‌ ‌take‌ ‌warm‌ ‌clothes‌ ‌because‌ ‌it’s‌ ‌cold.‌ ‌

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-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1.‌ ‌

-‌ ‌Learn‌ ‌by‌ ‌heart‌ ‌some‌ ‌new‌ ‌words.‌ ‌

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| Date‌ ‌of‌ ‌preparation‌ ‌ | Date‌ ‌of‌ ‌teaching‌ ‌ | Class‌ ‌ | ‌Absentees‌ ‌ |
| ‌ | ‌ | 7A‌ ‌ | ‌ |
| ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌45‌** ‌

**UNIT‌ ‌6:‌ ‌THE‌ ‌FIRST‌ ‌UNIVERSITY‌ ‌IN‌ ‌VIETNAM‌** ‌

**Lesson‌ ‌2:‌ ‌A‌ ‌closer‌ ‌look‌ ‌1‌** ‌

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

-‌ ‌Know‌ ‌about‌ ‌some‌ ‌historic‌ ‌places‌ ‌in‌ ‌Viet‌ ‌Nam.‌ ‌ ‌

-‌ ‌Practice‌ ‌pronouncing‌ ‌/‌ ‌‌**tʃ‌‌** ‌/‌ ‌and‌ ‌/‌ ‌‌**dʒ‌**/‌ ‌fluently.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Historic‌ ‌places‌ ‌and‌ ‌things,‌ ‌things‌ ‌to‌ ‌take‌ ‌on‌ ‌a‌ ‌trip‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌‌**Passive‌ ‌voice‌‌ **‌;‌ ‌‌**Give‌ ‌advice‌ ‌

**c.‌ ‌Pronunciation:‌‌** ‌/‌ ‌‌**tʃ‌‌** ‌/‌ ‌and‌ ‌/‌ ‌‌**dʒ‌**/‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Ss‌ ‌will‌ ‌be‌ ‌more‌ ‌responsible‌ ‌for‌ ‌studying‌‌ *‌‌*and‌ ‌more‌ ‌aware‌ ‌of‌ ‌protecting‌ ‌

their‌ ‌school.‌**‌** ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌ ‌‌**Write‌ ‌the‌ ‌newwords‌ ‌in‌ ‌the‌ ‌previous‌ ‌lesson.‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Warm‌ ‌up‌ ‌the‌ ‌class.‌ ‌ | |
| ***Matching:‌*** ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌match‌ ‌the‌ ‌words‌ ‌with‌ ‌the‌ ‌  pictures‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌ | **Ex1:‌ ‌Matching‌** ‌  Key:‌ ‌  1.d‌ ‌ ‌  2.c‌ ‌ ‌  3.e‌ ‌ ‌  4.b‌ ‌ ‌  5a‌ ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌some‌ ‌famous‌ ‌historic‌ ‌places‌ ‌and‌ ‌describe‌ ‌the‌ ‌layout‌ ‌of‌ ‌  the‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌and‌ ‌the‌ ‌Imperial‌ ‌Academy.‌ ‌ | |
| ‌  -‌ ‌Uses‌ ‌some‌ ‌techniques‌ ‌to‌ ‌teach‌ ‌  vocabularies.‌ ‌  -‌ ‌Ss‌ ‌read‌ ‌.‌ ‌   ‌   ‌   ‌  -‌ ‌T‌‌ **‌‌**plays‌ ‌the‌ ‌recording‌ ‌twice.‌ ‌  Ss‌ ‌guess‌ ‌the‌ ‌names‌ ‌of‌ ‌five‌ ‌sections‌ ‌(1-5)‌ ‌  in‌ ‌the‌ ‌layout.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌T‌ ‌has‌ ‌Ss‌ ‌describe‌ ‌the‌ ‌layout‌ ‌using‌ ‌the‌ ‌  prepositions‌ ‌suggested.‌ ‌  -‌ ‌T‌ ‌may‌ ‌ask‌ ‌some‌ ‌to‌ ‌write‌ ‌the‌ ‌sentences‌ ‌  on‌ ‌the‌ ‌board.‌ ‌ ‌   ‌   ‌ | ‌  **1.‌ ‌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.‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌‌** ‌Practice‌ ‌pronouncing‌ ‌/‌ ‌‌**tʃ‌‌** ‌/‌ ‌and‌ ‌/‌ ‌‌**dʒ‌**/‌ ‌fluently.‌ ‌ | |
| -T‌ ‌models‌ ‌the‌ ‌sounds‌ ‌/‌ ‌‌**tʃ‌‌** ‌/‌ ‌and‌ ‌/‌‌ **‌dʒ‌‌** ‌/‌ ‌  first‌ ‌and‌ ‌then‌ ‌play‌ ‌the‌ ‌recording.‌ ‌   ‌   ‌   ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌practice‌ ‌the‌ ‌sounds‌ ‌together‌ ‌  and‌ ‌write‌ ‌the‌ ‌words‌ ‌in‌ ‌the‌ ‌correct‌ ‌  columns.‌ ‌   ‌   ‌ | **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.‌ ‌  -‌ ‌/‌ ‌‌**dʒ‌‌** ‌/‌ ‌:‌ ‌job,‌ ‌jeans,‌ ‌engineer,‌ ‌heritage,‌ ‌  village.‌ ‌   ‌ |

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| ‌  -T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌and‌ ‌Ss‌ ‌repeat.‌ ‌  -‌ ‌Ss‌ ‌sing‌ ‌the‌ ‌chant‌ ‌   ‌ | ***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 ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌find‌ ‌more‌‌ **‌‌**some‌ ‌historic‌ ‌places‌ ‌in‌ ‌Viet‌ ‌Nam‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌find‌ ‌more‌‌ **‌‌**Some‌ ‌historic‌ ‌  places‌ ‌in‌ ‌Viet‌ ‌Nam‌ ‌  Ss‌ ‌share‌ ‌their‌ ‌answer‌ ‌with‌ ‌their‌ ‌friends‌ ‌  T‌ ‌corrects‌ ‌ | ‌ |

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**\*Homework‌ ‌** ‌

-‌ ‌Prepare‌ ‌for‌ ‌next‌ ‌lesson:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2.‌ ‌

-‌ ‌Learn‌ ‌by‌ ‌heart‌ ‌some‌ ‌words.‌ ‌

-‌ ‌Describe‌ ‌the‌ ‌layout‌ ‌of‌ ‌the‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌and‌ ‌the‌ ‌Imperial‌ ‌Academy.‌ ‌

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| Date‌ ‌of‌ ‌preparation‌ ‌ | Date‌ ‌of‌ ‌teaching‌ ‌ | Class‌ ‌ | ‌Absentees‌ ‌ |
| ‌ | ‌ | 7A‌ ‌ | ‌ |
| ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌46:‌** ‌

**UNIT‌ ‌6:‌ ‌THE‌ ‌FIRST‌ ‌UNIVERSITY‌ ‌IN‌ ‌VIETNAM‌** ‌

**Lesson‌ ‌3:‌ ‌A‌ ‌closer‌ ‌look‌ ‌2‌** ‌

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌will‌ ‌be‌ ‌able‌ ‌to‌ ‌master‌ ‌the‌ ‌form,‌ ‌the‌ ‌use‌ ‌of‌ ‌

the‌ ‌present‌ ‌simple‌ ‌passive.‌ ‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Historic‌ ‌places‌ ‌and‌ ‌things,‌ ‌things‌ ‌to‌ ‌take‌ ‌on‌ ‌a‌ ‌trip‌ ‌

**b.‌‌** ‌‌**Grammar:‌ ‌‌**The‌ ‌present‌ ‌simple‌ ‌passive,‌ ‌the‌ ‌past‌ ‌simple‌ ‌passive‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Ss‌ ‌will‌ ‌be‌ ‌more‌ ‌responsible‌ ‌for‌ ‌studying‌‌ *‌‌*and‌ ‌more‌ ‌aware‌ ‌of‌ ‌protecting‌ ‌

their‌ ‌school.‌**‌** ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌ ‌‌**computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌ ‌‌**During‌ ‌the‌ ‌lesson‌ ‌ ‌

**3.‌ ‌New‌ ‌lesson.‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌ | |
| **Goal:‌ ‌‌**Warm‌ ‌up‌ ‌the‌ ‌class.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌describe‌ ‌the‌ ‌layout‌ ‌of‌ ‌the‌ ‌  Temple‌ ‌of‌ ‌literature‌ ‌and‌ ‌the‌ ‌Imperial‌ ‌  Academy.‌ ‌  Ss‌ ‌describe‌ ‌the‌ ‌layout‌ ‌of‌ ‌the‌ ‌Temple‌ ‌of‌ ‌  literature‌ ‌and‌ ‌the‌ ‌Imperial‌ ‌Academy‌ ‌   ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌understand‌ ‌about‌ ‌the‌ ‌present‌ ‌and‌ ‌past‌ ‌simple‌ ‌passive.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌table‌ ‌and‌ ‌  explains‌ ‌how‌ ‌the‌ ‌present‌ ‌simple‌ ‌passive‌ ‌  is‌ ‌used.‌ ‌ ‌   ‌  Ss‌ ‌listen‌ ‌and‌ ‌copy‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌teaches‌ ‌some‌ ‌words‌ ‌  Ss‌ ‌repeat‌ ‌the‌ ‌words‌ ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌table‌ ‌and‌ ‌  explains‌ ‌how‌ ‌the‌ ‌past‌ ‌simple‌ ‌passive‌ ‌is‌ ‌  used.‌ ‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌copy‌ ‌and‌ ‌gives‌ ‌exercises‌ ‌   ‌ | **1.‌ ‌The‌ ‌present‌ ‌simple‌ ‌passive.‌** ‌  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 ‌  **2.‌ ‌The‌ ‌past‌ ‌simple‌ ‌passive.‌** ‌  S‌ ‌+‌ ‌was/were‌ ‌+‌ ‌Ved/p2‌ ‌+‌ ‌(by‌ ‌sb)‌ ‌  S‌ ‌+‌ ‌wasn’t/weren’t‌ ‌+‌ ‌Ved/p2‌ ‌+‌ ‌(by‌ ‌sb)‌ ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌do‌ ‌exercises‌ ‌about‌ ‌the‌ ‌present‌ ‌and‌ ‌past‌ ‌simple‌ ‌passive.‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌do‌ ‌the‌ ‌grammar‌ ‌exercise‌ ‌  individually.‌ ‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌ ‌  T‌ ‌corrects‌ ‌   ‌   ‌   ‌ | **1.‌ ‌Complete‌ ‌the‌ ‌passage‌ ‌using‌ ‌the‌ ‌past‌ ‌**  **participle.‌** ‌  ***Key:‌*** ‌  1.‌ ‌located‌ ‌ ‌  2.‌ ‌surrounded‌ ‌  3.‌ ‌displayed‌ ‌ ‌  4.‌ ‌taken‌ ‌ |

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| ‌   ‌  **‌** ‌  T‌ ‌has‌ ‌Ss‌ ‌study‌ ‌the‌ ‌example‌ ‌to‌ ‌know‌ ‌how‌ ‌  to‌ ‌write‌ ‌the‌ ‌sentences.‌ ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌write‌ ‌sentences‌ ‌individually.‌ ‌ ‌  T‌ ‌corrects‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  **‌** ‌  **\*‌ ‌Groupwork‌** ‌  **-‌ ‌‌**Time:‌ ‌3‌ ‌minutes‌ ‌  -‌ ‌Divide‌ ‌the‌ ‌class‌ ‌into‌ ‌two‌ ‌teams‌ ‌  -‌ ‌Ask‌ ‌Ss‌ ‌to‌ ‌make‌ ‌sentences‌ ‌with‌ ‌  presents‌ ‌simple‌ ‌passive‌ ‌to‌ ‌talk‌ ‌about‌ ‌the‌ ‌  Temple‌ ‌of‌ ‌Literature.‌ ‌  -‌ ‌Member‌ ‌in‌ ‌each‌ ‌team‌ ‌will‌ ‌write‌ ‌a‌ ‌  sentence‌ ‌with‌ ‌presents‌ ‌simple‌ ‌passive.‌ ‌  -‌ ‌The‌ ‌team‌ ‌which‌ ‌has‌ ‌right‌ ‌sentences‌ ‌  will‌ ‌win.‌ ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌do‌ ‌exercise‌ ‌4‌ ‌  Ss‌ ‌work‌ ‌individually.‌ ‌  T‌ ‌corrects‌ ‌the‌ ‌mistakes.‌ ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌read‌ ‌and‌ ‌put‌ ‌the‌ ‌passage‌ ‌in‌ ‌  the‌ ‌correct‌ ‌order.‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌  T‌ ‌corrects‌ ‌ | 5.‌ ‌considered‌ ‌   ‌  **2.‌ ‌Write‌ ‌sentences‌ ‌in‌ ‌the‌ ‌present‌ ‌**  **simple‌ ‌passive.‌** ‌  ‌‌***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.‌ ‌Complete‌ ‌the‌ ‌sentences‌ ‌with‌ ‌the‌ ‌**  **past‌ ‌simple‌ ‌passive.‌** ‌  **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** ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌make‌ ‌sentences‌ ‌in‌ ‌the‌ ‌present‌ ‌and‌ ‌past‌ ‌passive‌ ‌voice‌ ‌ | |
| T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌make‌ ‌sentences‌ ‌in‌ ‌the‌ ‌  present‌ ‌and‌ ‌past‌ ‌passive‌ ‌voice‌ ‌about‌ ‌the‌ ‌  places‌ ‌below‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌  T‌ ‌corrects‌ ‌ | ***6.‌ ‌Make‌ ‌sentences‌ ‌in‌ ‌the‌ ‌present‌ ‌and‌ ‌***  ***past‌ ‌passive‌ ‌voice‌ ‌*** ‌  **‌‌**Example:‌ ‌The‌ ‌One‌ ‌Pillar‌ ‌pagoda‌ ‌is‌ ‌  located‌ ‌in‌ ‌the‌ ‌center‌ ‌of‌ ‌Ha‌ ‌Noi.‌ ‌  The‌ ‌One‌ ‌Pillar‌ ‌was‌ ‌pagoda‌ ‌built‌ ‌in‌ ‌1049.‌ ‌ |

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**\*‌ ‌Homework‌ ‌** ‌

-‌ ‌Learn‌ ‌by‌ ‌heart‌ ‌some‌ ‌words‌ ‌and‌ ‌grammar.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Comunication‌ ‌

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| ‌ | ‌ | 7A‌ ‌ | ‌ |
| ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌47‌** ‌

**UNIT‌ ‌6:‌ ‌THE‌ ‌FIRST‌ ‌UNIVERSITY‌ ‌IN‌ ‌VIETNAM‌** ‌

**Lesson‌ ‌4:‌ ‌Communication‌** ‌

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Historic‌ ‌places‌ ‌and‌ ‌things,‌ ‌things‌ ‌to‌ ‌take‌ ‌on‌ ‌a‌ ‌trip‌ ‌

**b.‌ ‌Grammar:‌ ‌‌**Giving‌ ‌advice:‌ ‌should,‌ ‌shouldn’t‌ ‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Ss‌ ‌will‌ ‌be‌ ‌more‌ ‌responsible‌ ‌for‌ ‌studying‌‌ *‌‌*and‌ ‌more‌ ‌aware‌ ‌of‌ ‌protecting‌ ‌

their‌ ‌school.‌**‌** ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌ ‌‌**During‌ ‌the‌ ‌lesson‌**‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌ | |
| **Goal:‌ ‌‌**Help‌ ‌students‌ ‌to‌ ‌review‌ ‌the‌ ‌way‌ ‌to‌ ‌give‌ ‌advice.‌ ‌ | |
| Play‌ ‌game.‌ ‌  -Students‌ ‌work‌ ‌in‌ ‌two‌ ‌groups.‌ ‌  Team‌ ‌1:‌ ‌Make‌ ‌sentences‌ ‌with‌ ‌“should”‌ ‌  Team2:‌ ‌Make‌ ‌sentence‌ ‌with‌ ‌“shouldn’t”‌ ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌how‌ ‌to‌ ‌give‌ ‌some‌ ‌advice.‌ ‌ | |
| **-‌ ‌‌**Explain‌ ‌and‌ ‌give‌ ‌some‌ ‌advices‌ ‌  -Have‌ ‌Ss‌ ‌understand‌ ‌the‌ ‌meaning‌ ‌of‌ ‌  them‌ ‌  -Ss‌ ‌predict.‌ ‌  -Read‌ ‌aloud‌ ‌three‌ ‌times‌ ‌and‌ ‌then‌ ‌have‌ ‌  students‌ ‌make‌ ‌sentences‌ ‌individualy.‌ ‌ | 1.‌ ‌Tips‌ ‌for‌ ‌trips.‌ ‌  \*‌ ‌Giving‌ ‌advice‌ ‌  -in‌ ‌advance‌ ‌(adv)‌ ‌trước‌ ‌  -You’d‌ ‌better…..because…‌ ‌  -It’s‌ ‌a‌ ‌good‌ ‌idea‌ ‌to‌ ‌…..‌ ‌  because…‌ ‌  -I‌ ‌think‌ ‌you‌ ‌should……‌ ‌  -You’d‌ ‌better…..so‌ ‌(that)…..‌ ‌  Eg:You’d‌ ‌better‌ ‌book‌ ‌a‌ ‌hotel‌ ‌in‌ ‌advance‌ ‌  so‌ ‌that‌ ‌you‌ ‌are‌ ‌sure‌ ‌you‌ ‌have‌ ‌a‌ ‌room.‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Give‌ ‌some‌ ‌advices‌ ‌for‌ ‌trips.‌ ‌ | |
| -‌ ‌Ss‌ ‌work‌ ‌individually:‌ ‌Imagine‌ ‌some‌ ‌  overseas‌ ‌friends‌ ‌are‌ ‌planning‌ ‌a‌ ‌trip‌ ‌to‌ ‌Ha‌ ‌  Noi.‌ ‌Advice‌ ‌them‌ ‌what‌ ‌they‌ ‌should‌ ‌and‌ ‌  shouldn’t‌ ‌do.Write‌ ‌Do‌ ‌or‌ ‌Don’t‌ ‌in‌ ‌each‌ ‌  box.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -Then‌ ‌work‌ ‌in‌ ‌pairs.Give‌ ‌advice.‌ ‌   ‌   ‌   ‌   ‌ | ***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.‌ ‌Give‌ ‌advice‌ ‌in‌ ‌pairs.‌*** ‌  *Example:‌* ‌  A:‌ ‌I‌ ‌am‌ ‌going‌ ‌to‌ ‌have‌ ‌a‌ ‌trip‌ ‌to‌ ‌Ha‌ ‌Noi‌ ‌  next‌ ‌week.‌ ‌  B:‌ ‌I‌ ‌think‌ ‌you‌ ‌shouldn’t‌ ‌swim‌ ‌in‌ ‌the‌ ‌  lakes‌ ‌because‌ ‌it‌ ‌is‌ ‌very‌ ‌deep.‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Aim:‌ ‌‌**Ss‌ ‌can‌ ‌make‌ ‌sentences‌ ‌with‌ ‌passive‌ ‌voice‌ ‌ | |
| Game‌ ‌cards.‌ ‌  -Preparation:‌ ‌Ss‌ ‌have‌ ‌five‌ ‌piece‌ ‌of‌ ‌paper‌ ‌  on‌ ‌which‌ ‌the‌ ‌following‌ ‌phrases‌ ‌are‌ ‌  written:‌ ‌grow‌ ‌rice,speak‌ ‌English,‌ ‌keep‌ ‌ | **2.‌ ‌Game‌ ‌cards.‌** ‌  **‌b.‌ ‌Instructions:‌** ‌ ‌  Example:‌ ‌ |

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| the‌ ‌keys‌ ‌here,‌ ‌visit‌ ‌Van‌ ‌Mieu,‌ ‌do‌ ‌the‌ ‌  home‌ ‌work‌ ‌,‌ ‌grow‌ ‌flowers‌ ‌and‌ ‌trees…‌ ‌  -T‌ ‌explain‌ ‌how‌ ‌the‌ ‌game‌ ‌is‌ ‌played‌ ‌(Each‌ ‌  studentin‌ ‌the‌ ‌first‌ ‌group‌ ‌chooses‌ ‌one‌ ‌  card‌ ‌at‌ ‌the‌ ‌random.She/he‌ ‌shows‌ ‌the‌ ‌  card‌ ‌and‌ ‌makes‌ ‌a‌ ‌sentence‌ ‌with‌ ‌phase‌ ‌  written‌ ‌on‌ ‌it‌ ‌using‌ ‌the‌ ‌present‌ ‌simple‌ ‌  passive‌ ‌voice.‌ ‌   ‌ | 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.‌ ‌  …..‌ ‌   ‌ |

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**\*‌ ‌Homework:‌** ‌

-‌ ‌Prepare‌ ‌for‌ ‌Skills‌ ‌1:‌ ‌Find‌ ‌out‌ ‌the‌ ‌history‌ ‌of‌ ‌the‌ ‌Imperial‌ ‌Acadamy.‌ ‌

‌+‌ ‌When‌ ‌was‌ ‌it‌ ‌founded?‌ ‌

‌+‌ ‌Who‌ ‌was‌ ‌on‌ ‌of‌ ‌the‌ ‌most‌ ‌famous‌ ‌teachers‌ ‌at‌ ‌the‌ ‌Imperial‌ ‌Acadamy?‌ ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌the‌ ‌workbook.‌ ‌

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| ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌48‌** ‌

**UNIT‌ ‌6:‌ ‌THE‌ ‌FIRST‌ ‌UNIVERSITY‌ ‌IN‌ ‌VIETNAM‌** ‌

**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Historic‌ ‌places‌ ‌and‌ ‌things,‌ ‌things‌ ‌to‌ ‌take‌ ‌on‌ ‌a‌ ‌trip‌ ‌

**b.‌ ‌Grammar:‌ ‌‌**Giving‌ ‌advice:‌ ‌should,‌ ‌shouldn’t‌ ‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Ss‌ ‌will‌ ‌be‌ ‌more‌ ‌responsible‌ ‌for‌ ‌studying‌‌ *‌‌*and‌ ‌more‌ ‌aware‌ ‌of‌ ‌protecting‌ ‌

their‌ ‌school.‌**‌** ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌ ‌‌**During‌ ‌the‌ ‌lesson‌**‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Warm‌ ‌up‌ ‌the‌ ‌class.‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌make‌ ‌sentences‌ ‌with‌ ‌should,‌ ‌  shouln’t‌ ‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌ ‌  T‌ ‌corrects‌ ‌   ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌know‌ ‌some‌ ‌vocabulary‌‌ **‌‌**words‌‌ **‌‌**about‌ ‌the‌ ‌Imperial‌ ‌Acadamy.‌ ‌ | |
| ‌  -‌ ‌T‌ ‌uses‌ ‌some‌ ‌techniques‌ ‌to‌ ‌present‌ ‌new‌ ‌  words.‌ ‌  -‌ ‌Check‌ ‌understanding:‌ ‌Rub-‌ ‌out‌ ‌and‌ ‌  remember.‌ ‌   ‌   ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌pictures‌ ‌and‌ ‌  discuss‌ ‌the‌ ‌questions.‌ ‌  *1.‌ ‌Do‌ ‌you‌ ‌think‌ ‌the‌ ‌Temple‌ ‌of‌ ‌Literature-‌ ‌*  *the‌ ‌Imperial‌ ‌Academy‌ ‌is‌ ‌a‌ ‌good‌ ‌English‌ ‌*  *name‌ ‌for‌ ‌Van‌ ‌Mieu‌ ‌-‌ ‌Quoc‌ ‌Giam?‌* ‌  *2.‌ ‌Why‌ ‌do‌ ‌many‌ ‌Ss‌ ‌pay‌ ‌a‌ ‌visit‌ ‌to‌ ‌the‌ ‌*  *Temple‌ ‌of‌ ‌Literature‌ ‌-‌ ‌the‌ ‌Imperial‌ ‌*  *Academy‌ ‌before‌ ‌their‌ ‌exam?‌* ‌  *3.‌ ‌What‌ ‌do‌ ‌you‌ ‌think‌ ‌will‌ ‌happen‌ ‌to‌ ‌this‌ ‌*  *historic‌ ‌place‌ ‌in‌ ‌the‌ ‌future?‌* ‌   ‌ | **I.‌ ‌Reading‌** ‌  **\*‌ ‌Vocabulary.‌** ‌  -‌ ‌sattue‌ ‌(n)‌ ‌ ‌  -‌ ‌recognize‌ ‌(v)‌ ‌ ‌  -‌ ‌recognition(n)‌ ‌  -reconstruct(v)‌ ‌=‌ ‌rebuild‌ ‌   ‌  **Ex1.‌ ‌Before‌ ‌you‌ ‌read,‌ ‌work‌ ‌in‌ ‌groups‌ ‌**  **and‌ ‌answer‌ ‌the‌ ‌questions:‌** ‌   ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌read‌ ‌about‌ ‌the‌ ‌Imperial‌ ‌Acadamy‌ ‌and‌ ‌do‌ ‌exercise‌ ‌ | |
| **-‌ ‌‌**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 ‌match.‌ ‌   ‌   ‌  Summary‌ ‌history‌ ‌of‌ ‌the‌ ‌Imperial‌ ‌  Acadamy.‌ ‌  -When‌ ‌was‌ ‌it‌ ‌founded?‌ ‌ | **Ex‌ ‌2:‌ ‌Read‌ ‌the‌ ‌passage‌ ‌and‌ ‌answer‌ ‌the‌ ‌**  **questions‌**.‌ ‌  1.‌ ‌In‌ ‌1076‌ ‌  2.‌ ‌Because‌ ‌thousands‌ ‌of‌ ‌Vietnamese‌ ‌  scholars‌ ‌graduated‌ ‌from‌ ‌it.‌ ‌  3.‌ ‌Chu‌ ‌Van‌ ‌An‌ ‌  4.‌ ‌It‌ ‌was‌ ‌considered‌ ‌the‌ ‌first‌ ‌university‌ ‌in‌ ‌  Viet‌ ‌Nam.‌ ‌   ‌   ‌  **Ex‌ ‌3.‌ ‌Read‌ ‌the‌ ‌passage‌ ‌again‌ ‌and‌ ‌**  **match‌ ‌the‌ ‌time‌ ‌in‌ ‌A‌ ‌with‌ ‌the‌ ‌events‌ ‌in‌ ‌**  **B.‌** ‌  **Key:‌** ‌ |
| ‌-‌ ‌Who‌ ‌was‌ ‌on‌ ‌of‌ ‌the‌ ‌most‌ ‌famous‌ ‌  teachers‌ ‌at‌ ‌the‌ ‌Imperial‌ ‌Acadamy?‌ ‌ | 1D‌ ‌2A‌ ‌3B‌ ‌4C‌ ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌talk‌ ‌about‌ ‌four‌ ‌famous‌ ‌people‌ ‌by‌ ‌looking‌ ‌the‌ ‌four‌ ‌statues.‌ ‌ | |
| ‌  -‌ ‌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.‌ ‌   ‌   ‌   ‌  Ss‌ ‌work‌ ‌in‌ ‌groups.‌ ‌   ‌ ‌   ‌ | **Ex‌ ‌4.‌ ‌Look‌ ‌at‌ ‌the‌ ‌four‌ ‌statues‌ ‌and‌ ‌talk‌ ‌**  **about‌ ‌them.‌ ‌** ‌  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.‌ ‌ |

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**\*‌ ‌Homework‌ ‌** ‌

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-Learn‌ ‌by‌ ‌heart‌ ‌new‌ ‌words.‌ ‌

-Do‌ ‌ex.‌ ‌D1,2,3‌ ‌(‌ ‌workbook)‌ ‌ ‌

‌-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next:‌ ‌Find‌ ‌about:‌ ‌CHU‌ ‌VAN‌ ‌AN‌ ‌(age,‌ ‌job,‌ ‌birthplace…)‌ ‌

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| Date‌ ‌of‌ ‌preparation‌ ‌ | Date‌ ‌of‌ ‌teaching‌ ‌ | Class‌ ‌ | ‌Absentees‌ ‌ |
| ‌ | ‌ | 7A‌ ‌ | ‌ |
| ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌49‌** ‌

**UNIT‌ ‌6:‌ ‌THE‌ ‌FIRST‌ ‌UNIVERSITY‌ ‌IN‌ ‌VIETNAM‌** ‌

**Lesson‌ ‌6:‌ ‌Skills‌ ‌2‌** ‌

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**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.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Historic‌ ‌places‌ ‌and‌ ‌things,‌ ‌things‌ ‌to‌ ‌take‌ ‌on‌ ‌a‌ ‌trip‌ ‌

**b.‌ ‌Grammar:‌ ‌‌**The‌ ‌past‌ ‌simple‌ ‌tense‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Ss‌ ‌will‌ ‌be‌ ‌more‌ ‌responsible‌ ‌for‌ ‌studying‌‌ *‌‌*and‌ ‌more‌ ‌aware‌ ‌of‌ ‌protecting‌ ‌

their‌ ‌school.‌**‌** ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌ ‌‌**During‌ ‌the‌ ‌lesson‌**‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌and‌ ‌lead‌ ‌in‌ ‌the‌ ‌new‌ ‌lesson‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌Ss‌ ‌some‌ ‌questions‌ ‌about:‌ ‌CHU‌ ‌  VAN‌ ‌AN‌ ‌   ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌introduces‌ ‌the‌ ‌lesson‌ ‌   ‌ | ‌  **\*‌ ‌Questions‌** ‌   ‌  -‌ ‌Do‌ ‌you‌ ‌know‌ ‌Who‌ ‌is‌ ‌this?‌ ‌  -‌ ‌When‌ ‌and‌ ‌where‌ ‌was‌ ‌he‌ ‌born?‌ ‌  -‌ ‌What‌ ‌is‌ ‌his‌ ‌job?‌ ‌  -‌ ‌When‌ ‌did‌ ‌he‌ ‌die?‌ ‌  -‌ ‌…‌ ‌ |
| **Activity‌ ‌2.‌ ‌Presentaion‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌listen‌ ‌to‌ ‌a‌ ‌passage‌ ‌about‌ ‌Chu‌ ‌Van‌ ‌An‌ ‌-‌ ‌a‌ ‌famous‌ ‌person‌ ‌for‌ ‌  specific‌ ‌information‌ ‌and‌ ‌summary‌ ‌again.‌ ‌ | |
| ‌  T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌and‌ ‌uses‌ ‌some‌ ‌  techiques‌ ‌to‌ ‌present‌ ‌some‌ ‌new‌ ‌words.‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌read‌ ‌   ‌   ‌   ‌  T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌and‌ ‌ask‌ ‌Ss‌ ‌to‌ ‌  choose‌ ‌the‌ ‌most‌ ‌appropriate‌ ‌answer‌ ‌.‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌do‌ ‌exercise‌ ‌  T‌ ‌calls‌ ‌on‌ ‌some‌ ‌Ss‌ ‌to‌ ‌read‌ ‌their‌ ‌answers.‌ ‌  Then‌ ‌correct.‌ ‌   ‌   ‌  T‌ ‌ask‌ ‌them‌ ‌to‌ ‌listen‌ ‌again‌ ‌and‌ ‌answer‌ ‌the‌ ‌  questions.‌ ‌  Ss‌ ‌listen‌ ‌and‌ ‌answer‌ ‌the‌ ‌questions‌ ‌  T‌ ‌corrects‌ ‌   ‌   ‌   ‌ | **I.‌ ‌Listening.‌** ‌  **-‌ ‌Dis‌**trict‌ ‌(n):‌ ‌huyện‌ ‌  **-‌ ‌doc‌**toral‌ ‌(adj):‌ ‌thuộc‌ ‌tiến‌ ‌sỹ‌ ‌  **-‌ ‌re‌**gional‌ ‌(adj):‌ ‌thuộc‌ ‌vùng‌ ‌  **-‌ ‌roy‌**al‌ ‌(adj):‌ ‌thuộc‌ ‌hoàng‌ ‌gia‌ ‌  -‌ ‌ca‌**reer‌‌** ‌(n):‌ ‌sự‌ ‌nghiệp‌ ‌   ‌   ‌  **Ex1:‌ ‌Listen‌ ‌and‌ ‌(A,B‌ ‌or‌ ‌C).‌** ‌  **Key:‌** ‌  1-C‌ ‌2-B‌ ‌3-B‌ ‌4-A‌ ‌   ‌   ‌  **Ex2:‌ ‌Listen‌ ‌and‌ ‌answer‌ ‌the‌ ‌**  **questions‌** ‌  **Key‌** ‌  1.‌ ‌in‌ ‌1292‌ ‌  2.‌ ‌He‌ ‌was‌ ‌an‌ ‌honest‌ ‌man.‌ ‌  3.‌ ‌He‌ ‌continued‌ ‌his‌ ‌career‌ ‌and‌ ‌wrote‌ ‌  books.‌ ‌  4.‌ ‌78‌ ‌ |
| ‌  T‌ ‌summaries‌ ‌about‌ ‌Chu‌ ‌Van‌ ‌An‌ ‌first.‌ ‌And‌ ‌  then‌ ‌asks‌ ‌them‌ ‌to‌ ‌summary‌ ‌about‌ ‌Chu‌ ‌  Van‌ ‌An.‌ ‌   ‌  Eg:‌ ‌Chu‌ ‌Van‌ ‌An‌ ‌was‌ ‌born‌ ‌in‌ ‌1292‌ ‌in‌ ‌  Thanh‌ ‌Tri‌ ‌district‌ ‌,‌ ‌Ha‌ ‌Noi...‌ ‌   ‌  T‌ ‌calls‌ ‌some‌ ‌students‌ ‌to‌ ‌talk‌ ‌  Ss‌ ‌talk‌ ‌about‌ ‌Chu‌ ‌Van‌ ‌An.‌ ‌   ‌ | **\*‌ ‌Suggestion:‌ ‌Mindmap‌** ‌  **CHU‌ ‌VAN‌ ‌AN‌** ‌  -‌ ‌in‌ ‌1292‌ ‌  -‌ ‌in‌ ‌Thanh‌ ‌Tri‌ ‌District,‌ ‌Ha‌ ‌Noi‌ ‌  -‌ ‌an‌ ‌honest‌ ‌man‌ ‌  -‌ ‌the‌ ‌royal‌ ‌examination‌ ‌  -‌ ‌most‌ ‌famous‌ ‌teacher‌ ‌  -‌ ‌taught‌ ‌many‌ ‌successful‌ ‌students‌ ‌  -‌ ‌resigned‌ ‌and‌ ‌returned‌ ‌  ‌continued‌ ‌his‌ ‌teaching‌ ‌career‌ ‌and‌ ‌  ‌wrote‌ ‌books‌ ‌  -‌ ‌in‌ ‌1370‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌complete‌‌ **‌** ‌a‌ ‌short‌ ‌passage‌ ‌about‌ ‌a‌ ‌historic‌ ‌place‌ ‌and‌ ‌Ss‌ ‌can‌ ‌write‌ ‌a‌ ‌  short‌ ‌passage‌ ‌about‌ ‌the‌ ‌history‌ ‌of‌ ‌the‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌-‌ ‌the‌ ‌Imperial‌ ‌Academy‌ ‌ ‌ | |
| -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌discuss‌ ‌in‌ ‌groups‌ ‌to‌ ‌find‌ ‌the‌ ‌  information‌ ‌to‌ ‌complete‌ ‌the‌ ‌table.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  T‌ ‌guides‌ ‌Ss‌ ‌how‌ ‌to‌ ‌write‌ ‌the‌ ‌history‌ ‌of‌ ‌  the‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌-‌ ‌the‌ ‌Imperial‌ ‌  Academy.‌ ‌   ‌   ‌  Ss‌ ‌look‌ ‌at‌ ‌the‌ ‌table‌ ‌about‌ ‌the‌ ‌history‌ ‌of‌ ‌the‌ ‌  Temple‌ ‌of‌ ‌Literature‌ ‌-‌ ‌the‌ ‌Imperial‌ ‌  Academy‌ ‌and‌ ‌write‌ ‌  -T‌ ‌tells‌ ‌Ss‌ ‌to‌ ‌write‌ ‌a‌ ‌short‌ ‌passage‌ ‌about‌ ‌  the‌ ‌history‌ ‌of‌ ‌the‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌-‌ ‌  the‌ ‌Imperial‌ ‌Academy.‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌  T‌ ‌corrects‌ ‌their‌ ‌writing‌ ‌on‌ ‌the‌ ‌computer‌ ‌ | **II.‌ ‌Writing‌** ‌  **3.‌ ‌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.‌ ‌  **4.‌ ‌Write‌ ‌a‌ ‌passage‌ ‌about‌ ‌the‌ ‌history‌ ‌**  **of‌ ‌the‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌-‌ ‌the‌ ‌**  **Imperial‌ ‌Academy.‌** ‌  **Eg:‌** ‌  In‌ ‌1070,‌ ‌The‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌was‌ ‌  established‌ ‌by‌ ‌Emperor‌ ‌Ly‌ ‌Thanh‌ ‌  Tong.‌ ‌It‌ ‌is‌ ‌one‌ ‌of‌ ‌the‌ ‌most‌ ‌famous‌ ‌  historic‌ ‌and‌ ‌cultural‌ ‌sites‌ ‌of‌ ‌Viet‌ ‌Nam.‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌Practice‌** ‌  **Goal:‌ ‌‌**Ss‌ ‌can‌ ‌talk‌ ‌about‌ ‌history‌ ‌of‌ ‌the‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌-‌ ‌the‌ ‌Imperial‌ ‌Academy.‌ ‌ | |
| ‌ | **Eg:‌** ‌ |

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| -T‌ ‌tells‌ ‌Ss‌ ‌to‌ ‌talk‌ ‌about‌ ‌history‌ ‌of‌ ‌the‌ ‌  Temple‌ ‌of‌ ‌Literature‌ ‌-‌ ‌the‌ ‌Imperial‌ ‌  Academy‌ ‌ ‌  Ss‌ ‌do‌ ‌it‌ ‌  T‌ ‌corrects‌ ‌   ‌ | Hi‌ ‌class,‌ ‌To‌ ‌day,‌ ‌I‌ ‌am‌ ‌going‌ ‌to‌ ‌tell‌ ‌you‌ ‌  about‌ ‌the‌ ‌history‌ ‌of‌ ‌the‌ ‌Temple‌ ‌of‌ ‌  Literature‌ ‌-‌ ‌the‌ ‌Imperial‌ ‌Academy.‌ ‌In‌ ‌  1070,‌ ‌The‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌was‌ ‌  established‌ ‌by‌ ‌Emperor‌ ‌Ly‌ ‌Thanh‌ ‌  Tong.‌ ‌It‌ ‌is‌ ‌one‌ ‌of‌ ‌the‌ ‌most‌ ‌famous‌ ‌  historic‌ ‌and‌ ‌cultural‌ ‌sites‌ ‌of‌ ‌Viet‌ ‌Nam.‌ ‌ |

**3.‌ ‌Guides‌ ‌for‌ ‌homework‌ ‌** ‌

-Do‌ ‌exercise‌ ‌E‌ ‌1,‌ ‌2‌ ‌(‌ ‌workbook‌ ‌)‌ ‌

‌-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Looking‌ ‌back‌ ‌&‌ ‌Project‌**.‌** ‌

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| Date‌ ‌of‌ ‌preparation‌ ‌ | Date‌ ‌of‌ ‌teaching‌ ‌ | Class‌ ‌ | ‌Absentees‌ ‌ |
| ‌ | ‌ | 7A‌ ‌ | ‌ |
| ‌ | ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌50‌** ‌

**UNIT‌ ‌6:‌ ‌THE‌ ‌FIRST‌ ‌UNIVERSITY‌ ‌IN‌ ‌VIETNAM‌** ‌

**Lesson‌ ‌7:‌ ‌Looking‌ ‌back‌ ‌and‌ ‌project‌** ‌

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**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 ‌and‌ ‌communicate.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Historic‌ ‌places‌ ‌and‌ ‌things,‌ ‌things‌ ‌to‌ ‌take‌ ‌on‌ ‌a‌ ‌trip‌ ‌

**b.‌ ‌Grammar:‌ ‌‌**The‌ ‌past‌ ‌simple‌ ‌tense‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Ss‌ ‌will‌ ‌be‌ ‌more‌ ‌responsible‌ ‌for‌ ‌studying‌‌ *‌‌*and‌ ‌more‌ ‌aware‌ ‌of‌ ‌protecting‌ ‌

their‌ ‌school.‌**‌** ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌ ‌‌**During‌ ‌the‌ ‌lesson‌**‌** ‌

**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1:‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌ | |
| ‌  T‌ ‌asks‌ ‌some‌ ‌questions‌ ‌about‌ ‌the‌ ‌history‌ ‌  of‌ ‌the‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌-‌ ‌the‌ ‌  Imperial‌ ‌Academy‌ ‌  Ss‌ ‌answer‌ ‌the‌ ‌questions‌ ‌   ‌ | ‌  **Eg:‌ ‌** ‌  1.‌ ‌What‌ ‌is‌ ‌the‌ ‌Imperial‌ ‌of‌ ‌Academy?‌ ‌  (It’s‌ ‌the‌ ‌first‌ ‌university‌ ‌in‌ ‌Viet‌ ‌Nam)‌ ‌  2.‌ ‌Who‌ ‌was‌ ‌one‌ ‌of‌ ‌the‌ ‌most‌ ‌famous‌ ‌  teachers‌ ‌at‌ ‌the‌ ‌Imperial‌ ‌Academy?‌ ‌  (Chu‌ ‌Van‌ ‌An)‌ ‌  …‌ ‌ |
| **Activity‌ ‌2.‌ ‌Presentation‌** ‌  **Goal:‌ ‌‌**Understand‌ ‌the‌ ‌form‌ ‌of‌ ‌the‌ ‌present‌ ‌simple‌ ‌and‌ ‌past‌ ‌passive.‌ ‌ | |
| **-‌ ‌‌**T‌ ‌calls‌ ‌on‌ ‌some‌ ‌Ss‌ ‌to‌ ‌go‌ ‌to‌ ‌the‌ ‌board‌ ‌  and‌ ‌write‌ ‌the‌ ‌past‌ ‌participle‌ ‌of‌ ‌the‌ ‌  following‌ ‌verbs.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -‌ ‌Ss‌ ‌complete‌ ‌the‌ ‌exercise‌ ‌individually.‌ ‌   ‌ | **I.‌ ‌Vocabulary‌** ‌  **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.‌ ‌Complete‌ ‌the‌ ‌sentences‌ ‌with‌ ‌the‌ ‌**  **past‌ ‌participle‌ ‌form.‌** ‌   ‌  1.‌ ‌considered,‌ ‌stated‌ ‌  2.‌ ‌named‌ ‌  3.‌ ‌spoken‌ ‌  4.‌ ‌located‌ ‌  5.‌ ‌recognized‌ ‌ |
| **Activity‌ ‌3.‌ ‌Practice‌** ‌  **Aim:‌ ‌‌**Help‌ ‌students‌ ‌understand‌ ‌and‌ ‌do‌ ‌exercise‌ ‌about‌ ‌passive‌ ‌voice.‌ ‌ | |
| -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌work‌ ‌individually‌ ‌first.‌ ‌ ‌  -‌ ‌Ss‌ ‌do‌ ‌exercise‌ ‌3.‌ ‌   ‌  -‌ ‌Call‌ ‌some‌ ‌students‌ ‌do‌ ‌exercise‌ ‌on‌ ‌the‌ ‌  board.‌ ‌ | **II.‌ ‌Grammar‌** ‌  **3.‌ ‌Change‌ ‌the‌ ‌sentences‌ ‌from‌ ‌the‌ ‌**  **present‌ ‌simple‌ ‌active‌ ‌into‌ ‌the‌ ‌simple‌ ‌**  **present‌ ‌passive.‌** ‌  **Key:‌** ‌ |
| ‌-‌ ‌T‌ ‌corrects.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -Ss‌ ‌do‌ ‌exercise‌ ‌4‌ ‌   ‌   ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌go‌ ‌to‌ ‌the‌ ‌board‌ ‌and‌ ‌write.‌ ‌   ‌  -T‌ ‌corrects‌ ‌   ‌   ‌   ‌   ‌ | 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.‌ ‌ ‌  **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.‌ ‌   ‌ |
| **Activity‌ ‌4.‌ ‌Further‌ ‌practice‌** ‌  **Aim:‌ ‌‌**Help‌ ‌students‌ ‌ask‌ ‌and‌ ‌answer‌ ‌about‌ ‌the‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌and‌ ‌the‌ ‌  Imperial‌ ‌Acadamy.‌ ‌ | |
| ‌   ‌  **-‌ ‌‌**Ss‌ ‌work‌ ‌in‌ ‌pairs‌ ‌and‌ ‌complete‌ ‌the‌ ‌  table.‌ ‌  -T‌ ‌asks‌ ‌students‌ ‌to‌ ‌look‌ ‌at‌ ‌the‌ ‌table‌ ‌and‌ ‌  give‌ ‌questions.‌ ‌   ‌   ‌   ‌   ‌  T‌ ‌asks‌ ‌Ss‌ ‌report‌ ‌your‌ ‌discussions,‌ ‌using‌ ‌  the‌ ‌table.‌ ‌ | **III.‌ ‌Communication‌** ‌  **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.‌ ‌  …..‌ ‌  **6.‌ ‌Report‌ ‌your‌ ‌discussions,‌ ‌using‌ ‌the‌ ‌**  **information‌ ‌in‌ ‌5.‌** ‌  Example:‌ ‌  The‌ ‌Temple‌ ‌of‌ ‌Literature‌ ‌is‌ ‌located‌ ‌in‌ ‌  the‌ ‌centre‌ ‌of‌ ‌Ha‌ ‌Noi.‌ ‌ |

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**\*‌ ‌Homework‌ ‌** ‌

-‌ ‌Do‌ ‌Project‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Review‌ ‌2‌**.‌** ‌

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| Date‌ ‌of‌ ‌preparation‌ ‌ | Date‌ ‌of‌ ‌teaching‌ ‌ | Class‌ ‌ | ‌Absentees‌ ‌ |
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**Period‌ ‌51:‌ ‌REVIEW‌ ‌2‌ ‌(LANGUAGE)‌** ‌

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌can‌ ‌review‌ ‌the‌ ‌language‌ ‌they‌ ‌have‌ ‌learnt‌ ‌

include:‌ ‌pronunciation,‌ ‌vocabulary‌ ‌and‌ ‌grammar‌ ‌they‌ ‌have‌ ‌learnt‌ ‌from‌ ‌unit‌ ‌4-5‌ ‌by‌ ‌

doing‌ ‌exercises.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Review‌ ‌some‌ ‌words‌ ‌in‌ ‌unit‌ ‌5,6‌ ‌

**b.‌ ‌Grammar:‌ ‌‌**The‌ ‌form‌ ‌of‌ ‌the‌ ‌present‌ ‌simple‌ ‌and‌ ‌past‌ ‌passive‌ ‌

**c.‌ ‌Pronunciation:‌‌** ‌/‌ ‌‌**tʃ‌‌** ‌/‌ ‌and‌ ‌/‌ ‌‌**dʒ‌**/,‌ ‌‌**/‌ ‌o‌ ‌/‌‌** ‌and‌ ‌‌**/‌ ‌o:‌ ‌/‌** ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Ss‌ ‌will‌ ‌be‌ ‌more‌ ‌responsible‌ ‌for‌ ‌studying.‌ ‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌ ‌Checking:‌‌** ‌‌**Check‌ ‌15‌ ‌minutes‌** ‌

**Code‌ ‌1‌** ‌

**I.‌ ‌Odd‌ ‌one‌ ‌out.‌ ‌(4pts)‌** ‌

1.‌ ‌A.‌ ‌temple‌B.‌ ‌tomb‌C.‌ ‌pogoda‌D.‌ ‌visit‌ ‌

2.‌ ‌A.‌ ‌teacher‌B.‌ ‌doctor‌C.‌ ‌farmer‌D.‌ ‌school‌ ‌

3.‌ ‌A.‌ ‌located‌B.‌ ‌vissited‌C.‌ ‌known‌D.‌ ‌worked‌ ‌

4.‌ ‌A.‌ ‌teach‌B.‌ ‌education‌C.‌ ‌learn‌D.‌ ‌study‌ ‌

**II.‌ ‌Fill‌ ‌‌*a,‌ ‌an,‌ ‌some,‌ ‌any‌*,‌ ‌in‌ ‌the‌ ‌blankets‌ ‌(4pts)‌** ‌

1.‌ ‌Would‌ ‌you‌ ‌like‌ ‌……………tea?‌ ‌

2.‌ ‌There‌ ‌is‌ ‌……………..egg‌ ‌in‌ ‌the‌ ‌fridge.‌ ‌

3.‌ ‌There‌ ‌isn’t‌ ‌……………………‌ ‌milk‌ ‌in‌ ‌the‌ ‌fridge.‌ ‌

4.‌ ‌I‌ ‌have‌ ‌………………bottle‌ ‌of‌ ‌water‌ ‌in‌ ‌my‌ ‌bag.‌ ‌

**III.‌ ‌Rewrite‌ ‌the‌ ‌sentences‌ ‌in‌ ‌the‌ ‌passive‌ ‌voice‌ ‌(2pts)‌** ‌

1.‌ ‌They‌ ‌built‌ ‌that‌ ‌house‌ ‌in‌ ‌2014‌ ‌

That‌ ‌house‌ ‌....................................................................................................................‌ ‌

2.‌ ‌She‌ ‌cleans‌ ‌this‌ ‌room‌ ‌regulary.‌ ‌

This‌ ‌room‌ ‌...................................................................................................................‌ ‌

**Code‌ ‌2‌** ‌

**I.‌ ‌Odd‌ ‌one‌ ‌out.‌ ‌(4pts)‌** ‌

1.‌ ‌A.‌ ‌University‌B.‌ ‌worker‌C.doctor‌D.‌ ‌teacher.‌ ‌ ‌

2.‌ ‌A.‌ ‌in‌B.‌ ‌on‌C.‌ ‌an‌D.‌ ‌behind‌ ‌

3.‌ ‌A.‌ ‌started‌B.‌ ‌seen‌C.bought‌D.‌ ‌gone‌ ‌

4.‌ ‌A.‌ ‌chicken‌B.‌ ‌pork‌C.‌ ‌beef‌D.‌ ‌cheap‌ ‌

**II.‌ ‌Fill‌ ‌‌*a,‌ ‌an,‌ ‌some,‌ ‌and‌ ‌any‌‌* ‌in‌ ‌the‌ ‌blankets‌ ‌(4pts)‌** ‌

1.‌ ‌There‌ ‌are‌ ‌…………..eggs‌ ‌in‌ ‌the‌ ‌fridge.‌ ‌

2.‌ ‌Would‌ ‌you‌ ‌like‌ ‌………………..cup‌ ‌of‌ ‌coffee?‌ ‌

3.‌ ‌Is‌ ‌there‌ ‌…………………….milk?‌ ‌

4.‌ ‌I‌ ‌have‌ ‌……………….orrange.‌ ‌

**III.‌ ‌Rewrite‌ ‌the‌ ‌sentences‌ ‌in‌ ‌the‌ ‌passive‌ ‌voice‌ ‌(2pts)‌** ‌

1.‌ ‌My‌ ‌sister‌ ‌opens‌ ‌the‌ ‌door.‌ ‌

The‌ ‌door‌ ‌..................................................................................................................‌ ‌

2.‌ ‌People‌ ‌built‌ ‌this‌ ‌university‌ ‌in‌ ‌2000.‌ ‌

This‌ ‌university‌ ‌.......................................................................................................‌ ‌

**Code‌ ‌3‌** ‌

**I.‌ ‌Odd‌ ‌one‌ ‌out.‌ ‌(4pts)‌** ‌

1.‌ ‌A.‌ ‌temple‌B.‌ ‌go‌C.‌ ‌study‌D.‌ ‌visit‌ ‌

2.‌ ‌A.‌ ‌school‌B.‌ ‌university‌C.college‌D.‌ ‌singer‌ ‌

3.‌ ‌A.‌ ‌taken‌B.‌ ‌bought‌C.‌ ‌visited‌D.‌ ‌seen‌ ‌

4.‌ ‌A.‌ ‌chicken‌B.beef‌C.‌ ‌pork‌D.‌ ‌pepper‌ ‌

**II.‌ ‌Fill‌ ‌‌*a,‌ ‌an,‌ ‌some,‌ ‌and‌ ‌any‌‌* ‌in‌ ‌the‌ ‌blankets‌ ‌(4pts)‌** ‌

1.‌ ‌She‌ ‌has‌ ‌………………..orrange‌ ‌in‌ ‌her‌ ‌bag‌ ‌

2.‌ ‌Would‌ ‌you‌ ‌like‌ ‌………………..coffee?‌ ‌

3.‌ ‌There‌ ‌is‌ ‌……………………..milk‌ ‌in‌ ‌the‌ ‌fridge.‌ ‌

4.‌ ‌There‌ ‌isn’t‌ ‌………………….eggs‌ ‌in‌ ‌the‌ ‌fridge.‌ ‌

**III.‌ ‌Rewrite‌ ‌the‌ ‌sentences‌ ‌in‌ ‌the‌ ‌passive‌ ‌voice‌ ‌(2pts)‌** ‌

1.‌ ‌The‌ ‌gardeners‌ ‌take‌ ‌care‌ ‌of‌ ‌the‌ ‌flowers‌ ‌everyday.‌ ‌

The‌ ‌flowers‌ ‌..........................................................................................‌ ‌

2.‌ ‌I‌ ‌bought‌ ‌that‌ ‌bike‌ ‌yesterday.‌ ‌

That‌ ‌bike‌ ‌.............................................................................................‌ ‌

**KEYS:‌** ‌

**Code‌ ‌1‌** ‌

**I.‌ ‌Odd‌ ‌one‌ ‌out.‌ ‌(4pts)‌** ‌

1.‌ ‌D.‌ ‌visit‌2.‌ ‌D.‌ ‌school‌3.‌ ‌C.‌ ‌known‌4.‌ ‌B.‌ ‌education‌ ‌

**II.‌ ‌Fill‌ ‌‌*a,‌ ‌an,‌ ‌some,‌ ‌any‌*,‌ ‌in‌ ‌the‌ ‌blankets‌ ‌(4pts)‌** ‌

1.‌ ‌some‌ ‌2.‌ ‌an‌ ‌3.‌ ‌any‌ ‌4.‌ ‌a‌ ‌

**III.‌ ‌Rewrite‌ ‌the‌ ‌sentences‌ ‌in‌ ‌the‌ ‌passive‌ ‌voice‌ ‌(2pts)‌** ‌

1.‌ ‌That‌ ‌house‌ ‌was‌ ‌built‌ ‌in‌ ‌2014.‌ ‌

2.‌ ‌This‌ ‌room‌ ‌is‌ ‌cleaned‌ ‌regulary.‌ ‌

**Code‌ ‌2‌** ‌

**I.‌ ‌Odd‌ ‌one‌ ‌out.‌ ‌(4pts)‌** ‌

1.‌ ‌A.‌ ‌University‌2.‌ ‌C.‌ ‌an‌3.‌ ‌A.started‌4.‌ ‌D.‌ ‌cheap‌ ‌

**II.‌ ‌Fill‌ ‌‌*a,‌ ‌an,‌ ‌some,‌ ‌and‌ ‌any‌‌* ‌in‌ ‌the‌ ‌blankets‌ ‌(4pts)‌** ‌

1.‌ ‌some‌2.‌ ‌a‌3.‌ ‌any‌4.‌ ‌an‌ ‌

**III.‌ ‌Rewrite‌ ‌the‌ ‌sentences‌ ‌in‌ ‌the‌ ‌passive‌ ‌voice‌ ‌(2pts)‌** ‌

1.‌ ‌The‌ ‌door‌ ‌is‌ ‌opened‌ ‌by‌ ‌my‌ ‌sister.‌ ‌

2.‌ ‌This‌ ‌university‌ ‌was‌ ‌built‌ ‌in‌ ‌2000‌ ‌

**Code‌ ‌3‌** ‌

**I.‌ ‌Odd‌ ‌one‌ ‌out.‌ ‌(4pts)‌** ‌

1.‌ ‌A.‌ ‌temple‌2.‌ ‌D.‌ ‌singer‌3.‌ ‌C.‌ ‌visited‌4.‌ ‌D.‌ ‌pepper‌ ‌

**II.‌ ‌Fill‌ ‌‌*a,‌ ‌an,‌ ‌some,‌ ‌and‌ ‌any‌‌* ‌in‌ ‌the‌ ‌blankets‌ ‌(4pts)‌** ‌

1.‌ ‌an‌2.‌ ‌some‌3.‌ ‌some‌4.‌ ‌any‌ ‌

**III.‌ ‌Rewrite‌ ‌the‌ ‌sentences‌ ‌in‌ ‌the‌ ‌passive‌ ‌voice‌ ‌(2pts)‌** ‌

1.‌ ‌The‌ ‌flowers‌ ‌are‌ ‌taken‌ ‌care‌ ‌of‌ ‌every‌ ‌day.‌ ‌ ‌

2.‌ ‌That‌ ‌bike‌ ‌was‌ ‌bought‌ ‌yesterday.‌ ‌

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**3.‌ ‌New‌ ‌lesson‌** ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **‌Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**Introduce‌ ‌the‌ ‌new‌ ‌lesson.‌ ‌ | |
| -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌do‌ ‌this‌ ‌exercise‌ ‌individually,‌ ‌  and‌ ‌share‌ ‌their‌ ‌answers‌ ‌with‌ ‌a‌ ‌partner.‌ ‌  -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌write‌ ‌their‌ ‌answers‌ ‌on‌ ‌the‌ ‌  board.‌ ‌  -‌ ‌Check‌ ‌the‌ ‌answers‌ ‌with‌ ‌the‌ ‌whole‌ ‌class.‌ ‌ | ***Ex2.‌ ‌Do‌ ‌the‌ ‌crossword‌ ‌puzzle‌ ‌and‌ ‌***  ***complete‌ ‌the‌ ‌sentences.‌*** ‌  1.‌ ‌music‌ ‌  2.‌ ‌food‌ ‌  3.‌ ‌art‌ ‌  4.‌ ‌drink‌ ‌  5.‌ ‌university‌ ‌  6.‌ ‌temple‌ ‌   ‌ |
| **‌Activity‌ ‌2.‌ ‌Pronunciation‌** ‌  **Goal:‌ ‌‌**Review‌ ‌how‌ ‌to‌ ‌pronounce‌ ‌/‌ ‌‌tʃ‌‌ ‌/‌ ‌and‌ ‌/‌ ‌‌dʒ‌‌ ‌/‌ ‌;‌ ‌/‌ ‌o‌ ‌/‌ ‌and‌ ‌/‌ ‌o:‌ ‌/.‌ ‌ | |
| -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌do‌ ‌this‌ ‌exercise‌ ‌individually,‌ ‌  and‌ ‌share‌ ‌their‌ ‌answers‌ ‌with‌ ‌a‌ ‌partner.‌ ‌  -‌ ‌Ss‌ ‌give‌ ‌their‌ ‌answers.‌ ‌  -‌ ‌T‌ ‌writes‌ ‌the‌ ‌correct‌ ‌answers‌ ‌on‌ ‌the‌ ‌  board.‌ ‌ | ***Ex1:‌ ‌Circle‌ ‌A,B,C‌ ‌or‌ ‌D‌ ‌to‌ ‌show‌ ‌whose‌ ‌***  ***underlined‌ ‌part‌ ‌is‌ ‌pronounced‌ ‌***  ***differently.‌ ‌Listen,check‌ ‌and‌ ‌repeat‌ ‌the‌ ‌***  ***words.‌*** ‌  1.‌ ‌D.‌ ‌sure‌ ‌  2.‌ ‌B.‌ ‌cinema‌ ‌  3.‌ ‌C.‌ ‌compose‌ ‌  4.‌ ‌B.‌ ‌architect.‌ ‌  5.‌ ‌C.‌ ‌question‌ ‌ |
| **‌Activity‌ ‌3.‌ ‌Grammar‌** ‌  **Goal:‌ ‌‌**Review‌ ‌some‌ ‌structure:‌ ‌“How‌ ‌many,‌ ‌How‌ ‌much,some,‌ ‌a,an,‌ ‌any‌ ‌and‌ ‌passive‌ ‌  voice”.‌ ‌ | |
| Ex3:‌‌ **‌‌**After‌ ‌Ss‌ ‌have‌ ‌done‌ ‌this‌ ‌exercise‌**‌**  individually,‌ ‌T‌ ‌quickly‌ ‌checks‌ ‌Ss’s‌ ‌  answers‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  Ex4:‌ ‌ | ***Ex3:‌ ‌Complete‌ ‌the‌ ‌following‌ ‌two‌ ‌***  ***passages‌ ‌about‌ ‌camping.‌*** ‌  1.‌ ‌How‌ ‌many‌ ‌ ‌  2.‌ ‌How‌ ‌much‌ ‌ ‌  3.‌ ‌How‌ ‌much‌ ‌  4.‌ ‌How‌ ‌many‌ ‌ ‌  5.a‌ ‌ ‌  6.‌ ‌much‌ ‌ ‌  7.‌ ‌some‌ ‌ ‌  8‌ ‌many‌ ‌   ‌ |
| ‌  -T‌ ‌checks‌ ‌the‌ ‌answer‌ ‌with‌ ‌the‌ ‌whole‌ ‌class.‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  Ex5:‌ ‌  -Asks‌ ‌Ss‌ ‌to‌ ‌write‌ ‌his/her‌ ‌answers‌ ‌on‌ ‌the‌ ‌  board.‌ ‌  -T‌ ‌checks‌ ‌with‌ ‌the‌ ‌whole‌ ‌class.‌ ‌   ‌ | ***Ex4.‌ ‌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.‌ ‌   ‌ |

**\*‌ ‌Homework‌ ‌** ‌

-‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌practise‌ ‌at‌ ‌home:‌ ‌Everyday‌ ‌English.‌ ‌

-‌ ‌Review‌ ‌unit‌ ‌4-6‌ ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌Review‌ ‌2‌ ‌(Skills).‌ ‌

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| Date‌ ‌of‌ ‌preparation‌ ‌ | Date‌ ‌of‌ ‌teaching‌ ‌ | Class‌ ‌ | ‌Absentees‌ ‌ |
| ‌ | ‌ | 7A‌ ‌ | ‌ |
| ‌ | ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌52:‌ ‌REVIEW‌ ‌2‌ ‌(SKILLS)‌** ‌

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌can‌ ‌know‌ ‌how‌ ‌to‌ ‌do‌ ‌the‌ ‌reading,‌ ‌listening,‌ ‌

speaking‌ ‌and‌ ‌writing.‌ ‌

**1.‌ ‌Knowlegdes:‌** ‌

**a.‌ ‌Vocabulary:‌ ‌‌**Review‌ ‌some‌ ‌words‌ ‌in‌ ‌unit‌ ‌5,6‌ ‌

**b.‌ ‌Grammar:‌ ‌‌**The‌ ‌form‌ ‌of‌ ‌the‌ ‌present‌ ‌simple‌ ‌and‌ ‌past‌ ‌passive‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities:‌ ‌‌**Ss‌ ‌will‌ ‌be‌ ‌more‌ ‌responsible‌ ‌for‌ ‌studying.‌ ‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan,‌ ‌song‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure:‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌** ‌

**3.‌ ‌New‌ ‌lesson:‌** ‌ ‌

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| **Students’‌ ‌and‌ ‌teacher’s‌ ‌activities‌** ‌ | **‌Contents‌** ‌ |
| **Activity‌ ‌1.‌ ‌Warm‌ ‌up‌** ‌  **Goal:‌ ‌‌**To‌ ‌warm‌ ‌up‌ ‌the‌ ‌class‌ ‌ | |
| ‌  Ask‌ ‌Ss‌ ‌to‌ ‌sing‌ ‌a‌ ‌song‌ ‌in‌ ‌English‌ ‌   ‌ | ‌ |
| **Activity‌ ‌2.‌ ‌Reading‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌how‌ ‌to‌ ‌do‌ ‌reading‌ ‌skill.‌ ‌ | |
| Ex1:‌ ‌  -‌ ‌Guide‌ ‌the‌ ‌way‌ ‌to‌ ‌do‌ ‌reading‌ ‌skill.‌ ‌  -For‌ ‌exercise‌ ‌1,‌ ‌ask‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌  answers‌ ‌individually.‌ ‌  -‌ ‌T‌ ‌gives‌ ‌the‌ ‌correct‌ ‌answers.‌ ‌ | ***1.‌ ‌Read‌ ‌their‌ ‌descriptions‌ ‌and‌ ‌tick‌ ‌the‌ ‌***  ***boxes.‌*** ‌  -‌ ‌Gone‌ ‌with‌ ‌the‌ ‌Wind:‌ ‌3,5‌ ‌  -‌ ‌A‌ ‌Space‌ ‌Odyssey:‌ ‌1,2,‌ ‌4‌ ‌   ‌ |
| **‌Activity‌ ‌3.‌ ‌Speaking‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌how‌ ‌to‌ ‌practice‌ ‌speaking‌ ‌skill:using‌ ‌Will‌ ‌or‌ ‌would‌ ‌like.‌ ‌ | |
| Ex‌ ‌2:‌ ‌  T‌ ‌has‌ ‌Ss‌ ‌work‌ ‌in‌ ‌pairs,‌ ‌asking‌ ‌and‌ ‌  answering‌ ‌question‌ ‌with‌ ‌the‌ ‌suggestions.‌ ‌  ‌T‌ ‌may‌ ‌go‌ ‌around‌ ‌to‌ ‌help‌ ‌weaker‌ ‌Ss.‌ ‌  Ex3:‌ ‌  T‌ ‌has‌ ‌Ss‌ ‌work‌ ‌in‌ ‌groups‌ ‌taking‌ ‌turns‌ ‌to‌ ‌  talk‌ ‌about‌ ‌arrangements‌ ‌for‌ ‌the‌ ‌trip.‌ ‌Then‌ ‌  asks‌ ‌each‌ ‌group‌ ‌to‌ ‌choose‌ ‌the‌ ‌St‌ ‌who‌ ‌  does‌ ‌the‌ ‌task‌ ‌best‌ ‌to‌ ‌talk‌ ‌in‌ ‌front‌ ‌of‌ ‌the‌ ‌  class.‌ ‌Asks‌ ‌some‌ ‌Ss‌ ‌give‌ ‌comments.‌ ‌ | ***2.‌ ‌Ask‌ ‌and‌ ‌answer‌ ‌questions‌ ‌about‌ ‌the‌ ‌***  ***following‌ ‌ideas.‌ ‌You‌ ‌can‌ ‌use‌ ‌will‌ ‌,would‌ ‌***  ***like.‌*** ‌  -‌ ‌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 ‌for‌ ‌the‌ ‌trip.‌*** ‌ |
| **‌Activity‌ ‌4.‌ ‌Listening‌** ‌  **Goal:‌ ‌‌**Help‌ ‌students‌ ‌know‌ ‌how‌ ‌to‌ ‌practice‌ ‌listening‌ ‌skill‌ ‌ | |
| Ex4:‌ ‌  T‌ ‌has‌ ‌Ss‌ ‌look‌ ‌at‌ ‌the‌ ‌adjectives‌ ‌which‌ ‌the‌ ‌  man‌ ‌uses‌ ‌to‌ ‌describe‌ ‌his‌ ‌meal‌ ‌in‌ ‌a‌ ‌  restaurant.‌ ‌ ‌  T‌ ‌plays‌ ‌the‌ ‌the‌ ‌recording‌ ‌once‌ ‌for‌ ‌Ss‌ ‌to‌ ‌  listen‌ ‌and‌ ‌tick‌ ‌their‌ ‌answers.‌ ‌   ‌  Ex5:‌ ‌  T‌ ‌has‌ ‌Ss‌ ‌look‌ ‌at‌ ‌the‌ ‌menu.‌ ‌  T‌ ‌plays‌ ‌the‌ ‌recording‌ ‌again‌ ‌for‌ ‌Ss‌ ‌to‌ ‌  complete‌ ‌the‌ ‌menu.‌ ‌   ‌ | ***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 ‌ |    ‌ |
| **‌Activity‌ ‌5.‌ ‌Writing‌** ‌  **Aim‌**:‌ ‌Help‌ ‌students‌ ‌know‌ ‌how‌ ‌to‌ ‌write‌ ‌the‌ ‌instructions‌ ‌of‌ ‌how‌ ‌to‌ ‌cook‌ ‌a‌ ‌mushroom‌ ‌  omelette.‌ ‌ | |
| Ex6:‌ ‌  T‌ ‌sets‌ ‌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)‌ ‌ | ***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.‌ ‌ |

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**\*Homework‌** ‌

-‌ ‌Review‌ ‌unit‌ ‌1-6‌ ‌

-‌ ‌Do‌ ‌exercises‌ ‌in‌ ‌workbook.‌ ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌coming‌ ‌test.‌ ‌

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| ‌ | ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌53:‌ ‌REVISION‌ ‌FOR‌ ‌THE‌ ‌FIRST‌ ‌TERM‌ ‌TEST‌** ‌

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌can‌ ‌review‌ ‌the‌ ‌language‌ ‌they‌ ‌have‌ ‌learnt‌ ‌

include:‌ ‌pronunciation,‌ ‌vocabulary‌ ‌and‌ ‌grammar‌ ‌they‌ ‌have‌ ‌learnt‌ ‌from‌ ‌unit‌ ‌1-6‌ ‌by‌ ‌

doing‌ ‌exercises.‌ ‌

**1.‌ ‌Knowledge:‌‌** ‌review‌ ‌from‌ ‌unit‌ ‌1‌ ‌to‌ ‌6‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities‌**:‌ ‌Ss‌ ‌love‌ ‌the‌ ‌using‌ ‌of‌ ‌English.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan,‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure:‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌** ‌

**3.‌ ‌New‌ ‌lesson:‌** ‌ ‌

**Activity‌ ‌1‌ ‌:Review‌ ‌pronunciation‌ ‌** ‌

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| **Teacher’s‌ ‌and‌ ‌Ss’activities‌** ‌ | **Content‌** ‌ |
| -T‌ ‌tells‌ ‌the‌ ‌Ss‌ ‌the‌ ‌first‌ ‌tongue‌ ‌twister‌ ‌  for‌ ‌practising‌ ‌the‌ ‌sounds‌ ‌/‌ ‌ə/‌ ‌and‌ ‌/3:/,/‌ ‌  f/‌ ‌and‌ ‌/v/,‌ ‌/g/‌ ‌and‌ ‌/k/,/ʃ/‌ ‌and‌ ‌/‌ ‌ʒ/;‌ ‌/‌ ‌ɑ/‌ ‌  and‌ ‌/‌ ‌ɔ:/;‌ ‌/,/tʃ/‌ ‌and‌ ‌/‌ ‌dʒ/‌ ‌  -T‌ ‌plays‌ ‌the‌ ‌tape‌ ‌  -T‌ ‌has‌ ‌Ss‌ ‌practise‌ ‌individually,‌ ‌in‌ ‌pairs‌ ‌  -Ss‌ ‌listen‌ ‌to‌ ‌the‌ ‌recording‌ ‌and‌ ‌practice‌ ‌  individually‌ ‌and‌ ‌in‌ ‌pairs‌ ‌ | **PRONUNCIATION‌** ‌  **1.‌ ‌Circle‌ ‌the‌ ‌word‌ ‌in‌ ‌which‌ ‌the‌ ‌**  **underlined‌ ‌sound‌ ‌is‌ ‌pronounced‌ ‌**  **differently.‌ ‌Listen,‌ ‌check‌ ‌and‌ ‌repeat‌ ‌**  **the‌ ‌words.‌** ‌  4.B‌ ‌5.C‌ ‌ |

**Activity‌ ‌2‌ ‌:‌ ‌Review‌ ‌vocabularies‌ ‌** ‌

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| **Teacher’s‌ ‌and‌ ‌Ss’activities‌** ‌ | **Content‌** ‌ |
| -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌do‌ ‌this‌ ‌exercise‌ ‌  individually,‌ ‌and‌ ‌share‌ ‌their‌ ‌answers‌ ‌  with‌ ‌a‌ ‌partner.‌ ‌  -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌write‌ ‌their‌ ‌answers‌ ‌on‌ ‌the‌ ‌  board.‌ ‌  -Checks‌ ‌the‌ ‌answers‌ ‌with‌ ‌the‌ ‌whole‌ ‌  class.‌ ‌ | **VOCABULARY‌** ‌  **2.‌ ‌Do‌ ‌the‌ ‌crossword‌ ‌puzzle‌ ‌and‌ ‌**  **complete‌ ‌teh‌ ‌sentences.‌** ‌  **Key‌** ‌  5.university‌ ‌6.temple‌ ‌ ‌   ‌ |

**Activity‌ ‌3‌ ‌:‌ ‌Review‌ ‌grammar‌ ‌** ‌

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| **Teacher’s‌ ‌and‌ ‌Ss’activities‌** ‌ | **Content‌** ‌ |
| -T‌ ‌asks‌ ‌Ss‌ ‌to‌ ‌write‌ ‌his/her‌ ‌answers‌ ‌on‌ ‌  the‌ ‌board.‌ ‌ ‌  -‌ ‌Ss‌ ‌do‌ ‌this‌ ‌task‌ ‌individually‌ ‌  -T‌ ‌checks‌ ‌with‌ ‌the‌ ‌whole‌ ‌class.‌ ‌ | **GRAMMAR‌** ‌  **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.‌ ‌   ‌ |

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| Date‌ ‌of‌ ‌preparation‌ ‌ | Date‌ ‌of‌ ‌teaching‌ ‌ | Class‌ ‌ | ‌Absentees‌ ‌ |
| ‌ | ‌ | 7A‌ ‌ | ‌ |
| ‌ | ‌ | 7B‌ ‌ | ‌ |

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**Period‌ ‌54:‌ ‌REVISION‌ ‌FOR‌ ‌THE‌ ‌FIRST‌ ‌TERM‌ ‌TEST‌** ‌

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**I.‌ ‌Objectives:‌ ‌‌**By‌ ‌the‌ ‌end‌ ‌of‌ ‌the‌ ‌lesson,‌ ‌Ss‌ ‌can‌ ‌review‌ ‌the‌ ‌language‌ ‌they‌ ‌have‌ ‌learnt‌ ‌

include:‌ ‌reading,‌ ‌listenning,‌ ‌speaking‌ ‌and‌ ‌writing‌ ‌they‌ ‌have‌ ‌learnt‌ ‌from‌ ‌unit‌ ‌1-6‌ ‌by‌ ‌

doing‌ ‌exercises.‌ ‌

**1.‌ ‌Knowledge:‌‌** ‌review‌ ‌from‌ ‌unit‌ ‌1‌ ‌to‌ ‌6‌ ‌

**2.‌ ‌Competences:‌ ‌‌**Teamwork‌ ‌and‌ ‌independent‌ ‌working,‌ ‌pair‌ ‌work,‌ ‌linguistic‌ ‌

competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence‌ ‌

**3.‌ ‌Qualities‌**:‌ ‌Ss‌ ‌love‌ ‌the‌ ‌using‌ ‌of‌ ‌English.‌ ‌

**II.‌ ‌Teaching‌ ‌aids:‌** ‌

**1.‌ ‌Materials:‌ ‌‌**Text‌ ‌book,‌ ‌plan‌ ‌

**2.‌ ‌Equipment:‌‌** ‌computer‌ ‌accessed‌ ‌to‌ ‌the‌ ‌Internet,‌ ‌projector,‌ ‌loudspeaker‌ ‌

**III.‌ ‌Procedure:‌** ‌

**1.‌ ‌Checkup‌ ‌attendance.‌** ‌

**2.‌ ‌Checkup‌ ‌the‌ ‌old‌ ‌lesson:‌** ‌

**3.‌ ‌New‌ ‌lesson:‌** ‌ ‌

**Activity‌ ‌1‌ ‌:‌ ‌Reading‌ ‌** ‌

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| --- | --- |
| **Teacher’s‌ ‌and‌ ‌Ss’activities‌** ‌ | **Content‌** ‌ |
| -T‌ ‌gives‌ ‌Ss‌ ‌a‌ ‌passage‌ ‌about‌ ‌Charlie‌ ‌  Chaplin.‌ ‌  -Ss‌ ‌do‌ ‌this‌ ‌task‌ ‌individually‌ ‌  -T‌ ‌calls‌ ‌some‌ ‌Ss‌ ‌to‌ ‌share‌ ‌their‌ ‌answers‌ ‌  -T‌ ‌corrects‌ ‌ | **READING‌** ‌  **1.Read‌ ‌the‌ ‌passage‌ ‌and‌ ‌choose‌ ‌the‌ ‌**  **correct‌ ‌answer.‌** ‌  1.‌ ‌In‌ ‌1910‌ ‌he‌ ‌began‌ ‌to‌ ‌perform‌ ‌  pantomime‌ ‌in‌ ‌\_\_\_\_\_\_\_\_\_\_\_.‌ ‌  A.‌ ‌the‌ ‌US‌ ‌B.London‌ ‌C.Switzerland‌ ‌  2.‌ ‌When‌ ‌did‌ ‌he‌ ‌start‌ ‌appearing‌ ‌in‌ ‌films?‌ ‌  A.‌ ‌In‌ ‌1910‌ ‌B.In‌ ‌1914‌ ‌C.In‌ ‌1972‌ ‌  3.‌ ‌In‌ ‌about‌ ‌how‌ ‌many‌ ‌films‌ ‌did‌ ‌he‌ ‌play‌ ‌  the ‌*Tramp‌*?‌ ‌  A.‌ ‌Seventy‌ ‌B.‌ ‌Seventeen‌ ‌C.Twenty-five‌ ‌  4.‌ ‌Charlie‌ ‌Chaplin‌ ‌is‌ ‌very‌ ‌famous‌ ‌for‌ ‌  \_\_\_\_.‌ ‌  A.his‌ ‌stage‌ ‌performance‌ ‌  B.his‌ ‌background‌ ‌music‌ ‌  C.his‌ ‌character‌ ‌“the‌ ‌Tramp‌ ‌  5.Which‌ ‌of‌ ‌the‌ ‌following‌ ‌is‌ ‌NOT‌ ‌true?‌ ‌  A.Charlie‌ ‌Chaplin‌ ‌was‌ ‌an‌ ‌English‌ ‌artist.‌ ‌  B.He‌ ‌played‌ ‌classical‌ ‌music.‌ ‌  C.He‌ ‌received‌ ‌an‌ ‌award‌ ‌in‌ ‌1972.‌ ‌  **\*Key:‌‌** ‌1.A‌ ‌2.B‌ ‌3.A‌ ‌4.B‌ ‌5.C‌ ‌ |

**Activity‌ ‌2‌ ‌:‌ ‌Speaking‌ ‌** ‌

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| **Teacher’s‌ ‌and‌ ‌Ss’activities‌** ‌ | **Content‌** ‌ |
| ‌ | **SPEAKING‌** ‌ |
| -‌ ‌T‌ ‌asks‌ ‌Ss‌ ‌works‌ ‌in‌ ‌pairs‌ ‌to‌ ‌talk‌ ‌about‌ ‌  3‌ ‌topics‌ ‌  -‌ ‌Ss‌ ‌do‌ ‌this‌ ‌task‌ ‌in‌ ‌pairs.‌ ‌  -‌ ‌T‌ ‌calls‌ ‌some‌ ‌Ss‌ ‌to‌ ‌share‌ ‌their‌ ‌ideas‌ ‌  about‌ ‌the‌ ‌topics.‌ ‌  -‌ ‌T‌ ‌give‌ ‌feedbacks‌ ‌and‌ ‌corrects‌ ‌if‌ ‌any‌ ‌ | |  | | --- | | **1.Talk‌ ‌about‌ ‌three‌ ‌topics‌ ‌below.‌** ‌ |   1.Talk‌ ‌about‌ ‌your‌ ‌favorite‌ ‌food‌ ‌or‌ ‌drink‌ ‌  and‌ ‌how‌ ‌to‌ ‌make‌ ‌it.‌ ‌  2.‌ ‌Talk‌ ‌about‌ ‌your‌ ‌volunteer‌ ‌activities.‌ ‌  3.‌ ‌Talk‌ ‌about‌ ‌something‌ ‌you‌ ‌can‌ ‌do‌ ‌to‌ ‌  improve‌ ‌your‌ ‌health.‌ ‌ |

**Activity‌ ‌3‌ ‌:‌ ‌Listening‌ ‌** ‌

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| --- | --- |
| **Teacher’s‌ ‌and‌ ‌Ss’activities‌** ‌ | **Content‌** ‌ |
| -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.‌ ‌   ‌   ‌   ‌  -‌ ‌Have‌ ‌Ss‌ ‌look‌ ‌at‌ ‌the‌ ‌menu.‌ ‌Play‌ ‌the‌ ‌  recording‌ ‌again‌ ‌for‌ ‌Ss‌ ‌to‌ ‌complete‌ ‌the‌ ‌  menu.‌ ‌   ‌ | **LISTENING‌** ‌  **4.‌ ‌Listen‌ ‌to‌ ‌a‌ ‌man‌ ‌talking‌ ‌about‌ ‌his‌ ‌**  **meal‌ ‌in‌ ‌a‌ ‌restaurant‌ ‌and‌ ‌tick‌ ‌the‌ ‌**  **adjectives‌ ‌you‌ ‌hear.‌** ‌  KEY‌ ‌:‌ ‌ ‌  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 ‌ |    ‌ |

**Activity‌ ‌4‌ ‌:‌ ‌Writing‌ ‌** ‌

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| **Teacher’s‌ ‌and‌ ‌Ss’activities‌** ‌ | **Content‌** ‌ |
| ‌   ‌  -Ss‌ ‌do‌ ‌this‌ ‌task‌ ‌individually‌ ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌   ‌  -Ss‌ ‌do‌ ‌this‌ ‌task‌ ‌individually‌ ‌ | **WRITING‌** ‌  **1.Reorder‌ ‌the‌ ‌words‌ ‌or‌ ‌phrases‌ ‌given‌ ‌**  **to‌ ‌make‌ ‌the‌ ‌sentences‌ ‌** ‌  1.‌ ‌I/‌ ‌a‌ ‌/‌ ‌toothache/‌ ‌have.‌ ‌  2.‌ ‌like/‌ ‌to/‌ ‌I’d/‌ ‌in‌ ‌the‌ ‌sun/‌ ‌and/‌ ‌books/‌ ‌  read/‌ ‌sit.‌ ‌  3.‌ ‌bananas/‌ ‌How‌ ‌many/‌ ‌do/‌ ‌need/‌ ‌you?‌ ‌  4.‌ ‌This‌ ‌school/‌ ‌last‌ ‌year/‌ ‌built/was.‌ ‌  5.‌ ‌Dong‌ ‌Ho‌ ‌paintings/Bac‌ ‌Ninh/‌ ‌in/‌ ‌  made/‌ ‌Province/‌ ‌are.‌ ‌  6.‌ ‌Eat/‌ ‌less/‌ ‌junk‌ ‌food.‌ ‌  **2.‌ ‌Rewrite‌ ‌the‌ ‌sentences‌ ‌with‌ ‌the‌ ‌given‌ ‌**  **words‌ ‌without‌ ‌changing‌ ‌the‌ ‌meaning‌** ‌  1.‌ ‌The‌ ‌price‌ ‌of‌ ‌food‌ ‌is‌ ‌the‌ ‌same‌ ‌as‌ ‌it‌ ‌was‌ ‌  last‌ ‌year.‌ ‌‌*(not‌ ‌different‌ ‌from)‌* ‌  🡪‌ ‌The‌ ‌price‌ ‌of‌ ‌food…………………‌ ‌  2.‌ ‌This‌ ‌dress‌ ‌is‌ ‌not‌ ‌more‌ ‌expensive‌ ‌than‌ ‌  I‌ ‌thought‌ ‌at‌ ‌first.‌ ‌‌*(as…..as)‌* ‌  🡪‌ ‌This‌ ‌dress‌ ‌………………………..‌ ‌  3.‌ ‌They‌ ‌grow‌ ‌rice‌ ‌in‌ ‌the‌ ‌tropical‌ ‌  countries.‌ ‌‌*(passive‌ ‌voice)‌* ‌ |
|  | 🡪‌ ‌Rice………………………………‌ ‌  2.‌ ‌They‌ ‌built‌ ‌my‌ ‌school‌ ‌10‌ ‌years‌ ‌ago.‌ ‌  *(passive‌ ‌voice)‌* ‌  🡪‌ ‌My‌ ‌school‌ ‌………………………..‌ ‌ |

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**\*‌ ‌Homework‌ ‌** ‌

-‌ ‌Prepare‌ ‌for‌ ‌the‌ ‌next‌ ‌lesson:‌ ‌The‌ ‌first‌ ‌term‌ ‌examination‌ ‌

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